

LC0200A: ENGLISH FOR ACADEMIC PURPOSES 1

Effective Term

Semester A 2025/26

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.

Learning and Teaching Activities (LTAs)

LTAs	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 ("-" for nil entry)	Allow Use of GenAI?
1	Coursework Essay, based on written sources	1, 2, 3, 5	30	Refer to assessment task instructions to be provided by the course instructor for parameters of use	Yes

2	In-class participation	1, 2, 3, 4, 5	10	Refer to assessment task instructions to be provided by the course instructor for parameters of use	Yes
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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

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

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

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

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)

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

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

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

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

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

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 (https://www.lc.cityu.edu.hk/WebPages/ELSS/) – 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