

## **REGULATIONS FOR THE DEGREE OF BACHELOR OF ARTS (BA) IN CONJUNCTION WITH THE DEGREE OF BACHELOR OF EDUCATION IN LANGUAGE EDUCATION (BEd[LangEd])**

*(See also General Regulations and Regulations for First Degree Curricula)*

These Regulations should be read in conjunction with the Regulations for the Degree of Bachelor of Education in Language Education. The degree of Bachelor of Education in Language Education is awarded on the satisfactory completion, on a full-time basis, or a prescribed programme of study in the field of English Language.

### **Definition**

**AE1<sup>1</sup>** For the purpose of these regulations and the syllabuses for the BA degree, unless the context otherwise requires:

‘Major’ means a combination of courses as specified in the syllabuses, accumulating not fewer than 48 credits except where otherwise provided for in the syllabuses, in the same disciplinary field, to be taken in the third to the eighth semesters of the curriculum.

‘Minor’ means a combination of courses as specified in the syllabuses, accumulating not fewer than 24 credits except where otherwise provided for in the syllabuses, to be taken in the third to the eighth semesters of the curriculum.

An ‘academic year’ comprises two semesters, the first semester to commence normally in September and end in December, and the second semester to commence normally in January and end in June, on dates as prescribed by the Senate. It includes, normally at the end of each semester, a period during which candidates are assessed. A ‘summer semester’ may be organized in addition to the normal two semesters.

### **Admission to the BA degree**

**AE2** To be eligible for admission to the BA degree, candidates shall

- (a) comply with the General Regulations;
- (b) comply with the Regulations for First Degree Curricula;
- (c) satisfy all the requirements of the curriculum in accordance with the regulations and the syllabuses; and
- (d) pass in the English Language Proficiency Tests I, II and III administered by the Faculty of Education.

### **Length of study**

**AE3** The curriculum for the BA degree shall require eight semesters of full-time study, extending over not fewer than four academic years, and shall include examinations to be held at the end of each semester.

**AE4** The number and length of written examinations shall be as laid down in the syllabuses. Dissertations, field-work, class tests, oral, aural and practical tests may also be prescribed. Coursework assessment shall be taken into account as prescribed in the syllabuses.

<sup>1</sup> This regulation should be read in conjunction with UG1 of the Regulations for First Degree Curricula.

### **Selection of courses**

**AE5** Candidates shall select their courses in accordance with these regulations and the guidelines specified in the syllabuses before the beginning of each semester. Changes to the selection of courses may be made only during the first two weeks of the semester in which the course begins, and such changes shall not be reflected in the transcript of the candidate. Requests for changes after the first two weeks of the semester shall not normally be considered.

**AE6** Candidates in any semester shall select courses only after obtaining approval from the Heads of the Departments concerned, and the selection shall be subject to confirmation by the Board of the Faculty. Withdrawal beyond the two-week deadline will not be permitted, except for medical reasons approved by the Board of the Faculty, and the course concerned will be given a failed grade.

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### **Curriculum requirements**

**AE7** To complete the curriculum, candidates shall

- (a) satisfy the requirements prescribed in UG3 of the Regulations for First Degree Curricula;
- (b) take not fewer than 180 credits, in the manner specified in these regulations and the syllabuses; and
- (c) pass the English Language Proficiency Tests I, II and III administered by the Faculty of Education.

**AE8** Candidates shall not normally take fewer than 60, nor more than 72 credits in each year of study, except for the last year of study, unless otherwise permitted or required by the Board of the Faculty.

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### **Assessment and grades**

**AE9** Candidates shall be assessed for each of the courses for which they have registered, and assessment may be conducted in any combination of: coursework, written examinations or tests, continuous assessment of class performance, field work, research or project reports, or in any other manner as specified in the syllabuses. Only those satisfactorily completed courses will earn credits. Grades shall be awarded in accordance with UG5 of the Regulations for First Degree Curricula.

**AE10** Written examinations or tests shall normally be held at the end of the semester in which it is taught unless otherwise provided for in the syllabuses. Candidates may be required to sit written examinations or tests for more than one course on any particular date.

**AE11** Except for the provisions under Regulation AE16, candidates who have passed at least 36 credits and achieved a GPA of at least 1.0 at the end of the first year of study or passed at least 45 credits and achieved a GPA of at least 1.0 at the end of each of the second, third or fourth years of study shall be required in the subsequent academic year(s) to repeat any failed courses which are not offered by the Faculty of Education, or select new courses of equivalent credits which may be accepted in lieu of the failed courses to satisfy the specific curriculum requirements.

**AE12** Courses in which a candidate is given an F grade shall be recorded on the transcript, together with the new grade obtained if the candidate chooses to repeat the failed course. Any failed grade(s) shall be included in calculating the Semester GPA and shall be taken into account for the purposes of determining eligibility for award of the BA degree, honours classification and whether a candidate be discontinued from studies in the Faculty.

**AE13** Candidates shall not be permitted to repeat a course for which they have received a D grade or above for upgrading purposes.

- AE14** Candidates shall be required to discontinue their studies in the Faculty if they have:
- (a) failed to pass at least 36 credits or achieved a GPA of less than 1.0 at the end of the first year of study; or
  - (b) failed to pass at least 45 credits or achieved a GPA of less than 1.0 at the end of the second, third and fourth years of study.
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### **Re-examination**

**AE15** Candidates who are unable, because of illness, to be present for any paper of any course may apply for permission to present themselves at a re-examination in the paper to be held before the beginning of the First Semester of the following academic year. Any such application shall be made on the form prescribed within two weeks of the first day of the candidate's absence from any examination.

**AE16** Candidates who have passed 36 credits and achieved a GPA of at least 1.0 at the end of the first year of study or passed at least 45 credits and achieved a GPA of at least 1.0 at the end of each of the second, third or fourth years of study at the first attempt shall be permitted to present themselves for re-examination in any failed courses offered by the Faculty of Education prior to the beginning of the following academic year.

**AE17** Any re-examination granted under Regulations AE15 or AE16 shall be part of that academic year's examinations, and the provisions made in these regulations for failure shall apply accordingly.

- AE18** Candidates who fail to satisfy the examiners at a re-examination shall normally:
- (a) in respect of failed courses offered by the Faculty of Education, be permitted to progress to the following year of study and to present themselves for re-examination, if these are core courses of not more than 12 credits in total, in any prescribed form of examination; or
  - (b) in respect of failed courses not offered by the Faculty of Education, be permitted to retake these courses or courses of equivalent credits which may be accepted in lieu of the failed courses to satisfy the specific curriculum requirements; or
  - (c) be required to discontinue their studies.
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### **Advanced standing**

**AE19** Advanced standing may be granted to candidates in recognition of studies completed successfully in an approved institution of higher education elsewhere in accordance with UG2 of the Regulations for First Degree Curricula. Advanced credits granted may be recorded in the transcript of the candidate, but shall not be included in the calculation of the Semester GPA or Cumulative GPA.

