

EN2722: FOUNDATIONS OF LANGUAGE AND COMMUNICATION STUDIES

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Foundations of Language and Communication Studies

Subject Code

EN - English

Course Number

2722

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 introduces students to key concepts and approaches within English studies, with a primary focus on language, linguistics and professional communication. As students explore how English is studied and approached from these academic perspectives, they will come to appreciate the utility and versatility of the English language and develop an increased awareness of their own potential and pathways. The course is structured around a number of tasks, all of which involve developing a better understanding of how the English language continues to change and create opportunities for shaping personal and social identities.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discuss and apply key concepts in linguistics and professional communication.		x	x	
2	Demonstrate an understanding of appropriate social, cultural, or professional discourses.		x	x	
3	Critically read, write, speak, listen and analyse in conjunction with a range of academic and professional texts		x	x	x
4	Acquire a competency in working within a group environment.		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	Interactive seminars	Students will participate in interactive lectures on key topics and then complete interactive analysis tasks, individually and in groups.	1, 2, 3, 4	
2	Reading	Students will read texts assigned weekly that underpin the acquisition of course content and academic literacy skills.	1, 3	
3	Peer teaching	In small groups students will design and lead tasks to reinforce acquisition of key concepts.	1, 2, 3, 4	

4	Writing exercises	Students will produce short texts on aspects of the course content.	2, 3	
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Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Group Presentation: Students read a relevant research article and apply its key concepts to identifying, analysing, and presenting their own original material.	1, 2, 3, 4	20	
2	Test: Students take an in-class test on key course content.	1, 2, 3	35	
3	Essay: Students write an assignment based on the synthesis and evaluation of the scholarly literature in an area of the course content.	1, 2, 3	35	
4	Participation: Students contribute to in-class discussions and complete in- and out-of-class tasks to demonstrate understanding of course content.	1, 2, 3, 4	10	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Presentation

Criterion

Content

Excellent (A+, A, A-)

Content of presentation is very accurate and informative

Good (B+, B, B-)

Content of presentation is accurate and informative.

Fair (C+, C, C-)

Content of presentation is generally accurate and informative with some gaps which do not seriously impair the message.

Marginal (D)

Content of presentation is contains significant inaccuracies and/or is insufficiently informative.

Failure (F)

Content of presentation is not informative about the topic and/or is largely inaccurate.

Assessment Task

1. Presentation

Criterion

Organisation

Excellent (A+, A, A-)

Very effective structure.

Good (B+, B, B-)

Effective structure.

Fair (C+, C, C-)

Generally effective structure with some infelicities.

Marginal (D)

Unclear structure makes the presentation hard to follow.

Failure (F)

Structure not identifiable.

Assessment Task

1. Presentation

Criterion

Language

Excellent (A+, A, A-)

Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register. Pronunciation is extremely clear.

Good (B+, B, B-)

Lexicogrammar is accurate, idiomatic, varied and appropriate to the register. Pronunciation is clear. Minor issues do not negatively affect comprehension.

Fair (C+, C, C-)

Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Pronunciation is generally clear. Issues have only a limited, negative effect on comprehension.

Marginal (D)

Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register. Pronunciation is very unclear. Issues significantly disrupt comprehension.

Failure (F)

Lexicogrammar is highly inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register. Pronunciation is extremely unclear. Issues effectively prevent comprehension.

Assessment Task

2 Mid-term test

Criterion

Content

Excellent (A+, A, A-)

Answers reflect an extremely strong understanding of all tested areas of course content.

Good (B+, B, B-)

Answers reflect a strong understanding of most tested areas of course content.

Fair (C+, C, C-)

Answers reflect a generally strong understanding of tested areas of course content with some gaps.

Marginal (D)

Answers reflect limited understanding of tested areas of course content.

Failure (F)

Answers reflect extremely limited understanding of tested course content.

Assessment Task

3 Essay

Criterion

Content

Excellent (A+, A, A-)

Answers reflect an extremely strong understanding the relevant concepts.

Good (B+, B, B-)

Answers reflect a strong understanding of the relevant concepts.

Fair (C+, C, C-)

Answers reflect a generally strong understanding of the relevant concepts with some gaps.

Marginal (D)

Answers reflect limited understanding the relevant concepts.

Failure (F)

Answers reflect extremely limited understanding of the relevant content.

Assessment Task

3 Essay

Criterion

Organisation

Excellent (A+, A, A-)

Very effective structure.

Good (B+, B, B-)

Effective structure.

Fair (C+, C, C-)

Generally effective structure with some infelicities.

Marginal (D)

Unclear structure makes the presentation hard to follow.

Failure (F)

Structure not identifiable.

Assessment Task

3 Essay

Criterion

Language

Excellent (A+, A, A-)

Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.

Good (B+, B, B-)

Lexicogrammar is accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.

Fair (C+, C, C-)

Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Issues have only a limited, negative effect on comprehension.

Marginal (D)

Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register. Issues significantly disrupt comprehension.

Failure (F)

Lexicogrammar is highly inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register. Issues effectively prevent comprehension.

Assessment Task

4. Participation

Criterion

Participation in teaching and learning activities

Excellent (A+, A, A-)

Makes significant, constructive, contributions to in-class discussion and completes tasks to a very high standard, reflecting thorough preparation.

Good (B+, B, B-)

Makes constructive contributions to in-class discussion and completes tasks to a high standard, reflecting considerable preparation.

Fair (C+, C, C-)

Makes some constructive contributions to in-class group discussion and completes most tasks, reflecting generally adequate preparation.

Marginal (D)

Makes limited constructive contributions to in-class discussion and does not regularly complete tasks, reflecting inadequate preparation.

Failure (F)

Makes few or no contributions to in-class discussions and/or does not complete tasks, reflecting little or no preparation.

Part III Other Information

Keyword Syllabus

English studies, linguistics, academic English, professional communication

Reading List**Compulsory Readings**

Title	
1	Nil (compulsory readings to be indicated by coordinator)

Additional Readings

Title	
1	Nil