

# EN3596: ENGLISH SUMMER PROGRAMME

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

English Summer Programme

### Subject Code

EN - English

### Course Number

3596

### Academic Unit

English (EN)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

Non-standard Duration

### Other Course Duration

1 semester, including 2-4 weeks of learning activities in a selected field site

### 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

EN3577 Creative and Cultural Summer Programme

EN3584 Professional Communication Summer Programme

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to give students an understanding of issues related to English language, communication, and culture within a global context. During the course, students engage in theoretical discussions and then apply the theories to observations within a particular Anglophone context. As they observe historical and cultural sites, they also examine how these places are presented and mediated through language. At the end of the course, students critically reflect and evaluate their overall learning experiences, while creatively demonstrating their linguistic, academic and personal achievements. Since this course takes place in a place where English has a significant role, students have considerable opportunities to reflect upon 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, communication, and cultural studies.	x	x	
2	Conduct research related to these topics.	x	x	
3	Analyze data and generate productive critical and creative materials.	x	x	x
4	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.	1, 2, 3	30
2	Reflective research paper. Students write a detailed reflective research account paper on the theme of their summer programme.	1, 2, 3, 4	50
3	Oral presentations. Students deliver presentations on a topic discussed in the course.	1, 2, 3	15
4	Class participation. Students complete short in-class short tasks and participate in group discussions	1	5

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Additional Information for ATs**

Weighting and the specific details of the assessment task depend on the nature and the specific context of the program]

**Assessment Rubrics (AR)****Assessment Task**

1. Group website project

**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

**Assessment Task**

1. Group website project

**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 project

**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

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**Assessment Task**

2. Reflective reflective paper

**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**

2. Reflective reflective paper

**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**

2. Reflective reflective paper

**Criterion**

Content

**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

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**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

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**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; Impressive contributions in group discussions; Quality output in all tasks

**Good (B+, B, B-)**

Proactive participation some class activities; Quality contributions 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**

Ethnographic research, linguistic analysis, cultural studies, language and the environment.

**Reading List****Compulsory Readings**

Title	
1	Course hand-outs

**Additional Readings**

Title	
1	Bargiela-Chiappini, F. and Harris, S. (1998) <i>The Languages of Business: An International Perspective</i> . Edinburgh: Edinburgh University Press



2	Melchers, G and Shaw, P. (2003) World Englishes: An Introduction. London: Arnold.
3	Pan, Y. Scollon, S.W. and Scollon, R. (2002/ Professional Communication in International Settings. London: Blackwell.