

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2016/2017**

Part I Course Overview

Course Title: The Structure of English

Course Code: EN2711

Course Duration: One Semester

Credit Units: 3 credits

Level: B2

Proposed Area:
(for GE courses only)

- Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction:

English

Medium of Assessment:

English

Prerequisites:

(Course Code and Title)

None

Precursors:

(Course Code and Title)

None

Equivalent Courses:

(Course Code and Title)

None

Exclusive Courses:

(Course Code and Title)

None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to introduce students to a systematic description of the English Language and to introduce students to the skills needed to apply their knowledge to the analysis of authentic language data.

2. Course Intended Learning Outcomes (CILOs)

(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.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the phonetic, phonological, morphological, syntactic, and semantic systems of the English Language;		✓		
2.	Critically apply the knowledge these systems to analyse the linguistic structure of a wide variety of texts:		✓	✓	✓
3.	Generate theories about language use based on their knowledge of linguistic structures;		✓	✓	✓
4.	Identify the processes of the acquisition of different language structures by first and second language learners.			✓	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Interactive Lecturing, language analysis and discussions	Students will explore the different systems of the English Language; Students will, by responding to questions and doing research, develop their abilities to reflect on the different systems of the English Language.	✓						
Interactive Lecturing, language analysis and discussions	Students will reflect on the issues related to first and second language acquisition and different Englishes; Students will, by responding to questions and doing research, identify the processes of first and		✓	✓				

	second language acquisition.							
Language analysis and discussions	Students will be given authentic and contrived language data to experiment with the ways in which their knowledge of language can be applied to perform language analysis, descriptions and explanations; Students will, by responding to questions and doing research, develop their abilities to evaluate the appropriateness of language uttered or written for a particular purpose in a particular context.			✓	✓			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: <u>100</u> %							
First mid-semester in-class test: Will test students' ability to identify and reflect on the different language systems, the acquisition of first and second languages; Will test students' application of knowledge.		✓	✓	✓		25%	Mid-semester; 2 hours
Second mid-semester in-class test: Will test students' ability to generate theories about the different language systems; Will test students' application of knowledge.	✓	✓	✓			25%	Mid-semester; 2 hours
End-of-course assignment: Will give students opportunities to apply their knowledge to critically analyze and evaluate authentic language data.	✓	✓	✓	✓		40%	Individual Work
Class Participation:						10%	Individual Work
						100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
Essay type questions in the in-class test, examination and assignment	Demonstrate skills in describing, explaining, analyzing, comparing and evaluating language data	Students demonstrate excellent skills in describing, explaining, analyzing, comparing and evaluating language data and consistently maintain a high degree of grammatical accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.	Students demonstrate good skills in describing, explaining, analyzing, comparing and evaluating language data and show a relatively high degree of grammatical control in giving descriptions, explanations, analyses, comparisons and evaluations.	Student demonstrate adequate skills in describing, explaining, analyzing, comparing and evaluating language data and communicate with reasonable accuracy in giving descriptions, explanations, analyses, comparisons and evaluations	Student demonstrate very limited skills in describing, explaining, analyzing, comparing and evaluating language data and use simple structures correctly in giving descriptions, explanations, analyses, comparisons and evaluations.	Student cannot demonstrate skills in describing, explaining, analyzing, comparing and evaluating language data and show only limited control of a few simple grammatical structures and sentence patterns in giving descriptions, explanations, analyses, comparisons and evaluations

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Grammar: phrases, clauses, sentences;

Vocabulary: lexical sets, semantic relations, word-formation;

Phonology: sounds, rhythm, intonation;

Second Language Learning: motivation, exposure, age differences, interlanguage

2. Reading List

2.1 Recommended Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Collins, P. and Hollo, C. (2000). *English Grammar: an Introduction*. Hampshire: Palgrave.

Fromkin, V., Rodman, R. and Hyams, N. (2003). *An Introduction to Language* (seventh edition). Boston: Thomson Heinle.

Trudgill, P. and Hannah, J. (2002). *International English: a Guide to Varieties of Standard English*. London: Arnold.

Yule, G. (2006). *The Study of Language* (Third edition). Cambridge: Cambridge University Press.

Grading of Courses

- Courses are graded according to the following schedule:

Letter Grade	Grade Point	Grade Definitions	
A+	4.3	Excellent	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
A	4.0		
A-	3.7		
B+	3.3	Good	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
B	3.0		
B-	2.7		
C+	2.3	Adequate	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
C	2.0		
C-	1.7		
D	1.0	Marginal	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	0.0	Failure	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
P		Pass	"Pass" in a pass-fail course. Courses to be graded on a pass-fail basis for a programme are specifically identified under the programme in the course catalogue.

Operational Grades

IP	In Progress	An IP grade is shown where students will register for the same course in subsequent semesters to complete the assessment of the course.
I	Incomplete	A grade of incomplete may be granted (1) where there are extenuating circumstances that have prevented a student from completing required work, or attending the examination; (2) at the discretion of the Assessment Panel. Where an "I" grade is assigned, the Assessment Panel will approve a schedule for the completion of work, or a supplementary examination. An alternative grade should be assigned no later than four weeks after the "I" grade is first reported or as soon as practicable thereafter.
S	Dissertation Submitted	In a dissertation-type course, an S grade is assigned by the Course Leader when a student's dissertation has been submitted for assessment.
TR	Credit Transfer	Assigned when a student is granted transferred credit units for the course.
Z	Exemption	Assigned when a student is exempted from the course.
AU	Audit	An audited grade is assigned when an auditing student has completed the conditions

established at registration as an auditor. No assessment is made or grade awarded for auditing.

X	Late Drop	Assigned when a student is permitted to drop the course after the add/drop deadline.
WD	Withdrawn	Assigned when a student has registered for the course in a semester/term and subsequently submitted a notification of withdrawal from the University.

- Students assigned a grade of D or better, or a Pass grade in a pass-fail course, earn credit units for the course. Grades of F, IP, I, S, Z, AU, X and WD do not earn credit units.
- A grade with an asterisk (e.g. B+*) is excluded from the calculation of the GPA. The credits earned will not be counted toward the minimum credit requirement for graduation but will be counted toward the maximum number of credit units permitted.
- Grades of P, IP, I, S, TR, Z, AU, X and WD are not counted in the calculation of a student's CGPA. Grades of F are counted, unless the fail is recovered under the section of "Repeating Courses to Improve Grades" in Academic Regulations.
- Grades of P, IP, I, S, TR, Z, AU, X and WD are not counted in the calculation of a student's SGPA.