City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A in 2017 / 2018

Part I   Course Overview

Course Title:	University English
Course Code:	GE1401
Course Duration:	1 Semester
Credit Units:	3
Level:	B1
Proposed Area: *(for GE courses only)*	☐Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology X GE English
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Grade D in HKAL Use of English or Grade 4 in HKDSE or successful completion of English Academic Proficiency Courses (EL0220, EL0222, EL0223 and EL0225 – 6 credits) or English for Academic Purposes (EL0200 – 6 credits) or English for Academic Purposes 2 (EL0200B – 3 credits) or Grade B or above in English for Academic Purposes 1 (EL0200A – 3 credits)
Precursors: *(Course Code and Title)*	None
Equivalent Courses: *(Course Code and Title)*	None
Exclusive Courses: *(Course Code and Title)*	None

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

This course aims to give students the necessary competence in rhetoric and writing in English so that they can use the English language effectively to think, reason, argue and express themselves. Students will develop a sense of their own strengths and weaknesses as English writers and discover how they can make their writing more creative, innovative and persuasive. This course will aid in developing students' fluency in reading, writing, critical, and teamwork skills by scaffolding them through collaboratively designing an infographic (information visualization), and the multi-drafting and peer review process of writing an argumentative essay. Fluency will focus on timed writing, and accuracy will be dealt with in form of mini-grammar lessons (based on student errors in writing). The overall goal is for learners to become autonomous writers and self-editors.

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.	**Read critically and collaboratively identify, evaluate and present information** using technology and a variety of reading strategies for different purposes, discovering how the ideas in what they have read relate to their own lives and academic disciplines.		√	√	
2.	**Use different points of view and perspectives in their writing** and integrate the ideas and words of others in a way that avoids plagiarism.		√	√	
3.	**Produce multiple drafts of writing** making use of various techniques including identifying characteristics of the argumentative essay genre, brainstorming ideas and gathering information, working with sources, prewriting and outlining, planning and drafting, reviewing, revising, editing and proofreading.		√	√	√
4.	**Work together with others to improve their reading and writing** through peer review, peer conferencing, and peer review responses, collaboratively designing an infographic based on the gathered sources and information, evaluate own and team members' contributions.		√	√	√

| 5. | **Use English as a tool for discovery and self-directed learning** through in-class discussion and outside-of-class (online) writing activities | | | | √ | √ | √ |

| * If weighting is assigned to CILOs, they should add up to 100%. | 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	
1	**1.1. Students participate in** interactive lectures, discussions, tasks, and activities where the notion of the writing process is introduced, modelled, and illustrated.	√	√			√		
	1.2. Students practice a variety of writing processes essential to the production of well-formed texts.			√	√	√		In-class practice plus 1 hour/week online
2	**2.1. Students conduct research outside of class** and engage in library workshops or self-access workshops/materials to get acquainted with the documentation of knowledge.	√				√		
	2.2. Students share their research in class using the technology tools introduced in class.		√			√		
	2.3. Students evaluate their peers' work through in-class peer review activities and conferencing.				√	√		
3	**3.1. Students identify characteristics of the Argumentative Essay** by participating in in-class analysis and discussion of genre features.		√			√		
	3.2. Students work collaboratively with			√	√	√		

	teachers, peers, and instructors/teaching assistants in the Writing Centre in order to take control of and improve their writing.							
4	**Students evaluate their strengths and weaknesses and** set goals for their academic writing success through participating in needs analysis and end-of-course self-assessment commentary.					√	√	

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		
Continuous Assessment: 100%								
In-Class Participation Students are assessed according to how actively they contribute to in-class discussions, tasks, and activities on course topics and readings.	√	√		√	√		5%	Individual work
Online Module Students are assessed according to how satisfactorily they complete the online modules each week.	√	√		√	√		20%	Individual work
Information Visualization (Infographic) In teams, students are assessed on the creation of a graphic representation of some aspect of their argumentative essay using the principles and tools introduced in class. They may choose to visualize some information relevant to their argument or the shape/structure of their argument itself.	√	√			√		20%	Group work
Argumentative Essay Students are assessed individually on their production of an Argumentative Essay	√	√	√	√	√		40% (20% for Draft 1, 20% for Final Draft)	Individual work

including an outline, two drafts (800-1000 words each), one round of peer feedback, one round of instructor feedback, and cover notes in response to the peer reviewer and to the instructor.								
Self-assessment Students are assessed on a final 750-word commentary reflecting on students' initial Needs Analysis goals, detailing their writing process and progress over the semester, and laying out goals for future academic writing; students will further rate their team contribution as well as their team members' contributions via an assessment rubric.			√	√		15%	Individual work	

