schools. Emphasis will be put on examples drawn from the Hong Kong context.

EDUM 7320   Leadership in Curriculum   (3,3,0)
**   Development and Pedagogical Design**
Prerequisite: EDUM 7310 Introduction to Theories of Curriculum and Assessment
This course aims to advance learners' knowledge of the emerging theories of curriculum and pedagogical design. The introduction of these theories provides learners with solid theoretical underpinnings to inform curriculum and pedagogical decisions. Topics include principles of and models for curriculum development, curriculum planning as a multilevel process, backward design, problem-based learning, project learning, inquiry learning, curriculum implementation and evaluation, and managing pedagogical innovations and curriculum change.

EDUM 7330   Testing, Measurement and Assessment (3,3,0)
**   in Education**
This course aims to advance learners' knowledge about the emerging approaches to assessing student performance and to equip them with the essential skills in employing appropriate techniques in testing, measurement and assessment. The theoretical underpinnings, strengths and weaknesses associated with various strategies will be critically analysed.

EDUM 7340   Contemporary Issues in ELT: Policy,   (3,3,0)
**   Practice and Pedagogy in English**
**   Language Education**
This course raises students' awareness of a number of contested issues in Hong Kong that have a bearing on the discipline of English Language Education (ELT). It offers students the opportunity to question; the power of policy as a change agent and its implications, the teaching profession's response strategies to the challenges of not only educational reform policies, but also rapid developments in technology and the global shift towards knowledge-based economies inside the field of English Language education. Finally it draws together these impacts and revisits the debates about cultural identity and the perceived resistance to a concerted effort to establish a tri-lingual/bi-literate community in Hong Kong.

EDUM 7350   Managing Change in ELT   (3,3,0)
This course aims to develop in students an overview of change in ELT in both Hong Kong and international contexts. The focus of the course is on examining curriculum development and change in order to develop the skills and knowledge practitioners require for the adoption or development of new syllabuses, courses and assessments, and ways of evaluating these in relation to the Hong Kong curriculum reforms.

EDUM 7360   Chinese Language Education in a   (3,3,0)
**   Changing Context**
With the explosive growth of knowledge and the rapid change of technology, there is a demand of education reform. This course focuses on the changing needs of the 21st century in Chinese language teaching and learning. Chinese language, being the mother tongue of most Hong Kong students, faces the challenge of reforming the whole curriculum. The philosophy and spirit of the Chinese curriculum is studied to understand how language education is integrated with Chinese cultural studies and literature appreciation. The concept of learner centredness is introduced to learners to enhance their awareness on how to develop students' ability in learning independently. School-based assessment is addressed, in which formative assessment of language use is highlighted. The introduction of a multi-level school-based assessment will be unfolded to learners during the course of study.

EDUM 7370   Creative Chinese Language Teaching   (3,3,0)
This course introduces learners the different theories of creativity and how these can be implemented in the teaching of Chinese language. Learners will have hands-on experience in the development of teaching activities and materials according to different theories of creativities. Collaborative lesson planning and class demonstration will be held during the course of study.

EDUM 7380   Teaching Liberal Studies—   (3,3,0)
**   Integrating Issues in Instruction**
This course aims to enrich learners' pedagogic repertoires and advance their teaching skills with special emphasis on the Senior Secondary LS curriculum. Learners are exposed to contemporary issues as well as practical teaching strategies that could be employed in classroom teaching. Necessary subject knowledge is also provided to enhance the learners' teaching competency and proficiency.

EDUM 7390   Facilitating Liberal Studies Learning (3,3,0)
This course focuses on developing learners' professional skills in: (1) supervising student's independent enquiry studies (IES); (2) supporting students' enquiry with the use of Information and Communication Technology (ICT); and (3) facilitating learning outside the classroom. Learners will have ample opportunities to practise their skills in these three areas in a supportive and collaborative environment. The enhancement of these skills will develop learners' confidence in adopting different strategies in the teaching of Liberal Studies.

EDUM 7400   Managing Learning Diversity in   (3,3,0)
**   Inclusive Education Settings**
The aim of this course is introduce students to the study of inclusion of children with moderate to severe disabilities including students with intellectual impairment, autism, and other developmental disabilities. It is designed to provide an understanding of the social justice issues surrounding the inclusion of students with challenging and developmental disabilities and to introduce alternative assessment strategies that can be used to optimize their educational experiences. The age range covered in this course is from early childhood through to secondary school aged children. Issues related to the development and validation of indirect and direct assessment procedures will be covered as well as the use of functional analysis to inform educational and behavioural interventions.

EDUM 7410   Teaching Individuals with   (3,3,0)
**   Developmental Disabilities**
This course begins with a review of the learning and behavioural characteristics of students with moderate to severe disabilities including students with intellectual impairment, autism, and other developmental disabilities. The educational implications of these learning and behavioural characteristics will be highlighted, including implications for the selection of appropriate functional intervention goals and objectives. Emphasis will then be given on developing and implementing individual educational programmes based on functional assessment methods and how to structure the environment to promote learning. The age range covered in this course is from early childhood through to secondary school aged children.

EDUM 7420   Supervision and Mentoring in School (3,3,0)
This course aims to address the key concern of the current school reform on the cultivation of a collaborative culture in school through empowering teachers to take leadership in mentoring and coaching of their peers, including beginning teachers and student teachers. Teachers of this course are equipped with the necessary skills, knowledge, and attitudes in supervising and mentoring others to improve learning and teaching. Various models of supervision and mentoring, such as clinical supervision, peer coaching and reflective practice, are delineated to provide a basis for learners to practise supervising and mentoring in their own school-settings.

