

**City University of Hong Kong
Course Syllabus**

offered by Chan Feng Men-ling Chan Shuk-lin Language Centre

with effect from Semester A 2020/21

Part I Course Overview

Course Title:	<u>English for Academic Purposes 1</u>
Course Code:	<u>LC0200A</u>
Course Duration:	<u>1 semester</u>
Credit Units:	<u>3</u>
Level:	<u>B</u>
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Grade 3 in English subject of the HKDSE</u>
Precursors: <i>(Course Code and Title)</i>	<u>N/A</u> Students who have completed EL0200 (6 credits) are deemed to have completed EL0200A (3 credits) and EL0200B (3 credits)
Equivalent Courses: <i>(Course Code and Title)</i>	<u>EL0200A English for Academic Purposes 1</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>N/A</u>

Part II Course Details

1. 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 grammar and vocabulary for written academic communication across disciplines, the use of citation and summary skills, and the skills necessary for giving oral academic presentations.

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.	demonstrate an appropriate reading ability, to comprehend, analyse, synthesise and evaluate texts used in academic settings			✓	
2.	select and appropriately integrate relevant information from a variety of sources into written texts		✓	✓	
3.	write coherent academic texts using lexico-grammatical choices appropriate to the task			✓	
4.	demonstrate the ability to give effective oral presentations appropriate to academic contexts			✓	
5.	select and appropriately exploit resources for self-directed language learning		✓	✓	✓
		100%			

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

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: 35%							
Process writing essay, based on written sources	✓	✓	✓			25%	
In-class participation	✓	✓	✓	✓	✓	10%	
Examination: 65% (duration: 2hrs 23mins, if applicable)							
Final Examination (part 1): Essay, incorporating written sources (2hrs 15mins)	✓	✓	✓			40%	
Final Examination (part 2): Oral presentation on Independent Learning experience (8mins)				✓	✓	25%	
						100%	

