

Hong Kong Shue Yan University
Department of English Language & Literature
 2nd term, 2020-2021

Course Title:	Interdisciplinary Approach to English Studies
Course Code:	ENG 409
Year of Study:	4 th
Number of Academic Credits:	3
Number of QF Credits:	12
Duration in Weeks:	15
Contact Hours Per Week:	Lecture (2 Hours) Tutorial (1 Hour)
Pre-requisite(s):	NIL
Prepared by:	Prof. WONG Kin Yuen and Dr. Josephine YAM

Course Aims

Knowledge-claims in the 21st century have gone beyond the modernist mind-set of departmentalization. In an emerging network culture and unprecedented complexity of learnings, students need to adopt a more mobile and permeable "interdisciplinary" approach to what they learn from University. This seminar is designed for students in English to achieve a sense of integration among the various components in their curriculum. Besides reading materials which deal directly with ideas such as counter-disciplinary praxis, the intersection of natural science, social sciences and humanities, the philosophy of difference which stresses a relational ontology, etc., students will be initiated into actual working of what is now called "Intercultural Studies" as an umbrella concept of such an approach.

Course Outcomes, Teaching Activities, Assessment and QF Credits

Course Intended Learning Outcomes (CILOs)	
Upon completion of this course students should be able to:	
CILO1	Define and explain the concept of interdisciplinarity
CILO2	synthesize knowledges acquired from linguistics, literature, translation and cultural studies courses
CILO3	apply an interdisciplinary approach in problem-solving

Teaching and Learning Activities (TLAs)	
TLA1	Lecture: Exemplification of core issues and concepts with relevant examples
TLA2	In-class Discussion
TLA3	Tutorial: group oral presentation by students

Assessment Tasks (ATs)		Group	Individual
AT1	Group Presentation and Discussion Students are to form into small groups of 3 or 4 to give oral presentations on a selected topic and they are also expected to take part in the discussion in others' presentations.	20%	

	Length of Presentation: 40-45 minutes		
AT2	Individual Term Paper Students are to write a critical and analytical term paper around 3,000 words on a selected topic. More information will be posted on Moodle. Deadline: 30 April 2021		40%
AT3	Creative Project Each student is asked to develop a 4-week course module that synthesizes 4 of the courses from at least 2 of the 4 streams of our department. The module should include the course aim, a 4-week course schedule, cultural texts, and references. This assignment aims at examining how students apply an interdisciplinary approach in problem-solving. Deadline: 15 May 2021		30%
AT4	Class Participation Active participation in lessons; contribution to class discussions and activities	10%	
	TOTAL		100%

Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks		
Course Intended Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
CILO1	TLA1,2,4	AT1,2,3,4
CILO2	TLA1,2,3,4	AT1,2,3,4
CILO3	TLA1,2,3,4	AT1,2,3,4

Distribution of Notional Learning Hours/ QF Credits

Activity	Notional Learning Hours (NLHs)
Contact Hours (a)	
Lecture	26
Tutorial	13
Consultation	1
TOTAL:	40
Self-Study Hours (b)	
Reading	30
Preparation for Presentation	15
Term Paper	20
Creative Project	15
TOTAL:	80
Total NLHs: (a)+(b)	120
QF Credits: (Total NLHs/10)	12

Course Outline

Topic 1 (Week 1 and 2) (Prof Wong)

Introduction to theoretical concept of interdisciplinary approach to the studies of English

Moran, Joe. (2002). *Interdisciplinarity*. London and New York: Routledge. pp. 17-73.

Topic 2 (Week 3 and 4) (Prof Wong)

Introduction to the theory of quantum physics, complexity, and chaos

Thérenot, Laurent. (2002). "Which Road to Follow? The Moral Complexity of an 'Equipped' Humanity." Law, John and Mol, Annemarie Ed. *Complexity: Social Studies of Knowledge Practices*. Durham and London: Duke University Press. pp.53-87.

Clegg, Brian. (2014) *The Quantum Age: How the Physics of the Very Small Has Transformed Our Lives*. London: Icon Books. pp. 5-44.

