

EN4511: ENGLISH IN CREATIVE AND CULTURAL PROFESSIONS

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

English in Creative and Cultural Professions

Subject Code

EN - English

Course Number

4511

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

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

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims at enabling students to describe the origins and development of creative and cultural industries in different economies; to understand and deploy key theories to analyse the role played by English as semiotic resource in cultural and creative industries that create value out of manipulation of symbolic and meaning systems. Students will apply the knowledge to evaluate frequent genres in which English is used in creative and cultural industries, and ultimately to formulate their strategies to work on a project of their own.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the origins and development of creative and cultural industries in different economies;	10	x	x	x
2	Identify and understand key theories to analyse discourse in cultural and creative industries.	10	x	x	x
3	Analyse the role played by English as semiotic resource in cultural and creative industries that create value out of manipulation of symbolic and meaning systems.	25	x	x	x
4	Apply the knowledge learnt to evaluate frequent genres in which English is used in creative and cultural industries	25	x	x	x
5	Formulate their strategies to work on a project of their own within the space of cultural and creative industries.	30	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	Interactive lectures and activities to introduce and exemplify key concepts, and origins and development of creative and cultural industries	Students do assigned readings and study-questions on the readings; students also contribute, share and evaluate authentic materials they sourced during class discussions	1, 2	1-3

2	<p>Interactive lectures and activities to guide students</p> <p>(a) to understand key theories to analyse and evaluate the role played by English as semiotic resource in cultural and creative industries</p> <p>(b) to apply their knowledge learnt to evaluate the frequent genres in which English is used in creative and cultural industries</p>	<p>Students do collaborative projects in small groups to discuss case studies in cultural and creative industries, to understand and investigate the role played by English, and evaluate the ways in which English is used across genres, media, and sectors Students collaborate, co-author and present their work for peer support and feedback.</p>	3, 4	4-9
3	<p>Interactive small group activities to guide students in planning their own projects.</p>	<p>Students work in collaborative small groups to create and formulate strategies for a project of their own.</p> <p>Students present their work in groups , and get feedback from peers and instructor.</p>	5	10-13

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
<p>1</p> <p>Participation and contribution to in-class discussions and activities</p> <p>Students are assessed according to how well they actively engage in and contribute to the weekly readings, discussions and activities through which they learn to describe and give accounts and examples of concepts, and apply these concepts to analyse various topics in creative and cultural industries. Students are expected to contribute through active participation and content contribution.</p>	1, 2, 3, 4	20	

2	<p>Individual Report</p> <p>Students will collect data from relevant sources, analyse the data, and discuss the findings in an individual report.</p>	1, 2, 3, 4	40	
3	<p>Group Project: Group Presentation & Group Project Report</p> <p>- Students will work in small groups (of 4-5 students) to create and formulate strategies for a project within the space of creative and cultural industries.</p> <p>- Students will simulate a pitch for a specific project related to creative and cultural industries applying the knowledge learnt in class and interaction with professionals across different sectors.</p> <p>Students will present their collective work to their peers and instructor and submit a report.</p>	5	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Case Study: Individual Report

Criterion

Content

Excellent (A+, A, A-)

Able to choose a suitable topic, identify and describe the key data, apply appropriate principles, concepts to analyse the data, make links with theories learnt and create new insights.

Good (B+, B, B-)

Able to choose a suitable topic, identify and describe the key data, and apply appropriate principles, concepts to analyse the data and create insights.

Fair (C+, C, C-)

Able to choose a suitable topic, identify and describe the key data, applying some principles and concepts to analyse the data, and create insights with moderate accuracy and appropriateness.

Marginal (D)

Able to choose a suitable topic and identify and describe the key data

Failure (F)

Unable to choose a suitable topic and/or identify key data.

Assessment Task

1. Case Study: Individual Report

Criterion

Language

Excellent (A+, A, A-)

Demonstrates excellent grammatical/lexical range and accuracy.

Good (B+, B, B-)

Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.

Fair (C+, C, C-)

Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.

Marginal (D)

Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.

Failure (F)

Fails to use language to complete the task or does not submit the task.

