City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2024/25

Part I   Course Overview

Course Title: **Spoken Language Interactivity**

Course Code: **EN5495**

Course Duration: **1 semester**

Credit Units: **3**

Level: **P5**

**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 approaches the study of English from the perspective of spoken language interactivity, which refers to the experience, linguistic features, discourse patterns, and dynamics of being, speaking and gesturing with others in different social and professional situations. We focus on the purposeful and meaningful situation of co-presence and how this relates with language as not only a system but a culturally-embedded activity.

Students will learn about theories, concepts, and techniques for discussing, analysing, and assessing spoken language interactivity in depth along with their different underlying theories of language and speaking. Students will explore diverse examples from a wide range of communicative and cultural contexts, including social, workplace, and classroom settings, as well as visual art screen-media content.

The course therefore challenges students to think about the conceptual and imaginative potential of their own spoken language interactivity for their future careers in educational, creative, or corporate sectors.

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.	Students will discuss and explain the major approaches, concepts, and methods to analyzing spoken language interactivity	25%	✓	✓	
2.	Students will apply concepts and methods to the identification and analysis of the experience, features, patterns, and dynamics of real world spoken language interactivity in various settings, genres and media	25%	✓		✓
3.	Students will engage and familiarise themselves with various technological tools for the visualisation and analysis of spoken language interactivity	25%		✓	✓
4.	Students will demonstrate the potential of spoken language interactivity in different social and professional contexts based on understanding of different theories and findings.	25%	✓	✓	✓
		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 real-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. Learning and Teaching Activities (LTAs)
(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No. 1	2	3	4			Hours/week (if applicable)
Lectures	Students will participate in interactive lectures introducing key concepts, approaches, and methods related to the study of spoken language interactivity	✓	✓	✓	✓			
Practical sessions	Students will gain hands-on experience using instruments and concepts for analysing spoken language interactivity		✓	✓				
Assigned reading	Students will read and analyse selected texts to help in consolidation and application of concepts	✓	✓	✓	✓			
In-class activities and discussions	Students will take part in pair and group discussions to practice describing, explaining, and peer-teaching about spoken language interactivity through collaborative sessions that stimulate critical interrogation and analysis of spoken language interactivity	✓	✓		✓			

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%								
Individual Assignment: Students will complete one individual written assignment based on analysis of real spoken language interactivity materials relevant to understanding their own social or professional milieu and explained with concepts and tools taught on this course	✓	✓	✓	✓			60%	
Group Oral Presentation: Students will work in a group to analyse an example of spoken language interactivity then make a group presentation in order to demonstrate their grasp of the concepts and methods relevant to this course	✓	✓	✓				30%	
Class participation: Students will contribute to in-class discussions and other learning activities	✓	✓	✓	✓			10%	
Examination: 0% (duration: , if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual Assignment (60%)	Content, language and style	• 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 reasonably /sketchily presented and inadequately analysed; • Only part of/limited information is included; • The purpose of analysing and presenting the material is partially/not fully achieved at all; • Style and tone somewhat inappropriate	• The topic is marginally presented and marginally analysed; • The information is marginally covered; • The purpose of analysing and presenting the material is marginally achieved; • Style and tone are marginal	• 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
2. Group Oral Presentation (30%)	Content, language and style	• 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 reasonably /sketchily presented and inadequately analysed; • Only part of/limited information is included; • The purpose of analysing and presenting the material is partially/not fully achieved at all; • Style and tone are somewhat inappropriate	• The topic is marginally presented and marginally analysed; • The information is marginally covered; • The purpose of analysing and presenting the material is marginally achieved; • Style and tone are marginal	• 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

Assessment Task	Criterion				
3. Class Participation (10%)	Engagement and participation	Student is highly engaged in class/group activities and discussions, and extremely pro-active in offering insightful views on topics covered	Student is engaged in class/group activities and discussions, and active in contributing views on topics covered	Student participates in some/few learning activities, and offers views on topics covered occasionally	Student marginally participates in learning activities, and offers views on topics covered rarely	Fails to participate in class activities

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Individual Assignment (60%)	Content, language and style	• 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 reasonably /sketchily presented and inadequately analysed; • Only part of/limited information is included; • The purpose of analysing and presenting the material is partially/not fully achieved at all; • Style and tone somewhat 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
2. Group Oral Presentation (30%)	Content, language and style	• 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 reasonably /sketchily presented and inadequately analysed; • Only part of/limited information is included; • The purpose of analysing and presenting the material is partially/not fully achieved at all; • Style and tone are somewhat 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

3. Class Participation (10%)	Engagement and participation	Student is highly engaged in class/group activities and discussions, and extremely pro-active in offering insightful views on topics covered	Student is engaged in class/group activities and discussions, and active in contributing views on topics covered	Student participates in some/few learning activities, and offers views on topics covered occasionally	Fails to participate in class activities

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.)

Speech, Conversation, Talk, Dialogue, Gesture, Prosody, Embodied communication, Social interaction

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.	McNeill, D. (1992). *Hand and Mind. What gestures reveal about thought*. Chicago University Press. (excerpts)
2.	Kendon, A. (2004). *Gesture: Visible Action as Utterance*. Cambridge University Press.
3.	Thibault, P.J. (2021). *Distributed languaging, affective dynamics, and the human ecology. Vol. 1: The sense-making body*. London: Routledge. (excerpts)
4.	Harrison, S. (2018). *The impulse to gesture: Where language, bodies, and minds intersect*. Cambridge University Press. (excerpts)
5.	Shi, S. (2020). *Multimodality and classroom languaging dynamics: an ecosocial semiotic perspective in Asian contexts*. Routledge. (excerpts)
6.	De Jaegher, H. (2021). Loving and knowing: reflections for an engaged epistemology. *Phenom Cogn Sci* 20, 847–870.

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

1.	Goffman, E. (1981). *Forms of Talk*. University of Pennsylvania Press.
2.	Matoesian, G. and Gilbert, K. E. (2018) *Multimodal conduct in the law: Language, gesture, and materiality in legal interaction*. Cambridge University Press.
3.	Streeck, J. (2017). *Self-making man. A day of action, life, and language*. Cambridge University Press.
4.	Di Paolo, E., Cuffari, C., & De Jaegher, H. (2018). *Linguistic bodies: The continuity between life and language*. MIT Press.
5.	Ingold, T. (2022/2011). *Being alive. Essays on movement, knowledge, and description*. Routledge
6.	Ingold, T. (2021). *Correspondences*. Wiley.