Topic 3 (Week 5) (Prof Wong)

Science and The Environmental Humanities: An Interdisciplinary Theory of Life's Evolutionary Intelligence

Wendy Wheeler (2017) "How the Earth Speaks Now" in *Environmental Humanities*, pp.295-311.

_____. (2014) "Tongues I'll Hang on Every Tree," in *The Cambridge Companion to Literature and the Environment*, pp.121-135.

Topic 4 (Week 6 and 7) (Prof Wong)

Relationship between literature, literary theories, and cultural studies, and possible interdisciplinary approach under English Studies

Jakobson, Roman, "Two Aspects of Language"

Wheeler, Wendy. (2016). *Expecting the Earth: Life/Culture/Biosemiotics*. pp.158-175

Moran, Joe. (2002). *Interdisciplinarity*. pp.134-181.

Reading Week (Week 8)

Topic 5 (Week 9) (Dr Yam)

Linguistics Theory and Literary Works

Fabb, Nigel. (1997). *Linguistics and Literature*. Oxford: Blackwell. (Ch. 1 and 2)

Topic 6 (Week 10) (Dr Yam)

Language of Verbal Arts

Fabb, Nigel. (1997). <i>Linguistics and Literature</i> . Oxford: Blackwell. (Ch. 4 and 9)
Topic 7 (Week 11) (Dr Yam)
Intercultural Communication
Jackson, J. (2014). <i>Introducing Language and Intercultural Communication</i> . London; New York, NY: Routledge. pp. 49-72.
Topic 8 (Week 12) (Dr Yam)
Cultural Analysis of Language Use
Fasold, Ralph & Connor-Linton, Jeff. (Eds.). (2006). <i>An Introduction to Language and Linguistics</i> . Cambridge and New York: Cambridge University Press. (Ch.10)
Topic 9 (Week 13) (Dr Yam)
Cultural Studies and Applied Linguistics
Benke, Gertraud. Applied Linguistics - a Science of Culture? <i>Linguistik Online</i> , 14, 2/03.
Topic 10 (Week 14) (Dr Yam)
Ecolinguistics
Stibbe, Arran. (2015). <i>Ecolinguistics – Language, Ecology and the stories we live by</i> . Oxon and NY: Routledge. P. 1-21 & 22-45.
Reading Week (Week 15)

Academic Honesty

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your college degree. Engaging in dishonest or unethical behavior is forbidden and will result in disciplinary action, specifically a failing grade on the assignment with no opportunity for resubmission. A second infraction will result in an F for the course and a report to University officials. Examples of prohibited behavior include, but not limited to:

- Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise. Examples include, but not limited to:
 - Copying or allowing another to copy a test, quiz, paper, or project;
 - Submitting a paper or major portions of a paper that has been previously submitted for another class without permission of the current instructor;
 - Turning in written assignments that are not your own work (including homework);
- Plagiarism – the act of representing the work of another as one’s own without giving credit:
 - Failing to give credit for ideas and material taken from others;
 - Representing another’s artistic or scholarly work as one’s own;

- Fabrication – the intentional use of invented information or the falsification of research or other findings with the intent to deceive.

To comply with the University’s policy, any written work has to be submitted to VeriGuide.

Resources

Primary Readings:

Barker, Chris & Jane Emma A. (2016). (5th edn.). *Cultural Studies: Theory and Practice*. London: Sage.

Clegg, Brian. (2014) *The Quantum Age: How the Physics of the Very Small Has Transformed Our Lives*. London: Icon Books.

Fabb, Nigel. (1997). *Linguistics and Literature*. Oxford: Blackwell.

Law, John and Moe, Annemarien. (eds.). (2002). *Complexities: Social Studies of Knowledge Practices*. Durham and London: Duke University Press.

Mills, Sara. (1997). *Discourse*. London & New York: Routledge.

Moran, Joe. (2002). *Interdisciplinarity*. London and New York: Routledge.

