

Department of English
The Chinese University of Hong Kong

ENGE1310 – Communication for English Majors I

Lecture: Mondays 14:30-15:15; Tutorial: Wednesdays 13:30-14:15; Venue: TBA

Professor: **Prof. Collier NOGUES**

Office location: TBA

Phone: TBA

Email: TBA

Office hours: TBA and by appointment

Tutors:

Ms. Sharyn Phu

Office location: TBA

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Mr. Kento Tanaka

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Ms. Araceli Lopez

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Ms. Amy Zhang

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Description:

This course prepares English majors for their ongoing work in the English Department, and provides a foundation in critical thinking skills that will serve students well in other academic contexts as well as in their future careers. The course focuses on enhancing students' abilities in writing, speaking, reading, and listening; by extension, the course also aims to enrich students' skills at overall thought and expression. The small size enrollment of sections of ENGE1310 facilitates the intensive amount of both student interaction and teacher feedback required for this course. Through a process-oriented approach, you will produce outlines and drafts of writing and speaking tasks; give and receive feedback in a community of writing colleagues; and develop your confidence as a sharp, savvy thinker and writer.

Learning outcomes:

Upon successful completion of the course, you should be able to:

- Analyze English-language texts ranging from the relatively simple (such as newspaper articles) to the highly complex (such as literary texts)
- Recognize the rhetorical conventions of various spoken and written genres (for example, opinion editorials, advertisements, literary criticism, public talks)
- Identify effective and engaging rhetorical strategies across a variety of texts and genres, and make informed choices among those rhetorical strategies for your own purposes
- Write clear, coherent, organized essays with effective thesis statements and persuasive supporting evidence
- Condense an extended argument into a brief, persuasive oral presentation
- Offer constructive feedback to other writers and receive feedback gracefully yourself

- Incorporate the work of others into your own efforts at communication, with an eye to honoring their labor and your own via accurate acknowledgment and citation of source material
- Employ MLA citation style

Learning activities:

Our small class size will afford us opportunities to participate in a wide variety of learning activities together. During class meetings, we'll discuss how writers navigate the structures and conventions of their chosen genres, and how they negotiate questions of audience, purpose, and medium. We'll learn how to use our assigned texts as models for our own writing and speaking. We'll also do generative writing and revision activities in class together, and we'll share our writing with each other one-on-one, in small groups, and as a full class. Much of our work together will involve practicing effective oral communications skills as well, from sharing feedback on each other's work to presenting our own original insights about texts and about the world.

Key concepts:

Topics	Contents/fundamental concepts
Rhetorical context and decision-making	The relationship between a writer or speaker and their audience, genre, and purpose Ethos, logos, and pathos (authoritative, logical, and emotional appeals) Choosing the appropriate medium, style, and language for a given purpose Planning and delivering oral presentations effectively, considering audience and purpose
Writing Process	Drafting, including generating ideas, beginning a draft, revising, asking for and receiving feedback, and polishing your work Crafting powerful and effective thesis statements and topic sentences Paragraph organization Strategic word choice and sentence-level revision How to use works you admire as models
Citation Style	Recognizing the importance of disciplinary-specific citation practices Finding and using MLA citation style resources

The following workload schedule per week may help you allocate your time this term:

Interactive Lecture	Tutorial	Reading	Writing, including discussion board responses	Preparation for class, including responding to peer work and practicing oral presentations
In class	In class	Out of class	Out of class	Out of class
2 hrs	1 hr	3 hrs	3 hrs	1 hr
M	M	M	M	M

All elements, both in and out of class, are mandatory.