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### **Degree classification**

- AE20** To be eligible for the award of the BA degree, candidates shall have:
- (a) satisfied the requirements in the UG3 of the Regulations for First Degree Curricula;
  - (b) passed not fewer than 180 credits, including 60 credits of First Year or Level 100 courses;
  - (c) achieved a GPA of 1.0 or above; and
  - (d) passed the English Language Proficiency Tests I, II and III administered by the Faculty of Education.

**AE21** The BA degree shall be awarded in five divisions: First Class Honours, Second Class Honours Division One, Second Class Honours Division Two, Third Class Honours, and Pass. The classification of honours shall be determined by the Board of the Faculty at its absolute discretion, taking into account the standard attained by candidates in the written examinations and in coursework, as well as other relevant factors. Honours classification may not be determined solely on the basis of a candidate's Semester GPA or Cumulative GPA.

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## **REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION IN LANGUAGE EDUCATION (BEd[LangEd])**

*(See also General Regulations and Regulations for First Degree Curricula)*

*(These regulations apply to BEd(LangEd), BA&BEd(LangEd) students admitted from the academic year 2005-06. BA&BEd students are also required to refer to the Regulations for the Degree of Bachelor of Arts (BA) in conjunction with the Degree of Bachelor of Education in Language Education.)*

The degree of Bachelor of Education in Language Education (BEd[LangEd]) is awarded for the satisfactory completion, on a full-time basis, of a prescribed programme of study in one of the following fields: Chinese Language & Literature; English Language.

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### **Ed361 Admission to the degree**

To be eligible for admission to the degree of Bachelor of Education in Language Education, candidates shall

- (a) comply with the General Regulations;
  - (b) comply with the Regulations for First Degree Curricula; and
  - (c) satisfy all the requirements of the curriculum in accordance with these regulations and the syllabuses.
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### **Ed362 Completion of curriculum**

To complete the curriculum, candidates shall follow instruction in the syllabuses prescribed and

- (a) complete courses worth not less than 240 credits in the manner specified in the syllabuses;
  - (b) pass the IT proficiency test as specified in UG3(b) of Regulations for First Degree Curricula;
  - (c) for those in the English Language field of study (including BA&BEd [LangEd-English] students), pass the Faculty's English Language Proficiency Tests I, II and III.
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### **Ed363 Length of study**

The curriculum shall normally require eight semesters of full-time study spread over four academic years.

### Ed364 Progression

Except for the provisions under Regulations Ed367, candidates who have passed at least 36 credits of courses and achieved a GPA of at least 1.00 at the end of the first year of study, or passed at least 45 of the required 60 credits and achieved a GPA of at least 1.00 at the end of each of the second, third or fourth year of study shall be allowed to progress to the next year of study.

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### Ed365 Assessment and grades

- (a) Grades shall be awarded in accordance with UG5 of the Regulations for First Degree Curricula;
  - (b) Candidates shall not be permitted to repeat for upgrading purposes a course for which they have received a pass grade;
  - (c) Courses in which candidates are given an F grade shall be recorded on the transcript of the candidate, together with the new grade if the candidate is re-examined or repeats the failed course. Any failed grades shall be included in calculating the GPA and shall be taken into account for the purposes of determining eligibility for award of the BEd degree, honours classification and whether a candidate is discontinued from studies;
  - (d) Candidates who have failed to satisfy the examiners in course(s), but have passed at least 36 credits of courses and achieved a GPA of at least 1.00 at the end of the first year of study, or passed at least 45 of the required 60 credits and achieved a GPA of at least 1.00 at the end of each of the second, third or fourth year of study shall be required:
    - (i) in respect of failed course(s) not offered by the Faculty of Education, to repeat the failed course(s), or select new course(s) of equivalent credits which may be accepted in lieu of the failed course(s), in the subsequent academic year(s), to satisfy the specific curriculum requirements;
    - (ii) in respect of failed course(s) offered by the Faculty of Education, to present themselves for re-examination, at the second attempt, prior to the beginning of the following academic year;
  - (e) Candidates who have
    - (i) failed to pass at the first attempt at least 36 credits in the first year of study or achieved a GPA of less than 1.00 at the end of the first year; or
    - (ii) failed to pass at the first attempt at least 45 of the required 60 credits in the second, third or fourth years of study; or achieved a GPA of less than 1.00 at the end of the second, third or fourth year; or
    - (iii) achieved a GPA of less than 1.00 at the end of any subsequent year of study
 shall not be permitted to repeat the failed course(s) or present themselves for re-examination, and shall be recommended for discontinuation of studies under the provisions of General Regulation G12.
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### Ed366 Examinations

Candidates who are unable because of illness to be present for any written examinations may be permitted to present themselves for re-examination as their first attempt, prior to the beginning of the following academic year. Any application for such permission shall be made within two weeks of the first day of absence from any written examination.

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### Ed367 Re-examination

- (a) Candidates who failed to satisfy the examiners at a re-examination granted under Regulations Ed365(d)(ii) shall normally:

- (i) if these are required course(s) of *not more* than 12 credits in total, be permitted to progress to the following year of study and to present themselves for re-examination, in any prescribed form of examination; or
  - (ii) if these are required course(s) of *more* than 12 credits in total, be required to discontinue their studies.
- (b) Candidates who failed to satisfy the examiners at a re-examination granted under Regulations Ed366 shall be permitted to present themselves for re-assessment, in accordance with Ed365(d)(i) and/or (ii), as directed by the Board of Examiners.

### **Ed368 Degree classification**

The degree shall be classified in five divisions: First Class Honours; Second Class Honours Division One; Second Class Honours Division Two; Third Class Honours; Pass.

## **SYLLABUSES FOR THE DEGREES OF BACHELOR OF ARTS AND BACHELOR OF EDUCATION IN LANGUAGE EDUCATION\***

Candidates are required to complete courses totaling not fewer than 180 credits for the Bachelor of Arts degree and not fewer than 240 credits for the Bachelor of Education in Language Education degree. This programme of study for the English stream must comprise:

- 33 credits in first-year Arts distribution courses, including 18 credits in first year prerequisite Arts courses for the English Language and Linguistics Major
- 48 credits in the English Language and Linguistics Major
- 36 credits in Educational Studies
- 9 credits in Pedagogical Content Knowledge
- 27 credits in Pedagogy
- 39 credits in School Experience
- 9 credits in External Experience or equivalent
- 18 credits in broadening courses<sup>2</sup>
- 12 credits in Second or Third Year (level 200 or 300) Arts elective courses<sup>3</sup>
- 9 credits in a Dissertation course.

Candidates shall pass the University IT proficiency test as specified in UG3(b) of Regulations for First Degree Curricula, and the Faculty of Education's English Language Proficiency Tests I, II and III on speaking, writing and error correction before graduating.

