

# LC0200A: ENGLISH FOR ACADEMIC PURPOSES 1

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

English for Academic Purposes 1

### Subject Code

LC - CFML CSL Language Centre

### Course Number

0200A

### Academic Unit

CFML CSL Language Centre (LC)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Grade 3 in English subject of the HKDSE

### Precursors

Nil

### Equivalent Courses

EL0200A English for Academic Purposes 1

Students who have completed EL0200 (6 credits) are deemed to have completed EL200A (3 credits) and EL200B (3 credits)

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course focuses primarily on academic writing and reading skills, with a secondary focus on speaking in academic contexts. Students are taught the necessary language and skills for written academic communication across disciplines, including the use of citation, summary and paraphrasing. An important element of the course is the Independent Learning section aiming to strengthen students' language learning skills.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 demonstrate an appropriate reading ability, to comprehend, analyse, synthesise and evaluate texts used in academic settings		x	x	
2 select and appropriately integrate relevant information from a variety of sources into written texts		x	x	
3 write coherent academic texts using lexicogrammatical choices appropriate to the task			x	x
4 demonstrate the ability to reflect on, and orally communicate academic language learning experiences		x	x	x
5 select and appropriately exploit resources for self-directed language learning		x	x	x

#### 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 real-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.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	apply reading strategies appropriate to the task such as distinguishing between factual and non-factual information, deducing the meaning of unfamiliar vocabulary, skimming and scanning, and inference skills	1, 5	

2		go through a process of drafting, revising and editing in order to produce accurate, cohesive academic texts	1, 2, 3	
3		practise paraphrasing and summarizing skills in an academic context	1, 2, 3, 5	
4		practise reading and writing as part of a small-scale research project	1, 2, 3	
5		do focused activities to heighten awareness and understanding of lexico-grammatical accuracy	1, 3, 4, 5	
6		acquire and put into use effective strategies to collect, record, recycle and broaden academic vocabulary	3, 4, 5	
7		practise giving oral reflections and 1) provide peer feedback; 2) take on board peer & teacher feedback on student performance	4, 5	
8		monitor and evaluate own language performance in order to develop an awareness of language needs	4, 5	
9		do focused activities to acquire the skills needed to develop English proficiency independently	4, 5	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Coursework Essay, based on written sources	1, 2, 3, 5	30	
2	In-class participation	1, 2, 3, 4, 5	10	

**Continuous Assessment (%)**

40

**Examination (%)**

60

**Examination Duration (Hours)**

2.38

## Assessment Rubrics (AR)

### Assessment Task

Coursework essay, based on written sources (30%)

### Criterion

Task Fulfilment (25%)

Fulfilling the written task, establishing a clear thesis statement & stance, and creating an effective Introduction & Conclusion

#### Excellent (A+, A, A-)

Strong and consistent ability displayed in Task Fulfilment

#### Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Task Fulfilment

#### Fair (C+, C, C-)

Reasonable ability displayed in Task Fulfilment

#### Marginal (D)

Limited ability displayed in Task Fulfilment

#### Failure (F)

Very little or no ability displayed in Task Fulfilment

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### Assessment Task

Coursework essay, based on written sources (30%)

### Criterion

Discourse Competencies (25%)

Establishing clear essay structure, effectively using a range of cohesive devices, and maintaining an appropriate academic writing style

#### Excellent (A+, A, A-)

Strong and consistent ability displayed in Discourse Competencies

#### Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Discourse Competencies

#### Fair (C+, C, C-)

Reasonable ability displayed in Discourse Competencies

#### Marginal (D)

Limited ability displayed in Discourse Competencies

#### Failure (F)

Very little or no ability displayed in Discourse Competencies

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### Assessment Task

Coursework essay, based on written sources (30%)

**Criterion**

Language Competencies (35%)

Using a range of appropriate grammar & vocabulary with accuracy, and with minimal language errors

**Excellent (A+, A, A-)**

Strong and consistent ability displayed in Language Competencies

**Good (B+, B, B-)**

Generally strong and mostly consistent ability displayed in Language Competencies

**Fair (C+, C, C-)**

Reasonable ability displayed in Language Competencies

**Marginal (D)**

Limited ability displayed in Language Competencies

**Failure (F)**

Very little or no ability displayed in Language Competencies

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**Assessment Task**

Coursework essay, based on written sources (30%)

**Criterion**

Source Integration (15%)

Integrating and evaluating relevant citations appropriately & accurately according to APA referencing style

**Excellent (A+, A, A-)**

Strong and consistent ability displayed in Source Integration

**Good (B+, B, B-)**

Generally strong and mostly consistent ability displayed in Source Integration

**Fair (C+, C, C-)**

Reasonable ability displayed in Source Integration

**Marginal (D)**

Limited ability displayed in Source Integration

**Failure (F)**

Very little or no ability displayed in Source Integration

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**Assessment Task**

In-class participation (10%)

**Criterion**

Participation

Contributing to class activities, displaying collegiality and participation in group work, being prepared for lessons, and being responsive & alert throughout classes

**Excellent (A+, A, A-)**

Strong and consistent effort displayed in Participation

**Good (B+, B, B-)**

Generally strong and mostly consistent effort displayed in Participation

**Fair (C+, C, C-)**

Reasonable effort displayed in Participation

**Marginal (D)**

Limited effort displayed in Participation

**Failure (F)**

Very little or no effort displayed in Participation

Absence for more than 9 classroom hours without teacher approval will result in failure in “In-class Participation” (no mark will be awarded)

