**Hong Kong Shue Yan University**

**Department of English Language & Literature**

**2nd term 2019-2020**

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| **Course Title:** | Work Placement |
| **Course Code:** | ENG 285 |
| **Year of Study:** | 2 |
| **Number of Credits:** | 3 |
| **Prerequisites** (if any)**:** | Nil |

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| **Academic Supervisor:** | Maria Chan |
| **Office:** | LG 558 |
| **Office Tel:** | 2104 8240 |
| **Email:** | cfchan@hksyu.edu |

**Course Aims**

This course offers students an experiential learning that broadens their social horizons through direct engagement in the workplace. The major aims of the course are to:

|  |  |
| --- | --- |
| **No.** | **CAs** |
| **1** | Weld theory with practice by offering students on-the-job training for English writing, translation and communication; |
| **2** | Provide students with challenging experiential learning through performing roles, tasks and projects in real-world contexts; |
| **3** | Hone students’ linguistic, interdisciplinary and transferable skills for a wide range of careers; |
| **4** | Help students to identify career goals as it relates to their academic studies and future development. |

**Course Intended Learning Outcomes (CILOs)**

Upon successful completion of the Work Placement course, students should be able to:

|  |  |
| --- | --- |
| **No.** | **CILOs** |
| 1 | Handle real-life issues and situations with appropriate theoretical knowledge, critical thinking, and analytical skills; |
| 2 | Evaluate the internship experience in connection with suitable academic discourse and practice; |
| 3 | Show communicative and interdisciplinary competence for advancing tasks and projects with proper transferable skills;  |
| 4 | Demonstrate work ethics, self-initiative, time management, team-work, collaboration, leadership and adaptation to the organizational culture for successful workplace performance; |
| 5 | Develop an increased level of self-efficacy both in the academic discipline and in their chosen career path. |

**Teaching and Learning Activities (TLAs)**

|  |  |
| --- | --- |
| **TLA1** | **Pre-internship Training**Students are required to attend 2 pre-internship training workshops and 1 sharing session co-organized by the Industrial Attachment Office, Office of Student Affairs and the Department of English Language & Literature. These pre-internship trainings enhance students’ readiness to commit and their practical skills to meet with the job expectations. |
| **TLA2** | **Internship**Students learn actively through hands-on experience in the workplace by completing all roles, tasks, and projects assigned to them under a Workplace Supervisor during the internship period. |
| **TLA3** | **Academic Supervision**Students are required to write a reflective journal and take part in group discussions with their Academic Supervisor and fellow classmates on how they integrate their working experience with their academic learning and review their working performance for self-improvement during the internship period. Students are also required to write a final report on their internship.  |

**Assessment Tasks (ATs)**

The course will be entirely assessed through continuous assessment by the Workplace Supervisor and the Academic Supervisor.

|  |  |
| --- | --- |
| Basic Performance * AT1: Reflective Journal (10%)
* AT2: Group Discussion (10%)…….……
 | Subtotal: 20% |
| Working Performance * AT3: Agency Evaluation (40%)………………..
 | Subtotal: 40% |
| Academic Performance * AT4: Final Report (40%)……………….………..
 | Subtotal: 40% |
|  | Total: 100% |

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| --- |
| **Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks** |
| Course Intended Learning Outcomes | Teaching and Learning Activities | Assessment Tasks |
| 1 | TLA 3 | 1, 2, 4 |
| 2 | TLA 3 | 1, 2, 4 |
| 3 | TLA 2, TLA 3 | 1, 2, 4 |
| 4 | TLA 1, TLA 2 | 3 |
| 5 | TLA 2, TLA 3 | 1, 2, 3, 4 |

**Time Schedule and Internship Hours**

|  |  |  |
| --- | --- | --- |
| **Application Procedure** | **Semester I** | **Pre-internship Training** |
|  | September |  |
| Briefing students about the course | October | Attending pre-internship sharing sessionAttending pre-internship workshops |
| Starting the recruitment process | November |
| Confirming with agencies the successful students list | December |
| **Employment Mode** | **Semester II** | **Academic Training** |
| Part-time: 10 hours per weekDuration in Weeks: 12 | Mid-January | Writing reflective journal Participating in discussions with supervisor and fellow classmates |
| February |
| March |
| April |
|  | May | Completing the Final Report |