\* Subject to University's approval

<sup>2</sup> Broadening courses include 6 credits in English Language Enhancement and 3 credits in Chinese Language Enhancement as required by UG3(a)(i) and (ii) of Regulations for First Degree Curricula; 3 credits in Information Technology course; and 6 credits in General Studies courses as required by UG 3(a)(iii) and (iv) of the Regulations for First Degree Curricula. Some candidates, e.g. those who are non-Cantonese speaking or have no knowledge of the language, may be exempted from attending the Chinese language enhancement course but be required to take another 3-credit course in lieu.

<sup>3</sup> Elective courses shall be selected from courses offered by the Faculty of Arts.

## **FIRST YEAR**

Candidates shall normally take 60 credits and pass the IT proficiency test as specified in UG3(b) of the Regulations for First Degree Curricula. The 60 credits will normally be made up of:

- 33 credits in courses distributed amongst at least three of the four specified groupings of Arts departments/programmes/centres, including the following first year prerequisite courses for the English Language and Linguistics major:  
LING1001. Introduction to linguistics (6 credits)  
LING1003. Language, thought, and culture (6 credits)  
ENGL1009. Introduction to English studies (6 credits)
  - 12 credits in Educational Studies courses
  - 9 credits in Language Enhancement courses as required by UG3(a)(i) and (ii) of the Regulations for First Degree Curricula, namely 6 credits in English Language Enhancement and 3 credits in Chinese Language Enhancement
  - 3 credits of broadening courses as required by UG3(a)(iii) of the Regulations for First Degree Curricula
  - 3 credits in School Experience
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## **SECOND YEAR**

Candidates shall normally take 60 credits, comprising:

- 18 credits in English Language and Linguistics Major courses
  - 12 credits in Educational Studies courses
  - 9 credits in Pedagogy courses
  - 6 credits in School Experience
  - 9 credits in External Experience
  - 3 credits in Information Technology course
  - 3 credits of Broadening courses as required by UG3(a)(iv) of the Regulations for First Degree Curricula
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## **THIRD YEAR**

Candidates shall normally take 60 credits, comprising:

- 18 credits in English Language and Linguistics Major courses
  - 12 credits in Educational Studies courses
  - 9 credits in Pedagogy courses
  - 15 credits in School Experience
  - 6 credits in elective Arts courses
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## **FOURTH YEAR**

Candidates shall normally take 60 credits, comprising:

- 12 credits in English Language and Linguistics Major courses
- 9 credits in Pedagogical Content Knowledge courses
- 9 credits in Pedagogy courses
- 15 credits in School Experience
- 6 credits in elective Arts courses
- 9 credits in a Dissertation on an approved topic

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**ENGLISH LANGUAGE PROFICIENCY TESTS (0 credits)**


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**EDUC1602. English Language Proficiency Test I (Speaking)** (0 credits)

**EDUC1603. English Language Proficiency Test II (Writing)** (0 credits)

**EDUC3604. English Language Proficiency Test III (Error correction)** (0 credits)

Candidates are required to reach benchmark level 3 in the English Language Proficiency Tests I, II and III before graduating. Tests I and II on speaking and writing will be first administered in Year 1, and Test III on error correction will be first administered in Year 3.

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**LANGUAGE ENHANCEMENT COURSES (9 credits)**


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*English Language Enhancement*

**ECEN1401. Academic writing for education students** (3 credits)

This course provides the opportunity for students to develop their English writing skills for academic purposes. The following academic essay writing skills are taught: applying grammar, reference skills, logical development and signposting.

Assessment is wholly by coursework.

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**ECEN1402. General English for education students** (3 credits)

This course provides the opportunity for students to enhance their English proficiency skills for general purposes. The following skills are taught: pronunciation, vocabulary, discussion and Powerpoint presentation.

Assessment is wholly by coursework.

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*Chinese Language Enhancement*

**CEDU1002. Practical Chinese Language Course for BEd(LangEd) Students** (3 credits)

**Pre-requisite:** Student must have native speaker proficiency in Cantonese and must have used Chinese as the written medium of their secondary education (or have similar proficiency in written Chinese).

**Alternative courses:** Students who do not meet this pre-requisite requirement should take another Arts course of at least 3 credits, preferably a language course other than Chinese or English, or a University broadening course.

**Syllabus**

1. Practical Chinese writing skills 實用中文寫作技巧
  - (a) Classical and modern Chinese 文言與白話
  - (b) The Chinese language: characteristics and usage 漢語特性和語文運用
  - (c) Basic grammar of modern Chinese 現代漢語基礎語法



2. Chinese characters 漢字
  - (a) Traditional characters 傳統漢字
  - (b) Simplified characters 簡化字
  - (c) Variant forms 異體字
3. Letter-writing 書信
  - (a) Business letter writing techniques 商務書信寫作技巧
  - (b) Official letter writing techniques 公務書信寫作技巧
4. Office documents 辦公室文書
  - (a) Notices and announcements 啟事及通告
  - (b) Minutes of meeting and reports 會議文書、報告
5. Chinese for special purposes 專業中文
  - (a) Proficiency in usage 如何文從字順
  - (b) Practical writing in school administration 學校行政文書
6. Presentation and communication techniques 表達與溝通技巧
  - (a) Presentation techniques 演示技巧
  - (b) Discussion and the art of persuasion 討論與說服技巧

#### **INFORMATION TECHNOLOGY COURSE (3 credits + proficiency test)**

#### **YITC1002. Information technology proficiency test (0 credits)**

*(For details refer to the Regulations and Syllabuses for Broadening Courses)*

#### **EDUC2010. Information technology for language education (3 credits)**

This course aims at developing basic competencies in information technology and familiarizing students with the various uses of information technology in education and computer-mediated communications.

Assessment will be by 100% coursework.

#### **BROADENING COURSES/INTER-FACULTY ELECTIVES (6 credits)**

Candidates are required to fulfill the following requirements:

- (a) successful completion of a 3-credit course in Science and Technology Studies; and
- (b) successful completion of a 3-credit course not offered by the Faculties of Arts and Education in *either* Culture and Value Studies *or* of an area of study outside those of the candidates' own degree curricula, as an elective course.

#### **ARTS DISTRIBUTION COURSES (33 credits)**

A total of 33 credits of Arts distribution courses, with at least 6 credits from a single department/programme/centre in each of any three out of the following four groupings which shall include the three first-year prerequisite courses for the major in English Language and Linguistics:

- Group 1: American Studies, Chinese, English, European Studies, Japanese Studies, Language and Communication, Language Centre  
 Group 2: Geography, History  
 Group 3: Comparative Literature, Linguistics, Philosophy  
 Group 4: Fine Arts, Music.
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**First Year: Three pre-requisite courses for the major in English Language and Linguistics**

**LING1001. Introduction to linguistics (6 credits)**

This course is a pre-requisite for all courses taught in the department, and a requirement for all students majoring in linguistics. It is an introduction to the basic topics of linguistics: the nature of human language, speech sounds and speech patterns, word formation, sentence structure, and the study of meaning and use. Students will learn about the general structure that underlies all languages as well as the great variety of existing human languages. The course gives plenty of practice in solving problems, analysing languages, including Chinese and English, and dealing with data. Assessment will be by 50% coursework and 50% examination.

