

LC0200B: ENGLISH FOR ACADEMIC PURPOSES 2

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

English for Academic Purposes 2

Subject Code

LC - CFML CSL Language Centre

Course Number

0200B

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

LC0200A/EL0200A English for Academic Purposes 1

Precursors

Nil

Equivalent Courses

EL0200B English for Academic Purposes 2

Exclusive Courses

Nil

Part II Course Details

Abstract

This course focuses on the academic language skills (writing, reading, and speaking) necessary for producing a data-driven research report. Data is collected from questionnaires created by small groups of students on an approved topic of their choice.

The format of the written report follows the Introduction/ Methodology/ Results/ Discussion (IMRD) pattern used in many academic disciplines, including Sciences, Engineering, Business, and Social Sciences.

Students learn how to present and discuss the findings of their research using appropriate academic language. A blended learning element is incorporated to promote digital literacy as well as responsible, ethical, and critical use of generative AI tools in research and learning contexts. The course builds on the knowledge and skills students have acquired in the LC0200A course (English for Academic Purposes 1).

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	select background information related to the research topic		x	x	
2	demonstrate understanding of how to conduct a questionnaire-based research project		x	x	
3	design questionnaire items		x	x	x
4	conduct effective questionnaires using appropriate and accurate language			x	
5	analyze research findings and make recommendations based on these findings		x	x	x
6	produce a coherent and cohesive written research report using appropriate and accurate language			x	x
7	understand and apply principles of responsible, ethical, and critical use of AI tools in research and learning contexts		x	x	x
8	exhibit essential literacy skills by effectively utilizing technology and generative AI tools for research and learning tasks			x	x
9	demonstrate communicative and presentation competence articulating research processes and findings effectively			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	Identifying a research focus	choose a research topic and locate relevant background information using AI tools, while formulating broad research questions and specific questionnaire items to address these questions	1, 2, 3, 6, 7, 8	
2	Developing an effective questionnaire	test and refine the effectiveness of questionnaire items through piloting, whilst giving feedback to peers on the strengths and weaknesses of their techniques	2, 3, 4, 6	
3	Analyzing raw data and interpreting research outcomes	discuss methods for collating, summarizing, and analyzing findings, and examine how to draw conclusions and make recommendations	5, 6, 7, 8	
4	Conducting research genre analysis	study published research papers as part of a genre approach to learning about the writing of similar texts	1, 2, 3, 4, 5, 6	
5	Engaging in process-oriented report development	use a process approach to plan, draft, revise, and edit a written research report	6, 7, 8	
6	Presenting and discussing research projects	practise presenting and discussing their research project with peers	2, 5, 7, 8, 9	
7	Understanding ethical AI use in research through blended learning	engage in blended learning activities on the responsible, ethical, and critical use of AI in research and writing	8, 9	
8	Engaging in collaborative discussions	participate in speaking and discussion activities during lessons to foster collaboration, critical thinking, and effective communication skills	9	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Participation/In-class activities	1, 2, 3, 4, 5, 6, 7, 8, 9	10	Refer to assessment task instructions to be provided by the course instructor for parameters of use	Yes
2	IMRD Research Report	1, 2, 3, 4, 5, 6, 7, 8	30	Refer to assessment task instructions to be provided by the course instructor for parameters of use	Yes
3	IMRD In-class Quiz	1, 2, 3, 4, 5, 6	20	-	No
4	Blended Learning Tasks	7, 8, 9	15	Refer to assessment task instructions to be provided by the course instructor for parameters of use	Yes
5	Oral Examination (a group presentation (15%) plus a follow-up individual interview (10%))	9	25	Refer to assessment task instructions to be provided by the course instructor for parameters of use	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Participation/In-class activities

Criterion

Contributing to class activities, displaying collegiality and participation in group work, being prepared for lessons, and being responsive and alert throughout classes

Excellent (A+, A, A-)

Strong and consistent effort displayed in Participation/In-class activities

Good (B+, B, B-)

Generally strong and mostly consistent effort displayed in Participation/In-class activities

Fair (C+, C, C-)

Reasonable effort displayed in Participation/In-class activities

Marginal (D)

Limited effort displayed in Participation/In-class activities

Failure (F)

Very little or no effort displayed in Participation/In-class activities

Absence for more than 9 classroom hours without teacher approval will result in failure in Participation/In-class activities (no mark will be awarded)

Assessment Task

IMRD Research Report

Criterion

Introduction (30%)

Establishing the research context and purpose, using appropriate organization and academic style, and using accurate and varied language

Excellent (A+, A, A-)

Strong and consistent ability displayed in Introduction

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Introduction

Fair (C+, C, C-)

Reasonable ability displayed in Introduction

Marginal (D)

Limited ability displayed in Introduction

Failure (F)

Very little or no ability displayed in Introduction

Assessment Task

IMRD Research Report

Criterion

Results (30%)

Reporting and commenting on key findings, using appropriate organization and academic style, and using accurate and varied language

Excellent (A+, A, A-)

Strong and consistent ability displayed in Results

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Results

Fair (C+, C, C-)

Reasonable ability displayed in Results

Marginal (D)

Limited ability displayed in Results

Failure (F)

Very little or no ability displayed in Results

Assessment Task

IMRD Research Report

Criterion

Discussion (30%)

Analyzing and interpreting key findings with appropriate recommendations, using appropriate organization and academic style, and using accurate and varied language

Excellent (A+, A, A-)

Strong and consistent ability displayed in Discussion

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Discussion

Fair (C+, C, C-)

