

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Course Title: Words and Images: Reading and Writing in the 21st Century

Course Code: GE2409

Course Duration: One semester

Credit Units: 3

Level: B2

- Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology
 GE English

Proposed Area: √ GE English
(for GE courses only)

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Grade D in HKAL Use of English or Grade 4 in HKDSE or;
successful completion of English Academic Proficiency Courses
(EL0220, EL0222, EL0223 and EL0225 – 6 credits) or;
English for Academic Purposes (EL0200 – 6 credits) or;
English for Academic Purposes 2 (EL0200B – 3 credits) or;
Grade B or above in English for Academic Purposes 1 (EL0200A – 3 credits)
(Course Code and Title)

Precursors: None
(Course Code and Title)

Equivalent Courses: None
(Course Code and Title)

Exclusive Courses: None
(Course Code and Title)

Part II Course Details

1. Abstract

‘Words and Images: Reading and Writing in 21st Century’ is an English course that will introduce students to the theory and practice of contemporary writing. New communication technologies in both personal and professional settings have changed the ways we use language. Reading and writing in the 21st century is not limited to only text and print-based media; it is multimodal with words and images. Beginning with an introduction to theories of reading and writing, the students will explore the ways in which creative and professional written texts have been enhanced by visual elements. Combining a thematic focus (questions of social and professional identities and language) with discussions of forms (photoessay, persuasive multimodal texts, annual reports, corporate and organizational websites, graphic novels and media genres), the course will engage students with multiple texts, leading them to think and write critically about the texts and learn how to produce their own versions of multimodal texts appropriate for academic and professional purposes.

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.	State, Identify and evaluate formal elements—structures, narrative perspectives, style, rhetorical strategies, etc.—in multimodal texts and explore how they may represent issues of contemporary interest.			√	
2.	Analyze and evaluate different genres in multimodal creative and professional texts, focusing on the composition of visual and textual components;			√	
3.	Identify, apply and evaluate the theoretical, aesthetic, and creative aspects of multimodal texts evidenced by the particular structures, styles, and thematic elements in each text.			√	
4.	Compose and create multimodal texts for publication to articulate and express ideas which fulfill creative and/or professional requirements.				√
5.	Reflect on the diversity of multimodal creative and professional texts as mirrors of contemporary cultural, social and professional experiences and make intelligent connections between texts and cultures.		√		
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	5	
1.	The instructor will deliver interactive multimedia lectures in which the theories, concepts and issues are explained and illustrated.	√	√	√		√	Will vary depending on weekly class content
2.	Students read and analyze multimodal creative and professional texts and discuss these texts using the appropriate terminology and concepts.	√	√	√		√	Will vary depending on weekly class content
3.	Written exercises where students will have an opportunity to critically reflect on and compose and create their responses to different multimodal creative and professional texts in relation to contemporary cultures, and creative original texts.	√	√	√	√		Will vary depending on weekly class content
4.	Students revise and edit their written work with the assistance of teachers and peers in the context of classroom-based workshops and individual and group consultations to comply with the writing conventions in professional and academic settings.	√	√	√	√	√	Will vary depending on weekly class content

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%							
<p>Personal portfolio Students will be asked to write critiques and original works over the course of the semester. These critiques and original works are responses to multimodal creative and professional genres from various professional disciplines which are discussed in class: photo essays, persuasive multimodal texts, annual reports, corporate and organizational websites, graphic novels and media texts. Students will include 5 responses (critiques and original works) in their portfolios; the works will be shown in class and shared to an online platform so students can have the opportunity to comment and reflect on each other's work. The tutor will also provide feedback on drafts of the responses.</p>	√	√	√	√		35%	
<p>Critical essay Students will be asked to write a critical essay in which they will demonstrate and apply their understanding and application of the theoretical concepts discussed in class by writing a reasoned discussion and evaluation of a particular text or group of texts. Students will submit drafts of their critical essays, and receive feedback from the tutor during class consultation session. Students will work on improving their individual essays.</p>	√	√	√	√	√	35%	
<p>Group project Students work in groups to design and create a support site for an imaginary non-profit organization. Students will apply theoretical understanding and evaluate authentic materials to collaboratively create a website to present a proposed solution</p>	√	√	√	√	√	30%	(10% individual assessment, 20% group assessment)

to real life social issue or corporate practice. Students' individual performance will also be evaluated.								
Examination: 0%								
<i>* The weightings should add up to 100%.</i>							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. Personal portfolio	Students will be asked to write critiques and original works over the course of the semester. These critiques and original works are responses to multimodal creative and professional genres from various professional disciplines which are discussed in class: photo essays, persuasive multimodal texts, annual reports, corporate and organizational websites, graphic novels and media texts. Students will include 5 responses (critiques and original works) in their portfolios; the works will be shown in class and shared to an online platform so students can have the opportunity to comment and reflect on each other's work. The tutor will also provide feedback on drafts of the responses.	The portfolio is extremely insightful, informative and descriptive, representing a range of texts. In addition, the responses are very articulate, written to the level of a proficient user, making excellent use of metaphors, symbols and images to express experience.	The reviews are fairly insightful and informative, with some very good description, representing some variety of texts. In addition, the responses are articulate, written to the level of an independent user, making very good use of metaphors, symbols and images to express experience.	The reviews are somewhat insightful and informative with some description, although they don't reflect the various text types and are not particularly articulate, written to the level of a basic user, making bare minimum use of metaphors, symbols and images to convey experience.	The reviews are limited, repetitive, and not insightful or informative with almost no description. They are largely inarticulate, with little or no use of metaphors, symbols and images to convey experience.	The writings provided cannot be classified as reviews, are extremely repetitive, basic, with no description. They are largely incomprehensible, with no use of metaphors, symbols and images to convey experience.
2. Critical essay	Students will be asked to write a critical essay in which they will demonstrate and apply their understanding and application of the theoretical concepts discussed in class by writing a reasoned discussion and	The essays are extremely well-reasoned, thoughtful and well articulated, written to the level of a proficient user. There is intelligent understanding of themes in the texts.	The essays are competently reasoned and articulated, written to the level of an independent user. There is very good recognition of themes and their significance in the	The essays are adequately reasoned and the discussion is reasonably good, written to the level of a basic user. The recognition of themes and their significance is adequate. The purpose of critiquing	The essays are sketchy and not clearly reasoned or articulated. The recognition of themes and their significance is limited. The purpose of critiquing and sharing perspectives on texts is not fully achieved at all.	The essays are highly inadequate and analysis of texts very poor. There is almost no recognition of themes and their significance. The purpose of critiquing and sharing perspectives on texts is not achieved in any way.

