



Department of English
The Chinese University of Hong Kong

ENGE3100 Communication for English Majors III

Course Coordinator

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Tutors

TBC

Course description

The aim of the course is to hone the rhetoric and composition skills that students acquired in previous communication courses in preparation for upper-level courses, the capstone project, as well as today's workplace.

In Unit 1 "Writing Effectively", you will practise how to conduct close reading of a novel and formulate thoughtful thesis statements and topic sentences for the analytical essay. Feedback from peers and teachers will enable you to identify areas for improvement and further polish your writing skills.

Next in Unit 2 "Writing Professionally", we look ahead to applications and interviews for postgraduate studies and jobs. We will provide guidance to students for writing their resume and the accompanying cover letter with the purpose of highlighting their strengths, accomplishments and aspirations. In the last part of the course, we will discuss how to prepare for interviews and conduct practice to develop your self-presentation skills. It is hoped that by the end of the course, you can become a competent and confident user of English across a variety of contexts and for different purposes.

Learning outcomes

Having successfully completed this course you shall be able to:

- become a more creative and effective communicator
- conduct close reading of literary texts, generate solid thesis statements and topic sentences, and write clearly and critically about texts
- produce cover letters and resumes that can accentuate the candidate's compatibility and have proper formatting and diction
- perform in interviews and give a professional and poised account of one's educational background, work experience and career aspirations

Course syllabus

Topic	Contents/ fundamental concepts
Academic writing arc	Brainstorming, asking analytical questions, drafting, revising, presenting
Writing lexicon	Motive, thesis, analysis, evidence, method
Workplace writing	Professional style, critical feedback, editing, resume, cover letter

**Course components (Teaching modes and Learning activities)****The interactive workshop**

Each class meeting is structured as a workshop that encourages active participation and collaboration among students. It has two interspersed components: the talk and class exercises. **The talk** as a teaching strategy ensures that you are introduced to elements and practices of effective writing and communication, and to orient yourself to the field of study. The main focus of the talks will be to outline and elucidate the features and contexts of course contents and key concepts. It is intended, then, that the lectures serve as a springboard for self-directed engagement with the topics raised. **Class exercises** that foster collaborative learning, such as writing sessions, group tasks and/or discussions will be integrated into each meeting.

As this is a seminar course, students are expected to ask and answer questions during class, and be prepared to participate in small group discussions.

Assessment

Assessment type	Percentage
Class preparation, attendance, and participation	20%
<u>Unit 1: Writing Effectively</u>	
• Short presentation	5%
• Essay outline (Thesis statement, topic sentences and textual evidence)	15%
• Literary analysis essay (1000-1200 words)	30%
<u>Unit 2: Writing Professionally</u>	
• Cover letter & resume	15%
• Interview	15%

Assessment rubrics

See materials on Blackboard
Please refer to “Appendix B” for “Grade Descriptors”

Required and recommended readings

Required and recommended readings (available on Blackboard)

Feedback for evaluation

Students are welcome to offer feedback on the course at any time during the course. Students will provide formal feedback by completing the University’s Course Evaluations at the end of the semester.

**Course schedule**

Class/week	Topic	Assigned reading
1	Course Introduction	Please see Blackboard
2	Unit 1: Writing Effectively	
	What is a literary analysis essay? What is an essay outline? Closing reading and textual interpretation	
3	How to engage with sources? Closing reading and textual interpretation (Presentations 1 & 2)	
4	How to formulate a thesis statement? (Presentations 3 & 4)	
5	How to structure arguments? (Presentations 5 & 6)	
6	Peer Review Exercise (Introduction, first body paragraph, and sources) Feedback on outline	
7	Unit 2: Writing Professionally	
	Work & Life	
8	Odyssey Planning	
9	Skills & Abilities	
10	Cover letter & resume	
11	Interviews	
12	Mock interviews & feedback	
13	Individual job interviews	

Contact details for teacher(s) or TA(s)

Professor/Lecturer/Instructor:	Lecturer
Name:	Dr. Carolyn LAU
Office Location:	Fung King Hey 318
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Teaching Assistant/Tutor:	Tutor
Name:	TBC
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Other information:	

Details of course website

Announcements and course materials will be posted on Blackboard regularly. **Please check Blackboard at least once a week.**



Academic honesty and plagiarism

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed **declaration** that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

In assessing the level of achievement of learning outcomes and students' performance, students are expected to produce their own work independently without any collaboration with the use of AI tools.

All use of AI tools is prohibited in assignments and assessment tasks

For assignments and assessment tasks that count towards the final course grades, students are not allowed to submit work which is produced with the collaboration of or supported by the use of any generative AI tools (e.g. ChatGPT)*.

Any breach of the regulations will be considered an act of academic dishonesty and will be handled according to the University's *Procedures for Handling Cases of Academic Dishonesty*.

In case of queries, students should seek advice from the course teacher.



