



**Bachelor of Arts (Honours)  
English Studies and Education  
(Four-year Full-time)**

英文研究與教育(榮譽)文學士  
(四年全日制)

**PROGRAMME HANDBOOK  
2006-2010**

*Revised online version for  
CUHK, Oct 2006*

**Bachelor of Arts (Honours) English Studies and Education  
(Four-year Full-time)  
Programme Handbook 2006-2010**

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Every effort has been made to ensure that information contained in this Programme Handbook is correct. Changes may be made from time to time. The Chinese University of Hong Kong (CUHK) and The Hong Kong Institute of Education (HKIED) reserve the right to make amendments to any information contained in this Programme Handbook without prior notice.

In the event of inconsistency between information contained in this Programme Handbook and any University/Institute or Programme policies and regulations or where an interpretation of Programme Handbook is required, the decision of CUHK/HKIED shall be final.

Apart from programme-specific information contained in this Programme Handbook, students are advised to refer to the Undergraduate Student Handbook of CUHK and the Student Handbook of HKIED for information on the general and academic matters.

*Published by the CUHK/HKIED (Faculty of Languages, Arts and Sciences)  
August 2006*

# **1. BASIC PROGRAMME INFORMATION**

**Programme Title:**

Bachelor of Arts (Honours) English Studies and Education (Four-year Full-time)

**Programme Code:**

EED (CUHK)

A4B038 (HKIEd)

**Abbreviated Programme Title:**

BA(ESE)

**Programme Duration:**

Four years

**Mode of Attendance:**

Full-time

## **2. PROGRAMME AIMS AND OBJECTIVES**

- 2.1 The 4-year full-time programme offers a new and distinctive single academic and professional qualification jointly awarded by the CUHK and the HKIEd. The degree, with an overall aim to nurture knowledgeable, caring and responsible educators, provides students with an exceptionally strong discipline knowledge in the areas of English Language, English Literature and Culture, Educational Studies and eligibility for Registered Teacher Status upon graduation.
- 2.2 In the area of English studies, the programme aims to ensure that students will:
- a. acquire a firm grounding in linguistic studies required of a registered professional English language teacher in local schools;
  - b. develop a high level of understanding of different genres of contemporary literature in English and develop the sensitivity to appreciate it;
  - c. develop a high level of understanding of the literary and cultural aspects of contemporary English;
  - d. develop a high level of proficiency in the English language for both general academic and pedagogical purposes;
  - e. be able to integrate the theoretical knowledge acquired in the programme and apply it in Hong Kong English classrooms; and
  - f. be able to confidently and effectively use English at a level demanded of a professional teacher in Hong Kong.
- 2.3 In the area of education, the programme aims to ensure that students will:
- a. possess substantial knowledge about theories and practices in education;
  - b. develop strong professional knowledge and skills in language teaching pedagogy;
  - c. develop positive values and attitudes toward the teaching profession and be committed to their own continuing professional development;
  - d. be flexible in mind, critical in thinking and able to reflect on and evaluate their own educational experiences and assumptions in light of the current knowledge and to articulate their own informed principles of classroom practice;
  - e. be able to respond critically to curriculum and innovations and pursue a process of continuous improvement in their teaching career and their own learning; and
  - f. develop knowledge and understanding of the operation of schools and the roles and responsibilities of teachers.

### 3. PROGRAMME STRUCTURE AND CURRICULUM

The curriculum consists of 141 units/credit points (cps) of study including 8 units/cps of Field Experience. These cover the essential components of a BA and language education degree in five core domains as follows:

- a. Discipline Studies
- b. Professional Studies
- c. General Education
- d. Language Proficiency
- e. Field Experience

The curriculum structure is as follows:

	Domain/Area	Number of units/credit points (cp)
a.	Discipline Studies (DS) <ul style="list-style-type: none"> <li>• Required</li> <li>• Electives</li> </ul>	45 27 Sub-total:72
b.	Professional Studies (PS) <ul style="list-style-type: none"> <li>• Education Studies</li> <li>• English Method</li> <li>• ELT Project</li> </ul>	25 6 6 Sub-total:37
c.	General Education (GE)	17 Sub-total:17
d.	Language Proficiency <ul style="list-style-type: none"> <li>• English (EP)</li> <li>• Chinese (CP)</li> </ul>	3 3 Sub-total:6
e.	Field Experience (FE) <ul style="list-style-type: none"> <li>• Year 3/Semester 1 10-day school attachment</li> <li>• Year 3/Semester 2 First Block Practice (6 weeks)</li> <li>• Year 4/Semester 1 Second Block Practice (8 weeks)</li> </ul>	(non-credit-bearing) 4 4 Sub-total:8
f.	Physical Education (PE)	1 Sub-total:1
		<b>Grand Total: 141</b>

**(a) Discipline Studies**

This domain is further divided into 3 sub-domains.

(i) Linguistic Studies

This sub-domain covers the EMB defined subject knowledge required of a registered English language teacher in local schools. It includes:

- Phonetics and Phonology for ELT
- Lexis, Morphology and Semantics for ELT
- Pedagogic Grammar
- Written and Spoken Discourse for ELT
- Sociolinguistics and English as an International Language
- Psycholinguistics and Second Language Acquisition
- Literature and Language Arts in English

(ii) English Literature & Culture

This sub-domain aims to develop students' understanding of a range of literature in English as well as the cultural context which impacts upon this literature.

(iii) Applied English Studies

This sub-domain introduces students to aspects of the discipline of teaching English as a second language and, at the same time, enables students to strengthen their understanding of the English language system and literature.

**(b) Professional Studies**

The domain is further divided into 3 sub-domains/areas.

(i) Generic Professional Studies

This sub-domain offers theoretical perspectives on education, with particular reference to the local language teaching and learning context.

(ii) Subject-specific Professional Studies

This sub-domain covers essential practical skills in English language teaching, which form part of an initial teacher education directly relevant to the teaching of English language as a subject in Hong Kong schools.

(iii) English Language Teaching (ELT) Project

This area provides students with an opportunity to synthesize essential issues covered in the programme and to explore a chosen issue in depth through appropriate research methods.

(c) **General Education**

This area has a strong focus on broadening and enriching students' horizons as an educated citizen.

General Education as a key part of the undergraduate curriculum nurtures students as educated persons with the intellect and inclination to appreciate broad issues of concern to humanity and modern society. GE aims at broad intellectual perspective and understanding the values of different disciplines, sensitivity to the common concern of humanity, development of judgement and values, awareness of the connection across fields of knowledge and the potentiality for integration, and life-long learning capacities.

i Credit point/Unit requirement:

- Students should take a minimum of 17 GE units, of which
- 8 units should be taken at CUHK, including 2-3 units of College GE; and
  - 9 credit points should be taken at HKIEd or during the overseas immersion.

ii. Area requirement:

Students should take at least one course/module (2-3 units/credit points) from each of the following 4 areas in either the CUHK or HKIEd:

<b>Areas</b>	<b>CUHK (University GE)#</b>	<b>HKIEd</b>
<b>Required Areas</b>		
A.	Our Own Heritage	
B.	Nature, Technology and the Environment	Scientific and Technological
C.	Society and Culture	Social & Historical
D.	Self and Humanities	Philosophical and Spiritual
<b>Optional Area</b>		
		Literary and Artistic*

# College GE (2-3 units to be taken in Year 1/ Term 1) does not belong to any of the above areas. Students are required to take College GE course(s) (which cover a wide range of topics, such as University life) as specified by their College at the CUHK.

