

City University of Hong Kong

Information on a Course
offered by Department of English
with effect from Semester A in 2009 / 2010

This form is for completion by the *Course Co-ordinator/Examiner*. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

Part I

Course Title: Developing Speaking and Listening Skills

Course Code: EN2708

Course Duration: 1 semester

No. of Credit Units: 3

Level: B2

Medium of Instruction: English

Prerequisites: *(Course Code and Title)* Nil

Precursors: *(Course Code and Title)* Nil

Equivalent Courses: *(Course Code and Title)* Nil

Exclusive Courses: *(Course Code and Title)* Nil

Part II

1. Course Aims:

This course has two main aims: to introduce the basic features of spoken English in a variety of social-cultural contexts, and 2) to allow students to improve their listening and speaking skills. Students examine spoken discourse in contexts and work on improving their pronunciation and fluency within. They are introduced to the IPA system. Practice interacting with their classmates in a number of role-play and simulation activities. By the end of this course students will have a greater understanding of the importance of various features in spoken English, such as accent,

intonation, connected speech, and appropriacy. The course will also assist students in evaluating their own speech and listening skills and help them develop the necessary skills for further improvement.

2. Course Intended Learning Outcomes (CILOs)

(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1	Understand the theoretical background for describing and analysing spoken discourse.	
2	Apply the IPA transcription method to spoken texts.	
3	Use spoken language effectively in a variety of given contexts.	
4	Comprehend spoken texts that have a variety of features: accent, intonation, speed, etc.	
5	Evaluate their listening and speaking skills. Prepare a strategic plan on how to improve these skills.	

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

CILO No	TLAs	Hours/week (if applicable)
1	Interactive Lectures. Short input sessions integrated with student based discussion tasks.	
2-4	Tutorial activities. Combination of self and peer work to improve speaking and listening skills: transcription, role plays, discussions, presentations.	
5	Reflective activities. Choose from lists of listening and speaking strategies and develop a learning plan for future use.	

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

CILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
1	In-class quiz to demonstrate understanding of the basic aspects of spoken English discourse (speaking and listening).	20%	Individually assessment based on the information presented in the first two weeks of the course.
2	In class transcription quizzes	10%	Students are given three quizzes about transcription using the IPA system.
2-4	In-class assessment on group activities.	30%	Students will be continually assessed on their performance in group activities in class: role plays, discussions
2-4	Listening test.	20%	Students are given a listening test at the end of the course. This includes aspects such as bottom-up, top-down, and interactive dimensions, and also the social cultural aspects of spoken texts.
5	Self-Reflection Portfolio.	20%	Students are required to record a piece of spoken text then transcribe this, analysis it, write a brief report on their speech, and suggest a plan for future improvement.

5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading pattern: Standard (A+, A, A-....F). Grading is based on student performance in assessment tasks/activities.

Grading Criteria

Individual in-class quiz

Grade	CILOs 1
A	Demonstrates excellent understanding of the subject matter.
B	Demonstrates good understanding of the subject matter, although weak on some points.
C	Demonstrates adequate understanding of the main issues.
D	Demonstrates limited understanding of the subject matter and can only recall a limited amount of content.
F	Has not answered enough questions to demonstrate an understanding of the main issues.

IPA assessment

Grade	CILOs 2-4
A	Student demonstrates an ability to transcribe accurately into English and from English to IPA format with 90%, or above, accuracy.
B	Student demonstrates an ability to transcribe accurately into English and from English to IPA format between 75%- 89% accuracy.
C	Student demonstrates an ability to transcribe accurately into English and from English to IPA format between 50%- 74% accuracy.
D	Student demonstrates an ability to transcribe accurately into English and from English to IPA format between 30%-49% accuracy.
F	Student can only transcribe below 30% of text with any accuracy.

Class activities (continual assessment)

Grade	CILOs 2-4
A	Student participates in all activities actively. Demonstrates ability to self correct. Excellent use of English.
B	Student participates in most of the activities. Have a very good standard of spoken English.
C	Student does not participate actively in many of the in-class activities. Has poor pronunciation and hesitant when speaking. There are recurrent language problems.
D	Student has to be asked to take part in activities and does not demonstrate any active engagement with the other students. The standard of English is below what is expected for most of the activities. Student does engage him/herself in the activities or does not attend enough classes to be assessed properly.
F	Non attendance, or very weak performance, i.e. poor pronunciation, hesitant, limited vocabulary.

Listening Test

Grade	CILOs 2-4
A	Student achieves a score of 81% or above.
B	Student achieves a score of between 70%-80%.
C	Student achieves a score of between 50%-69%.
D	Student achieves a score of between 30%-49%.
F	Student achieves a score of below 30%. Or non attendance,

Self-Reflection Portfolio.

Grade	CILOs 5
A	Student is able to accurately transcribe a piece of their own speech. Then reflect of this with insightful comments based on what they have learned during the course. They are also able to set a realistic plan to improve their spoken discourse.
B	Student is able to transcribe a piece of their own speech with 75% accuracy. They can reflect of the transcription with some insightful comments based on what they have learned during the course. They are also able to set a realistic plan to improve their spoken discourse.
C	Student is able to transcribe up to 50% of a piece of their own speech accurately. They offer a few reflective comments on their transcription based on what they have learned during the course. They are somewhat able to set a plan to improve their spoken discourse.
D	Student is able to transcribe up to about 40% of a piece of their own speech accurately. They are unable to offer many reflective comments on their transcription. They are unable to set a realistic plan to improve their spoken discourse.
F	Student is only able to transcribe below 30% of their speech. They do not reflect on their work, and are unable to set a plan for improving their spoken discourse.

Part III

Keyword Syllabus:

Speaking, listening, spoken discourse, social-cultural contexts, IPA transcription.

Recommended Reading:

Great Ideas: Listening and Speaking activities for students of American English.
Jones, L and Kimborough, V. (2000)

Headway Pronunciation: Upper-Intermediate. Bowler, B. and Cunningham, S. (2000)

Online Resources:

English Language Centre On-Line Resources
<http://www.cityu.edu.hk/cityu/dpt-acad/elc.htm>

Hong Kong Polytechnic University On-line
Resources <http://elc.polyu.edu.hk/LanguageLearningResources/default.htm>

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