EN3577: CREATIVE AND CULTURAL SUMMER PROGRAMME

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Creative and Cultural Summer Programme

Subject Code
EN - English
Course Number
3577

Academic Unit
English (EN)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
Non-standard Duration

Other Course Duration
One Semester, including 2-4 weeks of learning activities in a selected country

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
EN2410 Professional Communication Study Tour
EN3584 Professional Communication Summer Programme

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to give students a good understanding of language and communication issues in a selected English speaking country or a country where English is used as a lingua franca while acquainting them with a variety of topics that have applications for creative and cultural studies, which could be 1) linguistic issues, 2) multiculturalism, 3) language and the environment, 4) creativity, language and culture, 5) multimodality and semiotics. During the course, students will engage in theoretical discussions about these topics and then apply the theories to observations of actual language use and communication in the real world. At the end of the course, students critically reflect and evaluate their overall learning experiences, and creatively demonstrate their language, academic and personal achievements. Since this course takes place in a country where English plays a significant role, students also have considerable opportunities to practice their English communication skills and to become more critically aware of culture and language and their interaction.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain important concepts in language and communication		x	x	
2	Conduct research related to these topics.		x	x	
3	Analyze data from research using theories learned in class.		x	x	x
4	Critically reflect on overall learning experience and devise creative solutions to any problems or difficulties encountered.		x	x	x

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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Orientation Lectures	Students attend lectures before / during the course giving background on theories and topics	1	
2	Group projects	Students conduct research in small groups and prepare a project and perform analysis of data collected.	1, 2, 3, 4	

| 3 | Supervised cultural visits | Students visit and reflect upon cultural visits | 3, 4 | |

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Website. Students design a website that contains relevant interactions, interviews, images, and research findings (Group assessment).	1, 2, 3	30	
2	Reflective research paper. Students critically reflect on their learning experiences in the country and produce a paper on the theme of the programme (individual assessment).	1, 2, 3, 4	50	
3	Oral presentation. Students deliver presentations on a topic discussed in the course (individual assessment).	1, 2, 3	15	
4	Class attendance and participation. Students complete in-class short tasks to monitor their learning throughout the programme (individual assessment).	1	5	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Group website

Criterion

Language

Excellent (A+, A, A-)

lexico-syntax is highly accurate and idiomatic; style appropriate to task

Good (B+, B, B-)

lexico-syntax is generally accurate and idiomatic; style largely appropriate to task

Fair (C+, C, C-)

generally good lexico-syntax and style with some infelicities which do not significantly interfere with comprehension

Marginal (D)

serious problems with lexico-syntax and/or style which sometimes interfere with comprehension

Failure (F)

very serious problems with lexico-syntax and/or style which significantly interfere with comprehension

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Assessment Task

1. Group website

Criterion

Organization

Excellent (A+, A, A-)

extremely effectively organized with excellent coherence and cohesion

Good (B+, B, B-)

effectively organized with good coherence and cohesion

Fair (C+, C, C-)

generally well organized with some problems with organization, cohesion or coherence which do not significantly interfere with comprehension

Marginal (D)

serious problems with organization, cohesion or coherence which sometimes interfere with comprehension

Failure (F)

very serious problems with organization, coherence or cohesion which significantly interfere with comprehension

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Assessment Task

1. Group website

Criterion

Content

Excellent (A+, A, A-)

Rich and specific content; adequate examples

Good (B+, B, B-)

May be slightly too general or abstract with few specific examples or narratives

Fair (C+, C, C-)

Very general and abstract; content appears to be superficial.

Marginal (D)

Limited content and lacking in engagement with local contexts.

Failure (F)

Poor engagement with local contexts; little or no original content

Assessment Task
2. Reflective paper

Criterion
Language

Excellent (A+, A, A-)
Minimal usage errors; effectively organized especially on the paragraph/discourse level; style appropriate to task

Good (B+, B, B-)
Few usage errors; fairly well organized especially on the paragraph/discourse level; style appropriate to task

Fair (C+, C, C-)
Moderate usage errors; some problems with cohesion/coherence; style not always appropriate

Marginal (D)
Many usage errors; serious problems with cohesion/coherence; inappropriate style

Failure (F)
Usage errors seriously interfere with comprehension

Assessment Task
2. Reflective paper

Criterion
Content/Specificity/Analysis

Excellent (A+, A, A-)
Rich and specific content; excellent examples and/or narratives; self reflective; use of appropriate concept when warranted