**The Chinese University of Hong Kong
Department of English**

Departmental guidelines on sick leave, attendance and assignments

(revised in Jan 2023)

1. Academic Advising

- 1.1 If students are unable to attend class because of medical issues or other situations, they should communicate with the course instructor and teaching assistants as soon as possible to inform them of the reason for their absence and provide documentation whenever possible.
- 1.2 If students are absent for three weeks for one course and have not communicated with the course instructor about their situation, they will be invited to meet with their academic advisor to discuss their progress. Depending on students' needs and upon students' consent, they may be referred to meet with a Learning Enhancement Officer or attend university counselling.

2. Absences

- 2.1 Students should refer to the course syllabi for absence policies and mark reductions for individual courses.
- 2.2 Please refer to the Appendix for a list of acceptable reasons for leave of absence, and the documents required. Circumstances not listed in the Appendix should be discussed on a departmental level and can be given discretionary treatment.
- 2.3 Students with prolonged medical issues that hinder attendance and academic studies have the option of suspending their studies in order to get back on track.

3. Assignment Due Dates

- 3.1 Students should adhere to assignment deadlines. Late assignments will normally be penalized according to the assessment scheme of individual courses unless medical or other valid reasons with documentation, whenever possible, are given.
- 3.2 To ensure fairness, extensions will not be granted to individuals based on workload or extra-curricular activities, but special permission may be granted for students who are participating in events at an institutional or international level. Students are encouraged to communicate with their course instructor regarding any special circumstances and submit supporting documents whenever possible.
- 3.3 After the University final grade submission deadline, assignments will not be accepted, and no changes to the grades can be made.
- 3.4 In cases where students self-report mental health or motivation issues as reasons for not submitting their assignments on time, the Department will request that the student meets with their academic advisor. With the student's consent, the Department can make a referral for the student to attend university counselling so that they can receive the necessary help that they need. Students can also opt to see an outside specialist and provide the relevant documents. Once the Department receives the documentation, follow-up action for students to receive the necessary assistance will be arranged.



4. Consideration of Documents for Sick Leave or Deadline Extensions

- 4.1 Students should submit a document issued by a certified medical practitioner or by a university counsellor or other relevant bodies. Students are urged to consult with their course instructors as soon as possible if exceptional circumstances arise that impact their ability to attend class and/or submit assignments on time.
- 4.2 Relevant documentation should be issued as soon as possible but preferably within three days of the missed class or assignment deadline.
- 4.3 In the case of mental health issues, the document is considered valid for one semester or for the period specified by the medical practitioner or university counselor.
- 4.4 Please refer to the Appendix for a list of acceptable reasons for leave of absence, and the documents required. Circumstances not listed in the Appendix should be discussed on a departmental level and can be given discretionary treatment.

5. Late Drop of Courses

No late-drop applications will be processed after the last teaching day of the semester.

6. Probation

Students on academic probation will be asked to meet with the Academic Advisor II and may be referred to meet with a Learning Enhancement Officer or attend university counselling.

7. Suspension of Studies

- 7.1 Students with long-term issues that hinder their academic performance may be advised to apply for suspension of studies.
- 7.2 Retroactive suspension of studies will be considered for students with specific and long-term conditions or situations that considerably hinder their ability to work on assignments and participate in university life.

8. Discontinuation

When students are discontinued by the University, the department will assess the students' overall suitability for academic studies before deciding to lodge an appeal on behalf of the student.



Appendix

Acceptable Reasons for Applications of Leave and Extensions, the Documents Required and the Maximum Period of Extension to be Granted:

Type	Required Documents	Maximum Period of Extension
MEDICAL	Medical certificate issued by a medical practitioner, or a certificate of attendance issued by a university counsellor, preferably within 3 days of the missed class or assignment due date	3 days for minor illnesses; 7 days for more serious illnesses or conditions; 14 days for illnesses that require hospitalization; Or as specified by the medical practitioner
CHRONIC MEDICAL Special educational needs or chronic health condition (including mental health issues)	Statement from a counsellor, psychologist or psychiatrist, preferably stating how the medical condition affects the student's ability to attend class and/or meet the assignment due date, issued during the semester or within three months	14 days; Or as specified by the counsellor, psychologist or psychiatrist
COMPASSIONATE Serious illness of a family member; death of a family member	Not compulsory, but relevant documents may include medical certificates and funeral notices	7 days
ACADEMIC Students selected or invited to represent their College, CUHK or Hong Kong to perform, compete or attend conferences or trips	Official documents issued by the organizers stating the nature of the event, the student's role and the time period involved	3 days for local events; 14 days for overseas events
ELITE ARTISTS OR ATHLETES Students performing or competing at a recognized local or international performing arts, cultural or sporting event	Official documents issued by the organizers stating the nature of the event, the student's role and the time period involved	3 days for local events; 14 days for overseas events



OTHERS Events that cause serious, prolonged and unforeseeable disruptions to the student's ability to attend class, study and/or work on assignments	To be decided on a case-by-case basis	To be decided on a case-by-case basis
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Appendix B

Grade Descriptors

Grade A / Excellent: Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Fair: SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.