City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2020/2021

Part I Course Overview

Course Title:	English for Science
Course Code:	GE2401
Course Duration:	One semester
Credit Units:	3
Level:	B2
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology X GE English
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Grade D in HKAL Use of English or Grade 4 in HKDSE or; successful completion of English Academic Proficiency Courses (EL0220, EL0222, EL0223 and EL0225 – 6 credits) or; English for Academic Purposes (EL0200 – 6 credits) or; English for Academic Purposes 2 (LC0200B/EL0200B – 3 credits) or; Grade B or above in English for Academic Purposes 1 (LC0200A/EL0200A – 3 credits)
Precursors: *(Course Code and Title)*	None
Equivalent Courses: *(Course Code and Title)*	None
Exclusive Courses: *(Course Code and Title)*	None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to provide students with the necessary communicative competence to operate effectively in a range of scientific contexts. Students on the course will learn how to find and critically evaluate a range of texts related to their scientific investigation, and use appropriate English to present these texts. Students will take part in an English for science project, which involves an investigation of a scientific issue, and learn to present and interpret the results of this project as a scientific documentary for a non-specialist audience, and a scientific report for a specialist audience. Students will learn how to explore academic scientific texts using linguistic search tools, making discoveries that inform their use of English for scientific communication. Finally, students will have the opportunity to collectively reflect on their learning by engaging in online discussions related to key concepts of the course.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs[#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Critically evaluate scientific texts in terms of content, writer stance, reliability and trustworthiness, and apply the knowledge generated to their own reading and writing.		√	√	
2.	Create, share and discuss a multimedia scientific documentary on an authentic scientific issue, which is organized in a logical way, follows acceptable scientific conventions, and makes effective and creative use of verbal and non-verbal delivery techniques.		√	√	√
3.	Write a scientific report on an authentic scientific issue, making creative and effective use of appropriate scientific language, organization and academic referencing conventions (i.e. avoiding plagiarism).		√	√	√
4.	Use corpus tools to explore language in use, identify common language patterns in scientific texts, and apply their observations in their own use of English for scientific purposes.		√	√	
5.	Use writing as a tool for lifelong learning, by monitoring and evaluating their own learning processes and the impact of their learning on their development as a member of professional scientific communities.			√	
** If weighting is assigned to CILOs, they should add up to 100%.*		100%			

