

**Course Syllabus**

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

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**Part I Course Overview**

Creative and Cultural Study Tour

**Course Title:**

EN3577

**Course Code:**

1 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)*

EN2410 Professional Communication Study Tour

**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 aims to give students a good understanding of language and communication issues in a selected English speaking country while at the same time training them in ethnographic research methods for creative and cultural studies. The course is divided into five topics: 1) linguistic issues (the different varieties of English used and people's attitudes towards them), 2) multiculturalism (how multiple cultures interact and how this affects communication, including governmental and media constructions of multiculturalism), 3) language and the environment (how English language interacts creatively with the environment in the form of such things as architecture and signage, and how this affects communication, especially around such issues as tourism), 4) creativity, language and culture (the kinds of language and communication important in popular culture, tourism, arts scene), 5) multimodality and semiotics (how language and symbols interact creatively to create and communicate messages and meaning). During the course, students will engage in theoretical discussions about these topics and then apply the theories to observations of actual language use and communication in the real world. At the end of the course, students need to critically reflect and evaluate their overall learning experiences, and creatively demonstrate their language, academic and personal achievements. Since this course takes place in a native English speaking environment, students will also have considerable opportunities to practice their English communication skills and to become more critically aware of culture and language and its interaction.

### 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.	Explain important concepts in sociolinguistics and communication theory regarding <ul style="list-style-type: none"> <li>. 1) language variation</li> <li>. 2) multiculturalism</li> <li>. 3) language and the environment</li> <li>. 4) creative writing &amp; communication</li> <li>. 5) multimodality and semiotics</li> </ul>		X	X	
2.	Conduct ethnographic interviews and observations related to these topics.		X	X	
3.	Apply, analyze and evaluate first-hand data from observations, surveys and interviews using the theories learned in class.		X	X	X
4.	Critically compare findings and results from overseas country with Hong Kong, reflect on overall learning experience and devise creative solutions to any problems or		X	X	X

difficulties encountered.				
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\* 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			
Orientation Lectures	Students attend lectures before the study tour giving background on theories and topics	X						
Group projects	Students conduct fieldwork in small groups and prepare a project including library research and analysis of data.	X	X	X	X			
Supervised cultural visits	Students visit and reflect upon cultural visits			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				
Continuous Assessment: 100%								
Students work in groups to design research protocols and gather data on one of the five topics above. Data is analyzed using the theories learned and results are reported in web-based reports which students in other groups comment upon.	X	X	X				50%	
Students keep a journal of their experiences including daily self-assessment of their language use.				X			40%	

Students complete pre-, during & post-tour quizzes and exercises to monitor their learning throughout the study tour from preparative to reflective stage.	X						10%		
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.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Group Project	Language	Minimal usage errors; effectively organized on the text and paragraph/discourse level; style appropriate to task	Few usage errors; fairly well organized on text and paragraph/discourse level; style appropriate to task	Moderate usage errors; some problems with organization/cohesion/coherence; style not always appropriate	Many usage errors; serious problems with organization/cohesion/coherence; inappropriate style	Usage errors/organization and/or style seriously interfere with comprehension.
	Data	Excellent data collection; good archiving and/or transcription; effective interviewing/observation strategies	Good data collection; good archiving and/or transcription; interviewing/observation strategies mostly appropriate	Adequate data collection; adequate archiving and/or transcription; problems with interviewing/observation strategies	Inadequate data collection; inadequate archiving and/or transcription; major problems with interviewing/observation strategies	Inadequate and inappropriate data; not archived or transcribed
	Reading and Citation of Sources	Evidence of extensive reading; 5-10 sources cited; outside reading integrated effectively and cited correctly	Evidence of adequate reading; 3-5 sources cited; outside reading integrated effectively and cited correctly	Evidence of some reading; 1-2 sources cited; some problems with integrating outside reading effectively; faulty citation	Evidence of little reading; 1 source cited; major problems with integrating outside reading effectively; faulty citation	No evidence of outside reading

	Analysis	Systematic and perceptive analysis; excellent application of language/communication concepts; clear points adequately supported with evidence	Moderately systematic and perceptive analysis; good application of language/communication concepts; clear points adequately supported with evidence	Some flaws in analysis; some problems with the application of concepts; points may be slightly unclear or evidence may be thin	Serious flaws in analysis; serious problems with the application of concepts; points may be unclear or inadequately supported	Seriously flawed or incoherent analysis unsupported by evidence
	Design/Multimodal Communication	Very unique and creative; multiple-modes (graphics, video, audio and text) used together effectively; web pages easy to navigate	Fairly unique and creative; graphics and texts used together moderately effectively; web pages easy to navigate	Graphics and texts used together effectively; web pages easy to navigate	Ineffective use of graphics and texts; web pages difficult to navigate to	Very ineffective use of all modes; website does not work or is impossible to navigate.
2. Daily Journal	Language	Minimal usage errors; effectively organized especially on the paragraph/discourse level; style appropriate to task	Few usage errors; fairly well organized especially on the paragraph/discourse level; style appropriate to task	Moderate usage errors; some problems with cohesion/coherence; style not always appropriate	Many usage errors; serious problems with cohesion/coherence; inappropriate style	Usage errors seriously interfere with comprehension
	Content/Specificity/An	Rich and specific	Fairly rich and	May be slightly too general	Very general and abstract;	Extremely

	alysis	content; excellent examples and/or narratives; self reflective; use of appropriate concept when warranted	specific content; adequate examples; self reflective; use of appropriate concepts when warranted;	or abstract with few specific examples or narratives and no use of concepts; little self-reflection	no self-reflection or analysis	general; no self-reflection or analysis
	Design/Multimodal Communication	Unique and creative; graphics and texts used together effectively.	Fairly creative; graphics and texts used together effectively.	Clearly and adequately designed.	Problems with document design making it moderately to seriously incoherent.	Seriously ineffective document design.

**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.)*

Linguistic Issues

Overview of English selected country

Phonological and lexical variation

Regional variation

Language attitudes

Conducting a sociolinguistic interview

Multiculturalism

Overview of multiculturalism and immigration in selected country

Public discourse on multiculturalism

Attitudes towards multiculturalism

Asian immigrants in selected country

Government and Cultural Policy

Conducting a sociological interview

Language and the Environment

Geosemiotics

Interpreting graphic texts, layout and architecture

Discourse and the control of public space

Discourse and tourism

Conducting site surveys, observations and photographic research

Creative Writing and Communication

Creative writing in popular culture

Persuasive writing in the media

Creative and persuasive writing in tourism

Discourse and culture

Multimodality & Semiotics

Overview of media in selected country

Symbols, signs and meaning

Semiotics in advertising

Mediated discourse analysis

**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.	Course hand-outs
2.	
3.	
...	



## 2.2 Additional Readings

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

1.	Bargiela-Chiappini , F. and Harris, S. (1998) <i>The Languages of Business: An International Perspective</i> . Edinburgh: Edinburgh University Press
2.	Macdonald, M. (2003) <i>Exploring Media Discourse</i> . London: Arnold.
3.	Melchers, G and Shaw, P. (2003) <i>World Englishes: An Introduction</i> . London: Arnold.
4.	Pan, Y. Scollon, S.W. and Scollon, R. (2002/ Professional Communication in International Settings. London: Blackwell.