

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester A in 2009 / 10**

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: Language, Culture and Education

Course Code: EN6486

Course Duration: 1 semester

Credit Units: 3

Level: P6

Medium of Instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

Course Aims

This course aims at helping students develop the skills to critically analyze the role of language in the social process of constructing and reproducing social and cultural identities in a number of ways. Students will explore three dimensions of the role of language in the general areas of social issues, sports and workplace communication.

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.	Describe the general use of language and specific forms of language used in social issues, sports and workplace communication	
2.	Identify the role of language in the organization of social issues, sports and workplace discourses	
3.	Analyze and explain how the organization of discourses defines the relations of power among participants	
4.	Identify and explain the construction of values accorded to specific forms of language and the allocation of different ways of using language normatively to members of different groups	
5.	Identify issues and problems in the teaching and learning of social issues, debating, sports and workplace communication in Hong Kong, Mainland China and global contexts.	

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 1-4	Lectures about key concepts, included: <ul style="list-style-type: none">○ Critical discourse analysis○ Critical pedagogy○ Social practice of language use○ Organizational discourse○ Sports communication○ Workplace communication Assigned reading	

CILO 1-5	<p>Workshops and discussion</p> <ul style="list-style-type: none"> ○ Connecting theories to the language classrooms ○ Social issues as grounds for power struggle ○ Organizational discourse in everyday life ○ Sports communication as gendered practice ○ Workplace communication and power relationship ○ The teaching and learning of such discourses in Hong Kong, Mainland China and global contexts <p>Assigned reading</p>	
CILO 1-4	<p>Assignments</p> <ul style="list-style-type: none"> ○ Preparing a speech for debating ○ Debating on a specified social issue ○ Sports communication: textual analysis ○ Workplace communication: simulation 	
CILO 1-5	Consultation and Reflective essay	

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- 4	<p>Preparation of debate speech on a social issue</p> <p>This assignment will be designed to help students develop skills to explore, examine, interpret and position discourse on social issue. Students are required to write up a debate speech (8 minutes) on a social issue. Students will be assessed individually on their written work.</p>	20%	
CILO 1- 4	<p>Debating</p> <p>This assignment will be designed to help students practice the debating skills covered in the course. Students will be engaged in a debate as teams. Students</p>	20%	

	will be assessed on their performance in the debate.		
CILO 1-4	Sports communication This assignment will be designed to help students demonstrate their understanding of sports communication as gendered practice. Students are required to analyze texts on sports communication.	20%	
CILO 1-4	Workplace communication This assignment will be designed to help students demonstrate their understanding of workplace communication as organizational discourse. Students are required to simulate workplace communication.	20%	
CILO 1-5	Reflective essay This assessment (1500-word) aims at helping students to critically reflect on their experience throughout the course and relate their experience to the teaching and learning of organizational discourses in Hong Kong, Mainland China or global contexts.	20%	

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.

Part III

Keyword Syllabus

Basic concepts

- Critical discourse analysis
- Critical pedagogy
- Organizational discourse

Genres

- Social issues
- Debating

- Sports communication
- Workplace communication

Outline of the course:

- Week 1 Theories on discourse and power relationship
- Week 2 Social issues: definition and power relationship
- Week 3 Social issues: representation and discourse of social issues
- Week 4 Debating as genre and discourse
- Week 5 Debating and public speaking as persuasion
- Week 6 Presentation: debating on a social issue
- Week 7 Reading week
- Week 8 Organizational discourse
- Week 9 Sports communication as organizational discourse
- Week 10 Sports communication as gendered practice
- Week 11 Workplace communication as organizational discourse
- Week 12 Workplace communication and power relationship
- Week 13 Language, power and empowerment: critical discourse analysis for critical pedagogy; student consultation

Recommended Reading There is no set course textbook.