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing

creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
1.	Interactive tutorials introducing key concepts and skills, including: • The critical evaluation of scientific texts for content, writer stance, reliability and trustworthiness; • Oral presentation strategies especially in multi-modal contexts; • Academic and scientific writing conventions (including citation, referencing and avoiding plagiarism); • The critical and creative construction of scientific texts for a range of specialist and non-specialist audiences • The use of corpus tools to explore language in use. Students are expected to participate actively in class activities.	√	√	√	√	√		
2.	Practical research, discussion and writing activities which provide opportunities to practice the skills introduced, including the critical analysis and investigation of an authentic scientific issue of general concern. Students are expected to participate actively.	√	√	√	√	√		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: 100%								
Scientific documentary This assessment task will be designed to help students to orally present the findings of an academic project in the form of a multimedia scientific documentary which is organized in a logical way, follows acceptable scientific conventions, and makes creative and effective use of verbal and non-verbal delivery techniques.	√	√					30%	
Scientific report This assessment task will be designed to help students to present the findings of an academic project in the form of a written scientific report, making creative and effective use of appropriate scientific language, organization and academic referencing conventions (i.e. avoiding plagiarism). In order to pass this course, students must gain a pass on this assignment.	√		√				40%	
In class quiz This assessment task will be designed to help students to use concordance output to explore language in use, identify common language patterns in scientific texts, and apply their observations in their own use of English for scientific purposes.				√			20%	
Reflective report This assessment task will provide students with the opportunity to reflect on communication strategies, including document design and the use of visuals, that can be employed when writing for different specialist and non-specialist audiences.					√		10%	
Examination: 0%								
** The weightings should add up to 100%.*							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Scientific documentary	Organization and content	Able to present information in a clearly organized and creative/original way, using effective signposting with an attention-grabbing opening, an effectively organized body which clearly follows scientific conventions, and a memorable conclusion/ending.	Able to present information in an organized and somewhat creative/original way, using appropriate signposting, with a clear opening, a clear body which follows scientific conventions, and a clear conclusion/ending.	Able to present information in a moderately organized and moderately creative/original way, using some signposting, with a brief opening, a moderately organized body which mostly follows scientific conventions, and a short conclusion.	Little evidence that the student is able to present information in an adequately organized and creative/original way, with a brief opening, a moderately organized body which may not follow scientific conventions and a short conclusion.	Unable to present information in an adequately organized and creative/original way, with a brief opening, a body which may follow scientific conventions, and short conclusion. The body of the presentation is poorly organized.
	Multimedia and visual effects	Able to design creative and interesting visuals which effectively and appropriately support the documentary and utilize an appropriate variety of multimedia and visual effects, e.g. video clips, pictures, objects, graphs, diagrams, tables.	Able to design visuals which appropriately support the documentary and utilize an appropriate variety of multimedia and visual effects.	Able to design visuals which are moderately appropriate, support the documentary moderately well, and utilize a somewhat limited and/or somewhat inappropriate range of multimedia and visual effects.	Little evidence that the student is able to design visuals which are mostly appropriate, support the documentary most of the time and utilize a range of visual aids. The visuals may be very wordy and/or inappropriate.	Unable to design appropriate visuals which support the presentation and utilize a range of visual aids. The visuals are very wordy and/or inappropriate.
	Language	Able to express ideas in fluent, accurate English with few errors (of grammar, vocabulary, pronunciation), using appropriate language for the context.	Able to express ideas in fluent, accurate English with some errors, using mostly appropriate language for the context.	Able to express ideas in mostly fluent, accurate English with some errors, using mostly appropriate language for the context.	Little evidence that the student is able to express ideas in mostly fluent, accurate English with some errors, using mostly appropriate language for the context.	The documentary is difficult to understand because of language issues.
2. Reflective report		Excellent description of the learning process, supported by excellent examples with concrete evidence provided all of the time.	Good description of the learning process, supported by good examples with concrete evidence provided most of the time.	Adequate description of the learning process, supported by adequate examples with concrete evidence provided but only some of the time. Adequate account of	Little evidence of an adequate description of the learning process, with little support provided. Little evidence of an adequate account of scientific communication.	Inadequate description of the learning process, with inadequate support provided. The account of scientific communication is either missing or inadequate.

