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: Strategies in Creative Communication Projects

Course Code: EN3310

Course Duration: 1 semester

Credit Units: 3

Level: B3

Medium of instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

1. Course Aims:
This course aims to develop and improve the English proficiency of students in all six communicative skills (reading, writing, speaking, listening, viewing and visually presenting) through the provision of opportunities for these skills to be used, developed and polished. Students will be able to speak and write in English confidently, competently and effectively in various public and professional genres. The course also provides training in thinking creatively, critically and working collaboratively on a range of issues, topics and problems

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.	Speak, listen, read, write, view and present more effectively, accurately and creatively in a variety of written, spoken, video and Internet genres.	
2.	Critically evaluate the use of English in multimodal forms.	
3.	Conduct independent research on topical issues and problems in contemporary society and communicate ideas.	
4.	Detect and analyze common communicative errors.	
5.	Think and work creatively, critically and collaboratively as part of a team.	

3. Teaching and learning Activities (TLAs)
(designed to facilitate students' achievement of the CILOs)

CILO No.	TLAs	Hours/Weeks (if applicable)
1 – 4	The instructor delivers multimedia lectures on topics and issues related to multimodal communication.	
1, 2, 4, 5	Students engage in discussion on common communicative errors and strategies.	
1 – 5	Students read and view multimodal texts on relevant topics and evaluate the use of English in these texts.	
1 – 5	Students write and present multimodal texts and evaluate texts produced by their classmates.	
1 – 5	Students conduct internet and library research for their group project.	

4. Assessment Tasks/Activities
(designed to assess how well the students achieve the CILOS)

ILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
1-2	**English learning history** Students create their English learning history in multimodal forms.	20	
1, 2, 4, 5	**Participation** Students participate in class and online learning activities.	20	
1, 2, 4, 5	**Analysis of creative strategies**	30	

EN3310

	Students analyze creative strategies employed in various texts.		
1-5	**Creative Group Project** Students work in groups to create a fan site for an imaginary English-language singer or a support site for an imaginary non-profit organization.	30	

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.

English Learning History

A   Able to present the history in multimodal format with coherent organization, and expressed in clear and accurate English.

B   Able to present the history in multimodal format with good organization, and expressed in accurate English.

C   Able to present the history in multimodal format with moderate organization, and expressed in moderately accurate English.

D   Able to present the history in multimodal format with some organization, and expressed in moderately accurate English.

E   Unable to present the history in multimodal format and / or express in accurate English.

Analysis of creative strategies

A   Able to critically analyze creative strategies with coherent and organization, and expressed in clear and accurate English.

B   Able to competently analyze creative strategies with good organization, and expressed in accurate English.

C   Able to analyze creative strategies with moderate organization, and expressed in moderately accurate English.

D   Able to analyze creative strategies with some organization, and expressed in moderately accurate English.

E   Unable to competently analyze creative strategies with organization, and/or expressed in accurate English.

EN3310

Creative Group Project

A   Able to conduct research competently, present the content on the website creatively and professionally.

B   Able to conduct research and present the content on the website with moderate creativity and professionalism.

C   Able to conduct research and present the content on the website with some creativity and professionalism.

D   Able to conduct research and present the content on the website with minimal creativity and professionalism.

E   Unable to conduct research competently, present the content on the website creatively and professionally.

Participation

A   Able to show respect for others' idea, **routinely** provide **quality** feedback and show a **strong** commitment to support coursemates.

Able to demonstrate very active participation in class.

Able to frequently initiate quality discussion in class.

Able to showcase an exemplary group site and personal pages for peer participation.

B   Able to show respect for others' idea, **periodically** provide **good** feedback and show a **good** commitment to support coursemates.

Able to demonstrate active participation in class.

Able to frequently initiate good discussion in class.

Able to showcase a good group site and personal pages for peer participation.

C   Able to show respect for others' idea, provide some feedback and show a **good** commitment to support coursemates.

Able to demonstrate participation in class.

Able to initiate discussion in class.

Able to showcase a solid group site and personal pages for peer participation

D   Able to show respect for others' idea, provide feedback and show some commitment to support coursemates.

Able to demonstrate some degree of participation in class.

Able to initiate discussion in class.

Able to showcase a group site and personal pages for peer participation

E   Unable to show respect for others' idea, provide feedback and show commitment

to support others. Unable to participate, initiate discussion. Unable to showcase a group site and personal pages for peer participation.

Part III

Keyword syllabus

language proficiency (spoken and written); presentation skills; pronunciation; active reading; effective writing; creative thinking; public self-presentation; video or web-site creation

Recommended reading

Anderson Allen, M. (2003). *Writing.com: creative Internet strategies to advance your writing career* (Rev. Ed.). NY: Allworth Press.

Baron, N.S. (2008). *Always on: language in an online and mobile world*. Oxford: Oxford University Press.

Crystal, D. (2001). *Language and the Internet*. Cambridge: Cambridge University Press.

Danet, B., & Herring, S.C. (2007). (Eds.). *The multilingual internet: language, culture and communication online*. Oxford: Oxford University Press.

Dorner, J. (2002). *Writing for the Internet*. Oxford: Oxford University Press.

EEI Press (2007). *The elements of Internet style: the new rules of creating valuable content for today's readers*. NY: Allworth Press.

Kasper, G., & Kellerman, E. (1997). (Eds.). *Communication strategies: psycholinguistic and sociolinguistic perspectives*. London: Longman.

Warschauer, M. (2000). Language, identity, and the Internet. Mots Pluriels. http://motspluriels.arts.uwa.edu.au/MP1901mw.html

Weiss, E.H. (2005). *The elements of international English style: a guide to writing correspondence, reports, technical documents, and internet pages for a global audience*. Armonk, NY: M.E. Sharpe.

Online resources
BBC http://www.bbc.co.uk/
CNN http://www.cnn.com/
Interview Magazine http://www.interviewmagazine.com/
Greenpeace http://www.greenpeace.org/international/
Medecins Sans Frontieres http://www.msf.org/
Essential fansites
     CSI http://csifiles.com/
     Radiohead http://www.ateaseweb.com/
     James Bond http://www.mi6.co.uk/mi6.php3
     Lost http://lostpedia.com/wiki/Main_Page
     Harry Potter http://the-leaky-cauldron.org/
     Brickiwiki http://www.brickiwiki.com/?zone=thm4&t=anon
     Sherlock Holmes Wiki http://sherlockholmesinfo.wetpaint.com/

Returned by:

Name: Dr Alice Chik   Department: English

Tel: 3442-8209   Date: 11 Dec 2009

Revised by Alice Chik on 14 Feb 2011

EN3310