** The weightings should add up to 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)
Process writing essay, based on written sources (25%)	Task Fulfilment (25%)	Responds to the prompt given and fulfils the task with rich and relevant content. An effective thesis is established and strongly argued with a stance made convincing by intellectual engagement and writer's own voice. The introduction includes very effective background information. The conclusion is effective in restating the writer's position, summarizing the main points and rounding off the essay	Responds to the prompt given and provides content that completely fulfils the task. An effective thesis is established and argued using a convincing and engaged stance. The introduction includes effective background information. The conclusion provides a clear restatement of the writer's position and main points.	Responds to the prompt given and provides sufficient content and ideas to develop an argument. A thesis is established, and a stance is clear, although the tone may be more emotional than academic. The introduction includes satisfactory background information. The conclusion provides a basic restatement of writer's position and a limited summary of main points.	Responds to the prompt and offers enough content and ideas to marginally fulfil the task. A thesis is identifiable, and a stance is present but it may not be clear or may rely on emotion. The introduction includes ineffective background information. A conclusion is present but elements are missing/unclear.	Responds to the prompt, but with limited content and ideas. It may be difficult to identify a thesis, and a clear stance cannot be seen. Little background information is presented in the introduction. Conclusion is not effective.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<i>(continued)</i>	Discourse Competencies (25%)	Organisation is clear, logical and effective at all levels. Ideas are effectively presented, appropriately using a wide range of cohesive devices. Features of academic discourse are used confidently and effectively.	Organisation is clear at all levels. Ideas are effectively presented using a range of appropriate cohesive devices. Features of academic discourse are appropriately used.	Organisation can be followed. Ideas are somewhat effectively presented using appropriate cohesive devices. Features of academic discourse are sometimes, but not consistently, used.	Organisation can be followed but with minor problems. Ideas are presented using a narrow range of cohesive devices. Features of academic discourse are occasionally used.	Limited organisation. Ideas are linked with simple cohesive devices. Features of academic discourse are rarely evident.
<i>(continued)</i>	Language Competencies (35%)	Uses a wide range of sentence structures correctly and appropriately. Uses a wide variety of appropriate vocabulary, and does so effectively and accurately. Errors are negligible.	Uses a variety of sentence structures correctly and appropriately. Uses a variety of appropriate vocabulary effectively and accurately. Errors are minor and not recurring.	Uses some variety of sentence structures although complex structures may not always be used correctly and appropriately. Some variety of appropriate vocabulary is present and is generally effective and accurate. Errors are evident but do not affect meaning / comprehension.	Uses a limited variety of sentence structures with partial correctness and appropriacy. Some variety of appropriate vocabulary is present although its use may not always be effective or accurate. Errors intrude but do not affect meaning / comprehension.	Uses a limited variety of sentence structures with partial correctness and appropriacy. Some relevant vocabulary may be present, but it is mainly quite simple. Errors intrude and affect meaning / comprehension.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<i>(continued)</i>	Source Integration (15%)	Citations add value and integration is smooth (logical and grammatical). Paraphrase and/or summary is included and accurately reflects original source text. Sources are appropriately acknowledged: No plagiarism. A minimum of 2 different source texts are used. Some critical evaluation of sources is present.	Citations add value and integration smooth (logical and grammatical). Paraphrase and/or summary is included and generally reflects original source text accurately. Sources are appropriately acknowledged: No plagiarism. A minimum of 2 different source texts are used. May include some critical evaluation of sources.	Information from source(s) is used and integration tends to be smooth (logical and grammatical). Source(s) are adequately acknowledged but citation conventions may be clumsy. A minimum of two citations is included.	Information from source(s) is used, but integration may not be grammatical. There is some attempt to acknowledge source(s), but weaknesses in this area may result in the impression of plagiarism (unintended) and / or be distracting. Information from sources does not reflect student's stance / add value.	One or more of the following: Misquoting / misrepresenting the original author More than 10% of paper is directly quoted. Instances of plagiarism (short copied chunks). No reference list and / or incorrect number of sources used. Citation format is erratic and / or citation content is irrelevant.
In-class participation (10%)	Participation in lessons and furthering a positive environment for learning and discovery	Very active class participation: Frequent and insightful contribution to class activities. Very active participation in group work and very helpful attitude towards classmates and their work. Consistent evidence of having prepared for lessons. Responsive and alert throughout classes.	Active class participation: Frequent contribution to class activities. Active participation in group work and helpful attitude towards classmates and their work. Frequent evidence of having prepared for lessons. Mostly responsive and alert throughout classes.	Generally active class participation: Some contribution to class activities. Moderately active participation in group work and fairly helpful attitude towards classmates and their work. Some evidence of having prepared for lessons. Generally Responsive and alert throughout classes.	Inconsistent class participation: Infrequent contribution to class activities. Half-hearted participation in group work and not displaying a helpful attitude towards classmates and their work. Occasional evidence of having prepared for lessons. Sometimes distracted and/or unresponsive.	Inactive class participation: Little or no contribution to class activities. Little participation in group work and generally unhelpful attitude towards classmates and their work. Consistent evidence of being unprepared for lessons. Often distracted and/or unresponsive.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Final Examination (part 1): Essay, incorporating written sources (40%)	Task Fulfilment (25%)	Responds to the prompt given and fulfils the task with rich and relevant content. An effective thesis is established and strongly argued with a stance made convincing by intellectual engagement and writer's own voice. The introduction includes very effective background information. The conclusion is effective in restating the writer's position, summarizing the main points and rounding off the essay	Responds to the prompt given and provides content that completely fulfils the task. An effective thesis is established and argued using a convincing and engaged stance. The introduction includes effective background information. The conclusion provides a clear restatement of the writer's position and main points.	Responds to the prompt given and provides sufficient content and ideas to develop an argument. A thesis is established, and a stance is clear, although the tone may be more emotional than academic. The introduction includes satisfactory background information. The conclusion provides a basic restatement of writer's position and a limited summary of main points.	Responds to the prompt and offers enough content and ideas to marginally fulfil the task. A thesis is identifiable, and a stance is present but it may not be clear or may rely on emotion. The introduction includes ineffective background information. A conclusion is present but elements are missing/unclear.	Responds to the prompt, but with limited content and ideas. It may be difficult to identify a thesis, and a clear stance cannot be seen. Little background information is presented in the introduction. Conclusion is not effective.
	<i>(continued)</i>	Discourse Competencies (25%)	Organisation is clear, logical and effective at all levels. Ideas are effectively presented, appropriately using a wide range of cohesive devices. Features of academic discourse are used confidently and effectively.	Organisation is clear at all levels. Ideas are effectively presented using a range of appropriate cohesive devices. Features of academic discourse are appropriately used.	Organisation can be followed. Ideas are somewhat effectively presented using appropriate cohesive devices. Features of academic discourse are sometimes, but not consistently, used.	Organisation can be followed but with minor problems. Ideas are presented using a narrow range of cohesive devices. Features of academic discourse are occasionally used.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<i>(continued)</i>	Language Competencies (35%)	Uses a wide range of sentence structures correctly and appropriately. Uses a wide variety of appropriate vocabulary, and does so effectively and accurately. Errors are negligible.	Uses a variety of sentence structures correctly and appropriately. Uses a variety of appropriate vocabulary effectively and accurately. Errors are minor and not recurring.	Uses some variety of sentence structures although complex structures may not always be used correctly and appropriately. Some variety of appropriate vocabulary is present and is generally effective and accurate. Errors are evident but do not affect meaning / comprehension.	Uses a limited variety of sentence structures with partial correctness and appropriacy. Some variety of appropriate vocabulary is present although its use may not always be effective or accurate. Errors intrude but do not affect meaning / comprehension.	Uses a limited variety of sentence structures with partial correctness and appropriacy. Some relevant vocabulary may be present, but it is mainly quite simple. Errors intrude and affect meaning / comprehension.
<i>(continued)</i>	Source Integration (15%)	Citations add value and integration is smooth (logical and grammatical). Paraphrase and/or summary is included and accurately reflects original source text. Sources are appropriately acknowledged: No plagiarism. A minimum of 2 different source texts are used. Some critical evaluation of sources is present.	Citations add value and integration smooth (logical and grammatical). Paraphrase and/or summary is included and generally reflects original source text accurately. Sources are appropriately acknowledged: No plagiarism. A minimum of 2 different source texts are used. May include some critical evaluation of sources.	Information from source(s) is used and integration tends to be smooth (logical and grammatical). Source(s) are adequately acknowledged but citation conventions may be clumsy. A minimum of two citations is included.	Information from source(s) is used, but integration may not be grammatical. There is some attempt to acknowledge source(s), but weaknesses in this area may result in the impression of plagiarism (unintended) and / or be distracting. Information from sources does not reflect student's stance / add value.	One or more of the following: Misquoting / misrepresenting the original author. More than 10% of paper is directly quoted. Instances of plagiarism (short copied chunks). Citation format is erratic and / or citation content is irrelevant.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Final Examination (part 2): Oral presentation on Independent Learning experience (25%)	Clarity: Ability to express a clear spoken message which does not confuse the listener. This contains elements of language, organisation and interaction (30%)	<ul style="list-style-type: none"> • Clear, concise and logical responses in monologue and Q&A; the listener is never confused • Clear evidence of preparation, allowing student to speak and answer questions with confidence • IL process described in sufficient detail 	<ul style="list-style-type: none"> • Generally clear, concise and logical responses in monologue and Q&A; the listener is rarely confused • Reasonable evidence of preparation, allowing student to generally speak and answer questions with confidence • IL process generally described in sufficient detail 	<ul style="list-style-type: none"> • Monologue and Q&A responses can be followed, but with some difficulty, with some problems in clarity, logic and/or wordiness; the listener is sometimes confused • Some evidence of preparation, allowing student to occasionally speak and answer questions with confidence • IL process described, but contains occasional gaps 	<ul style="list-style-type: none"> • Following the monologue and Q&A responses places strain on listener, with frequent problems in clarity, logic and/or wordiness; the listener is often confused • Little evidence of preparation, resulting in a general lack of confidence and/or over-reliance on the note card • IL process described in insufficient and/or inappropriate detail, appearing vague or over-focused on minutiae 	<ul style="list-style-type: none"> • Performance worse than D / Student is mostly silent or the response is incoherent

