

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2016/17**

---

---

**Part I Course Overview**

Designing and Delivering Effective Training Programmes

**Course Title:**

EN2813

**Course Code:**

One Semester

**Course Duration:**

3

**Credit Units:**

B3

**Level:**

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

**Proposed Area:**

*(for GE courses only)*

English

**Medium of Instruction:**

English

**Medium of Assessment:**

Nil

**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)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course is designed to examine the central issues relevant to the effective designing and delivery of training programmes in English. The course provides both the theoretical framework and pedagogical implications in the application of the framework for the corporate training in English language. It also provides students with the basis to discover and evaluating the effectiveness of training programmes and helps students understand the planning issues involved.

### 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.	Understand and critical evaluate the theoretical background for corporate training methods in English language.		x		
2.	Discover and critically evaluate various approaches to the delivery of corporate training.			x	
3.	Analyse a case study and explain the details of a syllabus related to corporate training				x
...					

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

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 Lectures. Short input sessions integrated with student based discussion tasks.	x	x	x				
	Tutorial activities and discussions. Students are provided with more opportunities to discuss central issues about corporate training in small tutorial groups.	x	x	x				
	Group Project. Students work in groups of 3 or 4 to analyze a case and apply the theories they have learned in the course to the project.	x	x	x				
...								

### 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	5			
Continuous Assessment: 100%								
<i>In-class test</i>	x	x	x	x	x		30%	There will be a one-hour in-class test in week 8 of the course. This test will cover the first part of the course, from weeks 1 to 6 and will be in the form of short written answers
<i>Group Project</i>	x	x	x				30%	Students are required to work in groups of 3 or 4. You will be given a situation that requires you to design a language training programme for a particular group of learners.
<i>Presentation of project</i>	x	x	x				10%	Individually, students present the main points of their group project to other members of the class. This mini-presentation will be peer-assessed.

<i>Lesson Plan</i>	x	x	x	x	x		20%	Based on the details of the group project, each student will prepare <u>one</u> detailed lesson plan for a 90min training session.
<i>Class mark</i>	x	x	x	x	x		10%	As part of the ongoing work done in class, students are awarded a mark for their participation in class activities and attendance in class.
Examination: ____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

## 5. Assessment Rubrics

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

Grade	CILOs 1-5
A	Demonstrates excellent understanding and ability critically analyse the subject matter.
B	Demonstrates good understanding and shows some ability to critically evaluate 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. Does not go beyond a basic understanding.
F	Has not answered enough questions to demonstrate an understanding of the main issues.

### Written group project

Grade	CILOs 1-3
A	A clearly written and presented group project. All areas of syllabus design are covered and the paper contains a clear rationale and explanation of the design of the course. Excellent use of English.
B	A well presented and competently written document. Most of the areas of syllabus design are explained and justified. There are some questions that could still be asked about the course design. The standard of written English is very good.
C	An adequately presented project and fairly easy to read. There are a number of issues related to course design that have not been explained, or not explained well enough. There are recurrent language problems in the text.
D	A poorly written and presented report. There are several areas of course design which are not explained. There are a lot of questions that still need to be answered related to the course design. The standard of English is below what is expected in a formal piece of academic writing.
F	An unacceptable written report. Brief, not enough information to form an idea of the course, and presented poorly.

### Individual presentation of project (peer marked)

Grade	Comprehensibility ( <i>use of vocabulary, accuracy, and fluency</i> )	Interaction ( <i>listens and handles questions from audience. Able to give additional information</i> )
A	Entire message understood. All speakers notably good.	Students are active listeners and provide thoughtful and accurate follow up responses to questions.
B	Entire message understood. Most speakers notably good. Some weaknesses in one area of comprehensibility.	Students are able to understand most of the questions and deal with them appropriately. Some disagreement or confusion in answering questions.
C	Message sometimes hard to understand. Speakers not notably good in most areas.	Students do not demonstrate an ability to handle questions well. After some time can give responses.
D	Message hard to understand. Lots of breakdowns and/or hesitations in pronunciation, accuracy or vocabulary.	Students are confused when asked questions. Are not able to give adequate replies to the questions.

### Written Lesson Plan

	<b>CILOs 1-5</b>
A	The student has chosen exercises and activities which are suitable to the level of learner they are teaching. A very clearly written lesson plan, easy to follow. The reader would be able to teach from this plan with no problems. The student has identified possible problems in teaching the lesson and indicated in the plan where these problems may come and how s/he will deal with them. An illustration at the end of the plan of carefully thought out board work.
B	The exercises chosen for this lesson are appropriate although there may be some disconnection in the sequencing. The plan is well presented and the reader would be able to follow it if teaching this lesson. However, there are some questions that could be asked about the sequencing of activities. The student may not have anticipated all the possible problems in teaching the lesson. There are not many concept questions to check understanding. The board work looks OK but may need a little rearranging.
C	The exercises chosen for this lesson are appropriate although there may be some disconnection in the sequencing. There is some confusion in following this lesson plan. Several questions need to be asked in order to gain a clear idea of how to teach from it. Concept questions are missing. There may appear to be a lot of teacher talking/activity, and not so much student talking/activity. The board work could be better.
D	The exercises and activities do not match the level of students. The lesson would be too difficult for the identified group of students. The lesson plan is difficult to follow as there

	is not enough information in it for the reader to fully understand. Although the teacher's part may be worked out, it is unclear what responses are expected from the pupils. The board work is not good.
F	An inadequate lesson plan. The exercises and activities are unsuitable for the students. The lesson plan does not demonstrate a sequence of activities which would lead the students to an understanding and ability to use the language.

### Attendance

Grade	
A	Has attended all classes.
C	Has missed up to 3 classes.
F	Has missed more than 3 classes.

### 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.)*

Corporate Training, English Language, Approaches and Methods of Language Teaching, Case Studies in Corporate Training.

#### 2. Reading List

##### 2.1 Compulsory Readings

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Harmer, J. (2006). The practice of English language teaching. Third Edition. New York: Longman.
2.	Richards, Jack C. & Theodore, S. Rodgers (2001). Approaches and methods in language teaching. NY: Cambridge University Press.
3.	
...	

##### 2.2 Additional Readings

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

1.	Various recent journals articles from <i>Applied Linguistics</i> , <i>ELT Journal</i> , <i>IATEFL Issues</i> , <i>Language Learning</i> , <i>TESOL Quarterly</i> . The tutor will recommend these as and when necessary to give students up-to-date information on topics presented in class.
2.	
3.	
...	