

LC1003: ENGLISH ENHANCEMENT COURSE FOR ASSOCIATE DEGREE STUDENTS II

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

English Enhancement Course for Associate Degree Students II

Subject Code

LC - CFML CSL Language Centre

Course Number

1003

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

A1, A2 - Associate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Grade 3 in the English subject of the HKDSE or successful completion of EL0009/LC0009 English Foundation Course for Associate Degree Students (EFCAD)

Precursors

Nil

Equivalent Courses

EL1003 English Enhancement Course for Associate Degree Students II; and Students who have completed EL0200 English for Academic Purposes (6 credits) are deemed to have completed EL1002/LC1002 (3 credits) and EL1003/LC1003 (3 credits).

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to enhance both reading and writing skills for the successful completion of students' academic studies. Students are taught advanced reading skills and strategies to acquire academic vocabulary, comprehend complex texts and gather information for summarising and synthesising purposes. Students will engage in collaborative writing and develop the ability to write coherently for various academic purposes. Through a wide range of interactive independent learning practices, students are expected to take charge of their language development and actively engage in self-directed learning.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	recognise and interpret the discourse patterns and lexico-grammatical choices in a variety of academic texts	x	x	
2	demonstrate an ability to comprehend, summarise, analyse and synthesise information and ideas in a range of authentic texts		x	
3	write in a relevant and organised way using a wide range of sentence structures and vocabulary accurately		x	
4	compose coherent academic texts using information taken from selected sources		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	identify main ideas and specific information from sources with different views	1, 2	
2	organise information taken from formal or informal sources into notes or mind maps	1, 2	

3		engage in a wide range of reading activities for reviewing, summarising, analysing, synthesising and evaluating purposes	1, 2	
4	Group project	write cause-and-effect and problem- and-solution texts individually and in groups	3, 4	
5		self-edit and peer-edit written drafts following a process approach	3, 4	
6		integrate appropriate information from various sources to support a range of writing purposes	1, 2, 3, 4	
7		act on the results of a diagnostic test designed to identify the strengths and weaknesses in reading and writing	5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Reflective report on self-directed learning	5	15	
2	Written drafts of problem-and-solution texts revised following a process approach	1, 2, 3, 4	25	
3	In-class participation	1, 2, 3, 4	10	

Continuous Assessment (%)

50

Examination (%)

50

Examination Duration (Hours)

2.75

Assessment Rubrics (AR)**Assessment Task**

Reflective report on self-directed learning (15%)

Criterion

Self-evaluation (50%)

Excellent (A+, A, A-)

Reflects with clear and sufficient references to objectives defined at beginning of semester and the significance of the experience for future studies;

Provides examples of learning experiences that are clearly relevant to plan/process; &
Reflects thoughtfully in the context of personal feelings and values

Good (B+, B, B-)

Reflects with mostly clear and sufficient references to objectives defined at beginning of semester and the significance of the experience for future studies;
Provides examples of learning experiences that are mostly relevant to plan/process; &
Reflects with some reference to personal feelings and values

Fair (C+, C, C-)

Reflects with some references to objectives defined at beginning of semester and/or the significance of the experience for future studies;
Provides examples of learning experiences that are sometimes relevant to plan/process; &
Reflects reasonably in places, but perhaps somewhat superficially and/or generically

Marginal (D)

Reflects with few references to objectives defined at beginning of semester and/or the significance of the experience for future studies;
Provides examples of learning experiences that are generally irrelevant to plan/process; &
Reflects unconvincingly and/or describes rather than reflects

Failure (F)

Reflects with no references to objectives defined at beginning of semester and/or the significance of the experience for future studies;
Provides examples of learning experiences that are irrelevant to plan/process; &
Reflects unconvincingly and/or describes rather than reflects throughout

Assessment Task

Reflective report on self-directed learning (15%)

Criterion

Setting of Objectives and Management of Learning Process (50%)

Excellent (A+, A, A-)

Articulates clear and appropriate learning objectives, with clear connections to diagnostic activities;
Selects appropriate learning activities and resources throughout the learning process; &
Clearly demonstrates effective management of time, resources, and activities, and made changes where appropriate with full explanation of the reasons behind the changes