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**LING1003. Language, thought, and culture (6 credits)**

This course offers a survey of the study of language, with a focus on the relationship between language structure on the one hand and thought and culture on the other. It is designed as a complementary course to LING1001 'Introduction to Linguistics', and covers topics which cannot be dealt with in the other course due to the limitation of time. Through reading and participation in regular discussions on a selection of topics, students will gain a deeper understanding of the ways in which language is structured, learned, processed and used. Assessment: 50% coursework, 50% examination.

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**ENGL1009. Introduction to English studies (6 credits)**

*(This course is also offered to first year non-BA students for inter-Faculty broadening purposes.)*

This course introduces students to the study of English writing. Students will be introduced to the basic elements of literary analysis and theory in English, and to intellectual issues relevant to the study of the language and its culture. No previous experience of literary studies or linguistics is assumed, but at the end of this introductory course students will have a grasp of the basic concepts and skills needed to make advanced studies in English interesting and enjoyable. The course will also offer guidance and practice in reading, discussion, group work, writing and basic research, including the use of the library and the internet.

Assessment will be by 50% coursework and 50% examination.

Prerequisite: Students are normally required to have obtained at least a minimum C grade in the Use of English AS examination.

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**Syllabus for the major in English Language and Linguistics**

Candidates are required to select 6 credits from each of Groups 1 to 7, making a total of 42 credits, and a further 6 credits may be taken from any of the eight groups. Groups 1 to 7 fulfill the Standing Committee on Language Education and Research (SCOLAR) requirements and Group 8 is an elective group.

**Group 1 PHONETICS AND PHONOLOGY**

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**EDUC1204. Phonetics, phonology and the teaching of pronunciation** (6 credits)

This course focuses on the analysis and description of the articulatory and auditory aspects of the English speech sounds and sound system. It deals with both segmental and suprasegmental features. The relevance of these analyses and descriptions to the teaching of English pronunciation to Cantonese speakers is considered.

Assessment will be by 100% coursework.

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**LING2004. Phonetics: describing sounds** (6 credits)

This is a required course for students majoring in linguistics or human language technology and is normally taken in the second year. The focus will be on articulatory phonetics, the speech mechanism, the description and classification of sounds of languages, sounds in context, prosodic features, tone and intonation, and practical work.

Assessment will be by 100% coursework.

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**LING2027. Phonology: an introduction to the study of sound systems** (6 credits)

The notion of phoneme and its place in phonology; distinctive features; phonological processes and their description; rules and representations.

Assessment will be by 100% coursework.

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**Group 2 LEXIS MORPHOLOGY AND SEMANTICS**

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**EDUC1203. Lexis, semantics and vocabulary teaching** (6 credits)

This course provides an introduction to the study of lexis and semantics and deals with its implications for the teaching and learning of vocabulary.

Assessment will be by 100% coursework.

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**ENGL2065. Meaning and metaphor** (6 credits)

This course will introduce students to a number of questions about linguistic meaning and examine various definitions of metaphor. Among the questions considered are: What role does metaphor play in human language? In what way (if at all) do languages create or embody particular culturally-specific world-views?

Assessment will be by 100% coursework.

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**LING2003. Semantics: meaning and grammar** (6 credits)

This course focuses on structural and cognitive aspects of meaning which are relevant to the description and theory of grammar. Examples will be drawn from Cantonese, Mandarin and English together with some other European and Asian languages.

Assessment will be by 100% coursework.

**Group 3    PEDAGOGIC GRAMMAR**

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**EDUC2201. The grammar of spoken and written English** (6 credits)

*(Not to be taken with ENGL2004 or LING2050)*

This course profiles the key grammatical features of spoken and written English. It explores the forms and meanings of grammatical constructions in their contexts of use and how they are used in spoken and written discourse.

Assessment will be by 100% coursework.

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**ENGL2004. English syntax** (6 credits)

*(Not to be taken with EDUC2201)*

This course introduces the structure of English by investigating approaches to grammar, models of grammatical analysis, and the grammar of contemporary English. It is interested in the relationship between morphology and syntax, and grammar and linguistics.

Assessment will be by 100% coursework.

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**LING2050. Grammatical description** (6 credits)

*(Not to be taken with EDUC2201)*

This course aims at giving students a comprehensive introduction to basic concepts used in the description of morphology and syntax, independent of any model of grammar. Exercises accompany the topics to be introduced. Example analyses are drawn from various languages. The following topics in morphology and syntax will be covered: words, morphemes and morphs, word classes, immediate constituents, phrase structure, functional relations, and sentence structure.

Assessment will be by 100% coursework.

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**Group 4    WRITTEN AND SPOKEN DISCOURSE**

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**EDUC2204. Written discourse** (6 credits)

*(Recommended to be taken with EDUC3202 and not to be taken with ENGL2047 or LING2023)*

This course aims to give an understanding of some of the qualities that give written discourse its structure and coherence. It introduces different approaches to the analysis of written discourse and provides opportunities to apply them to naturally occurring texts. It considers how such an understanding of written text can help in the teaching of reading and writing.

Assessment will be by 100% coursework.

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**EDUC3202. Spoken discourse** (6 credits)

*(Recommended to be taken with EDUC2204 and not to be taken with ENGL2047 or LING2023)*

This course examines different linguistic approaches to the analysis of spoken discourse, exploring a variety of genres. It considers how an understanding of these approaches can help in the teaching of listening and speaking.

Assessment will be by 100% coursework.

**ENGL2047. English discourse structures and strategies** (6 credits)*(Not to be taken with EDUC2204 or EDUC3202)*

This course will provide an introduction to the analysis of English discourse from a linguistic perspective. Students will learn rhetorical methodologies and examine their effects on readers and listeners. Units include: spoken and written English discourse, global organization and cohesion, discourse markers, information structure, narrative, and non-verbal structures and strategies.

Assessment will be by 100% coursework.

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**ENGL2100. Language and social interaction** (6 credits)

This course provides an introduction to the analysis of social interaction (in English) and explores the relationships between macro- and micro-level approaches to the study of language and social interaction. We will examine how language both reflects and contributes to the organization of social order by close analyses of naturally occurring interactions. Students will learn the fundamentals of data collection and transcription, explore ways of interpreting talk as a form of social action, and conduct original research on the analysis of data that they will collect for the course.

Assessment will be by 100% coursework.

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**LING2002. Conversation analysis** (6 credits)

How is it that we manage to have conversations in which lots of different people take part and everyone has a chance to speak as well as to listen? At least, most of the time we manage that all right. What rules are followed when we have conversations? On this course you will discover what these rules are and learn how to describe the structure of conversations.

Assessment will be by 100% coursework.

