ENGE3100 Communication for English Majors III
2022-2023 Term 1

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Description:

The aim of the course is to build on the skills that students acquired in previous communication courses and to further enhance their writing and speaking competence in preparation for more advanced major courses as well as the future workplace. In Unit 1, students will practice how to conduct close reading of a novel and generate thoughtful thesis statements and topic sentences for the analytical essay. Feedback from peers and teachers will enable students to identify areas for improvement and further polish their writing skills.

Next in Unit 2, we look ahead to job applications and interviews. The course 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 hone students' self-presentation skills. It is hoped that by the end of the course, students can become competent and confident users of English across a variety of contexts and for different purposes.

Learning objectives:

After completing this course, students should be able to:

i)   Become a more confident user of English and a more effective communicator;

ii)   Write clearly and coherently about literary texts, conduct close-reading of texts, and generate solid thesis statements and topic sentences;

iii)   Write cover letters and resumes that can accentuate the candidate's compatibility and have proper formatting and diction;

iv)   Perform in interviews and give a professional and poised account of one's educational background, work experience and career aspirations.

Units	
1. Novel	As students engage in the novel, they will learn how to conduct close reading, generate questions for meaningful discussion, examine characters and themes, and articulate their interpretation of the literary work in both speech and writing.

2. Applications and interviews	Through practice and feedback, students will learn how to prepare for job interviews and present a convincing case of their strengths and abilities. Students will also find a real-life job advertisement and learn how to write a resume and an accompanying cover letter to apply to the job. The job interview assessment will be based on this job advertisement.

Assessment scheme:

Outline of essay (Thesis, topic sentences and textual evidence) – 15%

Analytical essay (4-5 pages) – 30%

Cover letter & resume - 15%

Interview - 30%

Attendance and participation - 10%

*Attendance and participation, for both face-to-face and online class meetings, are essential for achieving the teaching and learning outcomes of the course. You are urged to attend class punctually and participate in class.

Learning resources:

Novels (available at the University Bookstore):

The Painted Veil by W. Somerset Maugham (1925)
Lucy by Jamaica Kincaid (1990)
The Gangster We Are All Looking For by lê thi diem thúy (2003)
No Country for Old Men by Cormac McCarthy (2005)
Homegoing by Yaa Gyasi (2016)
There There by Tommy Orange (2018)

Additional learning materials will be distributed in class. Assigned readings should be done before class.

Tentative course schedule

	Double lesson	Single lesson	Assignments due
Week 1	Course overview; Getting to know you	**Unit 1: Novel** Getting started	One page on "my biggest strength and weakness"
Week 2	Closing reading of the novel		One page on "one of my greatest achievements"
Week 3	Close reading and textual interpretation		Two discussion questions for the novel via email before class
Week 4	Generating thesis statements and topic sentences	*Holiday – no class*	
Week 5	More on thesis and topic sentences		**Outline of essay** due (15%)
Week 6	Fine-tuning thesis and topic sentences		
Week 7	Individual/small group meetings on outline		Revised outline due (optional)
Week 8	Informal speech	Peer review of essay	**Analytical essay** due (30%)
Week 9	**UNIT 2**: **Applications and Interviews** Cover letters and resumes		
Week 10	Interviews: tips and practice		
Week 11	Practice on common interview questions		**Cover letter and resume** due (15%)
Week 12	Mock interviews and feedback		
Week 13	**Assessment**: Individual job interviews (30%)		Edited cover letter and resume due

Late submission:

Late submission of assignments will be penalized **half a point for EACH day late**.

Attendance and punctuality:

Attendance and punctuality are especially important in CENG. If you cannot attend class because of illness, you must email your tutor BEFORE class and provide medical proof afterwards in order to obtain sick leave. Marks will be deducted from your attendance grade if you are absent or late for class without providing valid medical proof or other documentation.

Feedback for evaluation:

Students will be asked to complete Course Evaluations for ENGE3100 at the end of the semester. Comments and suggestions about the course content, teaching method and learning tasks are most welcome at any time during the semester.

Academic honesty:

The University has implemented a zero tolerance policy against plagiarism and has required all written work to be submitted via VeriGuideat http://www.cuhk.edu.hk/veriguide .

To comply with University regulations, you are therefore asked to:

1) submit your written work via VeriGuide before due date and print the receipt issued by VeriGuide

2) submit a hard copy of the work, along with the receipt from VeriGuide and the declaration of honesty (which comes with the VeriGuide receipt but is also attached here for your use).

Assignments without the receipt from VeriGuide and the signed declaration of honesty will not be graded.

Please note that you do NOT have to submit your cover letter and resume to VeriGuide for ENGE3100.

Grade A / Excellent: Outstanding performance on <u>ALL</u> 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 <u>ALMOST ALL</u> 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): <u>HIGH</u> performance on all learning outcomes, OR <u>HIGH</u> performance on some learning outcomes which compensates <u>WELL</u> for slightly less satisfactory performance on others, resulting in overall substantial performance.
Demonstrates the ability to apply <u>WELL</u> the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level <u>WELL</u>.

Grade B / Good: <u>SUBSTANTIAL</u> performance on all learning outcomes, OR <u>SUBSTANTIAL</u> 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 <u>MORE</u> <u>COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): <u>GOOD</u> performance on all learning outcomes, OR <u>GOOD</u> 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 <u>COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): <u>VERY SATISFACTORY</u> 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: <u>SATISFACTORY</u> 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): <u>SOMEWHAT SATISFACTORY</u> performance on <u>A NUMBER OF</u> learning outcomes.

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

Grade D+ / Pass (Plus): <u>BARELY SATISFACTORY</u> performance on <u>A FEW</u> 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: <u>ALMOST BARELY</u> satisfactory performance on <u>VERY FEW</u> learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in <u>very few</u> areas while responding <u>very</u> 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.