Good (B+, B, B-)

Articulates mostly clear and appropriate learning objectives, with connections to diagnostic activities;
Selects mostly appropriate learning activities and resources; &
Generally demonstrates effective management of time, resources, and activities, and provides reasonable explanation of any changes

Fair (C+, C, C-)

Articulates somewhat clear and appropriate learning objectives, which may be connected to diagnostic activities;
Selects some appropriate learning activities and resources; &
Demonstrates fair management of time, resources, and activities, and provides some explanation of any changes

Marginal (D)

Articulates generally unclear and inappropriate learning objectives, with little or no connection to diagnostic activities;
Selects marginally appropriate learning activities and resources; &
Demonstrates poor management of time, resources, and activities, and provides little or no explanation of any changes

Failure (F)

Articulates very unclear and inappropriate learning objectives, with little or no connection to diagnostic activities;
Selects mostly inappropriate learning activities and resources; &
Demonstrates very poor management of time, resources, and activities, and provides little or no explanation of any changes

Assessment Task

Written drafts of problem-and-solution texts revised following a process approach (25%)

Criterion

Organisation and Coherence (30%)

Excellent (A+, A, A-)

Structures the writing very clearly and logically; &
Uses a wide variety of lexical and grammatical cohesive devices effectively, with negligible problems in cohesion and/or coherence

Good (B+, B, B-)

Structures the writing clearly and logically; &
Uses a variety of lexical and grammatical cohesive devices effectively, with minor problems in cohesion and/or coherence

Fair (C+, C, C-)

Structures the writing clearly and logically in general; &
Generally uses a variety of lexical and grammatical cohesive devices effectively though there may be occasional problems in cohesion and/or coherence

Marginal (D)

Structures the writing clearly and logically in general though there is at least one serious problem with the macro structure; &
Uses a limited range of cohesive devices with noticeable problems in cohesion and/or coherence

Failure (F)

Significant problems with structure; &
Overuse of simple cohesive devices and/or has significant problems in cohesion and/or coherence

Assessment Task

Written drafts of problem-and-solution texts revised following a process approach (25%)

Criterion

Content (30%)

Excellent (A+, A, A-)

Responds very relevantly and convincingly to the prompt given and fulfils the task completely; &
Presents a clear and engaging stance throughout

Good (B+, B, B-)

Responds relevantly and convincingly to the prompt given and generally fulfils the task well; &
Presents a clear stance throughout

Fair (C+, C, C-)

Responds relevantly to the prompt given and fulfils the task adequately; &
Stance is identifiable

Marginal (D)

Responds to the prompt given and minimally fulfills the task; &
Stance is not always consistent/clear

Failure (F)

Minimal fulfilment of task, with significant problems, and / or missing elements; &
Stance is generally unclear

Assessment Task

Written drafts of problem-and-solution texts revised following a process approach (25%)

Criterion

Language (30%)

Excellent (A+, A, A-)

Constructs a very good variety of sentence structures, with a high degree of grammatical accuracy throughout;
Uses a wide variety of vocabulary accurately and appropriately; &
Language errors have negligible impact on readability and meaning

Good (B+, B, B-)

Constructs a good variety of sentence structures, with a relatively high degree of grammatical accuracy throughout;
Uses a variety of vocabulary accurately and appropriately most of the time; &
Language errors may have a minor impact on readability and meaning

Fair (C+, C, C-)

Constructs a variety of sentence structures, with an adequate degree of grammatical accuracy throughout;
Uses a variety of vocabulary though not always accurately or appropriately; &
Some noticeable language errors which may have an occasional impact on meaning and/or readability

Marginal (D)

Constructs a limited variety of sentence structures, with a basic degree of grammatical accuracy throughout;
Uses a limited variety of vocabulary. Obvious overuse of some words. Collocation, appropriacy and/or word form errors are evident; &
Some noticeable language errors which have an impact on meaning and/or readability

Failure (F)

Reliance on simple sentences, with a low degree of grammatical accuracy throughout;
Uses a limited variety of vocabulary. Collocation, appropriacy, word form and/or spelling errors predominate; &
Language errors are predominant with serious impact on readability

