

**City University of Hong Kong
Course Syllabus**

**offered by Chan Feng Men-ling Chan Shuk-lin English Language Centre
with effect from Semester B 2017/18**

Part I Course Overview

Course Title: English for Academic Purposes 2

Course Code: EL0200B

Course Duration: 39 hours

Credit Units: 3

Level: Undergraduate

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:
(for GE courses only)

Medium of Instruction: English

Medium of Assessment: In-course assessment and examination

Prerequisites:
(Course Code and Title) EL0200A English for Academic Purposes 1

Precursors:
(Course Code and Title) N/A

Equivalent Courses:
(Course Code and Title) N/A

Exclusive Courses:
(Course Code and Title) N/A

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course focuses on the academic language skills (writing, speaking and reading) necessary for producing a data-driven research report, with data arising from qualitative interviews, surveys, or a combination of the two. The format of the written report will follow the Introduction/ Methodology/ Results/ Discussion (IMRD) pattern used in many academic disciplines, including Sciences, Engineering, Business and Social Sciences.

Students will learn how to give an oral presentation of their research, using appropriate academic language. The course will build on the knowledge and skills students have acquired in the EL0200A course (English for Academic Purposes 1).

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.	select background information related to the research topic		✓	✓	
2.	demonstrate understanding of how to conduct an interview/survey-based research project			✓	
3.	design interview/survey questions		✓	✓	✓
4.	conduct effective interviews/surveys using appropriate and accurate language			✓	
5.	analyse research findings and make recommendations based on these findings		✓	✓	✓
6.	produce a coherent and cohesive written research report using appropriate and accurate language			✓	✓
7.	give an oral presentation of research using appropriate and accurate language			✓	
			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	6	7	
	select a research topic and locate suitable sources of background information	✓					✓		
	read and discuss texts on qualitative research methodology		✓				✓		
	develop broad research questions and specific open-ended interview/survey items to address these broader questions		✓	✓			✓		
	test and refine the effectiveness of interview/survey items through piloting		✓	✓	✓		✓		
	practise conducting interviews/surveys, and provide feedback to peers on the strengths and weaknesses of their techniques		✓	✓	✓		✓		
	discuss methods for collating, summarising and analysing findings					✓	✓		
	examine ways to draw conclusions and recommendations from findings, by studying published research papers					✓	✓		
	use a process approach to plan, draft, revise and edit a written research report						✓		
	practise presenting data orally							✓	

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	6	7		
Written Research Report based on interview/survey findings	✓	✓	✓	✓	✓	✓		40%	
Oral presentation of research findings	✓	✓	✓	✓	✓		✓	20%	
Final Examination (a writing test incorporating given data)					✓	✓		40%	
* The weightings should add up to 100%.								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)
1. Written Research Report based on interview/survey findings	Task Fulfilment (Introduction section)	<ul style="list-style-type: none"> The four required stages¹ are present and the Introduction is very well-focused, effective and clear 	<ul style="list-style-type: none"> The four required stages are present and the Introduction is well-focused, effective and clear 	<ul style="list-style-type: none"> The four required stages are present and the Introduction is generally well-focused, effective and clear, but there are slight issues with quality 	<ul style="list-style-type: none"> The four required stages are present and the Introduction is sometimes focused, effective and clear, but there are issues with quality 	<ul style="list-style-type: none"> Not all of the four required stages are present The Introduction is generally unfocused, ineffective and/or unclear
1. (Contd.)	Task Fulfilment (Methods section)	<ul style="list-style-type: none"> All required parts² are present and the Methods section is very well-focused, effective and clear 	<ul style="list-style-type: none"> All required parts are present and the Methods section is well-focused, effective and clear 	<ul style="list-style-type: none"> All required parts are present and the Methods section is generally well-focused, effective and clear, but there are slight issues with quality 	<ul style="list-style-type: none"> All required parts are present and the Methods section is sometimes focused, effective and clear, but there are issues with quality 	<ul style="list-style-type: none"> Not all required parts are present The Methods section is generally unfocused, ineffective and/or unclear
1. (Contd.)	Task Fulfilment (Results section)	<ul style="list-style-type: none"> All required parts are present and the Results section is very well-focused, effective and clear 	<ul style="list-style-type: none"> All required parts are present and the Results section is well-focused, effective and clear 	<ul style="list-style-type: none"> All required parts are present and the Results section is generally well-focused, effective and clear, but there are slight issues with quality 	<ul style="list-style-type: none"> All required parts are present and the Results section is sometimes focused, effective and clear, but there are issues with quality 	<ul style="list-style-type: none"> Not all required parts are present The Results section is generally unfocused, ineffective and/or unclear

¹ For the required stages of the Introduction, see the relevant unit in the course materials. The 'justification' stage is optional

² For the required parts of the Method, Results and Discussion sections, see the relevant units in the course materials

1. (Contd.)	Task Fulfilment (Discussion section)	<ul style="list-style-type: none"> All required parts are present and the Discussion section is very well-focused, effective and clear 	<ul style="list-style-type: none"> All required parts are present and the Discussion section is well-focused, effective and clear 	<ul style="list-style-type: none"> All required parts are present and the Discussion section is generally well-focused, effective and clear, but there are slight issues with quality 	<ul style="list-style-type: none"> All required parts are present and the Discussion section is sometimes focused, effective and clear, but there are issues with quality 	<ul style="list-style-type: none"> Not all required parts are present The Discussion section is generally unfocused, ineffective and/or unclear
1. (Contd.)	Discourse Competencies	<ul style="list-style-type: none"> Organisation is clear, logical and effective at all levels Effective and appropriate use of a wide range of cohesive devices Features of academic discourse are used confidently and effectively 	<ul style="list-style-type: none"> Organisation is clear at all levels Effective and appropriate use of a range of cohesive devices Features of academic discourse are appropriately used 	<ul style="list-style-type: none"> Organisation can be followed Generally effective and appropriate use of a range of cohesive devices Features of academic discourse are sometimes, but not consistently, used 	<ul style="list-style-type: none"> Organisation can be followed but with minor problems Generally appropriate use of a narrow range of cohesive devices Features of academic discourse are occasionally used 	<ul style="list-style-type: none"> Limited organisation Inappropriate/confusing use, or overuse, of simple cohesive devices Features of academic discourse are rarely evident
1. (Contd.)	Language Competencies	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Uses a variety of sentence structures correctly and appropriately Uses a variety of appropriate vocabulary effectively and accurately Errors are minor and not recurring 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