\* Students are exempted from the requirement of taking modules from the *Literary and Artistic* sub-area, but they will be allowed to take modules from the area if they wish.

## **(d) Language Proficiency**

### English Proficiency

This sub-domain aims to help students develop a high level of English language proficiency required of qualified professional English language teachers in the Hong Kong classroom. Graduates of the programme will be eligible to apply for Language Proficiency Assessment for Teachers of English (LPATE) exemption.

### Chinese Proficiency

Through different types of exercises and practices, this sub-domain aims at consolidating students' language foundation, correcting their common language errors and enhancing their communicative abilities to pave the way for further studies.

## **(e) Field Experience**

This area is designed and structured to reflect the HKIEd's policy that advocates provision of opportunities for professional development through progressive involvement in varied school settings.

- (i) In Year 3 (Term/Sem 1), students will participate in a 15-week Study Abroad semester, during which a 10-day school attachment will be arranged for them to observe and experience school life and work in a different language context from their own. The attachment will also introduce students to school life from a teacher's perspective.
- (ii) In Year 3 (Term/Sem 2), students will conduct their first Block Practice (BP) (6 weeks) in a local secondary school. This gives them an opportunity to be involved in the day-to-day life of the school as interactive observers and try out theories covered in the programme in an authentic context.
- (iii) In Year 4 (Term/Sem 1), students will conduct their second BP (8 weeks) in a local secondary school. This gives them an opportunity to further develop as a classroom teacher and reflect on their teaching experiences.

## **(f) Physical Education**

Students are required to take one credit unit of Physical Education at CUHK in the second term during their first year of study. The programme emphasizes the development of personality and health through team work and fair play as well as the acquisition of basic motor skills and attitudes towards physical activities. The basis of assessment will be students' achievement in basic skills,

attendance and learning attitude. Over fifteen courses of different sports are available for students' choice. Students with disabled conditions or special health problems may take a special programme. Please refer CUHK Undergraduate Student Handbook or visit the CUHK Website <<http://www.cuhk.edu.hk/aas/> for further details.

**(g) Special Feature - Immersion Semester**

The Study Abroad semester (Year 3/Semester 1) is a compulsory part of the joint programme. During the semester, students will be required to take one module commissioned by the programme and two other electives offered by the host university. Students will stay with host families throughout the semester. They will also have a period of school attachment to observe and experience learning and teaching in a different language context. This overseas study experience provides a situated opportunity for intensive language proficiency development as well as enriching students' educational perspectives and ensuring rich cultural exposure.

During the 15 weeks of studying abroad, students will have the chance to study alongside local students. This immersion experience is anticipated to provide strong support for students' development of high-level English language ability.

## Distribution of the Areas of Study/Study Scheme

	<i>Term/Sem 1</i>	<i>Units/ cps</i>	<i>Term/Sem 2</i>	<i>Units/ cps</i>
<b>Year 1</b>	<u><b>HKIEd</b></u> Discipline (Required) General Education English Proficiency  <u><b>CUHK</b></u> General Education (College GE)  <i>Term/Sem total :</i>	9 3 3  3*  <b>18</b>	<u><b>CUHK</b></u> Discipline (Required) Professional (Educational Studies) General Education (University GE) Physical Education Chinese Proficiency  <i>Term/Sem total :</i>	12 2  2* 1 3  <b>20</b>
<b>Year 2</b>	<u><b>CUHK</b></u> Discipline (Required) Discipline (Electives) Professional (Educational Studies) General Education (University GE)  <i>Term/Sem total :</i>	9 3 4  3  <b>19</b>	<u><b>CUHK</b></u> Discipline (Required) Discipline (Electives) Professional (Educational Studies)  <u><b>HKIEd</b></u> Professional (English Methods)  <i>Term/Sem total :</i>	3 6 6  3  <b>18</b>
<b>Year 3</b>	<u><b>Overseas Immersion</b></u> Discipline (Electives) General Education <b>FE (10-day School            Attachment)</b>  <i>Term/Sem total:</i>	9 6  <b>15</b>	<u><b>HKIEd</b></u> Discipline (Required) Professional (Educational Studies) Professional (English Methods) <b>FE (6 weeks)</b>  <u><b>CUHK</b></u> Professional (ELT Project)  <i>Term/Sem total:</i>	6 3 3  3  <b>15</b>
<b>Year 4</b>	<u><b>HKIEd</b></u> Discipline (Required) Discipline (Electives) Professional (Educational Studies) <b>FE (8 weeks)</b>  <i>Term/Sem total :</i>	6 3 6  <b>15</b>	<u><b>CUHK</b></u> Discipline (Electives) Professional (ELT Project) Professional (Educational Studies)  <i>Term/Sem total:</i>	6 3 4  <b>13</b>

\* Students must take a total of 5 units/cps of General Education in the CUHK in Year 1; they may take 3-2 units/cps in Term 1 and 2-3 units/cps in Term 2.

## 4. LANGUAGE DEVELOPMENT AND REQUIREMENTS

### Language support for LPATE requirements

All students will be required to have met a specified level of English proficiency for entry to the joint programme. However the high level of English necessary for English teachers requires an ongoing commitment to language proficiency development and it is thus part of the programme to ensure that the basic proficiency level of the students continues to increase at an appropriate pace.

a. Language Enhancement Module

The English proficiency modules offered in Year 1 intend to build a solid language base focusing on English skills as well as skills for academic study.

b. Medium of Teaching

To expose students extensively to English, all the discipline subjects and subject-specific professional modules, as mentioned previously, will be conducted in English.

c. Language Objectives

All the modules under the Discipline Studies Domain delivered in the HKIEd contain specific language objectives to help student develop language skills in focused areas.

d. Referral for Language Development

All students, starting from Year 1, will be provided with feedback and support related to their language development/performance. Those who are observed to be weak in English skills in courses/modules will be referred to the language centres for follow-up.

e. Other resources

Students will be guided and encouraged to take the advantages of the resources in the libraries, the language centres and on-line resources for language development purposes.

### Language Requirements

Students are required to have met the minimum standards on LPATE required for English teachers before graduation and will be eligible to apply for LPATE exemption.

## 5. INFORMATION TECHNOLOGY COMPETENCY IN EDUCATION

The Government has introduced IT competency levels to enhance the use of IT in learning and teaching in all schools. As a result, all BA(ESE) students must attain the Upper Intermediate Level as a requirement for graduation.

### CUHK Student IT Competence

All students are required to sit an IT Proficiency Test. They are required to make their own bookings for a test session at the IT Learning Centre when they are ready for the Test. Multiple attempts are allowed.

For further information about the requirements on Student IT Competence, and booking of self-learning and test sessions at the IT Learning Centre, please refer to the Student IT Competence homepage <http://www.sitc.cuhk.edu.hk>.

### HKIEd

Details of the Institute's Information Technology Competency in Education (ITCE) Policy can be found in the ITCE Guide for Students which can be accessed on the HKIEd Intranet (<http://elite.ied.edu.hk>).