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**LING2022. Pragmatics** (6 credits)

An introduction to the study of Pragmatics. Topics include: linguistic meaning, speaker intention, interpretation and understanding, context, deixis, reference, conversational implicature, inference, presupposition, speech acts, politeness, relevance theory.

Assessment will be by 100% coursework.

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**LING2023. Discourse analysis** (6 credits)*(Not to be taken with EDUC3202, EDUC2204 or ENGL2047)*

An introduction to Discourse analysis. Topics include: linguistic forms and functions, speech and writing, discourse topic, discourse structure, information structure, cohesion and coherence, knowledge representation.

Assessment will be by 100% coursework.

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**Group 5 SOCIOLINGUISTICS AND ENGLISH AS AN INTERNATIONAL LANGUAGE****EDUC2202. Sociolinguistics** (3 credits)*(Not to be taken with ENGL2002)*

This course covers such concepts as speech community, bilingualism, diglossia, accent, dialect, language variety, languages in contact, code mixing and standard languages. Their relevance to language policy in Hong Kong is considered, with additional reference to language planning in other regions of the world.

Assessment will be by 100% coursework.

**EDUC4204. World Englishes** (3 credits)

This course surveys the rapid and extensive spread of English in the world and its current position as world lingua franca. The course further examines the use of international varieties of English, with a particular focus on the development of new Englishes in Asia and Hong Kong. Assessment will be by 100% coursework.

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**ENGL2002. Language in society** (6 credits)

*(Not to be taken with EDUC2202)*

This course will provide an introduction to the study of 'sociolinguistics', which deals with the relationship between language and society. Topics will vary, but may include the following: multilingualism, language varieties, language planning, language change, English in contact with other languages.

Assessment will be by 100% coursework.

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**LING2039. Language variation and change** (6 credits)

The course introduces students to language variation and its implications in the discussion of language change in progress. It also covers the general principles involved in language change as well as the problems of the initiation and transmission of language change.

Assessment will be by 100% coursework.

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**LING2044. Language and culture** (6 credits)

The aim of this course is to explore the relationship between language and culture. Topics include language and thought, language and religion, language and nationalities, language and social change. Assessment will be by 100% coursework.

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**Group 6 PSYCHOLINGUISTICS AND SECOND LANGUAGE ACQUISITION****EDUC2203. First and second language acquisition** (6 credits)

This course introduces students to the theories of first and second language acquisition. It considers the stages and processes of both first and second language acquisition and looks closely at the individual, situational and socio-cultural factors which affect second language acquisition. Pedagogical implications for the second language classroom are also addressed.

Assessment will be by 100% coursework.

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**LING2034. Psycholinguistics** (6 credits)

This course is an introduction to psycholinguistics and will examine issues concerning how language is acquired and processed in the mind. Essential concepts of the mental processes involved in language comprehension and production and contemporary research will be covered. There will also be practical laboratory classes.

Assessment will be by 100% coursework.

**LING2036. Child language** (6 credits)

The focus of this course is on language acquisition, including a consideration of the stages of language development, biological basis, language disorders, dyslexia, and the differences in learning to speak and read in Chinese and English.

Assessment will be by 100% coursework.

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**Group 7 LITERATURE AND LANGUAGE ARTS IN ENGLISH****EDUC1202. Literature in English (poetry/prose)** (6 credits)

This course aims to develop students' understanding and appreciation of two literary genres: poetry and prose, from an international and Asian perspective.

Assessment will be by 100% coursework.

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**EDUC3203. Literature in English (drama)** (3 credits)

This course aims to develop students' understanding and appreciation of the genre of drama.

Assessment will be by 100% coursework.

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**EDUC4201. Using literary and imaginative texts in the English language classroom** (6 credits)

This course aims to develop an awareness of importance of creativity in English language learning and teaching. It examines the role of a wide range of literary and imaginative texts in the English language curriculum and the issues related to both using such texts in the second language classroom and encouraging students to create their own texts.

Assessment will be by 100% coursework.

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**ENGL2007. Literary linguistics** (6 credits)

This course uses linguistic techniques to analyse literary texts by examining both the devices that literary authors employ and the literary effects they create in different styles and genres. It employs methods of structural linguistic analysis (looking at the syntax and phonology of texts) as well as socio-historical and pragmatic methods.

Assessment will be by 100% coursework.

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**ENGL2010. English novel I** (6 credits)

A study of narrative fiction, and of its development in the eighteenth and nineteenth centuries.

Assessment will be by 100% coursework.

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**ENGL2011. English novel II** (6 credits)

A study of narrative fiction, and of its development in the nineteenth and twentieth centuries.

Assessment will be by 100% coursework.

**ENGL2022. Women, feminism and writing I** (6 credits)

This course will explore questions of identity and difference as expressed in women's writing. It will provide a general introduction to feminist literary theory and the on-going range of feminist interventions in literary and cultural studies.

Assessment will be by 100% written coursework.

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**ENGL2037. Science fiction** (6 credits)

This is a survey of the genre of science fiction from late 19th century literature by H.G. Wells through to recent movies such as *Blade Runner* and *The Matrix*. As well as formal and historical study of the SF genre, the course will be concerned with fictional presentations of scientific possibility and the moral and political strategies that underlie representations of utopia and dystopia.

Assessment will be by 100% coursework.

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**ENGL2045. Travel writing** (6 credits)

This is a survey of European travel writing as a literary genre from the medieval period to the present day. The writings of travelers and explorers such as Marco Polo, Christopher Columbus and James Cook are examined, as well as those of modern travel writers such as Freya Stark, Graham Greene, D.H. Lawrence, Paul Theroux and Jan Morris. European travel writing is explored formally and thematically with the aim of introducing students to its many strategies and subtexts, and especially its historical role in articulating 'otherness' for the European imagination.

Assessment will be by 100% coursework.

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**ENGL2055. American gothic: Haunted homes** (6 credits)

In this course we will examine the gothic as an important genre in American literature and trace its tradition across two centuries. As a response to dominant ideas and conventions that shaped American literature, the gothic offers us a challenging perspective on the mainstream as well as on what it excludes. Beginning with some classic examples of the genre, we will seek to identify the elements and the rhetoric of the gothic text in order to appreciate the specific use that later writers have made of the gothic form.

Assessment will be by 100% coursework.

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**ENGL2058. Narrative prose: a linguistic investigation** (6 credits)

This course examines the linguistic techniques by which narrative writing in English works. With a focus on literary texts, the course will consider topics such as co-reference and cohesion, syntactic style and patterning, place and time deixis, the handling of conversation, modality and point of view, and more generally, the linguistics of 'realism', and the linguistic basis of irony.

Assessment will be by 100% coursework.

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**ENGL2075. The idea of China** (6 credits)

An examination of English representations and interpretations of China in a selection of writings from the 18th century to the early 20th century.

Assessment will be by 100% coursework.



**ENGL2076. Romanticism** (6 credits)

The course studies the Romantic era, and traces its history through a selection of its main texts. Assessment will be by 100% coursework.

