**Hong Kong Shue Yan University**

**Department of English Language & Literature**

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| --- | --- | --- | --- |
| **Course Title:** | | Work Placement (Education) | |
| **Course Code:** | | ENG 360 | |
| **Year of Study:** | | 3rd | |
| **Number of Academic Credits:**  **Number of QF Credits:**  **Duration in Weeks:**  **Contact Hours Per Week:** | | 3  15  15  10 | |
| **Prerequisites:** | | NIL | |
| **Prepared by:** | Maria Chan | |

**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** | Provide students with challenging experiential learning through performing roles, tasks and projects in educational contexts; |
| **2** | Hone students’ linguistic, interdisciplinary and transferable skills for a wide range of careers in educational institutions; |
| **3** | Help students to develop career plans. |

**Course Outcomes, Teaching Activities, Assessment and QF Credits**

**Course Intended Learning Outcomes (CILOs)**

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

|  |  |
| --- | --- |
|  | **CILOs** |
| CILO1 | Apply appropriate academic knowledge, critical thinking and analytical skills to handle tasks and problems in a similar education workplace setting; |
| CILO2 | Evaluate the internship experience by outlining the skills obtained during internship and identifying the contributions made to the educational institution; |
| CILO3 | Show communicative and interdisciplinary competence to complete tasks and projects with proper transferable skills in both the educational institution and the university; |
| CILO4 | Demonstrate qualities necessary for successful workplace performance including: work ethics, self-initiative, time management, team-work, collaboration and leadership skills, and ability to adapt to the organizational culture; |
| CILO5 | Develop enhanced competence in the use of English in the selected education workplace setting. |

**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 training sessions 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 by a Workplace Supervisor during the internship period. |
| **TLA3** | **Academic Supervision**  Students are required to 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 reflective journal and a final report on their internship. |

**Assessment Tasks (ATs)**

The course will be entirely assessed through continuous assessment by the Workplace Supervisor (AT3) and the Academic Supervisor (AT1, AT2 & AT4).

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Tasks (ATs)** | | | |
|  | | **Group** | **Individual** |
| **Basic Performance** | | | |
| **AT1** | Reflective Journal (at the end of every work day) |  | 10% |
| **AT2** | Group Discussion (at the beginning of each month) |  | 10% |
| **Working Performance** | | | |
| **AT3** | Workplace Performance Evaluation (end of internship period) |  | 40% |
| **Academic Performance** | | | |
| **AT4** | Final Report (end of the semester) |  | 40% |
|  | 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 | TLA 2, 3 | AT 1, 2, 4 |
| CILO2 | TLA 3 | AT 1, 2, 4 |
| CILO3 | TLA 2, 3 | AT 1, 2, 4 |
| CILO4 | TLA 1, 2 | AT 3 |
| CILO5 | TLA 2, 3 | AT 1, 2, 3, 4 |

**Distribution of Notional Learning Hours/ QF Credits**

|  |  |
| --- | --- |
| **Activity** | **Notional Learning Hours (NLHs)** |
| **(a) Contact Hours** | |
| **Placement Hours** | **120** |
| **Attending Pre-internship Training Workshops** | **2** |
| **Consultation and Supervision** | **5** |
| **Group Discussion** | **3** |
| **TOTAL:** | **130** |
| **(b) Self-Study Hours** | |
| **Reading** | **5** |
| **Preparation for Reflective Journal** | **5** |
| **Preparation for Final Report** | **10** |
| **TOTAL:** | **20** |
|  |  |
| **Total NLHs:**  **(a)+(b)** | **150** |
| **QF Credits:**  **(Total NLHs/10)** | **15** |

**Time Schedule and Internship Hours**

|  |  |  |
| --- | --- | --- |
| **Application Procedure** | **Semester I** | **Pre-internship Training** |
|  | September |  |
| Briefing students about the course | October | Attending pre-internship sharing session  Attending pre-internship workshops |
| Starting the recruitment process | November |
| Confirming with educational institutions the list of successful students | December |
| **Employment Mode** | **Semester II** | **Academic Training** |
| Part-time: 10 hours per week  Duration 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**

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your university 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.**

**Reading List**

Main Reading

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

Sweitzer, H. F., & King, M. (2018). *The successful internship: Personal, professional, and civic development* (5th ed.). Belmont, California: Cengage Learning.

