

## The Hong Kong Polytechnic University

### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	ENGL1005
<b>Subject Title</b>	Freshman Seminar for Language Professionals
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	N.A.
<b>Objectives</b>	<p>This subject is a broad introduction to contemporary language-related professions (e.g. language teaching, media, marketing, natural language analytics) in multicultural Hong Kong and the world, problems that arise in them, and professional knowledge and tools to solve them. It is designed to provide an overview and starting point to the BAESP programme. Students will be exposed to practical contexts including evaluating performance as a teacher, interpreting verbal/non-verbal customer feedback as a marketer, extracting insights from data as a natural language analyst, and communicating social opinion polls to the public as a journalist. The specific objectives of the subject are to</p> <ol style="list-style-type: none"> <li>1. Introduce the nature and challenges of language-related professions, thereby enthusing students about language studies</li> <li>2. Introduce basic linguistic knowledge and tools for career development in language-related professions, including entrepreneurship</li> <li>3. Foster creativity, critical thinking, and problem-solving abilities in local and global language-related professional contexts</li> <li>4. Engage students in self-regulated and autonomous learning to ensure smooth adjustment to university life and the BAESP programme</li> </ol>
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	<p>Upon completion of the subject, students will</p> <ol style="list-style-type: none"> <li>a. Develop a broad understanding and enthusiasm towards language-related studies and professions</li> <li>b. Learn basic skills to analyze language data and communicate solutions for future studies and career development</li> <li>c. Exercise creative and critical thinking for problem solving in local and global professional contexts</li> <li>d. Cultivate self-regulatory and autonomous learning habits vital to university and working life</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>  <i>(Note 2)</i>	<p><b><u>The nature of language-related professions</u></b></p> <ul style="list-style-type: none"> <li>• Language-related professions in Hong Kong and beyond</li> <li>• Practical issues in language-related professions</li> <li>• Learning a language vs. Using language as social data</li> </ul>

	<p><b><u>Solving problems with linguistic knowledge and tools</u></b></p> <ul style="list-style-type: none"> <li>• Linguistic knowledge: language structure, meaning, and use</li> <li>• Understanding language deeply <ul style="list-style-type: none"> <li>○ semantics and pragmatics</li> <li>○ conversation and discourse analysis</li> </ul> </li> <li>• Understanding language broadly <ul style="list-style-type: none"> <li>○ sociolinguistics</li> <li>○ language corpora</li> <li>○ modern text analytics; e.g. sentiment analysis and topic models</li> </ul> </li> <li>• Applying linguistic knowledge in professional contexts <ul style="list-style-type: none"> <li>○ language assessment</li> <li>○ marketing survey construction</li> <li>○ media analytics</li> </ul> </li> </ul> <p><b><u>Communicating solutions as English language professionals</u></b></p> <ul style="list-style-type: none"> <li>• Combining linguistic and non-linguistic information in professional writing <ul style="list-style-type: none"> <li>○ student performance reports</li> <li>○ marketing survey reports</li> <li>○ news reports</li> </ul> </li> <li>• Presenting to an intercultural audience</li> <li>• Communicating as ethical leaders and socially responsible global citizens</li> </ul>
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p>Each weekly session will last three hours, with a two-hour lecture followed by a one-hour tutorial. Lectures are instructor-led in that the instructor will impart concepts and facilitate class activities to encourage autonomous discussion and exchange of ideas. On the other hand, tutorials are student-led in that students will work in groups and present solutions to problems inspired by real-life scenarios in language professions, ranging from language assessment to marketing and journalism. Teaching and learning will be facilitated by the use of open-source analytic software to process language-related data, as well as contemporary online materials to illustrate the social contexts underpinning them. As the concepts are progressive and incremental in nature, students will be expected to read the prescribed materials and revise previous lessons before each session.</p> <p>There will be two individual assignments and a group project. The individual take-home assignment will evaluate students' understanding of language professions and the autonomous use of data to solve problems and make decisions. It appropriately assesses ILO a, b, and d.</p> <p>The individual reflective journal requires students to summarize taught knowledge and tools and critically reflect on their application to language-related issues in Hong Kong or elsewhere. It appropriately assesses ILO a, c, and d. The group project is a culmination of all lessons learnt and will involve students working together to creatively frame, solve, and communicate solutions and their implications in hypothetical scenarios. All ILOs are appropriately assessed by the group project.</p>