* 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)
In-Class Participation	Task fulfillment which includes: Active participation in and contributions to all in-class tasks, activities, discussions.	Actively and verbally participates in and contributes to all in-class tasks, activities, and discussions. Refrains from use of cell phones or computers at all times - except when instructed otherwise. Missed zero classes.	Actively participates in and contributes to almost all in-class tasks, activities, and discussions. Refrains from use of cell phones or computers at all times - except when instructed otherwise. Missed zero classes.	Adequately participates in and contributes to most in-class tasks, activities, and discussions. Refrains from use of cell phones or computers most of the time. Missed one class.	Marginally participates in and contributes to in-class tasks, activities, and discussions. Frequent use of cell phones or computers. Missed more than one class.	Fails to participate in and contribute to in-class tasks, activities, and discussions. Frequent use of cell phones or computers. Missed more than two classes.
Online Modules	Task fulfillment which includes: Completion of all online modules for each unit.	Demonstrates excellent performance in completion of all online modules for each unit.	Demonstrates good performance in completion of all online modules for each unit.	Demonstrates adequate performance in completion of all online modules for each unit.	Demonstrates marginal performance in completion of all online modules for each unit.	Fails to complete all online modules for each unit or completes them to an unsatisfactory standard.
Information Visualization (Infographic)	Task Fulfillment: which includes novelty, originality, information and technology use, support of argument.	Very interesting and original information visualization. Displays important information in a very compelling way, makes very effective use of the relevant technology, supports the argumentative essay thesis.	Interesting and original information visualization. Displays important information in a compelling way, makes effective use of the relevant technology, supports the argumentative essay thesis.	Somewhat interesting and original information visualization. Displays information in a satisfactory way, makes use of the relevant technology, satisfactorily supports the argumentative essay thesis.	Marginally interesting and original information visualization. Displays information in an unsatisfactory way, makes use of some technology, unsatisfactorily supports the argumentative essay thesis.	Inadequate information visualization. Displays information in an unsatisfactory way, makes no use of technology, does not support the argumentative essay thesis.

Argumentative Essay First Draft (800-1000 words)	Task fulfillment which includes: 800-1000 words in length, central theme or idea and a thesis statement, peer and instructor feedback.	Very interesting and original topic and outline, excellent supporting points and convincing argument	Interesting and original topic and outline, good supporting points and fairly convincing argument	Sufficiently interesting topic and outline, some supporting points and convincing argument	Marginally interesting topic and outline, few supporting points and convincing argument	Insufficient topic or outline, no supporting points or convincing argument
(continued)	Content & Organization & Style	The argument is very effectively structured and developed making it easy for the reader to follow the ideas and understand how the writer is building the argument. Paragraphs are very well-developed and explained and relevant/necessary to the argument. Appropriate signaling devices have been used throughout to help guide the reader through the text.	The argument is effectively structured and developed allowing the reader to follow the ideas and understand how the writer is building the argument. Paragraphs are well-developed and explained and relevant/necessary to the argument. Appropriate signaling devices have been used to help guide the reader through the text for the most part.	The argument is adequately structured and developed allowing the reader to follow the ideas and understand how the writer is building the argument. Paragraphs are somewhat developed and explained and relevant/necessary to the argument. Signaling devices have been used occasionally to help guide the reader through the text.	The argument is marginally structured and developed not allowing the reader to follow the ideas and understand how the writer is building the argument. Paragraphs are poorly developed or explained. Signaling devices have been used infrequently to help guide the reader through the text.	The argument is insufficiently structured and developed not allowing the reader to follow the ideas at all. Paragraphs are not developed or explained. No signaling devices have been used to help guide the reader through the text.
(continued)	Grammar and Mechanics	The first draft follows grammar and usage rules throughout the paper and has very few errors in terms of grammar and word choice.	The first draft follows grammar and usage rules for the most part and has few errors in terms of grammar and word choice.	The first draft satisfactorily follows grammar and usage rules and has a number of errors in terms of grammar and word choice.	The final draft marginally follows grammar and usage rules and has many of errors in terms of grammar and word choice.	The final draft insufficiently follows grammar and usage rules and has many of errors in terms of grammar and word choice.

