

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*. 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:	<u>Programme Management and Evaluation in ESP</u>
Course Code:	<u>EN6957</u>
Course Duration:	<u>1 semester</u>
Credit Units:	<u>3</u>
Level:	<u>P6</u>
Medium of Instruction: <u>English</u>	
Prerequisites: <i>(Course Code and Title)</i>	<u>NIL</u>
Precursors: <i>(Course Code and Title)</i>	<u>NIL</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>NIL</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>NIL</u>

Part II

Course Aims

This course aims to describe the current approaches to the planning, promotion, designing, execution and evaluation of ESP projects to meet the needs of specific groups of stakeholders. It provides student with strategies for the development of consultancy services for ESP work, including those of promotion, costing, delivery, testing and evaluation, and stakeholder satisfaction.

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.	Identify the features of a strategic model of the ESP unit.	
2.	Formulate a strategic plan for creating an ESP unit.	
3.	Justify the existence of an ESP unit by writing a marketing plan.	
4.	Use the performance consulting approach for working with clients.	
5.	Evaluate an ESP programme.	
6.	Set goals and measures for the financial perspective.	

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	Reading literature and taking part in workshops that help them identify the features of a strategic model of the ESP unit.	
CILO 2	Taking part in lectures and workshops organised to help them formulate a strategic plan for creating an ESP unit.	
CILO 3	Reading literature and taking part in workshops that help them justify the existence of an ESP unit by writing a marketing plan.	
CILO 4	Taking part in lectures and workshops organised to help them use the performance consulting approach for working with clients.	
CILO 5	Reading literature and taking part in workshops that help them evaluate an ESP programme.	
CILO 6	Taking part in lectures and workshops organised to help them set goals and measures for the financial perspective.	

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, 2, 3, 4, 5 and 6	<p>Students will work alone or in groups of no more than three and prepare a portfolio of management and evaluation documents relating to the ESP unit of their choice. Taken together, these documents should demonstrate student ability to plan and manage ESP operations at either the macro (unit) level or the micro (functional or project) level.</p> <p>Student portfolios should focus <i>either</i> on the macro level of unit management <i>or</i> the micro level of functional or project management. It is unlikely that students will have time to deal adequately with a comprehensive planning task at all levels.</p> <p>Student portfolios should include:</p> <ol style="list-style-type: none"> 1. A Strategic Plan for the operation, consisting of: <ul style="list-style-type: none"> *a statement of vision/mission/aims *a summary articulation of the five elements of the Focal Business Idea *an appraisal of the business and/or institutional environment in the form of a SWOT analysis *a statement of key strategies *a Balanced Scorecard, identifying a shortlist of Goals and Measures in the four perspectives 2. A selection of documents relating to the Customer Perspective, including: <ul style="list-style-type: none"> *a Marketing Plan *a set of Evaluation Instruments for one area of operations (a course or series of courses, a specific project, etc.) 3. A selection of documents relating to <i>one</i> other perspective, i.e. either: <ul style="list-style-type: none"> *the Internal Process Perspective <i>or</i> *the Learning and Growth Perspective <i>or</i> *the Financial Perspective. 	100%	

Grading of Student Achievement:

Grading pattern: Standard (A+, A, A-....F). Grading is based on student performance in the assessment task.

Part III

Keyword Syllabus

ESP projects, on-site consultancy, project proposal development, resources and costing, contract management, project justification, research development, management of teaching and learning, stakeholder satisfaction, project evaluation

Recommended Reading

Text(s)

Impey, Graham & Underhill, Nic. (1994). *The ELT Manager's Handbook*. Oxford: Heinemann.

Storey, A. (2002). Performance management in schools: Could the Balanced Scorecard help? *School Leadership & Management*, 22(3), 321-338.

White, R., M. Martin, M. Stimson, and R. Hodge. (1991). *Management in English Language Teaching*. Cambridge: Cambridge University Press.

Online Resources

(None)

Returned by

Name: Matthew Peacock

Department: EN

Tel: 2788-9806

Date: 4 August 2008