**Academic Honesty**

Any dishonest or unethical practice in fulfilling any assignment is prohibited. No mark will be given to the assignment in question and disciplinary actions against the violator will be taken. Examples of dishonest or unethical practices include, but are not limited to, plagiarism, fabrication, falsification, cheating, and submitting an assignment that has been previously submitted for another course or that is not one’s own work. To comply with the University’s policy, students are obliged to upload written assignments to the Veriguide for academic honesty check (<http://www.hksyu.edu/veriguide>).

**Reading List**

Main Readings

Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2012). *Handbook of Technical Writing* (10th ed.). New York: St. Martin’s Press.

Cottrell, S. (2011). *Critical Thinking Skills: Developing Effective Analysis and Argument* (2nd ed.). New York: Palgrave Macmillan.

Kolb, D. (2018). *Experiential learning: Experience as the source of learning and development*. New Jersey: Pearson.

Supplementary Readings

Bly, R. (2003). *Careers for Writers and Others Who Have a Way with Words*. New York: McGraw-Hill.

Boud, D, Solomon, N, & Symes, C. (2001). New Practices for New Times. In D. Boud & N. Solomon (Eds.). *Work-based Learning: A New Higher Education?* (pp. 3-17). Philadelphia: SRHE and Open UP.

Bourelle, T. (2012). Bridging the Gap Between the Technical Communication Classroom and the Internship: Teaching Social Consciousness and Real-World Writing. *Journal of Technical Writing and Communication, 42*(2), 183–97.

Brooks, K. (2009). *You Majored in What? Mapping your Path from Chaos to Career*. New York: Viking.

Brown, L. (2007). Gaining experience: The road map to internship (and entry-level) success. *Public Relations Tactics, 14*(10), 40.

Clark, J., & G. W. White. (2010). Experiential Learning: A Definitive Edge in the Job Market. *American Journal of Business Education*, 3(2), 115-118.

D’Abate, C., Youndt, M. A., & Wenzel, K. E. (2009). Making the Most of an Internship: An Empirical Study of Internship Satisfaction. *Academy of Management Learning & Education 8*(4), 527–539.

Gardner, B. S., & Korth, S. J. (1997). Classroom Strategies That Facilitate Transfer of Learning to the Workplace. *Innovative Higher Education, 22*(1), 45-60.

Kiser, P. M. (2009). *The human services internship: Getting the most from your experience*. Belmont, California: Thomson Brooks.

Kolb, A. Y. & Kolb, D. A. (2006). Learning styles and learning spaces: A review of the multidisciplinary application of experiential learning in higher education. In R. Sims & S. Sims. (Eds.). *Learning styles and learning: A key to meeting the accountability demands in education* (pp.45-91). New York: Nova Publishers.

Lermire, T. (2006). *I’m an English Major, Now What?* Cincinnati: Writer’s Digest Books.

Liu, C. (2017). Perception of translation graduates on translation internships, with mixed-methods approach. *Babel, 63*(4). 580-599.

McGlinn, J. M. (2003). The impact of experiential learning on student teachers. *Clearing House, 76*(3), 143-147.

Moon, J. (2008) *Reflection in learning & professional development: theory & practice*. London: Routledge.

Raelin, J. A. (2008). *Work-Based Learning: Bridging Knowledge and Action in the Workplace, New and Revised*. San Francisco, CA: Jossey-Bass.

Rustici, C. (1997). Sonnet writing and experiential learning. *College Teaching, 45*(1), 16-18.

Smith, K. A. (2000). *Project Management and Teamwork*. Boston, MA: McGraw Hill.

Stanton, T., & Kamil, A. (1994). *The Experienced Hand: A Student Manual for Making the Most of an Internship* (2nd ed.). New York: Carroll Press.