		Excellent account of scientific communication, including all of its written, spoken and visual aspects. Excellent use of language with few errors and appropriate to the genre and audience.	Good account of scientific communication, including most of its written, spoken and visual aspects. Good use of language with some errors and appropriate to the genre and audience.	scientific communication, including some of its written, spoken and visual aspects. Adequate use of language with some errors (sometimes major) although at times not appropriate to the genre and audience	Little evidence of adequate use of language for the genre and audience.	Inadequate use of language for the genre and audience.
3. In class quiz		Able to utilize corpus tools in order to ascertain accurate and appropriate language use all of the time.	Able to utilize corpus tools in order to ascertain accurate and appropriate language use most of the time.	Able to utilize corpus tools in order to ascertain accurate and appropriate language use some of the time.	Unable to utlilize corpus tools in order to ascertain accurate and appropriate language use all of the time.	Unable to utilize corpus tools in order to ascertain accurate and appropriate language use.
4. Scientific report	Organization	Able to present information in a clearly organized, coherent and cohesive way, using effective signposting with all expected sections of the report present and in a logical sequence.	Able to present information in a mostly clearly organized, coherent and cohesive way, using some signposting with all expected sections of the report present and in a logical sequence.	Able to present information in a somewhat organized way, with most of the expected sections of the report present and in a logical sequence.	Little evidence that the student is able to present information in a somewhat organized way, with most of the expected sections of the report present and in a logical sequence.	Unable to present information in a somewhat organized way. Important sections of the report are missing.
	Content	Able to introduce and develop ideas clearly, effectively and in an interesting way, following scientific conventions, referring to relevant theory and supporting claims appropriately.	Able to introduce and develop ideas clearly, effectively and in an interesting way most of the time. Mostly follows scientific conventions, refers to relevant theory where necessary and supports claims appropriately.	Able to introduce and develop ideas clearly, effectively and in an interesting way some of the time. May follow scientific conventions, refer to relevant theory where necessary and support claims appropriately.	Little evidence that the student is able to introduce and develop ideas clearly, effectively and in an interesting way. May not follow scientific conventions, refer to relevant theory where necessary nor support claims appropriately.	Unable to introduce and develop ideas clearly, effectively and in an interesting way. Does not adequately follow scientific conventions to support claims.
	Language	Able to express ideas in accurate English with few errors (of grammar, vocabulary), using appropriate language forms and an appropriate range of technical and semi-technical vocabulary for the different	Able to express ideas in accurate English with some errors, using mostly appropriate language forms and a mostly appropriate range of technical and semi-technical vocabulary for the different	Able to express ideas in somewhat accurate English with some errors, using mostly appropriate language forms and a mostly appropriate range of technical and semi-technical vocabulary for the different sections of	Little evidence that the student is able to express ideas in somewhat accurate English with some errors, using mostly appropriate language forms and a mostly appropriate range of technical and semi-technical vocabulary for the different sections of the	Unable to express ideas in somewhat accurate English with some errors, using mostly appropriate language forms. The report is difficult to understand because of problems with language use.

		sections of the report.	sections of the report.	the report.	report.	
	Citation and referencing	Able to appropriately reference sources in text when necessary and write a reference list in the style taught on the course, with minimal errors of style. In-text references are always relevant and useful.	Able to appropriately reference sources in text most of the time and write a reference list in the style taught on the course, with some errors of style. In-text references are mostly relevant and useful.	Able to appropriately reference sources in text some of the time, and write a reference list in the style taught on the course, with errors of style. In-text references are somewhat relevant and useful.	Little evidence that the student is able to appropriately reference sources in text and write a reference list in the style taught on the course. Where there are in-text references they are irrelevant or unhelpful.	No attempt to reference sources in text or write a reference list.

General Criteria for Assessment of Language Proficiency

Proficient User	Can understand with ease virtually everything heard or read. Can summarise and analyze information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. Can create new and creative insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can create new insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. Can create insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

English for science, Scientific communication, Critical literacy, Scientific popularizations, Scientific documentary, Visual communication, Multimodality, Scientific report, Specialized communication, Academic writing, Citation and referencing, Plagiarism

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Hafner, C. A. *GE2401 English for Science: Course Guide.* Hong Kong: Department of English, City University of Hong Kong.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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2.	
3.	
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Annex
(for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any *(can be more than one CILOs in each PILO)*
PILO 1: Demonstrate the capacity for self-directed learning	All CILOs encourage independent learning and crtical thinking/evaluation. CILO 4 requires students to make independent discoveries and share them with classmates.
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	
PILO 3: Demonstrate critical thinking skills	See above.
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	Students produce a multimodal scientific documentary and a scientific report (CILOs 1-3)
PILO 6: Demonstrate effective oral communication skills	Students are engaged in frequent in-class discussions and must present their ideas through a scientific documentary (all CILOs, CILOs 1-2).
PILO 7: Demonstrate an ability to work effectively in a team	Students work in groups in order to create a scientific documentary (CILOs 1-2)
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	
PILO 9: Value ethical and socially responsible actions	Students reflect on practices of academic citation (CILOs 1, 3)
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	Students work on an English for science project and present their discoveries for both specialist and non-specialist audiences (CILOs 1-3, 5)

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Scientific report