1. (Contd.)	Source Integration	<ul style="list-style-type: none"> • Citations add value, tend to be paraphrases/ summaries and integration is smooth (logical and grammatical) • Sources are accurately acknowledged (in-text and reference list) 	<ul style="list-style-type: none"> • Citations generally add value, tend to be paraphrases/summaries and integration tends to be smooth (logical and grammatical) • Sources tend to be accurately acknowledged (in-text and reference list) 	<ul style="list-style-type: none"> • Information from source(s) is used, citations tend to be paraphrases/summaries and integration tends to be smooth (logical and grammatical) • Source(s) tend to be adequately acknowledged but citation conventions may be clumsy (in-text and/or reference list) 	<ul style="list-style-type: none"> • Information from source(s) is used, but integration tends not to be smooth (logical and/or 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 (in-text and/or reference list) 	<p>One or more of the following:</p> <ul style="list-style-type: none"> • Instances of plagiarism (short copied chunks) • No reference list • Citation format is erratic and/or citation content is irrelevant • The report does not include the required number of sources (see assessment instructions)³
2. Oral presentation of research findings	Content (group mark)	<ul style="list-style-type: none"> • A very effective and insightful report on IMRD research (a brief outline of introduction and pertinent methods, with main focus on results & discussion) • Clear & concise presentation of content • Q & A responses are effective and relevant 	<ul style="list-style-type: none"> • Has elements of Excellent and Fair 	<ul style="list-style-type: none"> • A generally effective and insightful report on IMRD research • A generally clear & concise presentation of content • Q & A responses are generally effective and relevant 	<ul style="list-style-type: none"> • Has elements of Fair and Failure 	<ul style="list-style-type: none"> • An incomplete and/or ineffective report on IMRD research • A generally unclear and/or wordy presentation of content • Q & A responses are generally ineffective and/or irrelevant

³ If the report does not include the required number of sources, award a maximum of '1' for Source Integration

2. (Contd.)	Organisation (group mark)	<ul style="list-style-type: none"> • Strong sense of group coherence and identity • Sections are clearly structured and links between sections and speakers are very effective (orally and visually) 	<ul style="list-style-type: none"> • Has elements of Excellent and Fair 	<ul style="list-style-type: none"> • A sense of group coherence and identity • Sections are generally well- structured and links between sections and speakers are generally effective (orally and visually) 	<ul style="list-style-type: none"> • Has elements of Fair and Failure 	<ul style="list-style-type: none"> • Minimal group coherence and/or identity • Sections are generally poorly structured and links between sections and/or speakers are generally ineffective (orally and/or visually)
2. (Contd.)	Organisation (individual mark)	<ul style="list-style-type: none"> • Individual presentation is well-organised 	<ul style="list-style-type: none"> • Has elements of Excellent and Fair 	<ul style="list-style-type: none"> • Individual presentation is generally well-organised 	<ul style="list-style-type: none"> • Has elements of Fair and Failure 	<ul style="list-style-type: none"> • Individual presentation is disorganised
2. (Contd.)	Language (individual mark)	<ul style="list-style-type: none"> • Vocabulary is highly appropriate for the audience • Grammar is accurate 	<ul style="list-style-type: none"> • Has elements of Excellent and Fair 	<ul style="list-style-type: none"> • Vocabulary is generally appropriate for the audience • Grammar is generally accurate 	<ul style="list-style-type: none"> • Has elements of Fair and Failure 	<ul style="list-style-type: none"> • Vocabulary is often inappropriate for the audience • Grammar is generally inaccurate
2. (Contd.)	Delivery (individual mark)	<ul style="list-style-type: none"> • Communication with audience is natural (including the use of spoken, not written, English: e.g. reciting/reading) • Clear signs of preparation and rehearsal (including fluency, confidence and use of visuals) • 	<ul style="list-style-type: none"> • Has elements of Excellent and Fair 	<ul style="list-style-type: none"> • Communication with audience is generally natural (mostly using spoken, not written, English) • Signs of preparation and rehearsal (including reasonable fluency, confidence and use of visuals) • 	<ul style="list-style-type: none"> • Has elements of Fair and Failure 	<ul style="list-style-type: none"> • Communication with audience is often not natural (using written, not spoken, English) • Few signs of preparation and rehearsal (including general lack of fluency, confidence and/or poor use of visuals) •

3. Final Examination (a writing test incorporating given data)	The criteria and performance descriptors for this assessment are identical to those for Assessment 1, except that students do not complete a Methods section (see Task Fulfilment)
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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.	Denzin, N.K. & Lincoln, Y.S. (Eds.), (1998). <i>Collecting and Interpreting Qualitative Materials</i>
3.	Holliday, A. (2007). <i>Doing and Writing Qualitative Research</i>
4.	Sorenson, S. (1998). <i>How to write research papers</i> (2 nd ed.)
5.	Swales, J. & Feak, C. (2004). <i>Academic Writing for Graduate Students: Essential Tasks and Skills</i>