Sweitzer, H. F., & King, M. (2009). *The successful internship: Personal, professional, and civic development*. Belmont, California: Brooks/Cole Cengage Learning.

Whitaker, P. (1995). *Managing to learn: Aspects of reflective and experiential learning in schools*. London: Cassell.

**Rubrics for All Assessment Tasks**

AT1: Reflective Journal (10%)

HONG KONG SHUE YAN UNIVERSITY

DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

**Work Placement**

**Reflective Journal Evaluation Form**

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Internship Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent****(5-4)** | **Satisfactory****(3-2)** | **Unsatisfactory****(1-0)** | **Score** |
| **I.****Academic Connection** | Theories and concepts are consistently correctly applied to the discussion of real cases. Thoughts and ideas are expressed very clearly and easy to follow with a very clear focus theme or focus. | Theories and concepts are often correctly applied to the discussion of real cases. Thoughts and ideas are expressed adequately and basically clear and logical with a generally clear focus theme or focus. | Theories and concepts are rarely correctly applied to the discussion of real cases. Thoughts and ideas lack a clear theme or focus, are expressed in a woolly manner and are hard to follow. |  |
| **II.****Level of Reflection** | Self-reviews are specific and detailed and demonstrate deep learning and thinking.Ideas and insights from self-reviews are consistently applied for improving performance.Materials for demonstrations are very strong with well-written descriptions and well-organized presentations. | Self-reviews are adequate and demonstrate moderate learning and thinking.Ideas and insights from self-reviews are often applied for improving performance.Materials for demonstrations are fair with understandable descriptions and adequately organized presentations. | Self-reviews are too few and fail to demonstrate underpinning learning and thinking.The application of ideas and insights from self-reviews for improving performance is limited.Materials for demonstrations are limited, lack appropriate descriptions and include poorly organized presentations. |  |
| Total Scores (I+II): |

Additional Comments (Attach additional pages if needed.):

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Supervisor AT2: Group Discussion (10%)

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DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

**Work Placement**

**Group Discussion Evaluation Form**

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Internship Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent****(5-4)** | **Satisfactory****(3-2)** | **Unsatisfactory****(1-0)** | **Score** |
| **I.****Level of participation** | Demonstrates a very active, self-motivated involvement in the discussion process.Joins the discussion with very careful listening and openness to other ideas, and demonstrates excellent communication skills in offering personal points of view. | Demonstrates a consistent involvement in the discussion process. Joins the discussion with careful listening and basic openness to other ideas, and demonstrates considerable communication skills in offering personal points of view. | Lacks involvement in the discussion process.Joins the discussion but does not listen to others and is not open to other ideas. Cannot communicate effectively in offering personal points of view. |  |
| **II.****Level of contribution** | Many important observations, materials and feelings are effectively shared throughout the discussion. Comments always advance and stimulate the standard and progression of the discussion.Personal inputs for the discussion always correctly relate to academic knowledge, concepts and theories. | Some important observations, materials and feelings are properly shared throughout the discussion. Comments often advanced and stimulate the standard and progression of the discussion.Personal inputs for the discussion often correctly related to academic knowledge, concepts and theories. | Few observations, materials and feelings are shared throughout the discussion.Comments rarely advanced and seldom stimulate the standard and progression of the discussion.Personal inputs for the discussion rarely correctly related to academic knowledge, concepts and theories. |  |
| Total Scores (I+II): |

Additional Comments (Attach additional pages if needed.):

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Supervisor

 AT3: Agency Evaluation (40%)

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DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

**Work Placement**

**Student Evaluation Form**

*Thank you for your collaborating with Hong Kong Shue Yan University in the Work Placement course. Your feedback and comments will be indispensable in helping us to evaluate students’ performance from an employer’s perspective. Please have this form completed by the Workplace Supervisor and return the completed form to the Industrial Attachment Coordinator. Feel free to contact the Industrial Attachment Coordinator if you have any problems.*

Name of Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please rate his/her performance. Circle the number in the box