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**ENGL2078. The novel today** (6 credits)

This course examines developments in the novel by studying a representative sample of recently published fiction in English. Innovations in narrative technique, such as metafiction and postmodern poetics, will be one strand of enquiry. Thematic strands will depend on the novels selected for study but are likely to include, gender, representation, globalism, postmodernism, race and ethnicity, and identity.

Assessment will be by 60% coursework, 40% examination.

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**ENGL2079. Shakespeare** (6 credits)

This course will explore some of the themes and form of Shakespeare's drama, and will consider how his work has been interpreted in modern times.

Assessment will be by 60% coursework, 40% examination.

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**ENGL2080. Women, feminism and writing II** (6 credits)

This course will explore the often difficult relationship between women and what has been traditionally known as the 'feminine sphere'. Women have commonly been associated with the feminine sphere of love, marriage and family and this course will consider how modernity and feminism have challenged and disrupted this assumption.

Assessment will be by 100% written coursework.

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**ENGL2082. Modern literary criticism** (6 credits)

This course introduces students to a selection of major texts in literary criticism from the early 19th century to the 1960s. It examines principal critical concepts and methodological principles formulated in these texts and traces the developments of critical thought within this period.

Assessment will be by 100% coursework.

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**ENGL2089. Making Americans: literature as ritual and renewal** (6 credits)

This course will be an introduction to American literature primarily through fictional and non-fictional accounts of exemplary lives. Our focus will be on how successive generations of immigrants and settlers have constructed and transformed a vision of "America" as process and promise. The course aims to introduce students to the diversity of writing that constitutes American literature, to guide them in the development of critical reading and writing skills and to provide them with opportunities to build, present and respond to arguments about the texts and topics under discussion.

Assessment will be by 100% coursework.

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**ENGL2092. Postcolonial English** (6 credits)

For many creative writers - writers of poetry, fiction, drama - from outside the Anglo-American world, English has a complex history and often an uneasy relationship, with native languages. The decision, or the choice, to write and publish in English, is an issue they have reflected upon and debated,

nationally and internationally, with other writers. Such reflections and debates constitute one of the dynamic contours of “Global English” as a discourse. Critical questions often raised in the debate concern the English language as the bearer of cultures. They include the changing roles of English as a colonial or postcolonial language, as the language of the unitary or pluralistic nations, as a dominant or minority language, as the language of ‘English literature’ or ‘Literature in English’. In this course, students will be introduced to these questions through discussions of essays by writers who have considerable practical experience using English as the language of creativity, and who are active contributors to debates about English in their own locations. Assessment will be by 50% coursework, 50% examination.

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**ENGL2093. Literary islands: English poetry and prose from the South Pacific and the Caribbean (6 credits)**

In this course we will read and discuss literary texts mainly poems and short stories from two cultural regions that received the English language as colonial cargo between the 17th and 19th centuries. Looking at the different histories of the insular cultures of the South Pacific and the Caribbean, we will consider how these histories have shaped the emergence of Anglophone literatures, and how these literatures in turn challenge our expectations of English literature. We will pay special attention to the forms of communication these texts represent and establish as they construct a sense of place, and parallels will perhaps be drawn to the case of Hong Kong. Topics: history and politics of English in the South Pacific and the Caribbean, the emergence of English-language literatures and the development of indigenous traditions, the relationship between writing and place, distance and insularity, the relationship between literature and vernacular culture (conversation, song, storytelling, oratory).

Assessment will be by 100% coursework.

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**ENGL2095. The East: Asia in English writing (6 credits)**

Interpretations of the Orient in modern western writings, from the colonial to the postcolonial period. Assessment will be by 100% coursework.

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**ENGL2097. Imagining Hong Kong (6 credits)**

In this course, students will read selections of fiction, poetry, essays, and journalism from earlier moments in the twentieth century to post-1997. Questions of modernity, urbanization and the urban subject, and cross-cultural identities will be discussed from perspectives opened up by postcolonial theories, and with reference to historical change both locally and in Hong Kong’s geopolitical situation in the last fifty years.

Assessment will be by 50% coursework, 50% examination.

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**ENGL2101. Culture and society (6 credits)**

What is culture? What is Cultural Studies? Why should we consider cultural formations in literary studies? Focusing on the cultural critic Raymond Williams (1921 – 1988), this course introduces students to British Cultural Studies and discusses the importance of Cultural Studies in the changing landscape of literary studies. More specifically, we will discuss the historical transformation of literary studies from a text-based practice into a broad critical engagement with human experience and examine the critical energies within literary studies that have brought about such a transformation. Students in this course will read a selection of seminal writings by Williams with close reference to the literary examples he cites from prose fiction, poetry and drama.

Assessment will be by 100% coursework.

**ENGL2109. Writing diaspora** (6 credits)

This course examines problems and issues in the literature and film produced by diasporic and migrant communities. Structured around several modules in which various texts are used to investigate such issues as identity and subjectivity, displacement, nostalgia, memory, second-generation conflicts, "passing" and diasporic transformation. Elaborates on the problematic nature of these issues and explains their significance in global diasporas.

Assessment will be by 100% coursework.

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**ENGL2110. Writing back** (6 credits)

'Writing Back: Post-Colonial Re-writings of the Canon' is a course that examines the strategy employed by some post-colonial literary texts of re-writing 'canonical' literary texts to expose their literary, cultural and ideological assumptions. The course investigates the ways in which such texts resist the imposed cultural assumptions of English literature.

Assessment will be by 100% coursework.

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**ENGL2111. Seeing Australia** (6 credits)

'Seeing Australia' is a course that examines the way Australia has been 'seen' over the last two centuries, in art and literature. In investigating the way Australia has historically been depicted and understood, students will discover how Australia has come to exist in the mind of its own people and those from other countries. Australia is therefore seen as the subject of many culturally disparate 'ways of seeing'. We begin the process by analysing the concept of 'seeing' itself. 'Seeing' stands for many different ways of knowing and representing and these will be explored in a range of texts: written texts in poetic and narrative form, and visual texts of various kinds.

Assessment will be by 100% coursework.

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**Group 8 ELECTIVE COURSES****EDUC4202. Language and visual communication** (3 credits)

This course focuses on functional notions of literacy in the new media age, where the dominance of the written word has been supplanted by the image. It explores relations between different modes of communication, through an examination of multimodal texts. It also examines what the new literacy involves and how this impacts on the educational context.

Assessment will be by 100% coursework.

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**EDUC4203. Corpus linguistics** (3 credits)

*(Not to be taken with ENGL2050)*

This course provides an introduction to corpus linguistics and how corpora (computerised collections of spoken and written texts running into millions of words, frequently tagged for linguistic and other features) represent real-life instances of language use and the implications this has for our knowledge about language and how it is used in practice. The course explores the role of spoken and written corpora in the description of English and their place in language teaching textbook design.

Assessment will be by 100% coursework.