Argumentative Essay Final Draft (800-1000 words)	Task fulfillment which includes: 800-1000 words in length, central theme or idea and a thesis statement, peer and instructor feedback.	Very interesting and original topic and outline, excellent supporting points and convincing argument	Interesting and original topic and outline, good supporting points and fairly convincing argument	Sufficiently interesting topic and outline, some supporting points and convincing argument	Marginally interesting topic and outline, few supporting points and convincing argument	Insufficient topic or outline, no supporting points or convincing argument
(continued)	Content & Organization & Style	The argument is very effectively structured and developed making it easy for the reader to follow the ideas and understand how the writer is building the argument. Paragraphs are very well-developed and explained and relevant/necessary to the argument. Appropriate signaling devices have been used throughout to help guide the reader through the text. Peer feedback has been incorporated very thoroughly. Instructor feedback has been incorporated very thoroughly.	The argument is effectively structured and developed allowing the reader to follow the ideas and understand how the writer is building the argument. Paragraphs are well-developed and explained and relevant/necessary to the argument. Appropriate signaling devices have been used to help guide the reader through the text for the most part. Peer feedback has been incorporated thoroughly. Instructor feedback has been incorporated thoroughly	The argument is adequately structured and developed allowing the reader to follow the ideas and understand how the writer is building the argument. Paragraphs are somewhat developed and explained and relevant/necessary to the argument. Signaling devices have been used occasionally to help guide the reader through the text. Peer feedback has been sufficiently incorporated. Instructor feedback has been sufficiently incorporated.	The argument is marginally structured and developed not allowing the reader to follow the ideas and understand how the writer is building the argument. Paragraphs are poorly developed or explained. Signaling devices have been used infrequently to help guide the reader through the text. Peer feedback has been insufficiently incorporated. Instructor feedback has been insufficiently incorporated.	The argument is insufficiently structured and developed not allowing the reader to follow the ideas at all. Paragraphs are not developed or explained. No signaling devices have been used to help guide the reader through the text. No peer feedback or instructor feedback has been incorporated.

(continued)	Grammar and Mechanics	The final draft follows grammar and usage rules throughout the paper and has very few errors in terms of grammar and word choice. Spelling and punctuation are correct throughout the paper. The final draft follows APA guidelines throughout (layout, format).	The final draft follows grammar and usage rules for the most part and has few errors in terms of grammar and word choice. Spelling and punctuation are correct throughout the paper. The final draft follows APA guidelines (layout, format).	The final draft satisfactorily follows grammar and usage rules and has a number of errors in terms of grammar and word choice. Spelling and punctuation are correct for the most part. The final draft partially follows APA guidelines (layout, format).	The final draft marginally follows grammar and usage rules and has many of errors in terms of grammar and word choice. Spelling and punctuation are infrequently correct. The final draft does not follow APA guidelines (layout, format).	The final draft insufficiently follows grammar and usage rules and has many of errors in terms of grammar and word choice. Spelling and punctuation are incorrect throughout. The final draft does not follow APA guidelines (layout, format).
Self-Assessment (limited to 750 words)	Task Fulfillment: which includes completion of the needs analysis, and a 750-word commentary (cover letter) reflecting on initial goals and future academic goals	Very detailed and thoughtful reflection of initial needs analysis goals, the writing process and progress over the semester, and goals for future academic writing.	Detailed and thoughtful reflection of initial needs analysis goals, the writing process and progress over the semester, and goals for future academic writing.	Partial reflection of initial needs analysis goals, the writing process and progress over the semester, and goals for future academic writing.	Marginal reflection of initial needs analysis goals, the writing process and progress over the semester, and goals for future academic writing.	Inadequate reflection of initial needs analysis goals, the writing process and progress over the semester, and goals for future academic writing.

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.)

   Writing as a tool for discovery
   The process of writing
   Argumentative writing
   Research and using evidence
   Integrating other people's words and ideas
   Avoiding plagiarism
   Peer review
   Needs analysis
   Self-assessment
   Online self-study

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.)

2.2   Additional Readings
(Additional references for students to learn to expand their knowledge about the subject.)

Text(s):

Aaron, J.E. (2008) *Little, Brown Essential Handbook*. Longman.

Lester, J. (2009) *The Essential Guide: Research Writing Across the Disciplines (International Edition)*. Pearson Education.

Oxford Advanced Learner's Dictionary. Oxford University Press.

Ramage, J. (2008) *Allyn and Bacon Guide to Writing: The Brief Edition*. Longman.

Ruggiero, V. (2009) *Art of Thinking* (International Edition). Pearson Education.

Sinclair, J. (1990) *Collins COBUILD English Grammar*. Collins.

Stern, L. (2006) *What Every Student Should Know About Avoiding Plagiarism*. Longman.

Swan, M. (2005) *Practical English Usage* (3rd Edition). Oxford University Press.

Online Resources:

Purdue University Online Writing Lab : http://owl.english.purdue.edu/

Paradigm Online Writing Assistant: http://www.powa.org/

University of Wisconsin Writer's Handbook: http://writing.wisc.edu/Handbook/

Dartmouth Writing Programme ESL Page:

http://www.dartmouth.edu/~writing/materials/student/special/esl.shtml

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	**Please indicate which CILO(s) is/are related to this PILO, if any** *(can be more than one CILOs in each PILO)*
PILO 1: Demonstrate the capacity for self-directed learning	1, 2, 3, 4, 5
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	1, 3, 4
PILO 3: Demonstrate critical thinking skills	1, 2, 3, 4, 5
PILO 4: Interpret information and numerical data	1, 4
PILO 5: Produce structured, well-organised and fluent text	3, 4
PILO 6: Demonstrate effective oral communication skills	1, 4, 5
PILO 7: Demonstrate an ability to work effectively in a team	1, 4
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	1, 2
PILO 9: Value ethical and socially responsible actions	2, 4
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	1, 4, 5

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Argumentative Essay