Oppermann, Serpil & Serenella Lovino Ed. (2017). *Environmental Humanities: Voice from the Anthropocene*. London. New York: Rowman & Littlefield.

Stibbe, Arran. (2015). *Ecolinguistics – Language, Ecology and the stories we live by*. Oxon & NY: Routledge.

Taylor, Mark C. (2001). *The Moment of Complexity: Emerging Network Culture*. Chicago: University of Chicago Press.

Westling, Louise. Ed. (2014). *The Cambridge Companion to Literature and the Environment*. Cambridge: Cambridge UP.

Wheeler, Wendy. (2016). *Expecting the Earth: Life, Culture, Biosemiotics*. London: Lawrence & Wishart.

Supplementary Readings:

Adamson, H.H. (2019) *Linguistics and English Literature: An Introduction*. New York: Cambridge.

Allen, Graham. (2000). *Intertextuality*. London & New York: Routledge.

Benke, Gertraud. (2003). Applied Linguistics – a Science of Culture? *Linguistik Online*, 12,2/03.

Benson, P. & Cooker, L. (eds.). (2013). *The Applied Linguistic Individual: Sociocultural Approaches to Identity, Agency and Autonomy*. Bristol, CT: Equinox Pub.

- Fasold, R. and Connor-Linton, J. (2006). *An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press.
- Goldberg, David Theo. (ed.). (1994). *Multiculturalism: A Critical Reader*. Oxford: Blackwell.
- Hudson, R.A. (1996). *Sociolinguistics*. (2nd edn). New York: Cambridge University Press.
- Iser, Wolfgang. (2000). *The Range of Interpretation*. Taipei: Institute of European and American Studies, Academia Sinica.
- Jackson, J. (2014). *Introducing Language and Intercultural Communication*. London; New York, NY: Routledge.
- Kramsch, C. (ed.). (2002). *Language Acquisition and Language Socialization: Ecological Perspective*. New York: Continuum.
- Paulston, Christina Bratt and Tucker, G. Richard. (eds.). (2003). *Sociolinguistics: the Essential Readings*. Malden: Blackwell.
- Repko, Allen F., Szostak, Ricky and Buchberger, Michelle Phillips. (2014). *Introduction to Interdisciplinary Studies*. London: SAGE.
- Ridley, Matt. (2004). *Nature and Nurture*. London: Harper Perennial.
- Skelton, Tracy and Allen, Tim. (eds.). (1999). *Culture and Global Change*. London & New York: Routledge.
- Sharifian, F. & Palmer, G. B. (Eds.). (2007) *Applied Cultural Linguistics: Implications for Second Language Learning and Intercultural Communication*. Amsterdam; Philadelphia: John Benjamins.
- Shields, Rob. (2003). *The Virtual*. London & New York: Rutledge.
- Venuti, Lawrence. (ed.). (2000). *The Translation Studies Reader*. London & New York: Rutledge.

Assessment Rubrics for Oral Presentation

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Communication Skills (20%)	Consistently speaks with appropriate volume, tone, and articulation.	Generally speaks with appropriate volume, tone, and articulation.	Has difficulty speaking with appropriate volume, tone, and articulation.	Does not speak with appropriate volume, tone, and articulation.
	Consistently employs appropriate eye contact and posture.	Frequently employs appropriate eye contact and posture.	Employs infrequent eye contact and/or poor posture.	Makes no eye contact.
	Consistently employs appropriate nonverbal communication techniques.	Adequately employs appropriate nonverbal communication techniques.	Employs limited nonverbal communication techniques.	Does not employ nonverbal communication techniques.
	Consistently exhibits poise, enthusiasm, and confidence.	Generally exhibits poise, enthusiasm, and confidence.	Exhibits limited poise, enthusiasm, and confidence.	Lacks poise, enthusiasm, and confidence.
	Adheres to prescribed time guidelines.	Adheres to prescribed time guidelines.	Violates prescribed time guidelines.	Violates prescribed time guidelines.
	Employs creative use of visual aids that enrich or reinforce presentation.	Employs appropriate visual aids that relate to presentation.	Employs ineffective visual aids.	Uses no visual aids.
Content and Coherence (50%)	Effectively defines a main idea and clearly adheres to its purpose throughout presentation.	Adequately defines a main idea and adheres to its purpose throughout presentation.	Insufficiently defines a main idea and adheres to its purpose throughout presentation.	Does not define a main idea or adhere to its purpose.
	Employs a logical and engaging sequence which the audience can follow.	Employs a logical sequence which the audience can follow.	Employs an ineffective sequence confusing to the audience.	Lacks an organizational sequence.
	Demonstrates exceptional use of supporting details/evidence.	Demonstrates sufficient use of supporting details/evidence.	Demonstrates insufficient supporting details/evidence.	Demonstrates no supporting details/evidence.
Responses to questions (30%)	Confidently, politely, and accurately responds to instructor's or classmates' questions and comments.	Politely and accurately responds to instructor's or classmates' questions and comments.	Ineffectively responds to instructor's or classmates' questions and comments.	Unacceptably responds/does not respond to instructor's or classmates' questions and comments.