**ENGL2003. The history of English** (6 credits)

This is a course about language origins and language change. It investigates the social, political and linguistic reasons that English has developed into the global superpower language of today, and introduces basic tools and methodologies for studying language change in English. Assessment will be by 100% coursework.

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**ENGL2039. Language and gender** (6 credits)

This course examines the relationship between cultural attitudes and language, how gender socialization is reflected in the structure and use of language, and the effectiveness of political and social forces in “legislated” linguistic change. Stereotypes and biases about the sexes, standard and vernacular norms will also be examined in the course. Assessment will be by 100% coursework.

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**ENGL2050. English corpus linguistics** (6 credits)

*(Not to be taken with EDUC4203)*

Corpus linguistics is a rapidly-developing methodology in the study of language. It exploits the power of modern computer technology to manipulate and analyse large collections of naturally-occurring language (“corpora”). This course will introduce students to the use of computers and computerized corpora as tools for exploring the English language. Assessment will be by 100% coursework.

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**ENGL2067. American English** (6 credits)

This course addresses the problems (theoretical and practical) inherent in defining a variety of English as ‘American’. Issues treated include the history of American English; dialectology; sociolinguistics; Black English; and the politics of American English. Assessment will be by 100% coursework.

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**ENGL2087. Persuasion** (6 credits)

This is a course about rhetoric, in which students will explore ways in which language can be used to convey, reinforce or change ideas. The objective is to help students to understand, analyse, and develop the arts of discourse in English, and the critical skills on which they depend. Assessment will be by 100% coursework.

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**ENGL2099. Language, identity, and Asian Americans** (6 credits)

This interdisciplinary course explores the relationship between language and identity with a special focus on Asian Americans and linguistic issues relevant to Asian Americans. With particular attention to the linguistic practices of Asian Americans, we will examine such questions as: What attitudes are associated with being bilingual? Do Asian Americans speak with an accent? Does accent determine whether Asian Americans are perceived of as ‘white’? Do any Asian Americans speak ‘black’? We will also explore the position of Asian Americans in social, political, and educational discourses in order to understand how an ‘Asian American’ identity can be constructed through language practices. Although the course focuses on Asian American identities and experiences, students will be encouraged to discuss issues of social identity and language in general. Assessment will be by 100% coursework.

**ENGL2102. Theories of beauty** (6 credits)

The idea and experience of the beautiful are inseparable from literary art. This course provides an introduction to literary aesthetics. Focusing on British tradition of aesthetics, we will examine the disciplinary establishment of aesthetics as a historical formation in relation to literary, cultural, and intellectual modernity and discuss developments of major aesthetic concepts in history. There will be weekly lectures and workshops, in which we will read closely major aesthetic texts and discuss important debates in aesthetics with reference to our studies of literature and our everyday experience of the beautiful.

Assessment will be by 100% coursework.

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**LCOM2001. Theories of language and communication** (6 credits)

The core course following LCOM1001 widens the scope to include theoretical discussions of language and communication. First, we will look at assumptions about language and the philosophical positions they are based on, their merits and shortcomings, as well as possible points of contact between them. Here, students or groups of students will look closer into any one of the assumptions, find exemplary linguistic studies which are based on this particular assumption, and present and discuss them critically in class. Then, we will turn to models/metaphors of communication, for example, the conduit metaphor, the toolmaker model, the notion of 'language game', and a game-theoretical understanding of communication. Students will investigate how these models of communication are expressed in the languages they study. An examination of these different models of communication will also enable the students to understand the difference between subjectivist, objectivist, and constructionist conceptions of communication.

Assessment will be by 100% coursework.

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**LCOM2002. Language in the workplace** (6 credits)

People spend a considerable amount of time at work. The workplace thus provides a useful site for investigating various aspects of language and communication. This course will discuss a range of features of workplace discourse and illustrate the impact social factors may have on the ways in which language is used in this context. We will also discuss and compare different methodological approaches and a variety of theoretical frameworks used for an analysis of workplace discourse. These tools will then be used by the students to analyse naturalistic data.

Prerequisites: LCOM1001

Assessment: 100% coursework

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**LCOM2003. Language and politeness** (6 credits)

This course will discuss various approaches to linguistic politeness. Students will be introduced to a number of theoretical frameworks that have been developed in order to capture and assess this complex concept. A particular focus will be on the question of universality and culturally influenced perceptions of politeness. Moreover, the impact of various social factors (including power, gender and ethnicity) on the performance and perception of linguistic politeness is discussed, and the topic of impoliteness is covered.

Prerequisites: LCOM1001

Assessment: 60% examination and 40% in-class presentation

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**LCOM3001. Cultural dimensions of language and communication** (6 credits)

This course will look at the interrelatedness of culture and language. First, some influential ideas in the history of linguistics (by Humboldt and Whorf) concerning this topic will be discussed. Then,

students will be acquainted with the latest developments in Cultural Linguistics and Cognitive Sociolinguistics, new branches of Cognitive Linguistics that specifically deal with culture-specific realizations in language and language varieties. These methods, which allow for a better understanding of cultural *meaning*, will be carried over to the field of intercultural communication, where functionalist approaches have dominated so far. In their final project, students will be required to apply some of the methods introduced in the seminar to elicit culture-specific realizations in linguistic varieties of their choice.

Assessment will be by 100% coursework.

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### **LING2011. Language and literacy in the information age (6 credits)**

This course aims at helping students gain an understanding of the role of language and literacy education in the socio-economic development of many societies. After the introduction of basic concepts in sociolinguistics and literacy, we will compare linguistic situations in selected parts of the world and then take up major issues such as multilingualism, literacy education, including definitions and types of literacies, language planning policies, and how to integrate linguistic and educational issues in development projects.

Assessment will be by 100% coursework.

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### **LING2012. Experimental phonetics (6 credits)**

The theoretical and instrumental study of the acoustic properties of speech sounds; classificatory criteria; speech analysis and synthesis; experimental techniques; and laboratory work.

Assessment will be by 100% coursework.

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### **LING2033. Contrastive grammar of English and Chinese (6 credits)**

In this course we will compare the grammar of English and Chinese. We will find some surprising similarities as well as interesting differences. You will have a firmer grasp of the structure of both languages by the end of the course. In addition, you will be in a better position to undertake bilingual research or to become effective language instructors or translators.

Assessment will be by 100% coursework.

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### **LING2038. Historical linguistics (6 credits)**

The purpose of this course is to introduce students to the principles of historical linguistics and the methods linguists use to describe and account for language change. The emphasis is on sound change. However, morphological and syntactic changes are also discussed. The language data to be examined are mainly from the Indo-European language family and Chinese dialects.

Assessment will be by 100% coursework.

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## **EDUCATIONAL STUDIES COURSES (36 credits)**

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### **First Year**

#### **EDUC1001. Language and learning (6 credits)**

This course considers the nature, organization and functioning of language itself, as our primary meaning-making resource. It covers language development in children, the role of language in

learning, at home and in school, the challenges of mastering literacy, the linguistic component in educational knowledge, language across the curriculum, the language and genres of specific school subjects, and academic genres at tertiary level and beyond.