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<i>(continued)</i>	Reflection: Ability to realistically review and critique their 12 hours of IL, and judge the effectiveness of the process, outcomes and future directions, both holistically and at the level of individual activities (Looking back after the completion of the 12 IL hours.) (30%)	<ul style="list-style-type: none"> • Strong reflection on the effectiveness and outcomes of individual activities • Strong reflection on overall strengths, weaknesses, the future, and/or on difficulties and solutions with the IL process • Strong reflection on the impact of the IL hours on self-development 	<ul style="list-style-type: none"> • Reasonable reflection on the effectiveness and outcomes of individual activities • Reasonable reflection on overall strengths, weaknesses, the future, and/or on difficulties and solutions with the IL process • Reasonable reflection on the impact of the IL hours on self-development 	<ul style="list-style-type: none"> • Some reflection on the effectiveness and outcomes of individual activities • Some reflection on overall strengths, weaknesses, the future, and/or on difficulties and solutions with the IL process • Some reflection on the impact of the IL hours on self-development 	<ul style="list-style-type: none"> • Little reflection on any area • Any reflection present tends to be superficial or seems artificial • Student describes rather than reflects 	<ul style="list-style-type: none"> • Performance worse than D / Student is mostly silent or the response is incoherent
<i>(continued)</i>	Learner Self-management; Ability to plan, control and justify 12 hours of IL that were suitable and meaningful. Evidence of learner commitment and progress. (Handling of the 12 IL hours as they occurred.) (40%)	<ul style="list-style-type: none"> • The student provides specific examples that clearly illustrate strong management of their learning process • Activities chosen suggest the student had a clear focus towards one or more suitable and meaningful learning objectives/goals • The student justifies his/her choices very well 	<ul style="list-style-type: none"> • The student provides specific examples that illustrate general management of their learning process • Activities chosen suggest the student had a relatively clear focus towards one or more suitable and/or meaningful learning objectives/goals • The student justifies his/her choices well 	<ul style="list-style-type: none"> • The student provides at least one specific example that suggests some management of their learning process • Activities chosen suggest the student had some focus towards one or more stated learning objectives/goals • The student justifies his/her choices minimally 	<ul style="list-style-type: none"> • The student does not provide any clear examples to suggest management of their learning process • Activities chosen suggest the student had little or no focus towards any learning objectives/goals • The student does not justify his/her choices, which appear arbitrary 	<ul style="list-style-type: none"> • Performance worse than D / Student is mostly silent or the response is incoherent

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

1. Keyword Syllabus

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

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.	
2.	
3.	
...	

2.2 Additional Readings

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

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

A. 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
Process writing essay, based on written sources