Information and Communication Technology (ICT) will be an integral part of students' learning experiences. You will have the opportunity to develop a critical awareness of ICT and practical ICT skills through exposure and hands-on activities in every aspect of study. ICT objectives will be integrated into courses/modules especially those electives intrinsically related to information and technology (e.g. *Integrating Information Technology in the ESL Classroom*);). Students will be introduced to soft-wares specifically useful for language studies (e.g. corpus/concordance tools WordSmith; COBUILD WordsOnline) and encouraged to explore language data by using the tools in their study. Blackboard Learning Management System will be adopted to allow students to get access to course materials and on-line discussion among students and course tutors. Website references will be made available on modules to ensure that students will have access to up-to-date electronic information. Workshops are available for students to develop core ICT skills. Students can learn to continuously use the technology in their study and later on apply it in the language classroom effectively and critically.

## 6. COURSE/MODULE LIST BY PROGRAMME YEAR

- a. The courses/modules that students are required to take by programme year by term/semester are tabulated below:

Year (Term/Sem)	Domain	Unit/ cp	Course / Module Title	Course/ Module Code	Total Units /cps	HKIEd (Dept)	CUHK (Unit)
1 (Term/Sem 1)	DS (Required)	3	Introduction to Language Studies	ENG1244	18	ENG	
		3	Vocabulary Studies	ENG1245		ENG	
		3	English Grammar I	ENG1249		ENG	
	GE	3	(See the list of GE modules on page 14)			*	
	EP	3	Access (Listening and Speaking)	CLE1089		CLE	
	GE (College GE)	3	(See the list of College GE courses on page 13)				Colleges
1 (Term/Sem 2)	DS (Required)	3	Communication for English Majors I	ENG1310	20		ENG
		3	English Phonetics and Phonology	ENG1510			ENG
		3	Introduction to Literature	ENG1610			ENG
		3	Introduction to World Literatures in English	ENG1640			ENG
	PS	2	Child & Adolescent Development				FOE
	GE	2	(See the list of University GE courses on page 13)				UGE
	PE	1	Physical Education				PEU
	CP	3	Chinese Proficiency				CHI
2 (Term/Sem 1)	DS (Required)	3	From Romanticism to Modernism	ENG1650	19		ENG
		3	Children's Literature	ENG2360			ENG
		3	Sociolinguistics: Language, Culture and Society	ENG3630			ENG
	DS (Electives)	3	(See the list of DS (Electives) on page 16)				ENG
	PS	4 (2 units each)	(See the list of PS courses on page 15)				FOE
	GE	3	(See the list of University GE courses on page 13)				UGE
2 (Term/Sem 2)	DS (Required)	3	Acquisition of English as a Second Language	ENG3620	18		ENG
	DS (Electives)	6 (3 units each)	(See the list of DS (Electives) on page 16)				ENG
	PS	6 (2 units each)	(See the list of PS courses on page 15)				FOE
	PS (English Methods)	3	Secondary ELT Methods I: Developing Oracy Skills	ENG2257		ENG	

Year (Term/Sem)	Domain	Unit/ cp	Course / Module Title	Course/ Module Code	Total Units/ cps	HKIEd	CUHK (Unit)
3 (Term/Sem 1)	DS (Electives)	3	Ethnography in a Community Context (commissioned by the HKIEd)	ENG3296	15	overseas	
		6 (3cps each)	(Two modules offered by the host university)			overseas	
	GE	6 (3cps each)	(See the list of GE modules on page 16/other appropriate options offered by the host university)			overseas	
	FE	(Non-credit -bearing)	Field Experience I – School Attachment	To be provided		overseas	
3 (Term/Sem 2)	DS (Required)	3	Written and Spoken Discourse for ELT	ENG2213	15 + 4 (FE)	ENG	
		3	ELT Curriculum	ENG2252		ENG	
	PS	3	Promoting Positive Classroom Environments	CUI2088		C&I/ EPA	
	PS (English Methods)	3	Secondary ELT Methods II: Developing Literacy Skills	ENG2262		ENG	
	PS (ELT Project)	3	Studying Second Language Learners and Classrooms				FOE
	FE	4	Field Experience II – First Block Practice	To be provided		ENG	
4 (Term/Sem 1)	DS (Required)	3	Secondary ELT Curriculum	ENG2260	15 + 4 (FE)	ENG	
		3	Literature in ELT	ENG4297		ENG	
	DS (Electives)	3	(See the list of DS (Electives) on page 16)			ENG	
	PS	6	- Understanding and Managing Diversity	EPC3148		C&I/ EPCL/ EPA C&I	
			- Assessment	CUI2087			
FE	4	Field Experience III – Second Block Practice	To be provided	ENG			
4 (Term/Sem 2)	DS (Electives)	6 (3 units each)	(See the list of DS (Electives) on page 16)		13		ENG FOE
	PS	4 (2 units each)	(See the list of PS courses on page 15)				FOE
	PS (ELT Project)	3	ELT Project				FOE
<b>Grant Total</b>				<b>133 + 8 (FE)</b>			

\* Department responsible depends on individual modules

Keys

C&I – Department of Curriculum and Instruction (HKIEd)

CLE – Centre for Language in Education (HKIEd)

DS – Discipline Studies

ELT – English Language Teaching

ENG – Department of English (CUHK/HKIEd)

EPA - Department of Educational Policy and Administration (HKIEd)

EPCL – Department of Educational Psychology, Counseling and Learning Needs (HKIEd)

FE – Field Experience

FOE – Faculty of Education (CUHK)

GE – General Education

PE – Physical Education

PEU – Physical Education Unit (CUHK)

PS – Professional Studies

UGE- Office of University General Education (CUHK)

b. General Education Courses offered at CUHK

College GE

- i. Students are required to take 2-3 units of College GE course(s) as specified by their Colleges:

Chung Chi College: GEC0113 (3 units) ; or  
GEJ0111 (1 unit) and GEJ0112 (2 units)

New Asia College: GEN1112 (2 units) or GEJ0112 (2 units)

United College: GEU1011 (2 units) or GEJ0112 (2 units)

Shaw College: Any GES course (2 or 3 units) offered in the current academic year. (The GES course list and registration restriction are available on CUHK website (<http://www.cuhk.edu.hk/aas/>))

- ii. Students are required to attend the College Assemblies of their Colleges in the term when they attend courses mainly on CUHK campus. (Students may apply to the respective Colleges for exemption should there be time clashes with teaching practice.)

University GE

- i. Students are required to take courses from the list of University GE courses to fulfil the unit and area requirements stipulated in section 3 ( c ) .

- ii. Over 200 UGE courses are offered in every year and students can register in all UGE courses except those that are explicitly stated not for English and Education majors (EED).