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Very Good | Good | Fair | Poor | Very Bad |
| 1. Attitude | 4 | 3 | 2 | 1 | 0 |
| 2. Behavior | 4 | 3 | 2 | 1 | 0 |
| 3. Sense of Responsibility | 4 | 3 | 2 | 1 | 0 |
| 4. Reliability | 4 | 3 | 2 | 1 | 0 |
| 5. Efficiency | 4 | 3 | 2 | 1 | 0 |
| 6. Teamwork | 4 | 3 | 2 | 1 | 0 |
| 7. Ideas for work | 4 | 3 | 2 | 1 | 0 |
| 8. Problem-solving skills | 4 | 3 | 2 | 1 | 0 |
| 9. Communication skills | 4 | 3 | 2 | 1 | 0 |
| 10. Overall performance | 4 | 3 | 2 | 1 | 0 |

Additional Comments (Attach additional pages if needed.):

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Workplace Supervisor

AT4: Final Report (40%)

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DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

**Work Placement**

**Final Report Evaluation Form**

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Internship Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent****(8-7)** | **Satisfactory****(6-4)** | **Unsatisfactory****(3-0)** | **Score** |
| **I.** **Topic** | Clearly articulated with substantial originality and background information. | Basically articulated with modest originality and background information. | Woolly descriptions without originality and lacking background information. |  |
| **II.****Conceptual Framework** | Fully developed with a wide range of theoretical ideas and an insightful theme for analysis.  | Properly developed with a range of theoretical ideas and an appropriate theme for analysis.  | Badly developed with limited theoretical ideas and lack of a clear theme for analysis. |  |
| **III.****Data****Analysis** | Substantially provided, very convincingly demonstrated with a clear and comprehensible flow of ideas and arguments. | Adequately provided, basically demonstrated with a generally comprehensible flow of ideas and arguments. | Marginally provided, badly demonstrated with a barely comprehensible flow of ideas and arguments. |  |
| **IV****Organization** | Very well-structured, logical sequence, clear evidence of planning. | Well-structured, with reasonably logical sequence and some evidence of planning. | Poorly structured, illogical sequence and little evidence of planning. |  |
| **V.****Style**  | Consistently in proper academic style with very concise and precise use of grammar and syntax, and substantial references all in proper format. | Generally in proper academic style with reasonable use of grammar and syntax, and adequate references generally in proper format. | Not written in recognizable academic style, poor command of grammar and syntax, few references, not in proper format. |  |
| **Total Scores (I+II+III+IV+V):** |

Additional Comments (Attach additional pages if needed.):

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Academic Supervisor

Overall Evaluation Sheet

HONG KONG SHUE YAN UNIVERSITY

DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

**Work Placement**

**Overall Evaluation Sheet**

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Internship Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Workplace Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Reflective Journal (10%) |  |
| Group Discussion (10%) |  |
| Agency Evaluation (40%) |  |
| Final Report on Industrial Attachment (40%) |  |
| **Total:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outstanding** | **Above Average** | **Satisfactory** | **Below Average** | **Unsatisfactory** |
| 100-90 | 89-85 | 84-80 | 79-75 | 74-70 | 69-65 | 64-60 | 59-55 | 54-50 | 49-45 | 44-40 | 39-0 |
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | E | F |
| The student’s performance is excellent.He/she meets all or nearly all required/ expected standard in academic and work dimension with regard to all or nearly all of the course intended learning outcomes.  | The student’s performance is good. He/she meets most required/ expected standard in academic and work dimension with regard to most of the course intended learning outcomes. | The student’s performance is adequate. He/she meets a number of required/ expected standard in academic and work dimension with regard to a number of the course intended learning outcomes. | The student’s performance is barely adequate. He/she barely meets the required/ expected standard in academic and work dimension with regard to the course intended learning outcomes. | The student’s performance is inadequate. He/she fails to meet most required/ expected standard in academic and work dimension with regard to the course intended learning outcomes. |

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Industrial Attachment Coordinator