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**Assessment Task**

Final writing exam: argumentative essay incorporating written sources (40%)

**Criterion**

Task Fulfilment (25%)

Fulfilling the written task, establishing a clear thesis statement & stance, and creating an effective Introduction & Conclusion

**Excellent (A+, A, A-)**

Strong and consistent ability displayed in Task Fulfilment

**Good (B+, B, B-)**

Generally strong and mostly consistent ability displayed in Task Fulfilment

**Fair (C+, C, C-)**

Reasonable ability displayed in Task Fulfilment

**Marginal (D)**

Limited ability displayed in Task Fulfilment

**Failure (F)**

Very little or no ability displayed in Task Fulfilment

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**Assessment Task**

Final writing exam: argumentative essay incorporating written sources (40%)

**Criterion**

Discourse Competencies (25%)

Establishing clear essay structure, effectively using a range of cohesive devices, and maintaining an appropriate academic writing style

**Excellent (A+, A, A-)**

Strong and consistent ability displayed in Discourse Competencies

**Good (B+, B, B-)**

Generally strong and mostly consistent ability displayed in Discourse Competencies

**Fair (C+, C, C-)**

Reasonable ability displayed in Discourse Competencies

**Marginal (D)**

Limited ability displayed in Discourse Competencies

**Failure (F)**

Very little or no ability displayed in Discourse Competencies

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**Assessment Task**

Final writing exam: argumentative essay incorporating written sources (40%)

**Criterion**

Language Competencies (35%)

Using a range of appropriate grammar & vocabulary with accuracy, and with minimal language errors

**Excellent (A+, A, A-)**

Strong and consistent ability displayed in Language Competencies

**Good (B+, B, B-)**

Generally strong and mostly consistent ability displayed in Language Competencies

**Fair (C+, C, C-)**

Reasonable ability displayed in Language Competencies

**Marginal (D)**

Limited ability displayed in Language Competencies

**Failure (F)**

Very little or no ability displayed in Language Competencies

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**Assessment Task**

Final writing exam: argumentative essay incorporating written sources (40%)

**Criterion**

Source Integration (15%)

Integrating and evaluating relevant citations appropriately & accurately according to APA referencing style

**Excellent (A+, A, A-)**

Strong and consistent ability displayed in Source Integration

**Good (B+, B, B-)**

Generally strong and mostly consistent ability displayed in Source Integration

**Fair (C+, C, C-)**

Reasonable ability displayed in Source Integration

**Marginal (D)**

Limited ability displayed in Source Integration

**Failure (F)**

Very little or no ability displayed in Source Integration

**Assessment Task**

Oral reflection on Independent Learning (IL) experience (20%)

**Criterion**

Clarity (30%)

Being clear, concise, logical, & well-prepared, and providing a sufficiently detailed response

**Excellent (A+, A, A-)**

Strong and consistent ability displayed in Clarity

**Good (B+, B, B-)**

Generally strong and mostly consistent ability displayed in Clarity

**Fair (C+, C, C-)**

Reasonable ability displayed in Clarity

**Marginal (D)**

Limited ability displayed in Clarity

**Failure (F)**

Very little or no ability displayed in Clarity

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**Assessment Task**

Oral reflection on Independent Learning (IL) experience (20%)

**Criterion**

Reflection (30%)

Reflecting well on individual IL activities, on personal experiences & English language ability, and on impact of IL on self-development

**Excellent (A+, A, A-)**

Strong and consistent ability displayed in Reflection

**Good (B+, B, B-)**

Generally strong and mostly consistent ability displayed in Reflection

**Fair (C+, C, C-)**

Reasonable ability displayed in Reflection

**Marginal (D)**

Limited ability displayed in Reflection

**Failure (F)**

Very little or no ability displayed in Reflection

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**Assessment Task**

Oral reflection on Independent Learning (IL) experience (20%)

**Criterion**

Learner self-management (40%)

Providing effective examples of managing the IL process, choosing effective activities to aid IL, and justifying IL choices well

**Excellent (A+, A, A-)**

Strong and consistent ability displayed in Learner Self-Management

**Good (B+, B, B-)**

Generally strong and mostly consistent ability displayed in Learner Self-Management

**Fair (C+, C, C-)**

Reasonable ability displayed in Learner Self-Management

**Marginal (D)**

Limited ability displayed in Learner Self-Management

**Failure (F)**

Very little or no ability displayed in Learner Self-Management

**Additional Information for AR**

\*Note: Detailed rubrics will be provided in class and on course master Canvas site.

**Part III Other Information****Keyword Syllabus**

Academic reading; academic writing; Academic Word List; academic grammar; summary; argumentative essay; citation; independent language learning; academic honesty

**Reading List****Compulsory Readings**

Title	
1	Nil

**Additional Readings**

Title	
1	English Language Support Services website ( <a href="https://www.lc.cityu.edu.hk/WebPages/ELSS/">https://www.lc.cityu.edu.hk/WebPages/ELSS/</a> ) – the LC’ s repository of on-line self-study material
2	Huntley, H. (2006). Essential Academic Vocabulary: Mastering the Complete Academic Word List
3	Oshima, A. & Hogue, A. (2006). Writing Academic English
4	McCarthy, M. & O’ Dell, F. (2008). Academic Vocabulary in Use
5	Powell, M (2002). Presenting in English
6	Sowton, S. (2012). 50 Steps to Improving Your Academic Writing
7	Swales, J. & Feak, C. (2000). English in Today’ s research World: A Writing Guide
8	Williams, E.J. (2008). Presenting in English