- iii. UGE courses of each area are given a distinctive area prefix before the four-digit course code:

- UGA stands for courses in area A (Our Own Heritage)
- UGB stands for courses in area B (Nature, Technology and the Environment)
- UGC stands for courses in area C (Society and Culture)
- UGD stands for courses in area D (Self and Humanities)

- iv. The UGE course list, course description and registration restrictions are available on CUHK website (<http://www.cuhk.edu.hk/aas/>); the courses offered in the current academic year is available at the CUHK website ([http://rgsntl.rgs.cuhk.edu.hk/rws\\_prd\\_life/main1.asp](http://rgsntl.rgs.cuhk.edu.hk/rws_prd_life/main1.asp)).

c. Modules offered by HKIEd under General Education Domain in 2006-2007  
(Semester 1 and Semesters 1 & 2)

Module Code	MoI*	Module Title	Dept(s) Responsible	Sem
<b>General Education Elective Modules</b>				
GEA1001	C	<i>Exploring Philosophical Aspects of Life through Stories</i> 人生哲學	EPA	1
GEA1003	C	<i>Globalization and Justice</i> 全球化時代與世界公義	MSST	1
GEA1006	C	<i>The Pursuit of Happiness</i> 快樂的追尋	EPA	1
GEA1007	C	<i>Visiting Life Experiences through Films</i> 從電影看人生	CAPE	1
GEB1002	E	<i>Travellers and Other Cultures: Literature and History</i>	ENG	1
GEC1001	C	<i>Being Chinese: Insights from Cross-cultural Psychology</i> 中國人的心理與行為：跨文化心理學的啟示	EPCL	1&2
GEC1003	C	<i>Political Literacy in the Hong Kong Context</i> 香港政治初探	EPA	1
GEC1006	C	<i>Gender &amp; Society</i> 性別與社會	MSST	1
GEC1007	C	<i>Stories To Live By: The Identities of Hong Kong Chinese</i> 香港華人身份認同的演變	MSST	1&2
GED1001	Sem 1: C Sem 2: E	<i>The Phenomena of Internet and Digital Cultures</i> 網絡與數碼文化	MSST	1&2
GED1005	C	<i>Living Healthily in the 21st Century</i> 21世紀健康之道	MSST	1&2
GED1006	C	<i>Science Thinking and Science Processes</i> 科學思維與過程	MSST	1&2

\* The alphabet indicates the medium of instruction (MoI) for the module (C: Cantonese; E: English).

Keys:

CAPE– Department of Creative Arts and Physical Education

CHI – Department of Chinese

C&I – Department of Curriculum and Instruction

ENG – Department of English

EPA – Department of Educational Policy and Administration

EPCL – Department of Educational Psychology, Counseling and Learning Needs

MSST – Department of Mathematics, Science, Social Sciences and Technology Needs

d. Courses/Modules offered under Professional Studies domain (Educational Studies)

<u><b>HKIEd</b></u> (a total of 9 cps)	<u><b>CUHK</b></u> (a total of 16 units)
<b>Required</b>	
<ol style="list-style-type: none"> <li>1. Promoting Positive Classroom Environment (Year 3, Term 2) (CUI2088)</li> <li>2. Understanding and Managing Diversity (Year 4, Term 1) (EPC3148)</li> <li>3. Assessment (Year 4, Term 1) (CUI2087)</li> </ol>	<p><b>Three</b> 2-unit courses:</p> <ol style="list-style-type: none"> <li>1. Child and Adolescent Development (Year 1, Term 2)</li> <li>2. Principles of Curriculum and Instructional Design</li> <li>3. Introduction to Structure and Processing of Schooling</li> </ol>
<b>Electives</b>	
(not applicable)	<p>(Choose <b>five</b> 2-unit courses from below) (<i>Subject to change</i>)</p> <ol style="list-style-type: none"> <li>1. Education and Society in Hong Kong</li> <li>2. Educational Thought</li> <li>3. School-based Curriculum Development and Implementation</li> <li>4. IT in Education: Foundations</li> <li>5. Educational Policy and Practice in Hong Kong</li> <li>6. Teacher Development and Leadership</li> <li>7. Psychology Applied to Learning and Teaching</li> <li>8. Extracurricular Activities</li> <li>9. The Integration of IT in Education</li> <li>10. School Guidance and Counseling</li> </ol>

e. Courses/Modules offered under Discipline Studies (Electives) \*

<b><u>HKIEd</u></b> (a total of 3 cps)	<b><u>CUHK</u></b> (a total of 15 units)
<p>(Choose <b>one</b> 3-unit module from below in <b>Year 4/ Term1</b>) (<i>Subject to change</i>)</p> <ol style="list-style-type: none"> <li>1. Exploring Written Genres (ENG2265)</li> <li>2. Classroom Discourse Analysis (ENG3266)</li> <li>3. Language and Gender (ENG3267)</li> <li>4. Comparative Language Studies (ENG3269)</li> <li>5. Error Analysis (ENG3268)</li> <li>6. Multilingual Hong Kong (ENG3271)</li> <li>7. Pragmatics (ENG3292)</li> <li>8. English Language and Popular Media (ENG2282)</li> <li>9. Content-based Second Language Learning and Teaching (ENG3285)</li> <li>10. Film and Second Language Education (ENG3284)</li> <li>11. Developing Creativity through Language Arts (ENG2279)</li> <li>12. Language Assessment (ENG3280)</li> <li>13. Integrating Information Technology in the ESL Classroom (ENG2281)</li> <li>14. Drama in the ESL classroom (ENG3283)</li> <li>15. World Englishes (ENG3272)</li> </ol>	<p><b><u>Electives From English Department</u></b> (Choose <b>four</b> 3- unit courses from the course list of the English Department) (<i>Subject to change</i>)</p> <p><b><u>Electives from Faculty of Education</u></b> (<b>Year 4, Term 2</b>) (Choose <b>one</b> 3-unit course from below) (<i>Subject to change</i>)</p> <ol style="list-style-type: none"> <li>1. Language Assessment and Evaluation</li> <li>2. Computer-Assisted Language Learning</li> <li>3. Enrichment Activities for ELT</li> <li>4. Special Topics in ELT</li> </ol>
<p><b>During Overseas Immersion:</b> Two modules offered by the host university (3 units x 2= 6 cps) + Ethnography in a Community Context (commissioned by HKIEd) (ENG 3296) (3 cps) (<b>a total of 9 cps</b>)</p>	

\* *Students will not be allowed to take elective courses/modules of similar contents more than once. A table of such courses/ modules will be made known to the students prior to course/ module enrolment.*

## 7. COURSE DESCRIPTION/MODULE SYNOPSIS

### Course descriptions of CUHK

Please refer to CUHK website (<http://www.cuhk.edu.hk/aas/>).

### Module synopsis of HKIEd

#### A. Discipline Studies Domain

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a.	Module Code	: ENG1244	Module Title	: <b>Introduction to</b>
	Year	: 1		<b>Language Studies</b>
	Semester(s)	: 1	Credit Point(s)	: 3
			Department	: English

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This module provides an introduction to the main fields of linguistic enquiry, furnishing an initial knowledge base in the areas of language, linguistics and communication. It is designed to provide a coherent overview of the interrelationships amongst ensuing major academic content modules on linguistics.

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b.	Module Code	: ENG1245	Module Title	: <b>Vocabulary Studies</b>
	Year	: 1	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

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Provides a grounding in concepts, theory and research underlying approaches to vocabulary teaching and learning. Topics covered include morphology, word formation and semantics, vocabulary knowledge, frequency and size, and vocabulary learning strategies.