**Assessment Methods in Alignment with Intended Learning Outcomes**

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
1. Individual take-home assignment	35	✓	✓		✓
2. Individual reflective journal	35	✓		✓	✓
3. Group project on problem-solving in language-related professions	30	✓	✓	✓	✓
Total	100 %				

**Online Tutorial on Academic Integrity**

To help students understand the importance of academic honesty and learn ways to ensure that their work and behaviour at PolyU are acceptable in this regard, the Online Tutorial on Academic Integrity is included in this subject. Students will need to complete the Tutorial by Week 10. The Online Tutorial is part of the subject completion requirement. Students who fail to complete the Online Tutorial and/or are found to be academically dishonest will fail this subject.

The Online Tutorial can be accessed on LEARN@PolyU (理學網). It takes approximately two hours to complete. Reference can be made to *Online Tutorial on Academic Integrity: A Student Guide* ([http://edc.polyu.edu.hk/PSP/SG\\_Tutorial.pdf](http://edc.polyu.edu.hk/PSP/SG_Tutorial.pdf)).

Schedule

Week 1	Introduction to Online Tutorial and requirements
Week 1-9	Completion of Online Tutorial <ul style="list-style-type: none"> <li>• Attempting the pre-test</li> <li>• Modules and exercises</li> <li>• Completing the post-test with satisfactory score (over 75%)</li> <li>• Submitting the Honour Declaration</li> </ul>
Week 10	Deadline for Online Tutorial

**Student Study Effort Expected**

Class contact:	
▪ Lecture (3 hours x 13 weeks)	39 Hrs.
Other student study effort:	
▪ Independent reading (3 hours x 13 weeks)	39 Hrs.
▪ Independent/group research (2 hours x 13 weeks)	26 Hrs.
▪ Doing assignments (2 hour x 13 weeks)	26 Hrs.
Total student study effort	130 Hrs.

<p><b>Reading List and References</b></p>	<p><u>Reading list</u></p> <p>Dietrich, D., Heller, B., &amp; Yang, B. (2015). <i>Data Science and Big Data Analytics : Discovering, Analyzing, Visualizing and Presenting data</i>. Indianapolis: John Wiley &amp; Sons.</p> <p>Fromkin, V., Rodman, R., &amp; Hyams, N. (2014). <i>An Introduction to Language</i> (10th ed.). Wadsworth: Cengage Learning.</p> <p>Hai-Jew, S. (Ed.). (2017). <i>Data Analytics in Digital Humanities</i>. Cham: Springer.</p> <p>Holmes, J. (2013). <i>An Introduction to Sociolinguistics</i> (4th ed.). New York: Routledge.</p> <p>McEnery, T., &amp; Hardie, A. (2012). <i>Corpus Linguistics. Method, Theory and Practice</i>. New York: Cambridge University Press.</p> <p>Nguyen, A., &amp; Lugo-Ocando, J. (2016). The state of data and statistics in journalism and journalism education: Issues and debates. <i>Journalism</i>, 17(1), 3–17.</p> <p>Pan, Y., Scollon, S., &amp; Scollon, R. (2002). <i>Professional Communication in International Settings</i>. Oxford: Blackwell</p> <p>Sarkar, D. (2016). <i>Text Analytics with Python</i>. New York: Springer.</p> <p>Yopp, J. &amp; McAdams, K. (2003). <i>Reaching Audiences: A Guide to Media Writing</i>. Boston: Allyn and Bacon.</p> <p>The reading list also includes professional reports and articles from higher education, sales and marketing, newspapers and other media contexts in Hong Kong and elsewhere</p> <p><u>Online references and resources</u></p> <p><a href="https://www.linguisticsociety.org/resource/linguistics-profession">https://www.linguisticsociety.org/resource/linguistics-profession</a></p> <p><a href="http://jasp-stats.org/">http://jasp-stats.org/</a></p>
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Revised by Dennis Tay, July 2020

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.