Supplementary Readings

Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (Eds.). (2013) *Teaching English as a Second or Foreign Language* (4th ed.). Boston: Heinle.

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

Crystal, D. (2003). *English as a Global Language*. Cambridge: Cambridge University Press.

Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). London: Pearson.

Long, M. & Doughty, C. (Eds.). (2009). *The handbook of language teaching*. Oxford: Wiley Blackwell.

Mitchell, R. & Myles, F. (2004). *Second language learning theories.* London: Hodder Arnold.

Scivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching* (3rd ed.). Oxford: Macmillan.

Tyler, A. (2017). Second Language Acquisition. In B. Dancygier (Ed.), *The Cambridge Handbook of Cognitive Linguistics* (Cambridge Handbooks in Language and Linguistics, pp. 73-90). Cambridge: Cambridge University Press.

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Educational Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Internship Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent**  **(5-4)** | **Satisfactory**  **(3-2)** | **Unsatisfactory**  **(1-0)** | **Score** |
| **I.**  **Academic Connection** | Thoughts and ideas on education issues are expressed very clearly and easy to follow with a very clear focus theme or focus. | Thoughts and ideas on education issues are expressed adequately and basically clear and logical with a generally clear focus theme or focus. | Thoughts and ideas on education issues 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%)

HONG KONG SHUE YAN UNIVERSITY

DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

**Work Placement**

**Group Discussion Evaluation Form**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Educational Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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. | 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. | 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. |  |
| Total Scores (I+II): | | | | |

Additional Comments (Attach additional pages if needed.):

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

Academic Supervisor

AT3: Workplace Performance 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 Educational Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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. Problem-solving skills | 4 | 3 | 2 | 1 | 0 |
| 8. Communication skills | 4 | 3 | 2 | 1 | 0 |
| 9. Subject knowledge | 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%)

HONG KONG SHUE YAN UNIVERSITY

DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE

**Work Placement**

**Final Report Evaluation Form**

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

Educational Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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 ideas and an insightful theme for analysis. | Properly developed with a range of ideas and an appropriate theme for analysis. | Badly developed with limited 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Educational Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Internship Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

|  |  |
| --- | --- |
| Reflective Journal (10%) |  |
| Group Discussion (10%) |  |
| Workplace Performance 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 certain level 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

**Template of Reflective Journal**

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

Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| 1. *Describe what happened in the institution.* |
|  |
| 1. *What did you do for the institution? How did you work with others, including teachers and students?* |
|  |
| 1. *What did you learn from the jobs? Were you able to apply any knowledge and skill in dealing with the jobs? Evaluate your performance, collaboration with others and outcomes.* |
|  |
| 1. *Think about the relationship between the theories/concepts you learned in the university and the issues or problems you encountered in your working experience. Is there insight to acquire new learning through this process?* |
|  |

**Template of Final Report**

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

Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Submission Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part I: Basic Information**

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

Internship Post: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

**Part II: Reflection (3000-4000 words)**

|  |
| --- |
| 1. *An overall review of the internship experiences.* |
|  |
| 1. *Research questions identified from the internship experiences.* |
|  |
| 1. *Existing literatures used for answering the research questions.* |
|  |
| 1. *Data collected through documentary research and/or observations for discussion.* |
|  |
| 1. *Analytical findings from the internship experiences.* |
|  |
| 1. *The overall lessons from the internship experiences in relation to the research questions.* |
|  |
| 1. *References.* |
|  |
| 1. *Appendix: The Reflective Journal.* |
|  |