Assessment Task

2. Group Presentation and report

Criterion

Content

Excellent (A+, A, A-)

Able to conduct an appropriately designed study of a chosen industry by collecting data from various credible sources, formulating effective research strategies, identifying key features of the industry, applying principles, concepts and tools accurately, and apply knowledge, create new insights and skills effectively in writing and presenting a highly professional report.

Good (B+, B, B-)

Able to conduct a well-designed study of a chosen industry by collecting data from various credible sources, formulating effective research strategies, identifying key features of the industry, applying principles, concepts and tools accurately, and apply knowledge, create insights and skills effectively in writing and presenting a professional report.

Fair (C+, C, C-)

Able to conduct a study of a chosen industry by collecting data, formulating research strategies, identifying some features of the industry, applying principles, concepts and tools accurately, and apply knowledge, create insights and skills in writing and presenting a professional report.

Marginal (D)

Able to conduct a study of a chosen industry by collecting data, formulating research strategies, identifying some features of the industry, applying some principles, concepts and, and apply some knowledge and skills in writing and presenting a report.

Failure (F)

Unable to meet the assessment requirement.

Assessment Task

2.Group Presentation and report

Criterion

Language

Excellent (A+, A, A-)

Demonstrates excellent grammatical/lexical range and accuracy.

Good (B+, B, B-)

Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.

Fair (C+, C, C-)

Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.

Marginal (D)

Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.

Failure (F)

Fails to use language to complete the task or does not submit the task.

Assessment Task

3. In Class Participation, Discussion and Activities

Criterion

Content

Excellent (A+, A, A-)

Able to evaluate observations and arguments into a coherent and insightful analysis and express it clearly and succinctly. Able to source and contribute exemplary authentic content materials for class discussion.

Good (B+, B, B-)

Able to link key features in the concepts learnt and identify key patterns and describe these linkages and patterns clearly. Able to source and contribute good authentic content materials for class discussion.

Fair (C+, C, C-)

Able to identify key features in the concepts learnt and describe them clearly and accurately. Able to source and contribute appropriate authentic content materials for class discussion.

Marginal (D)

Able to identify and describe features in the concepts learnt. Able to source and contribute authentic content materials for class discussion.

Failure (F)

Unable to identify key features in the relevant concepts. Unable to source and contribute authentic materials for class discussion.

Assessment Task

3. In Class Participation, Discussion and Activities

Criterion

Language

Excellent (A+, A, A-)

Demonstrates excellent grammatical/lexical range and accuracy.

Good (B+, B, B-)

Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.

Fair (C+, C, C-)

Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.

Marginal (D)

Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.

Failure (F)

Fails to use language to complete the task or does not submit the task.

Part III Other Information**Keyword Syllabus**

Creativity, culture, creative and cultural industries, = branding, marketing, advertising \genres, semiotic resources, social semiotics, symbolic and meaning systems, media.

Reading List**Compulsory Readings**

	Title
1	Cook, G. (1992). The discourse of advertising. London: Routledge.
2	Hall, S. (2006). Encoding/decoding. In M. Durham, & D. Kellner (Eds.), Media cultural studies: keywords. (pp. 163-173). Malden: Blackwell Publishing.
3	Hartley, J. (Ed.) (2005). Creative industries. Oxford: Blackwell.

Additional Readings

	Title
1	Barnard, M. (1996). Fashion as communication. London and New York: Routledge.
2	Carter, R. (2004). Language and creativity. London: Routledge.
3	Florida, R. (2002). The rise of the creative class, and how it's transforming work, leisure, community and everyday life. New York: Basic Books.
4	Goddard, A. (1998). The language of advertising. London: Routledge
5	Holt, D. B. (2004). How brands become icons: the principles of cultural branding. Boston, Mass.: Harvard Business School.
6	Choi, Y. G. (2006). What is the Cultural Content. Seoul: Sallimbooks.
7	O' Connor, J. (2007). The cultural and creative industries: a review of the literature. London:
8	Machin, D., & Van Leeuwen, T. (2007). Global media discourse. London: Routledge.
9	Potts, J., & Cunningham, S. (2008). Four Models of the Creative Industries. Journal of Cultural- Science, 1, 23.