

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester A in 2012 / 2013**

This form is for completion by the Course Co-ordinator. 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:	Issues in ESP
Course Code:	EN5316
Course Duration:	1 semester
Credit Units:	3
Level:	P5
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

Course Aims

This course aims to:

- introduce the field of English for Specific Purposes (ESP)
- identify and explore the main contexts of ESP work in academic, professional and workplace contexts
- set out the main issues and concepts in the context of the historical development of ESP

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.	Explore and understand the main contexts of ESP work in academic, professional and workplace contexts.	
2.	Analyze the relationship between ESP theory and workplace practices.	
3.	Reflect on and critically evaluate the relationship between General English and ESP.	

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLAs	Hours/week (if applicable)
CILO 1	Students will read and discuss key literature in the field of ESP. They will compare and contrast the work of different authors, and explore and understand the main contexts of ESP work.	
CILO 2	Students will do in-class workshops to analyze the applications of ESP theory to the workplace.	
CILO 3	Students will identify one ESP workplace to investigate and gather information about it from publicly available sources. They will make contact with at least one person working there, and interview them about the work of the unit. They will reflect on and assess to what extent it is an ESP workplace as opposed to General English, that is, they will critically evaluate it in comparison with the General English workplace.	

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. 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
CILO 1	Term paper - 3,000 words. Students will find, read and summarize further key literature in one area of ESP. They will explore and understand the current state of the art in that area.	60%	
CILO 2 and 3	Students will report their findings in an ESP poster display. The poster will analyze the applications of ESP theory to the workplace. Students will evaluate to what extent it is an ESP workplace as opposed to General English.	40%	

Grading of Student Achievement:

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

Assessment form: Term paper and Poster display

Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
<ul style="list-style-type: none"> ◆ The topic is extremely well-presented and analysed; ◆ All relevant information is excellently covered; ◆ The purpose of analysing and presenting the material is completely 	<ul style="list-style-type: none"> ◆ The topic is competently presented and very well analysed; ◆ The information is sufficiently covered; ◆ The purpose of analysing and presenting the material is 	<ul style="list-style-type: none"> ◆ The topic is adequately presented and is analysed reasonably well; ◆ Only part of the information is covered; ◆ The purpose of analysing and presenting the material is 	<ul style="list-style-type: none"> ◆ The topic is sketchily presented and analysed inadequately presented; ◆ Only limited information is included; ◆ The purpose of analysing and presenting the material is not 	<ul style="list-style-type: none"> ◆ The topic is highly inadequate in its presentation and is very badly analysed; ◆ Very limited or inaccurate information is included; ◆ The purpose of analysing and presenting the

achieved; ♦ Style and tone are highly appropriate	achieved; ♦ Style and tone are appropriate	partially achieved; ♦ Style and tone are somewhat appropriate	fully achieved at all; ♦ Style and tone are inappropriate	material is not achieved in any way; ♦ Style and tone are completely inappropriate
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Part III

Keyword Syllabus

history of ESP, needs analysis, English for Occupational Purposes, English for Academic Purposes, ESP curriculum, ESP materials

Recommended Readings

Candlin, C.N. and K. Hyland. (Eds.) 1999. *Writing: texts, processes and practices*. London: Longman.

Dudley-Evans, T. and M. St. John. 1998. *Developments in English for specific purposes*. Cambridge: Cambridge University Press.

Flowerdew, J. and M. Peacock. (Eds.) 2001. *Research perspectives on English for academic purposes*. Cambridge: Cambridge University Press.

Hyland, K. 2000. *Disciplinary discourses: social interactions in academic writing*. Harlow, UK: Longman.

Jordan, R.R. 1997. *English for academic purposes: a guide and resource book for teachers*. Cambridge: Cambridge University Press.

Swales, J. M. 2004. *Research genres: explorations and applications*. Cambridge: Cambridge University Press.

Returned by

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