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c.	Module Code	: ENG1249	Module Title	: <b>English Grammar I</b>
	Year	: 1	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

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This module provides opportunities for students to develop their grammatical knowledge of the English language, with a special focus on word classes, and the structure of phrases and simple sentences. The module attempts to analyze grammar from an integrated perspective, drawing insights from both formalist and functional approaches. Pedagogical implications link the concepts of syntax to real communicative events in the context of Hong Kong school classrooms.

d.	Module Code	: ENG3296	Module Title	: <b>Ethnography in a Community Context</b>
	Year	: 3		
	Semester(s)	: 2	Credit Point(s)	: 3
			Department	: English

This module introduces students to ethnographic enquiry and develops their English language skills, cultural awareness and intercultural competence through a small-scale language-related ethnographic enquiry undertaken in the local language context. This involves data collection, analysis and the reporting of results.

e.	Module Code	: ENG2213	Module Title	: <b>Written and Spoken Discourse for ELT</b>
	Year	: 3		
	Semester(s)	: 2	Credit Point(s)	: 3
			Department	: English

This module helps students understand basic concepts/issues of discourse analysis in theory and practice. It is a preliminary module for further studies in discourse.

f.	Module Code	: ENG2252	Module Title	: <b>ELT Curriculum</b>
	Year	: 3	Credit Point(s)	: 3
	Semester(s)	: 2	Department	: English

This module helps students to develop essential concepts of the English language curriculum. It familiarizes students with the key features and components of the current English language curriculum framework in Hong Kong. It also helps students to understand the role of reflection in learning to teach and the importance of being a change agent in on-going curriculum development.

g.	Module Code	: ENG2260	Module Title	: <b>Secondary ELT Curriculum</b>
	Year	: 4	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

This module further develops students' understanding of the components of the English secondary school curriculum and how these can be integrated to produce a scheme of work for task-based learning and teaching. Particular emphasis is placed upon task-based teaching and learning, school-based curriculum design and enrichment programmes. Students will further discuss their roles and related strategies in generating and facilitating change in the ELT classrooms.

h.	Module Code	: ENG4297	Module Title	: <b>Literature in ELT</b>
	Year	: 4	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

This module introduces students to current theories and practices in using literature for second language teaching. Students will develop a language teacher's perspective on literature. They will extend their appreciation of different types of literature by being introduced to the theories of pedagogy and criticism that support their introduction into the language class. They will study how to select such texts for language classes of different levels and age groups whilst developing methods for teaching them.

i.	Module Code	: ENG2265	Module Title	: <b>Exploring Written Genres</b>
	Year	: 4	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

This module enables students to analyse and critically evaluate a wide range of written genres, develop comprehensive knowledge and understanding of their communicative purposes, and organisational and linguistic features, and consider implications for a genre-based approach to support the teaching and learning of English in local primary and secondary classrooms.

j.	Module Code	: ENG3266	Module Title	: <b>Classroom Discourse Analysis</b>
	Year	: 4	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

This module builds on previous knowledge covered in the Written and Spoken Discourse for ELT module and focuses on analysing discourse features in second/foreign language classroom contexts. Through analysing the linguistic and functional characteristics of classroom talk and its sequential structures, students will explore the dynamics and potential of classroom interactions, and their impacts on pedagogical effectiveness in a diversity of classroom contexts.

k.	Module Code	: ENG3267	Module Title	: <b>Language and Gender</b>
	Year	: 4	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

This module provides students with opportunities to review theories and current issues in the field of language and gender studies related to practical communication and teaching settings. The focus is on the critical analysis of gender issues in both spoken and written discourse, and pedagogical applications to diverse classroom settings.

l.	Module Code	: ENG3269	Module Title	: <b>Comparative Language Studies</b>
	Year	: 4	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

This module provides an opportunity for students to broaden and deepen their knowledge of English and Chinese (Cantonese and Putonghua). The module compares, analyses and investigates the similarities and differences between the two language systems through an exploration of authentic texts and parallel corpus data.

m.	Module Code	: ENG3268	Module Title	: <b>Error Analysis</b>
	Year	: 4	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

This module will help students to apply and extend knowledge gained in the English Grammar modules and in Second Language Acquisition to the issue of how to understand student errors and help in their correction. It will further provide a framework within which students can reflect on their own language errors whilst demonstrating and practising methods of correction.

n.	Module Code	: ENG3271	Module Title	: <b>Multilingual Hong Kong</b>
	Year	: 4	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

A project-based module in which students explore dimensions of multilingualism in Hong Kong society and culture by investigating individual cases and sharing findings with other students.

o.	Module Code	: ENG3292	Module Title	: <b>Pragmatics</b>
	Year	: 4	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

The module develops students' knowledge of and skills in using English in social contexts. It gives students explicit knowledge of how language is manipulated in making meaning in context through pragmatic analyses of written and spoken discourse. Particular attention will be given to both linguistic and cultural aspects of language use in order to understand the relationship between the linguistic forms and their intended meanings in particular social contexts.

p.	Module Code	: ENG2282	Module Title	: <b>English Language and Popular Media</b>
	Year	: 4	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

This module furnishes students with the knowledge, awareness and linguistic tools to become critical consumers and producers of multimedia texts, and the capability of resisting exploitation, manipulation and domination. It also explores pedagogical realisations of critical media literacy in the ESL classroom through the treatment of popular media in its many manifestations.

q.	Module Code	: ENG3285	Module Title	: <b>Content-based Second Language Learning and Teaching</b>
	Year	: 4	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

Students will explore how second language teaching can exploit, complement and support school students' English language learning in other areas of the secondary school curriculum. Emphasis will be placed upon supporting school students' language learning in the Hong Kong secondary context through using a theme-based or content-based approach.

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r.	Module Code	: ENG3284	Module Title	: <b>Film and Second Language Education</b>
	Year	: 4		
	Semester(s)	: 1	Credit Point(s)	: 3
			Department	: English

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This module builds on the learning experiences of the core literature and film modules with an emphasis on the use of film in second language education. In this module, students study films in English across diverse genres and film cultures, featuring subject matters that appeal to the school-age population. Students will develop pedagogical insights and classroom methods to exploit different films' potentials for the advancement of ESL students' linguistic, analytical and critical thinking abilities and for their social and cultural exposure to the English-speaking world.

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s.	Module Code	: ENG2279	Module Title	: <b>Developing Creativity through Language Arts</b>
	Year	: 4		
	Semester(s)	: 1	Credit Point(s)	: 3
			Department	: English

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This module explores the development of creativity in the context of English language teaching. It explores the concept of creativity in relation to how language is used in various language arts activities, and considers how such activities develop school students' creativity and language abilities.

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t.	Module Code	: ENG3280	Module Title	: <b>Language Assessment</b>
	Year	: 4	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

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This module focuses on developing students' knowledge of the role of assessment in realising the goals of the English language curriculum and skills through designing and integrating different types of assessment tools for promoting learning in English language classrooms. Based on knowledge and skills gained in the ELT curriculum modules, students will further investigate issues relating to language assessment and critically analyse and design a range of school based assessment tools.

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u.	Module Code	: ENG2281	Module Title	: <b>Integrating Information</b>
	Year	: 4		<b>Technology in the ESL</b>
	Semester(s)	: 1		<b>Classroom</b>
			Credit Point(s)	: 3
			Department	: English

---

This module provides opportunities for students to explore the principles, concepts, roles and pedagogical possibilities of integrating information technology applications into the school English curriculum. This exploration will lead to the development of a principled framework that informs the design, development and evaluation of applications of IT to support teaching and learning of English in the context of the Hong Kong English curricula.

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v.	Module Code	: ENG3283	Module Title	: <b>Drama in the ESL</b>
	Year	: 4		<b>Classroom</b>
	Semester(s)	: 1	Credit Point(s)	: 3
			Department	: English

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This module will enable students to use skills learned in the *Theatre and Drama Performance* module to teach English language in the classroom. Different kinds of drama activities for school students of various ages will be related to the goals of the language classroom, with attention to recent research.