Assessment Rubrics for Term Paper

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
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Focus (20%)	Presents an insightful and focused thesis statement.	Presents a thesis statement with adequate insight and focus.	Presents a thesis statement with minimal insight and focus.	Presents a thesis statement with no insight or focus.
	Draws strong and clear connections between the thesis and significant related ideas.	Draws adequate connections between thesis and related ideas.	Draws insufficient connections between thesis and related ideas.	Shows no understanding of connections between thesis and related ideas.
Organization (10%)	Effectively provides a logical progression of related ideas and supporting information in the body of the paper.	Adequately provides a progression of ideas and supporting information in the body of the paper.	Provides a poorly organized progression of ideas and supporting information in the body of the paper.	Does not provide a progression of ideas and supporting information in the body of the paper.
	Effectively uses transitions to connect supporting information clearly.	Adequately uses transitions to connect supporting information.	Ineffectively uses transitions to connect supporting information.	Does not use transitions to connect supporting information.
	Arrives at a well-documented, logical conclusion, involving critical thinking.	Arrives at an adequately-documented conclusion.	Arrives at an insufficiently documented conclusion.	Does not arrive at a documented conclusion.
Support/ Elaboration (40%)	Effectively synthesizes complex ideas from research sources.	Sufficiently synthesizes ideas from research sources.	Ineffectively synthesizes ideas from research sources.	No evidence of synthesizing ideas from research sources.
	Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Lacks supporting information clearly relevant to thesis and its related ideas.
	Provides a meaningful presentation of multiple perspectives.	Provides an adequate presentation of multiple perspectives.	Provides a limited presentation of multiple perspectives.	Does not present multiple perspectives.
	Effectively balances use of quotations and student paraphrasing.	Adequately balances use of quotations and student paraphrasing.	Insufficiently balances use of quotations and student paraphrasing.	Does not balance use of quotations and student paraphrasing.
Style (10%)	Exhibits skillful use of language, including effective word choice, clarity, and consistent voice.	Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice.	Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice.	Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice.

	Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions.
Conventions (10%)	Demonstrates a sophisticated use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates adequate use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates limited use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates no use of the prescribed format (MLA or APA), including title page, pagination, and citations.
	Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.
Information Literacy (10%)	Conscientiously and consistently demonstrates integrity in citing practices.	Generally demonstrates integrity in citing practices.	Inconsistently demonstrates integrity in citing practices.	Does not demonstrate integrity in citing practices.
	Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information.	Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information.	Employs a limited variety of primary and secondary sources including an insufficient amount of current information.	Does not employ a variety of primary and secondary sources and/or does not include current information.
	Demonstrates strong evaluation skills in determining resource credibility and reliability.	Demonstrates sufficient evaluation skills in determining resource credibility and reliability.	Demonstrates limited evaluation skills in determining resource credibility and reliability.	Demonstrates no evaluation skills to determine resource credibility and reliability.