EDUM 7430   Knowledge Building with Ubiquitous   (3,2,1)
**   Technologies**
This course aims to advance learners' understanding of the pedagogical models and principles of knowledge building that underpin the design of effective learning environment supported

by ubiquitous technology. Learners will be able to apply different models to evaluate the implementation of emerging learning technology in school curriculum. Issues related to technology supported inquiry learning will be addressed.

EDUM 7440   Teaching Chinese in Dialect Speaking   (3,3,0) Area

This course introduces learners the concept of Modern Standard Chinese (MSC) and dialects, with particular focus on Cantonese. The formation of dialects is addressed. The course also focuses on a comparative study of the phonological system, syntactic structure and lexical items between MSC and Cantonese. Language differences between MSC and Cantonese are highlighted. Issues of teaching Chinese language in Hong Kong with the interference of Cantonese dialect and English language are discussed with a view of enhancing learners' awareness in language variations and errors in language education.

EDUM 7451-2 Reflective Practice and Independent   (3,0,0) Action Learning Project

Prerequisite: EDUM 7320 Leadership in Curriculum Development and Pedagogical Design

This course aims to introduce the concept of reflective practice to serving teachers and equip them with necessary knowledge and skills to engage themselves in action research on their pedagogical practices. This is a year-long course which comprises three components: concept elicitation, seminars and independent action learning. Through concept elicitation, teachers are to be provided with the theoretical underpinnings of and essential skills in conducting action research and engaging themselves in reflective practice. Following concept elicitation, a series of seminars are to be held at the appropriate junctures of the action learning process, aiming to provide teachers with appropriate coaching and to facilitate them to reflect on and share their practices among a community of practice. Appropriate technologies are to be employed to enhance professional sharing and reflection. Teachers are required to create their own action learning portfolios to facilitate reflective practice.

ENG   1110   Introduction to the Study of   (3,3,0) Literature

An introduction to literary techniques and conventions through the study of short fiction, poetry, and drama. Students will also develop the skills of critical thinking and literary analysis through class discussions and the writing of critical essays.

ENG   1130   Literary Appreciation   (3,3,0)

This course introduces students to representative works of Western literature that have formed our ways of thinking and writing. The course will examine writers as creative artists and interpreters of their respective ages. Masterpieces will be taken from the ancient world to the 20th century.

ENG   1150   English Grammar and Meaning   (3,3,0) (for English Major)

The course introduces students to concepts of syntactic and semantic analysis. It explores aspects of English grammar and semantics, which are of greatest difficulty to students. This course will enable students to do basic grammatical and semantic analysis of English texts.

ENG   1160   Narrative Art   (3,3,0)

An introduction to the nature of narrative art in both its oral and literary aspects focusing on creative and critical traditions. The course will examine the language and conventions of narrative works, and will survey the critical responses the works have elicited. Readings will be drawn from sources as diverse as Greek mythology and 20th century fiction.

ENG   1180   English Grammar and Meaning   (3,3,0) (for Non-English Majors)

The course introduces students to concepts of syntactic and semantic analysis. It explores aspects of English grammar and semantics, which are of greatest difficulty to students. This course enables students to do basic grammatical and semantic analysis of English texts.

ENG   1190   Introduction to the Study of   (3,3,0) Language

This course aims at enhancing students' linguistic awareness via the study of different aspects of human language (especially the English language). Students will be introduced to the acquisition of language, the sound patterns and the word structures of language, the rules that govern the use of language, historical changes of language, culture, society and language, etc.

ENG   1211   Oral Communication and Public   (3,3,0) (E) Speaking

Students will be introduced to the basic principles of public speaking; guided opportunities are provided to develop the skills necessary to implement these principles. The emphasis is on using the English language effectively in everyday conversation, small group discussion, and public speaking. Students are expected to research, prepare and give public speeches, and to engage in group activities such as discussions, role plays, and listening exercises.

ENG   1212   Academic and Professional Writing (3,3,0) (E)

Students will be introduced to the basic principles of writing; guided opportunities are provided to develop the skills necessary to implement these principles. The course will be content driven, but the content will provide the means by which students will hone their skills.

ENG   1220   Literature and Culture   (3,3,0)

This course addresses how the impact of culture on English literary studies has come to redefine the role of teaching English literature within and beyond evolving national traditions. The study of English literature has broadened to include the producers and consumers of culture in the context of specific identities, localities, or regions in a rapidly changing world.

ENG   1260   Language, Culture and Society   (3,3,0)

This course examines relationships between social organization and language use and deals with relationships at both micro- and macro-levels of anlaysis with interdisciplinary bases in sociology, anthropology, ethnography of communication, and linguistics. Special attention will be given to the use of English in Asia.

ENG   1270   Improvisation Comedy for Better   (3,3,0) Linguistic Awareness

This course aims to train students through understanding and creating humour using improvisation. The object of the training is to produce effective users of English (and possibly Chinese) who are also explicitly aware of the mechanics of language structure (phonology, syntax and semantics) and language use (discourse and pragmatics).

ENG   2120   Western Drama   (3,3,0)

Prerequisite: ENG 1110 Introduction to the Study of Literature or ENG 1130 Literary Appreciation or ENG 1160 Narrative Art

This course introduces students to the formative influence and the critical and creative traditions of Western drama by studying selected works in English or English translation, the conventions they illustrate, and the critical responses they have elicited since their appearance. Plays will be selected from the major epochs of drama history, such as the Classical Greek, Medieval European, Elizabethan, Restoration, and Modern periods.