

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2018 / 19

Part I Course Overview

Course Title: Discovering how language works in a university setting

Course Code: LT1202

Course Duration: one semester

Credit Units: 3 credits

Level: B1

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: nil
(Course Code and Title)

Precursors: nil
(Course Code and Title)

Equivalent Courses: nil
(Course Code and Title)

Exclusive Courses: nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

In this course we will explore different aspects of the academic language in university settings through substantial reading, writing, and analytical and research work. Students are expected to do selected readings from academic publications on several topics related to academic writing, and complete writing and analytical tasks in and outside the classroom. We look into concepts which have been used to understand the nature of good writing, and apply them to students' own writing samples as well as gold-standard academic discourse in order to help students improve their writing. The goal is not only to enable students to acquire the essentials of the skills and styles of academic writing, thereby preparing them for future writing assignments, but also to contextualize students in academic writing as a field of study. Topics to be discussed include argumentation, paraphrasing, plagiarism, cohesiveness and metadiscourse, among others.

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.	Develop an awareness of (1) how to construct the technical, and specialised knowledge in a university setting; (2) present points and arguments in authoritative, impersonal and objective ways; (3) construct coherent, signposted and abstract texts.		√		
2.	Critically assess samples of academic writing for clarity, effectiveness, and genre appropriateness.		√	√	
3.	Apply the ability to produce and critically evaluate academic writing through assigned writing tasks				√

* If weighting is assigned to CILOs, they should add up to 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	
lecture	fundamentals concepts and research of academic writing	√	√	√	1-2 hrs/week
tutorial	peer review and active engagement in producing and evaluating academic writing		√	√	1-2 hrs/week
self-access online resources	Online resources provided for student self-access. Additional resources are under development.	√	√	√	

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					
Continuous Assessment: 100%								
(1) Active in-class participation and writing practice	√	√	√				15%	
(2) 3 pieces of writing assignments in the form of essays and/or paragraphs	√	√	√				45%	
(3) 1 individual final research paper	√	√	√				40%	
Examination: 0% (duration: hours)								

* The weightings should add up to 100%.

100%

5. Assessment Rubrics (based on SLATE Rubric developed by University of Sydney for LCC/SLATE¹)
(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), (2) and (3)	i. Topics are defined and classified according to discipline specific criteria ii. Information is related in logical relationships (eg. time, cause, consequence, comparison) iii. Tables, diagrams, lists, formulae, examples and quotes are logically integrated with verbal text (eg. to extend, report, specify or qualify points) iv. Information is extended across phases (eg. in terms of general/specific; point/elaboration; evidence/interpretation; claim/evaluation)	evidence of excellent ability to apply knowledge in the assignments	evidence of good ability to apply knowledge in the assignments	evidence of some ability to apply knowledge in the assignments	little evidence of ability to apply knowledge in the assignments	no evident improvement
	i. The interaction with the reader focuses on giving information ii. Subject matter is evaluated according to institutional values iii. Evaluations often implied through grading resources iv. Patterns of evaluation develop the writers' stance within and across phases v. Authoritative sources used to support points vi. The writer includes and controls the voices of external sources to develop points and guide the reader	evidence of excellent ability to apply knowledge in the assignments	evidence of good ability to apply knowledge in the assignments	evidence of some ability to apply knowledge in the assignments	little evidence of ability to apply knowledge in the assignments	no evident improvement

¹ Dreyfus et al., in press; Humphrey, et al., 2010; Mahboob et al., 2013
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	towards a preferred position					
	<p>i. Ideas are developed within phases (eg. paragraphs with topic and summary sentences used to predict and summarise)</p> <p>ii. Logical flow of information from sentence to sentence across phases</p> <p>iii. Entities and parts of text tracked through cohesive resources (eg. reference, substitution and repetition)</p> <p>iv. Internal conjunctions used to organise text</p> <p>v. Information flow is from more dense abstract terms in topic sentences to expanded concrete terms in subsequent sentences.</p>	evidence of excellent ability to apply knowledge in the assignments	evidence of good ability to apply knowledge in the assignments	evidence of some ability apply knowledge in the assignments	little evidence of ability to apply knowledge in the assignments	no evident improvement

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.)

academic vocabulary, medium of instruction, essay, argumentation, L1 vs. L2 writing, written discourse competence, cohesive devices, metadiscourse, citation use, paraphrasing, cohesiveness, plagiarism, research article introduction, move, rhetorical organisation

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.)

Nil

2.2 Additional Readings

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

1.	Cummins, J. and P. Gibbons. 2002. <i>Scaffolding Language, Scaffolding Learning</i> . US: Heinemann Educational Books.
2.	Mahboob, A. & N. Knight (Eds.) 2010. <i>Applicable Linguistics: Reclaiming the place of language in applied linguistics</i> . UK: Bloomsbury.
3.	Martin, J R. 2002. "Writing history: construing time and value in discourses of the past". C Colombi & M Schleppegrell [Eds.] <i>Developing Advanced Literacy in First and Second Languages</i> . Mahwah, N.J.: Erlbaum. 87-118.
4.	Martin, J R and D Rose. 2005. Designing literacy pedagogy: scaffolding asymmetries. R Hasan, C M I M Matthiessen & J Webster [Eds.] <i>Continuing Discourse on Language</i> . London: Equinox. 251-280.
5.	Martin, J R & P R. R. White. 2005. <i>The Language of Evaluation: appraisal in English</i> . London: Palgrave.
6.	Martin, J. and D. Rose. 2007. <i>Working with Discourse: meaning beyond the clause</i> . 2 nd Edition, UK: Bloomsbury Academic.
7.	Schleppegrell, M., & Colombi (Eds.) 2002. <i>Developing Advanced Literacy in First and Second Languages: Meaning with Power</i> . Lawrence Erlbaum Associates, Mahwah, NJ