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w.	Module Code	: ENG3272	Module Title	: <b>World Englishes</b>
	Year	: 4	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: English

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This module describes a selection of the different varieties of English spoken throughout the world and then considers the implications of the existence of these varieties for English language teaching and learning in specific contexts, with a focus on East Asia and Hong Kong. By introducing students to a range of Englishes, the module seeks to examine critically concepts and definitions such as ‘standard’, ‘linguistic variation’, ‘linguistic prejudice’ and the ‘native-speaker vs non-native speaker distinction’.

## B. Professional Studies Domain

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a.	Module Code	: ENG2257	Module Title	: <b>Secondary ELT Methods I: Developing Oracy Skills</b>
	Year	: 2		
	Semester(s)	: 2	Credit Point(s)	: 3
			Department	: English

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This module enables students to develop practical skills for English language teaching in the areas of listening and speaking for the secondary school classrooms in Hong Kong. Students will micro-teach to try out strategies learnt. The module also helps students to develop classroom language skills for effective interaction.

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b.	Module Code	: CUI2088	Module Title	: <b>Promoting Positive Classroom Environments</b>
	Year	: 3		
	Semester(s)	: 2	Credit Point(s)	: 3
			Department	: Curriculum and Instruction, Educational Policy and Administration,

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This module provides the students with knowledge and skills necessary to create a positive and orderly environment for learning and teaching, and to foster the whole person growth of students, specifically their self-esteem and self-management. Managerial and disciplinary strategies of effective classroom management and approaches to positive behaviour management are introduced.

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c.	Module Code	: ENG2262	Module Title	: <b>Secondary ELT Methods II: Developing Literacy Skills</b>
	Year	: 3		
	Semester(s)	: 2	Credit Point(s)	: 3
			Department	: English

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This module enables students to develop practical skills for English language teaching in the areas of reading and writing for the secondary school classrooms in Hong Kong. Students will micro-teach to try out strategies learnt. The module also helps students to develop classroom language skills for giving clear instruction.

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d.	Module Code	: EPC3148	Module Title	: <b>Understanding and Managing Diversity</b>
	Year	: 4		
	Semester(s)	: 1	Credit Point(s)	: 3
			Department	: Curriculum and Instruction, Educational Psychology, Counseling and Learning Needs, Educational Policy and Administration,

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Understanding and managing diversity in classroom teaching is one of the professional challenges facing prospective teachers. Teachers are expected to be able to address competently the wide range of students' needs at different phases of development and to provide the most appropriate levels of support in their process of learning. It is essential to enhance teachers' professional knowledge, recognition and supportive attitudes in managing individual differences and to develop their competence in using various effective strategies for supporting students' learning in all settings. The ultimate goal of catering for diversity is to achieve quality education for all in the process of school improvement.

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e.	Module Code	: CUI2087	Module Title	: <b>Assessment</b>
	Year	: 4	Credit Point(s)	: 3
	Semester(s)	: 1	Department	: Curriculum and Instruction

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Assessment is both a social and educational process. Educationally, assessment is concerned with identifying the progress students make in their learning as they encounter key concepts, understandings, skills and values that are the explicit targets of the key learning areas of the school curriculum. Progress in learning can be communicated informally to students to help them improve their learning or more formally to both students and parents to indicate at a single point in time the progress they have made in relation to publicly agreed standards. Socially, this information can be used for a variety of purposes including decision making regarding progression through the key stages of schooling, school placement, and selection for further study and employment.

## C. General Education Domain

### GEA Area 1: Philosophical and Spiritual

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a.	Module Code	: GEA1001	Module Title	: <b>Exploring Philosophical Aspects of Life through Stories</b>
	Year	: 1		
	Semester(s)	: 1	Credit Point(s)	: 3
			Department	: Educational Policy and Administration

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It has been argued that human existence itself is woven out of the stories we share among ourselves about our lives. It is the meaning of life that troubles us. This module will initiate students into reflections and imaginations about life through stories.

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b.	Module Code	: GEA1003	Module Title	: <b>Globalization and Justice</b>
	Year	: 1		
	Semester(s)	: 1	Credit Point(s)	: 3
			Department	: To be provided

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全球一體化的時代來臨，意味著人類生存處境的基本轉變。生活在世界不同地區的人再不是互不關連的個體。在這個新的世界形勢下，我們應該怎樣理解全球貧富懸殊的問題呢？跨國企業的存在，對發展中國家來說，是一種剝削還是發展的機遇呢？而反全球化運動的道德理據又在那裡？本課程會就全球一體化所引來的道德及政治哲學問題與學員逐一探討。

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c.	Module Code : GEA1006	Module Title : <b>The Pursuit of Happiness</b>
	Year : 1	
	Semester(s) : 1	Credit Point(s) : 3
		Department : Educational Policy and Administration

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This is an inter-disciplinary study looking into one of the most important human pursuit, i.e. happiness, from various disciplines, including philosophy, religion, psychology and economy. It identifies the concepts of happiness and other related concepts of some philosophers and religions, and in selected cultures. The theories and researches of happiness will be examined, such as what makes us happy and unhappy. The appropriateness and implications of setting happiness as an aim of life are also examined. Finally, the enhancement of happiness in the personal and public life are explored. In studying this module, students will have ample opportunity to examine their ideas about happiness and to reflect on their implications on personal development and future career. They are also encouraged to apply what they learn to enhance their happiness in their personal and public life.

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d.	Module Code : GEA1007	Module Title : <b>Visiting Life Experiences through Films</b>
	Year : 1	
	Semester(s) : 1	Credit Point(s) : 3
		Department : Creative Arts and Physical Education

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This module explores meanings of various human lived experiences through films, one of the most influential visual arts forms of this century. The module provides students with opportunities to think critically about a wide range of meanings concerning the existence of human beings through moving images. A philosophical notion of interpretation will be taken to examine how the meanings are constructed and transmitted to viewers through various visual narrative forms and symbols. It also encourages students to appreciate the form of cinematic aesthetics from the interdisciplinary perspectives.

## **GEB Area 2: Literary and Artistic**

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e.	Module Code	: GEB1002	Module Title	: <b>Travellers and Other Cultures: Literature and History</b>
	Year	: 1		
	Semester(s)	: 1		
			Credit Point(s)	: 3
			Department	: English

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This module explores the writings of travellers, real and imaginary. The class will discuss how travellers present what is strange, and how a foreigner positions him or herself in a foreign landscape or a foreign culture.

## **GEC Area 3: Social and Historical**

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f.	Module Code	: GEC1001	Module Title	: <b>Being Chinese: Insights from Cross-cultural Psychology</b>
	Year	: 1		
	Semester(s)	: 1 & 2		
			Credit Point(s)	: 3
			Department	: Educational Psychology, Counselling and Learning Needs

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This module focuses on the impact of culture on how we act, think and feel from a comparative perspective. Various approaches to conceptualize, characterize and compare culture will be examined. Well-researched topics in cross-cultural psychology (e.g. value, family relation and face) will be analyzed to highlight the uniqueness of Chinese culture and its manifestation in our life on the one hand, and the similar themes it shares with other cultures on the other.

g.	Module Code : GEC1003	Module Title : <b>Political Literacy in the Hong Kong Context</b>
	Year : 1	
	Semester(s) : 1	
		Credit Point(s) : 3
		Department : Educational Policy and Administration

This module provides a platform through which students can acquire initially the political literacy in the Hong Kong context. The module will address the ideological background of ‘One country, Two systems’, against which the Hong Kong Special Administrative Region (HKSAR) was established, inclusive of understanding of capitalism, socialism, representative government and democracy. Basic Law, the constitutional arrangement of the HKSAR, will be examined. The students will analyze the politics of HKSAR in relations to how the public can affect the making of public decisions through which the pressing social and political issues are addressed.

h.	Module Code : GEC1006	Module Title : <b>Gender &amp; Society</b>
	Year : 1	Credit Point(s) : 3
	Semester(s) : 1	Department : Mathematics, Science, Social Sciences and Technology

This module aims to arouse students’ interest and awareness in gender issues. It will equip students with concepts and frameworks to understand the social and cultural constructions of femininities and masculinities in daily lives and how these may shape and limit their identities, relationships and opportunities.