Good (B+, B, B-)
Fairly rich and specific content; adequate examples; self reflective; use of appropriate concepts when warranted;

Fair (C+, C, C-)
May be slightly too general or abstract with few specific examples or narratives and no use of concepts; little self-reflection

Marginal (D)
Very general and abstract; no self-reflection or analysis

Failure (F)
Extremely general; no self-reflection or analysis

Assessment Task
3. Oral presentation

Criterion
Language

Excellent (A+, A, A-)
lexico-syntax is highly accurate and idiomatic; style appropriate to task

Good (B+, B, B-)

lexico-syntax is generally accurate and idiomatic; style largely appropriate to task

Fair (C+, C, C-)

generally good lexico-syntax and style with some infelicities which do not significantly interfere with comprehension

Marginal (D)

serious problems with lexico-syntax and/or style which sometimes interfere with comprehension

Failure (F)

very serious problems with lexico-syntax and/or style which significantly interfere with comprehension

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Assessment Task

3. Oral presentation

Criterion

Organization

Excellent (A+, A, A-)

extremely effectively organized with excellent coherence and cohesion

Good (B+, B, B-)

effectively organized with good coherence and cohesion

Fair (C+, C, C-)

generally well organized with some problems with organization, cohesion or coherence which do not significantly interfere with comprehension

Marginal (D)

serious problems with organization, cohesion or coherence which sometimes interfere with comprehension

Failure (F)

very serious problems with organization, coherence or cohesion which significantly interfere with comprehension

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Assessment Task

3. Oral presentation

Criterion

Content

Excellent (A+, A, A-)

Rich and specific content; excellent examples; use of appropriate concept when warranted

Good (B+, B, B-)

Fairly rich and specific content; adequate examples; self reflective; use of appropriate concepts when warranted;

Fair (C+, C, C-)

May be slightly too general or abstract with few specific examples or narratives and no use of concepts; little self-reflection

Marginal (D)

Very general and abstract; no self-reflection or analysis

Failure (F)

Extremely general; no self-reflection or analysis

Assessment Task

3. Oral presentation

Criterion

Delivery skills

Excellent (A+, A, A-)

Very spontaneous interactive; sufficient and natural eye contact; good voice projection; very effective use of various strategies to engage the audience's attention

Good (B+, B, B-)

Quite spontaneous and quite interactive; fairly sufficient and fairly natural eye contact; quite good voice projection; quite effective use of use of various strategies to engage the audience's attention

Fair (C+, C, C-)

Somewhat spontaneous and interactive; some scripted speech noted; limited eye contact; limited use of strategies to engage the audience's attention

Marginal (D)

Scripted speech in most parts; no interaction with the audience; very little eye contact; little use of strategies to engage the audience's attention

Failure (F)

Scripted speech throughout; no interaction with the audience; no eye contact

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Assessment Task

4. Class participation

Criterion

Attendance (including site visits)

Excellent (A+, A, A-)

Above 80%

Good (B+, B, B-)

66-80%

Fair (C+, C, C-)

51-65%

Marginal (D)

45-50%

Failure (F)

Below 45%

Assessment Task
4. Class participation

Criterion
Class activities (including site visits)

Excellent (A+, A, A-)
Proactive participation in all class activities;Impressivecontributions in group discussions;Quality output in all tasks

Good (B+, B, B-)
Proactive participation some class activities; Qualitycontributions in some group discussions;Quality output in all tasks

Fair (C+, C, C-)
Proactive participation in limited class activities; Limited contributions in group discussions

Marginal (D)
Little participation in class activities; very little contributions in group discussions

Failure (F)
No participation in class activities; no contributions in group discussions

Part III Other Information

Keyword Syllabus
Linguistic Issues
Multiculturalism
Language and the Environment
Creative Writing and Communication
Multimodality & Semiotics

Reading List

Compulsory Readings

	Title
1	Course hand-outs

Additional Readings

	Title
1	Bargiela-Chiappini , F. and Harris, S. (1998) The Languages of Business: An International Perspective. Edinburgh: Edinburgh University Press
2	Macdonald, M. (2003) Exploring Media Discourse. London: Arnold.
3	Melchers, G and Shaw, P. (2003) World Englishes: An Introduction. London: Arnold.
4	Pan, Y. Scollon, S.W. and Scollon, R. (2002/ Professional Communication in International Settings. London: Blackwell.