	<p>evaluation of a particular text or group of texts. Students will submit drafts of their critical essays, and receive feedback from the tutor during class consultation session. Students will work on improving their individual essay.</p>	<p>The purpose of critiquing and sharing perspectives on texts is completely achieved.</p>	<p>texts. The purpose of critiquing and sharing perspectives on texts is achieved.</p>	<p>and sharing perspectives on texts is partially achieved.</p>		
3. Group project	<p>Students work in groups to design and create a support site for an imaginary non-profit organization. Students will apply theoretical understanding and evaluate authentic materials to collaboratively create a website to present a proposed solution to real life social issue or corporate practice. Students' individual performance will also be evaluated.</p>	<p>Student is able to conduct research competently, present the content on the website creatively and professionally; able to communicate the content to target audience very efficiently and confidently. The website is composed to the level of a proficient user; visual aids are very relevant and complement the accompanying texts very well.</p>	<p>Student is able to conduct research and present the content on the website with moderate creativity and professionalism; able to communicate the content to target audience efficiently and confidently. The website is composed to the level of an independent user; visual aids are relevant and complement the accompanying texts well.</p>	<p>Student is able to conduct research and present the content on the website with some creativity and professionalism; able to communicate the content to target audience with some degree of efficiency and confidence. The website is composed to the level of a basic; there are hardly any, or not very relevant visual aids accompanying the texts.</p>	<p>Student is able to conduct research and present the content on the website with minimal creativity and professionalism able to communicate the content to target audience with limited degree of efficiency and confidence. The website is very basic and with no real structure or organization; there are very few uninformative and simplistic articles provided, which hardly follow the structures learnt in class, with no accompanying or relevant visual aids.</p>	<p>Student is unable to conduct research competently, present the content on the website creatively and professionally; unable to communicate the content to target audience.</p>

General Criteria for Assessment of Language Proficiency

Proficient User	Can understand with ease virtually everything heard or read. Can summarise and analyze information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. Can create new and creative insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can create new insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. Can create insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

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.)

Professional writing, multimodal writing, multimodal reading, visual narrative, culture, language

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.	Selected chapters from Baron, N.S. (2008). <i>Always on: language in an online and mobile world</i> . Oxford: Oxford University Press.
2.	Selected chapters from Dorner, J. (2002). <i>Writing for the Internet</i> . Oxford: Oxford University Press.
3.	Kress, G. (2003). <i>Literacy in the new media age</i> . New York: Routledge. Ch. 1, 3, & 4
4.	Selected chapters from Kress, G. & van Leeuwen, T. (1996). <i>Reading images: The grammar of visual design</i> . London: Routledge.

2.2 Additional Readings

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

1.	Anderson Allen, M. (2003). <i>Writing.com: creative Internet strategies to advance your writing career</i> (Rev. Ed.). NY: Allworth Press.
2.	Coiro, J. (2003, February). Reading comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies [Exploring Literacy on the Internet department]. <i>The Reading Teacher</i> , 56(6). Available: http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/rt/2-03_Column/index.html
3.	Crystal, D. (2011). <i>Internet linguistics</i> . NY: Routledge.
4.	Danet, B., & Herring, S.C. (2007). (Eds.). <i>The multilingual internet: language, culture and communication online</i> . Oxford: Oxford University Press.
5.	Warschauer, M. (2000). Language, identity, and the Internet. <i>Mots Pluriels</i> . http://motspluriels.arts.uwa.edu.au/MP1901mw.html
6.	http://motspluriels.arts.uwa.edu.au/MP1901mw.html Weiss, E.H. (2005). <i>The elements of international English style: a guide to writing correspondence, reports, technical documents, and internet pages for a global audience</i> . Armonk, NY: M.E. Sharpe.

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	Students will be asked to write short essays that require some research.
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	The students will be introduced to theories and texts as a form of entry into an analysis of new mode of reading and writing in the 21 st century. The interdisciplinary nature of the course will broaden their perspectives on the ways different methodologies allow us to understand reality.
PILO 3: Demonstrate critical thinking skills	Students will be required to analyze creative and professional texts and write essays that critique specific questions related to the course material
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	Students will be required to write critical essays on the topics studied in class
PILO 6: Demonstrate effective oral communication skills	Participation in class is central to the course. Students will also be required to write creatively and publish professionally.
PILO 7: Demonstrate an ability to work effectively in a team	Students will work in groups in class to make short presentations and peer critiques of essays.
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	The course's emphasis on the English-language writing from the creative and business professions will allow the students to think about multimodal writing in a world context
PILO 9: Value ethical and socially responsible actions	Students will debate and reflect on social issues in the process of producing their project work.
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	Students will create and propose solutions to real life social issues and problems.

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Critical Essay