The module will first address the controversial issue central to gender studies, i.e. the nature vs. nurture debate, and discuss how such an issue has been gradually dissolved by feminist studies. It will then examine closely the working of the domination of males and masculinity at both individual and institutional levels. By teasing out the operation of various gendering processes in particular via bodily projects, sexual practices and violence, as well as in the institutional domains of family, education, employment and mass media, this module hopes to show students the prevalence and subtleties of power and control on gender in various aspects of social lives in Hong Kong. The course will finish by exploring together the possibilities and strategies of change.

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i.	Module Code : GEC1007	Module Title : <b>Stories To Live By: The Identities of Hong Kong Chinese</b>
	Year : 1	
	Semester(s) : 1 & 2	
		Credit Point(s) : 3
		Department : Mathematics, Science, Social Sciences and Technology

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This module aims to introduce students to issues related to the identities of Hong Kong Chinese from an historical perspective, by emphasizing the complex and evolving character of the identities of Hong Kong Chinese shaped by multiple political, socio-economic, and cultural factors over time. The concerns, controversies, conflicts over the issue among Hong Kong Chinese will be highlighted for study.

#### **GED Area 4: Scientific and Technological**

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j.	Module Code : GED1001	Module Title : <b>The Phenomena of Internet and Digital Cultures</b>
	Year : 1	
	Semester(s) : 1 & 2	
		Credit Point(s) : 3
		Department : Mathematics, Science, Social Sciences and Technology

---

This module sets out to examine both the theoretical and practical dimensions of how people, in particular teenagers and adolescents, interact with the Internet and digital technology in its complex forms of manifestation as well as in its multi-layered relations to other notions such as youth culture, social time displacement and socio-cultural environments. Students will be introduced to the ever-increasing global issues concerning use or misuse of the Internet and digital technology, the nature of gaming, and the impact of these on youth culture in particular and society in general.

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k.	Module Code : GED1005	Module Title : <b>Living Healthily in the 21st Century</b>
	Year : 1	
	Semester(s) : 1 & 2	Credit Point(s) : 3
		Department : Mathematics, Science, Social Sciences and Technology

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The module provides students with updated scientific knowledge and information essential for maintaining personal health in the contemporary world. It focuses on health risks and health issues of individual concern, with critical analyses of their underlying causes, and preventive measures. The methodology involves the analysis of case studies and discussion of contemporary health issues which are relevant to personal life experiences.

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1.	Module Code : GED1006	Module Title : <b>Science Thinking and Science Processes</b>
	Year : 1	
	Semester(s) : 1 & 2	Credit Point(s) : 3
		Department : Mathematics, Science, Social Sciences and Technology

---

The module starts with an analysis of children's understanding of how the world works and help students realize the existences of alternative science conceptions. The module then provides an opportunity for students to gain knowledge about science thinking and science processes for constructing scientific understanding. Through activities and practical experiences, students are able to develop science thinking and to perform science processes, as well as to make informed decisions on current science issues.

#### **D. Language Proficiency**

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Module Code	: CLE1089	Module Title	: <b>Access (Listening and Speaking)</b>
Year	: 1		
Semester(s)	: 1	Credit Point(s)	: 3
		Department	: Centre for Language in Education

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Access (Listening and Speaking) aims to equip students with advanced academic study skills so that they can use English in an academic setting. Focus will be on students researching topics by listening to texts so that they are able to discuss them appropriately. Stress will be laid on language accuracy at higher levels, and students will be expected to progress from a TELT level 3-minus to 3 throughout the course.

#### **E. Field Experience**

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a.	Module Code	: To be provided	Module Title	: <b>Field Experience I – School Attachment</b>
	Year	: 3	Credit Point(s)	: Non-credit-bearing
	Semester(s)	: 1	Department	: Partner Institute

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Attachments will be carried out in schools overseas to build the capacity of student teachers working with people in schools and experience learning in a first language context.

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b.	Module Code	: To be provided	Module Title	: <b>Field Experience II - First Block Practice</b>
	Year	: 3	Credit Point(s)	: 4
	Semester(s)	: 2	Department	: English

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This module engages student teachers in the first block practice in local secondary schools, where they have the opportunity to be involved in the day-to-day life of a school as interactive observers and also develop and demonstrate their potential suitability to enter the teaching profession. Student teachers will take up the role and responsibilities of a teacher and be engaged in the life and work of the school. Student teachers will experience learning in a learning community, where they work with teachers in schools and engage with Institute Supervisors and Supporting Teachers in professional dialogues through tri-partite conferences.

c.	Module Code	: To be provided	Module Title	: <b>Field Experience III – Second Block Practice</b>
	Year	: 4	Credit Point(s)	: 4
	Semester(s)	: 1	Department	: English

This module engages student teachers in the second block practice in local secondary school. Student teachers will build upon their previous experience in the FE and demonstrate a satisfactory level of professional competence required of a teacher. Student teachers are expected to show enhanced confidence and proficiency in taking up the roles and responsibilities of a teacher and in engaging in the life and work of the school.

## **8. ACADEMIC POLICIES AND REGULATIONS**

### **9.1 General Regulations**

The general regulations below are specifically adopted by the programme jointly offered by the CUHK and the HKIEd.

### **9.2 Admission**

9.2.1 Applicants seeking admission to the 4-year full-time Bachelor of Arts (Hons) English Studies and Education shall have fulfilled the entrance requirements of the Programme.

### **9.3 Period of Study**

9.3.1 Students shall be expected to graduate after 4 years of full-time study.

9.3.2 With approval from the Joint Programme Committee, the maximum period of study may be extended up to 6 years. Any approved long leave of absence will count towards the period of study.

### **9.4 Course Requirements and Exemptions**

9.4.1 Students shall complete at least 133 units/credit points of courses/modules and 8 units/credit points of Field Experience as prescribed by the Programme before graduation.

9.4.2 Students shall take no fewer than 12 units/credit points of courses/modules in any term/semester.

9.4.3 Students shall take no more than 20 units/credit points of courses/modules in any term/semester except with the prior permission of the Joint Programme Committee.

9.4.4 Students wishing to apply for class withdrawal or additions shall do so by completing the prescribed procedures within two weeks after the beginning of the courses/modules.

### **9.5 Field Experience**

9.5.1 Students should respect and observe the regulations of the school where they take their block practice, and display appropriate professional knowledge and attitude. Any misconduct, upon verification, will be subject to disciplinary action which may include immediate discontinuation from the Programme.