Text(s)

- Beard, A. (1998). *The language of sport*. London: Routledge.
- Brieger, N., & Sweeney, S. (2000). *The language of business English: grammar and functions*. Harlow, UK: Pearson Education.
- Cheesebro, T., O'Connor, L., & Rios, F. (2006). *Oral workplace communication: job talk* (2nd Ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Conboy, M. (2007). *The language of news*. London: Routledge.
- Combleet, S., & Carter, R. (2001). *The language of speech and writing*. London: Routledge.
- Darder, A., Batodano, M., & Torres, R.D. (2003). (Eds.). *The critical pedagogy reader*. NY: Routledge/Falmer.
- Ellison, P.T. (2007). *Business English for the 21st century* (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Emmerson, P. (2004). *Email English*. Oxford: Mcmillan.
- Emmerson, P., & Hamilton, N. (2005). *Five-minute activities for business English*. Cambridge: Cambridge University Press.
- Fairclough, N. (2003). *Analysing discourse: textual analysis for social research*. London: Routledge.
- Fairclough, N. (1995). *Critical discourse analysis: the critical study of language*. London: Longman.
- Genovesio, A. (2005). *Business English 1*. Torino: G. Giappichelli Editore
- Hollihan, A., & Baaske, K.T. (2005). *Arguments and arguing: the products and process of human decision making* (2nd ed.). Long Grove, IL: Waveland Press.
- Hong Kong Polytechnic University. (2002). *Business English kit for HK executives: common errors, business writing and social English*. Hong Kong: Hong Kong Economic Times.
- Jaderstrom, S., Miller, J.M. (2003). *Business English at work* (2nd Ed.). New York: Glencoe/McGraw-Hill.
- Kelly, M.S. (2006). *Communication @ work: ethical, effective, and expressive communication in the workplace*. Boston: Pearson Allyn and Bacon.

- Kincheloe, J.L. (2008). *Critical pedagogy primer* (2nd Ed.). NY: Peter Lang.
- Koester, A. (2004). *The language of work*. London: Routledge.
- Marshall, J., & Werndly, A. (2002). *The language of television*. London: Routledge.
- Reah, D. (2002). *The language of newspaper* (2nd ed). London: Routledge.
- Rybold, G. (2006). *Speaking, listening and understanding: debate for non-native-English speakers*. New York: International Debate Education Association
- Silverman, J., & Rader, D. (2006). *The world is a text: writing, reading, and thinking about culture and its contexts* (2nd ed). Upper Saddle River, NJ: Pearson Prentice Hall.
- Tannen, D. (1998). *The argument culture: moving from debate to dialogue*. NY: Random House.
- Weissman, J. (2005). *In the line of fire: how to handle tough questions when it counts*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Wood, N.V. (2007). *Essentials of argument* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.

Online Resources

Wall Street Journal

<http://online.wsj.com/public/us>

BBC Business English

<http://www.bbc.co.uk/worldservice/learningenglish/business/>

Business English Pod

<http://www.businessenglishpod.com/>

Hong Kong Parliamentary Debating Society

<http://www.hkpds.org/>

International Debate Education Association

<http://www.idebate.org/index.php>

BBC News

<http://news.bbc.co.uk/>

CNN

<http://www.cnn.com/>

New York Times

<http://www.nytimes.com/>

ESPN

<http://espn.go.com/>

FIFA

<http://www.fifa.com/>

NBA

<http://www.nba.com/playoffs2008/index.html>

Returned by

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1. Courses are graded according to the following schedule:

Letter Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent:	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	3.3 3.0 2.7	Good:	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	2.3 2.0 1.7	Adequate:	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	1.0	Marginal:	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	0.0	Failure:	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
P		Pass:	"Pass" in a pass-fail course. Courses to be graded on a pass-fail basis for a programme are specifically identified under the programme in the course catalogue.
<u>Operational Grades</u>			
IP	In Progress	An IP grade is shown where students will register in subsequent Semesters to complete the assessment of the course.	

I	Incomplete	A grade of incomplete may be granted (1) where there are extenuating circumstances that have prevented a student from completing required work, or attending the examination; (2) at the discretion of the Assessment Panel. Where an "I" grade is assigned, the Assessment Panel will approve a schedule for the completion of work, or a supplementary examination. An "I" grade will be converted into a "F" grade four weeks after the "I" grade is first reported to the Academic Regulations and Records Office, unless an alternative grade has been assigned.
S	Dissertation Submitted	In a dissertation-type course, an S grade is assigned by the Course Examiner when a student's dissertation has been submitted for assessment.
X		Assigned when a student is permitted to drop the course after the normal drop date.

8.2 Students assigned a grade of D or better, or a Pass grade in a pass-fail course, earn credit units for the course. Grades of F, IP, I, S, or X do not earn credit units.

8.3 Grades of P, I, IP, S and X are not counted in the calculation of a student's CGPA. Grades of F are counted, unless the fail is recovered under AR11.3.

8.4 Grades of P, I, IP, S and X are not counted in the calculation of a student's SGPA.