City University of Hong Kong
Course Syllabus

offered by the Department of English
with effect from Semester A 2024 / 2025

Part I   Course Overview

Course Title:	English for the Medium of Instruction
Course Code:	SG8002
Course Duration:	6 weeks (2 hours/week tutorial; 1 hour week/language lab)
Credit Units:	1
Level:	8
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
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**
   (A 150-word description about the course)

   The course aims to provide students with the language skills they will need for English for the Medium of Instruction (EMI). The course aims to guide students towards fluent, correct, and intelligible speech while showing them functions of English needed for teaching in various academic settings (e.g., classrooms, laboratories, and consultation hours) and strategies for continual maintenance of gains made in their English proficiency.

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.)

   Upon successful completion of this course, students should be able to

No.	CILOs[#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1	demonstrate adequate fluency in English;		✓	✓	✓
2	demonstrate adequate grammatical and lexical precision;		✓	✓	✓
3	apply appropriate pronunciation and prosodic features of English to their teaching presentations;		✓	✓	✓
4	apply appropriate organization and delivery strategies to their teaching presentations;		✓	✓	✓
5	apply appropriate language functions for explanation.		✓	✓	✓
	* If weighting is assigned to CILOs, they should add up to 100%.	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. Learning and Teaching Activities (LTAs)
(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No. 1	2	3	4	5		Hours/week (if applicable)
Interactive tutorials	• Students will engage in pair work and small group discussions. • Students will engage in impromptu speaking activities and simulated teaching practices. • Students will engage in guided listening and speaking activities. • Students will engage in guided strategies training.	✓	✓	✓	✓	✓		2 hours x 6 weeks = 12 hours
Language lab activities	• Students will engage in independent language tasks.	✓	✓	✓	✓	✓		1 hour x 6 weeks = 6 hours

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No. 1	2	3	4	5		Weighting*	Remarks
Continuous Assessment: 100%								
EMI Teaching Demonstration. Students will give an individual teaching presentation of about 5 minutes to demonstrate their fluency in English and in grammatical and lexical precision. They will need to apply appropriate pronunciation and prosodic features, appropriate organization and delivery strategies, and appropriate language functions for explanation and signposting.	✓	✓	✓	✓	✓		100%	

* The weightings should add up to 100%.

100%

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

Grading pattern: Pass (P) and Fail (F). Grading is based on student performance in the Oral Proficiency and EMI Teaching Demonstration.

	Fluency	Grammatical & lexical accuracy	Pronunciation and intelligibility)	Organization & delivery	Language Functions
Pass	– generally fluent use of English (but may be strained, tentative or hesitant at times) – speech tends to be produced in short paragraphs – evident use of literal translations and/or self-corrections – few or no breakdowns	– adequate (or better) control of grammatical structures and/or verb tenses (though may be inaccurate and/or weak at times) – some inaccuracies in vocabulary choices and/or word forms – some errors (or better) in production – register is mostly appropriate	– adequate (or better) pronunciation though it may contain inaccuracies – adequate (or better) use of word stress – adequate (or better) use of sentence stress and rhythm – adequate (or better) use of intonation – adequately intelligible (or better) utterances; does not generally put a strain on the listener	– adequate (or better) organisation of content – adequate (or better) chunking of information – adequate (or better) eye contact, body language, posture, hand gestures, and voice volume – adequate (or better) use of teaching strategies (e.g., definition and classification, compare and contrast, process, etc.) (optional)	– adequate (or better) use of different language functions (e.g., language for explanation, signposting etc.) – use of higher-level functions may cause linguistic production to drop somewhat in amount and quality – produces adequate and/or appropriate information when answering different types of questions
Fail	– generally influent or limited use of English with frequent tentative and extended hesitations, pauses and/or self-corrections – speech tends to be produced in short, disconnected utterances; demonstrates difficulty expressing and linking ideas – generates response-oriented sentence-length utterances which may be reactive in nature – frequent breakdowns	– frequently inaccurate control of grammatical structures and/or verb tenses – frequent inaccuracies in vocabulary choices and/or word forms – consistent errors in production – register is mostly inappropriate	– frequently inaccurate pronunciation – frequently inaccurate, little, or no use of word stress – frequently inaccurate, little, or no use of sentence stress and rhythm – frequently inappropriate, little, or no use of intonation – frequently unclear utterances resulting in limited intelligibility; frequently puts a strain/heavy strain on the listener	– inadequate organisation of content – inadequate chunking of information – inadequate eye contact, body language, posture, hand gestures, and voice volume – inadequate or little use of teaching strategies (e.g., definition and classification, compare and contrast, process, etc.) (optional)	– inadequate or very limited use of language functions (e.g., classification, explanation, signposting etc. – use of higher-level functions may cause linguistic production to severely drop in amount and quality; – produces very simple or no information when answering different types of questions

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.)

   English as the Medium of Instruction discourse; academic consultations; academic discourse fluency, intelligibility, correctness, and appropriateness.

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.	Bradford, B.(1988). Intonation in Context. Cambridge: CUP.
2.	Campbell, E. (1995). ESL Resource Book for Engineers and Scientists. NY: Wiley.
3.	Carpenter, E. (1993) Collins English Guides 4: Confusable Words. Glasgow: HarperCollins.
4.	Vince, M. (2008). MacMillan English Grammar in Context Advanced. Oxford: Macmillan

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

Dictionaries

1.	Brown University Chemistry Language https://wiki.brown.edu/confluence/display/CHEM/Chemistry+Language
2.	Iowa State University - Phonetics of American English. http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html
3.	Longman Dictionary of Contemporary English. http://www.ldoceonline.com/
4.	MacMillan Dictionary and Thesaurus http://www.macmillandictionary.com/
5.	Merriam Webster Dictionary Online http://www.merriam-webster.com/
6.	Michigan State University Technical Terms http://tap.msu.edu/team/resources/

Corpora (authentic language data)

7.	British National Corpus (BNC) http://www.natcorp.ox.ac.uk/
8.	Michigan Corpus of Academic Spoken English (MICASE)