Assessment Scheme

Task nature	Description	Weight
In-class and Discussion Board Participation	<p>Because this course involves building a community of writers together, attendance is required. Writers are expected to engage actively and curiously during class in all exercises, activities, and discussions. Outside of class, you'll write weekly informal responses on the class Discussion Boards. Sometimes the prompts will ask for critical or creative responses to assigned readings; sometimes they will ask for reflections on your writing process, or for comments on your peers' work. Occasionally you'll be asked to respond to a peer's post. The responses will be informal, though you should proofread them to make sure your meaning comes across clearly. The goal of these responses is to enable you to engage more deeply than you can during fast-paced class discussion with the skills and strategies under review. Your instructor will also use them to help tailor class meetings to your interests and questions.</p>	20%
Essay 1: Opinion Editorial (Op-ed)	<p>You'll write a 500-700 word op-ed in three drafts, in which you express an opinion and support it with both your own insights and outside sources. You will preface the final draft with a brief cover letter reflecting on your own writing and learning process. The aim of this assessment is to give you an opportunity to practice drafting and revision skills in a specific rhetorical context, employing both narrative and argumentative strategies, and incorporating outside sources using MLA citation style.</p>	30%
Oral presentation: 1-minute pitch	<p>You'll condense the extended argument of your op-ed into a one-minute "elevator" pitch, in which you persuade an audience of your choice to take a specific action. You will also submit a brief written cover letter reflecting on your own scripting and learning process. This assessment aims to help you develop your ability to summarize and select significant details, articulate your claims clearly and succinctly, and sharpen your awareness of distinct rhetorical situations.</p>	20%
Essay 2: Literary Analysis (Poetry)	<p>You'll construct an 800-1000 word literary analysis paper in three drafts, in which you argue for a specific reading of a poem and support that reading with textual evidence from the poem. No outside sources are necessary (nor allowed) for this assignment. You will preface the final draft with a brief cover letter reflecting on your own writing and learning process. This assessment aims to help you practice close reading skills and build confidence performing the kind of literary analysis you'll continue to develop in future English literature courses.</p>	30%

Course Schedule (subject to revision):

Class	Date	Topic	Activities/ Assessments
Week 1	5/7 Sept	Introduction. Course Policies & Overview; Introduction to Blackboard; Introduction to Unit 1: Rhetorical Analysis.	Introduction email (in-class); Discussion Boards & In-class Activities
----- Weeks 2-8	12/14 Sept- 24/26 Oct	Unit 1: Rhetorical Analysis. Topics discussed in lecture and tutorials will include: analytical reading skills; rhetorical context; the drafting process; essay- and paragraph-level organization; finding, evaluating, and incorporating outside sources using MLA citation style; giving and receiving constructive feedback; presentation skills.	Weekly: Discussion Boards & In-class Activities Essay 1: Inquiry Draft due Monday Week 3 Developing draft due Wednesday Week 4 Final draft due Wednesday Week 6 Oral Presentation: Presentations during Weeks 7-8
----- Weeks 9-13	31 Oct/1 Nov- 28/30 Nov	Unit 2: Literary Analysis. Topics discussed in lecture and tutorials will include: the rhetorical context of literary arguments; close reading skills; vocabulary of poetic analysis; interpretation of textual details; developing and organizing literary arguments.	Weekly: Discussion Boards & In-class Activities Essay 2: Inquiry Draft due Monday Week 10 Developing draft due Wednesday Week 11 Final draft due Wednesday Week 13

eLearning/Course Announcements:

We will be using Blackboard Learn as the eLearning platform in this course. Blackboard Learn will be used for a) dissemination of course materials such as readings, discussion questions, assignment prompts, and rubrics, b) supplementary class discussion, and c) course announcements.

You can access Blackboard Learn at: <https://elearn.cuhk.edu.hk/>

A demonstration of how to access Blackboard Learn to post and respond to announcements, download resources, and use the discussion forums will be given in the first lecture.

Feedback for evaluation

In any community of writers, constructive feedback is key, and in this class it is very welcome. Students may raise questions or offer comments during workshop sessions, as well as via email or during individual office hours. Midway through the term, there will also be an opportunity to provide anonymous feedback via a SurveyMonkey survey.

At the end of the course, students will be asked to complete Course Evaluations for both the lectures and tutorials for the course. Both I and the department value this information highly, as it

allows us to understand what we are doing well and how we can improve. We use your feedback to revise our teaching methods and course content.

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 statement that they are aware of these policies, regulations, guidelines and procedures.

Statement:

I declare that the assignment here submitted is original except for source material explicitly acknowledged. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the website

<http://www.cuhk.edu.hk/policy/academichonesty/>

Signature

Date

Name

Student ID

Grade descriptors

Course 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+ / Adequate (Plus): VERY ADEQUATE 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 / Adequate: ADEQUATE 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- / Adequate (Minus): SOMEWHAT ADEQUATE 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 task 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 task 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 task and likely does not understand what the task requires. In other words, the work completely misses the point.