Assessment Rubrics for Creative Project

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Creativity (20%)	Shows exceptional creativity in developing an insightful and feasible 4-week course module.	Shows creativity in developing an insightful and feasible 4-week course module.	Shows some creativity in developing a feasible the 4-week course module.	Does not show creativity in developing the 4-week course module.
	Draws exceptionally strong and clear connections between the 2 streams of study in the 4-week course module.	Draws strong and clear connections between the 2 streams of study in the 4-week course module.	Shows some connections between the 2 streams of study in the 4-week course module.	Does not show connections between the 2 streams of study in the 4-week course module.

Problem Solving skills (20%)	Demonstrates a sophisticated application of an interdisciplinary approach in problem-solving in the process of developing the 4-week module.	Demonstrates a satisfactory application an interdisciplinary approach in problem-solving in the process of developing the 4-week module.	Demonstrates an interdisciplinary approach in problem-solving in the process of developing the 4-week module.	Does not demonstrate an interdisciplinary approach in the process of developing the 4-week module.
Organization (20%)	Neatly and informatively shows the course aim, the 4-week course schedule, cultural texts, and references with great details.	Adequately shows the course aim, the 4-week course schedule, cultural texts, and references with some details.	Shows the course aim, a 4-week course schedule, cultural texts, and references.	Does not show all the essential parts - the course aim, a 4-week course schedule, cultural texts, and references.
Elaboration (30%)	Effectively synthesizes complex ideas from research sources into the 4-week module.	Sufficiently synthesizes complex ideas from research sources into the 4-week module.	Ineffectively synthesizes complex ideas from research sources into the 4-week module.	Does not synthesize complex ideas from research sources into the 4-week module.
	Demonstrates exceptional selection of cultural texts which are clearly relevant to the 4-week module.	Demonstrates appropriate selection of cultural texts which are clearly relevant to the 4-week module.	Selects some cultural texts which are relevant to the 4-week module.	Does not select cultural texts which are relevant to the 4-week module.
Information Literacy (10%)	Demonstrates strong evaluation skills in determining resource credibility and reliability.	Demonstrates sufficient evaluation skills in determining resource credibility and reliability.	Demonstrates limited evaluation skills in determining resource credibility and reliability.	Demonstrates no evaluation skills to determine resource credibility and reliability.

Assessment Rubrics for Class Participation

Criteria	Exemplary	Satisfactory	Developing	Unsatisfactory
Preparation for class (25%)	Evidence of extensive preparation for every session	Evidence of adequate preparation for most sessions	Preparation for class is inconsistent	Little evidence of preparation for class
Level of engagement (25%)	Proactively contributes to every session by offering relevant ideas and asking / responding to questions during class and group discussions, or online breakout rooms	Contributes to most sessions by offering relevant ideas and asking / responding to questions during class and group discussions, or online breakout rooms	Rarely contributes ideas, or asks questions during class and group discussions, or online breakout rooms; offers only minimal responses when called upon	Never contributes ideas, or asks /responds to questions in class and group discussions; does not participate in online breakout rooms
Attitude towards learning (25%)	Displays a consistently high level of interest and positive attitude towards learning; attends all sessions or views recordings to catch up on missed lectures	Generally displays interest and positive attitude to learning; attends most sessions or views recordings to catch up on missed lectures	Displays inconsistent attitude towards learning; often misses sessions and only occasionally views missed lecture content	Displays passive attitude and noticeable lack of interest in course content; makes little or no effort to attend sessions or view missed lecture content
Classroom behaviour and netiquette (25%)	Punctual to every session; always shows respect to other classroom or online participants; student's presence enhances class cohesion and dynamics	Punctual to most sessions; shows respect to other classroom or online participants; student's presence usually enhances class cohesion and dynamics	Sessions at times disrupted by student's late arrival, other interruptions or lack of cooperation and (n)etiquette: e.g. joins online meetings but frequently 'away from desk'	Sessions often disrupted by student's late arrival, other interruptions or lack of cooperation and (n)etiquette: e.g. joins online meetings but always 'away from desk'