Reasonable ability displayed in Discussion

Marginal (D)

Limited ability displayed in Discussion

Failure (F)

Very little or no ability displayed in Discussion

Assessment Task

IMRD Research Report

Criterion

Sources Integration (10%)

Integrating and evaluating relevant citations appropriately and accurately according to APA referencing style

Excellent (A+, A, A-)

Strong and consistent ability displayed in Sources Integration

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Sources Integration

Fair (C+, C, C-)

Reasonable ability displayed in Sources Integration

Marginal (D)

Limited ability displayed in Sources Integration

Failure (F)

Very little or no ability displayed in Sources Integration

Assessment Task

IMRD In-class Quiz

Criterion

Task fulfilment:

Demonstrating understanding and ability to apply knowledge of an English language IMRD report

Excellent (A+, A, A-)

Demonstrates excellent understanding and application of IMRD report knowledge in the in-class quiz, with few to no mistakes

Good (B+, B, B-)

Demonstrates a good understanding and ability to apply IMRD report knowledge, with some minor mistakes in the in-class quiz

Fair (C+, C, C-)

Demonstrates basic understanding of IMRD report knowledge, but with several mistakes in application during the in-class quiz

Marginal (D)

Demonstrates limited understanding of IMRD report knowledge, resulting in significant mistakes in the in-class quiz

Failure (F)

Demonstrates inadequate understanding of IMRD report knowledge, with major errors or lack of relevant application in the in-class quiz

Assessment Task

Blended Learning Tasks

Criterion

Task fulfilment:

Completion of blended learning tasks in a timely manner and with accurate answers

Excellent (A+, A, A-)

All tasks completed and submitted by the due date, with few to no errors

Good (B+, B, B-)

Most tasks completed and submitted by the due date, with minimal errors

Fair (C+, C, C-)

Some tasks not completed or submitted late, with several errors in the submitted work

Marginal (D)

Few tasks completed or submitted by the due date, with major errors in the submitted work

Failure (F)

No submitted work, or the submitted work contains too many errors

Assessment Task

Oral Examination (a group presentation plus a follow-up individual interview):

Part 1 - Group Presentation (15%)

Criterion

Content (25%)

Presenting an insightful report on IMRD research using effective visuals in a clear and concise manner

Excellent (A+, A, A-)

Strong and consistent ability displayed in Content

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Content

Fair (C+, C, C-)

Reasonable ability displayed in Content

Marginal (D)

Limited ability displayed in Content

Failure (F)

Very little or no ability displayed in Content

Assessment Task

Oral Examination (a group presentation plus a follow-up individual interview):

Part 1 - Group Presentation (15%)

Criterion

Organization (25%)

Presenting in an effective manner and contributing to a sense of group coherence

Excellent (A+, A, A-)

Strong and consistent ability displayed in Organization

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Organization

Fair (C+, C, C-)

Reasonable ability displayed in Organization

Marginal (D)

Limited ability displayed in Organization

Failure (F)

Very little or no ability displayed in Organization

Assessment Task

Oral Examination (a group presentation plus a follow-up individual interview):

Part 1 - Group Presentation

Criterion

Delivery (25%)

Presenting with fluency and confidence in a manner appropriate to the audience

Excellent (A+, A, A-)

Strong and consistent ability displayed in Delivery

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Delivery

Fair (C+, C, C-)

Reasonable ability displayed in Delivery

Marginal (D)

Limited ability displayed in Delivery

Failure (F)

Very little or no ability displayed in Delivery

Assessment Task

Oral Examination (a group presentation plus a follow-up individual interview):

Part 1 - Group Presentation (15%)

Criterion

Language (25%)

Using a range of appropriate grammar and vocabulary with accuracy, and with minimal language errors

Excellent (A+, A, A-)

Strong and consistent ability displayed in Language

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Language

Fair (C+, C, C-)

Reasonable ability displayed in Language

Marginal (D)

Limited ability displayed in Language

Failure (F)

Very little or no ability displayed in Language

Assessment Task

Oral Examination (a group presentation plus a follow-up individual interview):

Part 2 - Individual Interview (10%)

Criterion

Content (60%)

Being clear, concise, logical, and demonstrating a deep understanding of the IMRD report

Excellent (A+, A, A-)

Strong and consistent ability displayed in Content

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Content

Fair (C+, C, C-)

Reasonable ability displayed in Content

Marginal (D)

Limited ability displayed in Content

Failure (F)

Very little or no ability displayed in Content

Assessment Task

Oral Examination (a group presentation plus a follow-up individual interview):

Part 2 - Individual Interview (10%)

Criterion

Language (40%)

Using a range of appropriate grammar and vocabulary with accuracy, and with minimal language errors

Excellent (A+, A, A-)

Strong and consistent ability displayed in Language

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Language

Fair (C+, C, C-)

Reasonable ability displayed in Language

Marginal (D)

Limited ability displayed in Language

Failure (F)

Very little or no ability displayed in Language

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 research; IMRD research report; citation; quantitative research; questionnaire; blended learning; academic honesty; responsible/ethical use of GenAI

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	Denzin, N.K. & Lincoln, Y.S. (Eds.), (1998). Collecting and Interpreting Qualitative Materials
3	Holliday, A. (2007). Doing and Writing Qualitative Research

4	Sorenson, S. (1998). How to write research papers (2nd ed.)
5	Swales, J. & Feak, C. (2004). Academic Writing for Graduate Students: Essential Tasks and Skills