

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2017/18

Part I Course Overview

Course Title: Teaching Language, Literature, and Popular Culture

Course Code: EN6483

Course Duration: 1 semester

Credit Units: 3

Level: P6

Medium of Instruction: English

Medium of Assessment: 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 Details

1. Abstract

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)

(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 the relationship between creativity and language learning and the principles of adapting creative texts to the teaching of English.	25%	X	X	
2.	Apply techniques learnt to cultivate their own creativity and that of their students.	25%	X		
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	25%	X	X	
4.	Design and evaluate learning activities using creative texts for a variety of different kinds of learners	25%		X	X
		100%			

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			
1	Instructor delivers interactive lectures explaining the theoretical basis of using creative texts in language teaching and gives demonstrations of classroom techniques and activities.	X	X					
2	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.	X	X	X	X			
3	Students revise and edit work in groups to design and implement lesson plans.			X	X			
4	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 these activities weekly in a learning journal.	X	X	X				

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: <u>100%</u>								
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)	X	X					50%	
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)	X		X	X			30%	
Presentation (Students give a short presentation including a demonstration of their lesson and an evaluation/analysis of it)							20%	
Examination: _____% (duration: _____, if applicable)							100%	

5. Assessment Rubrics

Assessment form: Journal

Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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

Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (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 achieved; ◆ Style and tone are highly appropriate 	<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 achieved; ◆ Style and tone are appropriate 	<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 partially achieved; ◆ Style and tone are somewhat appropriate 	<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 fully achieved at all; ◆ Style and tone are inappropriate 	<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 material is not achieved in any way; ◆ Style and tone are completely inappropriate

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.)

Affective aspects of language learning.

Literature, language and culture.

Literature and language form.

Literature and language learning

Popular culture and pedagogy

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.	Nance, KA (2010), 'Teaching literature in the languages: Expanding the literary circle through student engagement', <i>Prentice Hall</i> .
2.	The course instructor will provide a detailed list of other required readings in advance

2.2 Additional Readings

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

1.	Bassnett, S. & P. Grundy. 1993. <i>Language through Literature</i> . London: Longman. Beach, R. (ed.) (2011). <i>Teaching literature to adolescents</i> . NY: Routledge.
2.	Bowkett, S. (2009). <i>Countdown to creative writing: Step by step approach to writing techniques for 7 -12 years</i> . London: Routledge.
3.	Carter, R. & M.N. Long. 1991. <i>Teaching Literature</i> . London: Longman.
4.	Parkinson, B., & Thomas, H.R. (2000). <i>Teaching literature in a second language</i> . Edinburgh: Edinburgh University Press.