Form 2B

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/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: Teaching Language, Literature, and Popular Culture

Course Code: EN6483

Course Duration: 1 semester

No. of Credit Units: 3

Level: P6

Medium of Instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

1. Course Aims:

This course aims to equip English language teachers in Hong Kong and Mainland China with the theoretical background and practical skills to use literary texts and creative writing techniques in their classrooms. The course is run as a workshop, with participants working in pairs or groups to choose texts and produce activities for their own students. Students also have a chance to develop their own creativity through in-class writing and speaking activities.

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.	**State, identify and evaluate** the relationship between creativity and language learning and the principles of adapting creative texts to the teaching of English.	N/A
2.	**Apply** techniques learnt to cultivate their own creativity and that of their students.	N/A
3.	**Analyze and evaluate** creative texts in terms of their suitability for different kinds of language learners and their potential for teaching different kinds of language targets	N/A
4.	**Design and evaluate** learning activities using creative texts for a variety of different kinds of learners	N/A

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. 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 and 2	Instructor delivers interactive lectures explaining the theoretical basis of using creative texts in language teaching and gives demonstrations of classroom techniques and activities.	
CILO 1, 2, 3 and 4	Students participate in individual and small group activities in which they write (poetry, songs, etc.), discuss relevant issues, evaluate and critique texts and teaching materials and collaboratively design learning activities. At the end of the course, students give presentations and lead class discussions using appropriate terminology and concepts.	
CILO 3 and 4	Students revise and edit work in groups to design and implement lesson plans.	
CILO 1, 2 and 3	Students participate in a variety of out of class activities involving creative writing, interviewing students and teachers, making observations, and collecting various kinds of	

	texts. Students reflect on theses activities weekly in a learning journal.	

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. 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 and 2	● Bi-Weekly Journal (Students write reflective journals based on topics assigned by instructor which may include creative writing, literary critique, reflective critique or online peer feedback)	50%	
CILO 1, 3 and 4	● Lesson Plan and Reflective Essay (Students design a lesson using creative texts, implement the lesson with a group of learners and reflect on the outcomes of the lesson. In a written assignment of approx. 1300 wds. they evaluate the texts they used and provide a rationale for using them, explain the theoretical principles behind their lesson design and reflect on and critique their implementation of the lesson) ● Presentation (Students give a short presentation including a demonstration of their lesson and an evaluation/analysis of it)	30% 20%	

Marking Breakdown for Reflective Essay	Weighting (out of 100%)
Needs analysis and rationale	30
Lesson plan (design and underlying principles)	20
Critical reflection and suggestions for revision	50

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.

Assessment form: Journal

Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
♦ Shows full understanding of main concepts and their application**;** ♦ All relevant information is included in discussion and analysis; ♦ The topic is comprehensively analyzed and explained; ♦ The purpose of the analysis of concepts is completely achieved; ♦ Style and tone are highly appropriate	♦ The main concepts are competently discussed and applied**;** ♦ The information included in discussion and analysis of concepts is sufficient; ♦ The topic is sufficiently analyzed and explained; ♦ The purpose of the conceptual analysis is achieved; ♦ Style and tone are appropriate	♦ The concepts selected for analysis are sufficient, and partially applied**;** ♦ Only partial information is included in discussion and analysis of concepts; ♦ Only partial analysis is provided; ♦ The purpose of the conceptual analysis is partially achieved; ♦ Style and tone are somewhat appropriate	♦ The concepts selected for analysis are sketchy and inadequate**;** ♦ Incomplete information is included in discussion and analysis of concepts; ♦ The analysis is not informative or comprehensive**;** ♦ The purpose of the conceptual analysis is not adequately achieved; ♦ Style and tone are inappropriate	♦ The concepts selected for analysis are highly inadequate**;** ♦ Very limited or inaccurate information is incorporated in conceptual analysis; ♦ The analysis is not at all comprehensible**;** ♦ The purpose of the conceptual analysis is not achieved in any way; ♦ Style and tone are completely inappropriate

Assessment form: Lesson Plan and Reflective Essay; Presentation

Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
♦ The topic is extremely well-presented and analysed**;** ♦ All relevant information is excellently covered; ♦ The purpose of analysing and presenting the material is completely achieved; ♦ Style and tone are highly appropriate	♦ The topic is competently presented and very well analysed**;** ♦ The information is sufficiently covered; ♦ The purpose of analysing and presenting the material is achieved; ♦ Style and tone are appropriate	♦ 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 partially achieved; ♦ Style and tone are somewhat appropriate	♦ The topic is sketchily presented and analysed inadequately presented**;** ♦ Only limited information is included; ♦ The purpose of analysing and presenting the material is not fully achieved at all; ♦ Style and tone are inappropriate	♦ 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 material is not achieved in any way; ♦ Style and tone are completely inappropriate

Part III

Keyword Syllabus:

Topics:
What is creativity?
Affective aspects of language learning.
Literature, language and culture.
Literature and language form.
Creative writing activities and prompts.
Using poetry.
Using songs and music.
Using fiction.
Drama techniques in language teaching.
Role-plays and improvisation.
Writing and performing scripts.
Using newspapers and magazines.
Using video.
Using computers and cybertexts.

Recommended Readings:

Bassnett, S. & P. Grundy. 1993. Language through Literature. London: Longman.
Beach, R. (ed.) (2011). *Teaching literature to adolescents*. NY: Routledge.

Bowkett, S. (2009). Countdown to creative writing: Step by step approach to writing techniques for 7 -12 years. London: Routledge.

Carter, R. & M.N. Long. 1987. The Web of Words. Cambridge: Cambridge University Press.

Carter, R. & M.N. Long. 1991. Teaching Literature. London: Longman.

Collie, J. & S. Slater. 1987. Literature in the Language Classroom. Cambridge: Cambridge University Press.

Duff, A. & A. Maley. 1990. Literature. Oxford: Oxford University Press.

Lee, V.J. 1987. English Literature in Schools. Milton Keynes: Open University Press.

Maley, A. & A. Duff. 1989. The Inward Ear. Cambridge: Cambridge University Press.

Moody, H.L.B. 1971. The Teaching of Literature. London: Longman.

Parkinson, B., & Thomas, H.R. (2000). *Teaching literature in a second language*. Edinburgh: Edinburgh University Press.

Tomlinson, B. 1994. Openings: Language Through Literature. London: Penguin.

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Revised by Dr. Alice Chik on July 9, 2012