

# LT1202: DISCOVERING HOW LANGUAGE WORKS IN A UNIVERSITY SETTING

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## Effective Term

Semester B 2022/23

## Part I Course Overview

### Course Title

Discovering How Language Works in a University Setting

### Subject Code

LT - Linguistics and Translation

### Course Number

1202

### Academic Unit

Linguistics and Translation (LT)

### 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

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
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.		x		
2	Critically assess samples of academic writing for clarity, effectiveness, and genre appropriateness.		x	x	
3	Apply the ability to produce and critically evaluate academic writing through assigned writing tasks				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	lecture	fundamentals concepts and research of academic writing, with in-class activities such as peer review and discussion of academic writing	1, 2, 3 3 hrs/week

2	self-access online resources	Online resources provided for student self-access. Additional resources are under development.	1, 2, 3	
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**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	(1) Active in-class participation and writing practice	1, 2, 3	15
2	(2) 1 quiz and 1 writing assignment	1, 2, 3	45
3	(3) 1 final research paper	1, 2, 3	40

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

(1), (2) and (3)

**Criterion**

- 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)

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

evidence of excellent ability to apply knowledge in the assignments

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

evidence of good ability to apply knowledge in the assignments

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

evidence of some ability to apply knowledge in the assignments

**Marginal (D)**

little evidence of ability to apply knowledge in the assignments

**Failure (F)**

no evident improvement

**Assessment Task**

(1), (2) and (3)

**Criterion**

- 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 resourcesiv. Patterns of evaluation develop the writers' stance within and across phasesv. Authoritative sources used to support points
- vi. The writer includes and controls the voices of external sources to develop points and guide the reader towards a preferred position

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**Assessment Task**

(1), (2) and (3)

**Criterion**

- i. Ideas are developed within phases (eg. paragraphs with topic and summary sentences used to predict and summarise)
- ii. Logical flow of information from sentence to sentence across phases
- iii. Entities and parts of text tracked through cohesive resources (eg. reference, substitution and repetition)
- iv. Internal conjunctions used to organise text
- v. Information flow is from more dense abstract terms in topic sentences to expanded concrete terms in subsequent sentences.

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## Part III Other Information

### Keyword Syllabus

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

### Reading List

#### Compulsory Readings

Title	
1	Nil

#### Additional Readings

Title	
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. <i>Designing literacy pedagogy: scaffolding asymmetries</i> . 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> . 2nd 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