9.5.2 Students' performance in Field Experience will be graded in terms of Distinction/Credit/Pass/Fail.

9.5.3 Students who fail may be given an opportunity to undertake Field Experience again or be recommended for discontinuation of studies.

## 9.6 Assessment

9.6.1 Assessment of a course/module may include any one or any combination of the following: participation in classes, written assignments, class tests, examinations, and any other means of assessment.

9.6.2 Students' performance in each course/module shall be expressed in terms of the following system:

Grade		Sub-divisions	Converted Point/ Grade Point Equivalent
A	Excellent	A	4.00
A-	Very Good	A-	3.67
B	Good	B+	3.33
		B	3.00
		B-	2.67
C	Fair	C+	2.33
		C	2.00
		C-	1.67
D	Pass	D+	1.33
		D	1.00
F	Failure	F	0.00

Students' performance in all courses/ modules will be described in a Grade Point Average (GPA) which shall be computed by dividing the total weighted converted points/grade point equivalents for courses/modules taken by the total number of units/credit points attempted, where the weighted converted points/grade point equivalents are converted points/grade point equivalents multiplied by the number of units/credit points of the courses/modules concerned. For the purpose of GPA calculation, the weighted converted points/grade point equivalents of any repeated courses/modules and the corresponding units/credit points attempted will supersede those of the failed courses/modules.

9.6.3 Students who have gained a grade of “D” or above in a course/module shall earn the unit(s)/credit point(s) of that course/module. However, the unit(s)/credit point(s) of a course/module which students have passed but are required to repeat shall count only once towards the fulfillment of the units/credit points for graduation.

9.6.4 The deadline of any work or assignment for assessing students' performance shall be decided by the corresponding teacher. No work or assignment shall be accepted two weeks after the term/semester ends except under very special circumstances to be approved by the Joint Programme Committee.

## **9.7 Attendance, Absence and Leave**

9.7.1 Students shall be punctual in attending classes, tests and examinations as required by the teachers of the courses/modules in which they enrolled. If students need to be absent for any period, they shall apply for permission from the teacher concerned.

9.7.2 In case of illness or other non-medical reasons necessitating absence exceeding one week, students shall obtain prior permission from the Joint Programme Committee through written application.

9.7.3 Students who have been absent for a continuous period exceeding one month without permission to take leave, shall be considered to have withdrawn from this Programme.

## **9.8 Deferment**

9.8.1 Students who are unable to attend classes for a term/semester or a year may apply to the Joint Programme Committee for deferment of study. The minimum period of deferment in each application is one term/semester and the maximum duration for deferment within this Programme is normally one academic year.

9.8.2 Under no circumstance shall students be granted leave of absence for more than one year in the first instance. In case they are still unable to attend classes after one year's leave, they may apply for extension for another year, beyond which no further extension shall be granted.

## **9.9 Academic Warning and Professional Suitability Warning**

9.9.1 An academic warning will be issued to students whose cumulative GPA, or term/semester GPA or Major GPA in any term/semester or year is below 2.00.

9.9.2 Students who receive an academic warning may be required to take a reduced load in the following term/semester or academic year to be determined by the Joint Programme Committee.

9.9.3 A professional suitability warning will be issued by the Joint Programme Committee to students whose behaviour persistently deviates from the standards of personal and professional behaviour expected of student teachers.

9.9.4 A copy of the professional suitability warning will be kept in the students' records, to be removed when improvement of behaviour is observed within the period as stipulated. If persistent misconduct is observed, the case will be reported to the appropriate authority for further investigation and disciplinary action.

## **9.10 Discontinuation of Studies**

9.10.1 Students shall be required to discontinue from the Programme (see 9.10.2 below) if they:

- (a) fail in more than half of the units/credit points of courses/modules taken in a term/semester; or
- (b) fail Field Experience (see 9.5.3); or
- (c) have received a professional suitability warning but fail to improve to meet the expectations of the Programme with respect to professional behaviour.

9.10.2 In exceptional circumstances, the Joint Programme Committee may recommend students who are required to discontinue from the Programme, to continue their studies.

## **9.11 Graduation Requirements and Award of Qualification**

9.11.1 To meet the graduation requirements, students shall have

- (a) achieved the minimum units/credit points as required by the Programme and satisfied all other stipulated programme requirements;
- (b) obtained a Major GPA of 2.00 or above and an overall GPA of 2.00 or above;
- (c) passed the Field Experience;
- (d) passed the IT Proficiency Test of the CUHK (students shall make their own bookings for a test session at the IT Learning Centre of the CUHK. Multiple attempts are allowed);
- (e) attained the Upper Intermediate Level of the HKIEd's Information Technology Competency in Education (ITCE);

9.11.2 Students who have satisfied the conditions for graduation shall be recommended for the award of a Bachelor of Arts degree with honours classification in accordance with the following guidelines:

Honours Classification	Minimum Major GPA	AND	Performance in Field Experience
First *	3.40		Distinction
Second (Upper Division)	3.00		Credit or above
Second (Lower Division)	2.50		Pass or above
Third	2.20		Pass or above
Pass	2.00		Pass or above

\* *It will not normally exceed 10% of the programme cohort.*

9.11.3 All courses/modules (including those taken in excess of requirements) in Discipline Studies and Professional Studies will count towards the Major GPA.

## 9.12 Academic Honesty

9.12.1 Students are expected to carry out all academic activities honestly and in good faith. Acts of academic dishonesty such as plagiarism, impersonation, cheating in examinations and collusion are strictly prohibited.

9.12.2 Any alleged cases of academic dishonesty will be reported to the Joint Programme Committee, who shall conduct a thorough investigation. Established cases shall lead to disciplinary action including termination of studies.

## 9.13 Disciplinary Action

9.13.1 Students who violate any rules or regulations and/or commit any misconduct shall be disciplined by the CUHK/HKIEd in accordance with the nature and gravity of the offence.

9.13.2 Disciplinary actions may take the form of reprimand, demerit, suspension from studies or other privileges for a specified period of time, deferment of graduation or termination of studies, and may be recorded in the students' academic records.

Notes : A list of equivalent terms used by the two institutions is tabulated below:

CUHK	HKIEd
course	module
unit	credit point
term	semester
converted point	grade point equivalent

## 9. PROGRAMME TEAM

Enquiries about academic matters of the Programme should be directed to the following:

### CUHK

<b>Name of Staff (Faculty/Department)</b>	<b>Office</b>	<b>Tel no.</b>	<b>e-mail address</b>
Prof Chun Ka Wai, Cecilia  Associate Professor (Faculty of Education/ Department of Curriculum and Instruction)	C8 Rm313	2609 6975	kawaichun@cuhk.edu.hk
Prof Jason Gleckman  Associate Professor (Faculty of Arts/ Department of English)	H27 Rm317	2609 7109	gjason@cuhk.edu.hk
Prof Tse Kwan Choi, Thomas  Associate Professor (Faculty of Education/ Department of Educational Administration & Policy)	C3d Rm242	2609 6927	kctse@cuhk.edu.hk

### HKIEd

<b>Name of Staff (Faculty/Department)</b>	<b>Office</b>	<b>Tel no.</b>	<b>e-mail address</b>
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Dr Tsui Kwok Tung  Acting Head Associate Professor (Faculty of Professional and Early Childhood Education /Department of Curriculum and Instruction)	D1-1/F-38	2948 7703	ktsui@ied.edu.hk