

# EN4511: ENGLISH IN CREATIVE AND CULTURAL PROFESSIONS

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**Effective Term**

Semester B 2024/25

## 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.

### Learning and Teaching Activities (LTAs)

| LTAs |                                                                                                                                          | Brief Description                                                                                                                                                              | CILO No. | Hours/week (if applicable) |
|------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------|
| 1    | Active readings and activities to introduce and exemplify key concepts, and origins and development of creative and cultural industries. | Students will 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 | Interactive lectures to guide students to understand key theories to analyse and evaluate the role played by English as semiotic resource in cultural and creative industries.                | Students will work 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 will collaborate, co-author and present their work for peer support and feedback. | 3, 4 | 4-9   |
| 3 | Workshops to apply their knowledge learnt to evaluate the frequent genres in which English is used in creative and cultural industries and guide the students in learning their own projects. | Students will work in collaborative small groups to create and formulate strategies for a project of their own and get feedback from peers and instructor.                                                                                                                                                                            | 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 | 10            |                                        |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |    |  |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|--|
| 2 | Individual assignment<br><br>Students will collect data from relevant sources, analyse the data, and discuss the findings in an individual essay.                                                                                                                                                                                                                                                                                                                                                                       | 1, 2, 3, 4 | 25 |  |
| 3 | Individual assignment<br><br>Students will produce a text chosen among the genres studied in class.                                                                                                                                                                                                                                                                                                                                                                                                                     |            | 25 |  |
| 4 | Group Presentation<br>- 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.<br><br>- 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.<br><br>- Students will present their collective work to their peers and instructor under the form of a presentation. | 5          | 40 |  |

**Continuous Assessment (%)**

100

**Examination (%)**

0

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

Individual assignment 1 and 2

**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.

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**Assessment Task**

Individual assignment 1 and 2

**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.

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**Assessment Task**

Group Presentation

**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**

Group Presentation

**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**

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**

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     | Kress, G. (2010). <i>Multimodality: A social semiotic approach to contemporary communication</i> . New York: Routledge.              |
| 2     | Wardrip-Fruin, N., & Harrigan, P. (2004). <i>First person: New media as story, performance, and game</i> . Cambridge, MA: MIT Press. |

**Additional Readings**

| Title |                                                                                                                                                        |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Barnard, M. (1996). Fashion as communication. London and New York: Routledge.                                                                          |
| 2     | Bruhn, J., Azcárate, A. L.-V., & de Paiva Vieira, M. (eds.). (2024). The Palgrave handbook of intermediality. Cham: Springer International Publishing. |
| 3     | Carter, R. (2004). Language and creativity. London: Routledge.                                                                                         |
| 4     | Choi, Y. G. (2006). What is the Cultural Content. Seoul: Sallimbooks.                                                                                  |
| 5     | Cook, G. (1992). The discourse of advertising. London: Routledge.                                                                                      |
| 6     | Cunningham, S., & Flew, T. (eds.). (2019). A research agenda for creative industries. Cheltenham: Edward Elgar Publishing                              |
| 7     | Florida, R. (2002). The rise of the creative class, and how it's transforming work, leisure, community and everyday life. New York: Basic Books.       |
| 8     | Goddard, A. (1998). The language of advertising. London: Routledge                                                                                     |
| 9     | Hall, S. (2006). Encoding/decoding. In M. Durham, & D. Kellner (Eds.), Media cultural studies: Keywords. (pp. 163-173). Malden: Blackwell Publishing.  |
| 10    | Hartley, J. (Ed.) (2005). Creative industries. Oxford: Blackwell.                                                                                      |
| 11    | Holt, D. B. (2004). How brands become icons: the principles of cultural branding. Boston, Mass.: Harvard Business School.                              |
| 12    | Jagoda, P. (2020). Experimental games: Critique, play, and design in the age of gamification. Chicago: The University of Chicago Press.                |
| 13    | Lamarre, T. (2018). The anime ecology: A genealogy of television, animation, and game media. Minneapolis: University of Minnesota Press.               |
| 14    | Lobato, R. (2019). Netflix nations: The geography of digital distribution. New York: New York University Press.                                        |
| 15    | Potts, J., & Cunningham, S. (2008). Four Models of the Creative Industries. Journal of Cultural- Science, 1, 23.                                       |
| 16    | O' Connor, J. (2007). The cultural and creative industries: a review of the literature. London:                                                        |
| 17    | Machin, D., & Van Leeuwen, T. (2007). Global media discourse. London: Routledge.                                                                       |
| 18    | Mitchell, W.J.T. (2015). Image Science: Iconology, Visual Culture, and Media Aesthetics. Chicago and London: University of Chicago Press.              |
| 19    | Siciliano, M. (2021). Creative control: The ambivalence of work in the culture industries. New York: Columbia University Press.                        |
| 20    | Thevenin, B. (2022). Making media matter: Critical literacy, popular culture, and creative production. Milton: Taylor & Francis.                       |
| 21    | Virani, T. E. (ed.). (2023). Global creative ecosystems: A critical understanding of sustainable creative and cultural production.                     |