Assessment Task

Written drafts of problem-and-solution texts revised following a process approach (25%)

Criterion

Source use (10%)

Excellent (A+, A, A-)

Citations represent their sources very accurately;
Citations provide strong support for the idea(s); &
Citations (and reference list) are all formatted correctly

Good (B+, B, B-)

Citations generally represent their sources accurately;
Citations provide appropriate support for the idea(s); &
Citations (and reference list) are mostly formatted correctly

Fair (C+, C, C-)

Citations represent their sources with varying accuracy;
Citations provide generally appropriate support for the idea(s); &
Citations (and reference list) are generally formatted correctly

Marginal (D)

Citations generally represent their sources inaccurately;
Citations provide little appropriate support for the idea(s); &
Citations (and reference list) are generally formatted incorrectly

Failure (F)

Citations represent their sources very inaccurately;
Citations do not support the ideas;
Citations (and reference list) are formatted very inaccurately; &
Only one source is used

Assessment Task

In-class participation (10%)

Criterion

1. Active participation in class activities
2. Collegial attitude towards fellow classmates
3. Contribution to a classroom environment conducive to learning and discovery
4. Evidence of preparation for lessons

Excellent (A+, A, A-)

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

Good (B+, B, B-)

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

Fair (C+, C, C-)

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

Marginal (D)

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

Failure (F)

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

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

Assessment Task

End-of-course reading assessment (25%)

Criterion

Understanding main ideas and supporting details (40%)

Excellent (A+, A, A-)

able to understand simple main ideas and supporting details in a variety of texts

Good (B+, B, B-)

able to understand simple main ideas and supporting details in a variety of texts most of the time

Fair (C+, C, C-)

able to understand simple main ideas and supporting details in simple texts some of the time

Marginal (D)

able to understand simple main ideas and supporting details in simple texts some of the time when explicitly stated

Failure (F)

ability to understand simple main ideas and supporting details in simple texts is minimal

Assessment Task

End-of-course reading assessment (25%)

Criterion

Understanding and unpacking simple cohesive devices, linking structures and grammatical constructions (40%)

Excellent (A+, A, A-)

able to understand and unpack simple cohesive devices, linking structures and grammatical devices

Good (B+, B, B-)

able to understand and unpack simple cohesive devices, linking structures and grammatical devices most of the time

Fair (C+, C, C-)

able to understand and unpack simple cohesive devices, linking structures and grammatical devices some of the time

Marginal (D)

able to understand very simple cohesive devices, linking structures and grammatical structures

Failure (F)

ability to understand very simple cohesive devices, linking structures and grammatical devices is minimal

Assessment Task

End-of-course reading assessment (25%)

Criterion

Identifying, understanding and interpreting vocabulary (20%)

Excellent (A+, A, A-)

able to identify, understand and interpret common vocabulary, and some uncommon vocabulary, effectively

Good (B+, B, B-)

able to identify, understand and interpret common vocabulary effectively most of the time

Fair (C+, C, C-)

able to identify, understand and interpret common vocabulary effectively some of the time

Marginal (D)

able to identify common, simple, vocabulary effectively some of the time

Failure (F)

ability to identify common, simple vocabulary is minimal

Assessment Task

End-of-course writing assessment (25%)

Criterion

(The criteria for both written drafts of problem-and-solution texts revised following a process approach and end-of-course writing assessment are the same.)

Excellent (A+, A, A-)

(The criteria for both written drafts of problem-and-solution texts revised following a process approach and end-of-course writing assessment are the same.)

Good (B+, B, B-)

(The criteria for both written drafts of problem-and-solution texts revised following a process approach and end-of-course writing assessment are the same.)

Fair (C+, C, C-)

(The criteria for both written drafts of problem-and-solution texts revised following a process approach and end-of-course writing assessment are the same.)

Marginal (D)

(The criteria for both written drafts of problem-and-solution texts revised following a process approach and end-of-course writing assessment are the same.)

Failure (F)

(The criteria for both written drafts of problem-and-solution texts revised following a process approach and end-of-course writing assessment are the same.)

Part III Other Information

Keyword Syllabus

Nil

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
1	Nil