Assessment will be by 100% coursework.

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**EDUC1002. Hong Kong education: systemic features and social approaches (6 credits)**

After studying the course, students will be able to identify, understand and analyse the major features underlying the Hong Kong educational system, their trends of development and the social factors contributing to the formation of these systemic features.

Assessment will be by 100% coursework.

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**Second Year**

**EDUC2001. Psychology of teaching and learning (6 credits)**

This course explores a broad range of issues that affect teaching and learning. It provides opportunities for reflecting on and understanding educational practice. Emphasis will be given to the impact of the interplay between personal characteristics and learning environments upon both teaching effectiveness and learning outcome. Upon completing this course, learners will achieve an enhanced ability to create learning environments that are more conducive to student learning and development.

Assessment will be by 100% coursework.

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**EDUC3002. Understanding and guiding adolescent development (6 credits)**

This course reviews major theories, concepts and research on adolescent development and behaviour, and examines ways of guiding, counselling and supporting adolescents in their whole person development in school settings. Topics include physical, cognitive and social development; social relationships; basic concepts and strategies in developmental, preventive and remedial guidance; the roles of teachers in student guidance and counselling; and the application of counselling skills with adolescent students.

Assessment will be by 100% coursework.

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**Third Year**

**EDUC3001. Children with learning difficulties (3 credits)**

This course considers the definition, the characteristics and the different strategies of helping children with learning difficulties. It addresses the origins of learning difficulties in children, in schools and in systems; referral procedures and means of identifying children with special needs; and the provision of services for these children.

Assessment will be by 100% coursework.

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**EDUC3003. Designing small scale educational research (3 credits)**

The course is designed to help students design and conduct small scale systematic studies in education. Students will learn the qualitative and the quantitative approaches to empirical investigation, the design of a questionnaire survey, the steps in conducting a literature review, the criteria of evaluating a piece of research and the methods of conducting simple data analysis using SPSS.

Assessment will be by 100% coursework.

**EDUC4001. Education and curriculum: values, concepts and issues (6 credits)**

This course introduces some of the issues and debates in education and, more specifically, curriculum, that are grounded in deeper philosophical questions and influenced by economic, political, social and cultural factors. Topics for discussion are considered in relation to their curricular implications, and are drawn from: the nature, aims and purposes of education; values and ethics in education in contemporary society; knowledge, teaching and learning; language, reasoning, rationality and critical thinking in education; and other educationally relevant concepts such as democracy, justice, equality, freedom, autonomy and community. The principal objective of the course is that students should develop a theoretical point of view on education and educational practice that is integrated, consistent, and morally and practically defensible.

Assessment will be by 100% coursework.

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**PEDAGOGICAL CONTENT KNOWLEDGE COURSE (9 credits)****EDUC4607. Pedagogical content knowledge (English) (9 credits)**

This course relates the subject knowledge gained in the English Language and Linguistics Major to the needs of school students learning English as a second language.

Assessment will be by 100% coursework.

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**PEDAGOGY COURSES (27credits)**

Pedagogy courses offer students opportunities for relating knowledge acquired from various courses to the practice of teaching. Through video-review, problem-solving tasks, student-led seminars, activity- and inquiry-based workshops, simulations and on-line discussions, students actively engage in critical evaluation and collaborative reflection, in preparation for the teaching practicum in schools. The programme systematically develops a range of perspectives on learning to teach, and exploits the synergy between professional and academic issues.

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**EDUC2608. Pedagogy (English) I (9 credits)**

This *introductory* course sensitizes students to the roles of the English language teacher, considers the current English language curriculum and methods of assessment, helps them develop skills in lesson planning, nurtures their basic classroom teaching strategies, and raises their awareness of basic approaches to the teaching of the four macro skills: listening, speaking, reading and writing, and the teaching of grammar. Through peer collaboration, students take an active part in the co-construction of lesson plans, development of teaching materials and the design of tasks, which are trialled and evaluated to enhance effectiveness.

Assessment will be by 100% coursework.

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**EDUC3606. Pedagogy (English) II (9 credits)**

This *intermediate* course enables students to adopt different English language teacher roles and to identify their own teaching styles. It develops their skills in: detailed lesson planning, especially with the needs of individual learners in mind; the critical adaptation of textbook materials, and the design of tasks and activities, based on the use of authentic materials. Against the background of the classroom context and the teaching practicum, the course follows an integrated approach to the learning and teaching of the four language skills, with particular emphasis on grammar, pronunciation and vocabulary. Students are able to sharpen their classroom observation and reflective-thinking skills for professional learning.

Assessment will be by 100% coursework.



**EDUC4606. Pedagogy (English) III** (9 credits)

This *advanced* course moves from the immediate concerns of classroom practice to broader issues of commitment to innovation and professional development across a range of learning contexts. Students become actively and progressively engaged in discussion of the curriculum: its design and evaluation, the educational setting in which it takes place, its aims and objectives, and the nature of its resource base. The course prepares students to join the teaching force as informed reflective practitioners. Assessment will be by 100% coursework.

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**SCHOOL EXPERIENCE** (39 credits)**EDUC1601. School experience** (3 credits)

This course consists of a series of visits made to schools throughout the year during which students will carry out a series of tasks involving observation and follow-up discussions with classroom teachers. Assessment will be by 100% coursework.

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**EDUC2601. Teaching practice I** (6 credits)

Students spend three weeks of supervised practical teaching in a school. Assessment will be by 100% coursework.

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**EDUC3601. Teaching practice II** (15 credits)

Students spend eight weeks in a school carrying out supervised teaching duties. Assessment will be by 100% coursework.

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**EDUC4601. Teaching practice III** (15 credits)

Students spend eight weeks in a school carrying out supervised teaching duties. Assessment will be by 100% coursework.

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**EXTERNAL EXPERIENCE****EDUC2609. External experience (English)** (9 credits)

Students travel outside Hong Kong to a place where English is the mother tongue, for a mixture of courses, language immersion, cultural orientation and experience; or the equivalent. Assessment will be by 100% coursework.

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**DISSERTATION****EDUC4604. Dissertation** (9 credits)

Candidates are required to complete a dissertation on an approved topic in their final year of study. Assessment will be by 100% coursework.

**AN OPTIONAL ARTS MINOR**

Students may choose to declare a minor offered by an Arts department/programme/centre in the BA Syllabuses, except for the minors offered by the Programme in Language and Communication and the Department of Linguistics.

A minor normally requires a minimum of 24 credits of Second or Third Year (level 200 or 300) courses and may require first year prerequisite courses. These 24 credits may include the 12 credits of elective Arts courses required of the Third and Fourth Years and/or additional credits taken beyond and above the normal 60 credits study load in each of the Second, Third and Fourth Years. Students may refer to the Syllabuses for the Degree of Bachelor of Arts for the full list of Arts minors.