

**City University of Hong Kong
Course Syllabus**

**offered by Chan Feng Men-ling Chan Shuk-lin Language Centre
with effect from Semester A 2020/21**

Part I Course Overview

Course Title: English Foundation Course for Associate Degree Students

Course Code: LC0009

Course Duration: 1 semester

Credit Units: 0

Level: Associate Degree

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Grade 2 in the English subject of the HKDSE
(Course Code and Title)

Precursors: N/A
(Course Code and Title)

Equivalent Courses: EL0009 English Foundation Course for Associate Degree Students
(Course Code and Title)

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

Part II Course Details

1. Abstract

This course aims to enhance the English proficiency of students and help them establish a good foundation for the successful transition to the English Enhancement Courses for Associate Degree Students I and II (LC1002 and LC1003).

Students are taught foundational reading skills as well as strategies to acquire academic vocabulary, and comprehend complex sentences and texts. Students will recognise and identify lexical-grammatical features in focused reading group activities. Through a wide variety of interactive writing activities, students will develop the ability to write coherent academic texts in a process approach.

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.	recognise and interpret a range of lexical and grammatical structures, syntax, and text types		√	√	
2.	demonstrate an ability to comprehend, summarise and analyse information and ideas in a range of academic texts			√	
3.	write in a relevant and organised way using a range of sentence structures and vocabulary accurately			√	
4.	compose coherent academic texts			√	
5.	demonstrate reflective thinking skills and communicate understanding of texts in a reading group		√	√	√
		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	CILOs					Hours/week (if applicable)
		1	2	3	4	5	
	use textual clues to infer the meaning of difficult words	√					
	identify main ideas and specific information in sources with different views	√	√				
	analyse the use of grammar and discourse in a range of texts and evaluate the author's purpose	√	√				
	apply appropriate reading strategies to comprehend a range of academic and non-academic texts	√	√				
Reading groups	discuss language and cultural topics with expert English-speaking members in a reading group					√	
Reading groups	complete a reading assignment prior to each group meeting and answer some questions to illustrate understanding of the reading texts on a weekly basis	√	√				
	practise writing short connected texts on familiar topics			√	√		
	edit and revise written drafts following a process approach			√	√		

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		
Continuous Assessment: 50%							
Reading quizzes (short weekly quizzes)	√	√				5%	
Reflective reports on reading texts (200 words)						10%	
Written drafts revised following a process approach (450 words)						25%	
In-class Participation	√	√	√	√		10%	
Examination: 50% (duration: 2.5hrs, if applicable)							
Reading comprehension assessment						25%	
Writing assessment (450 words)						25%	
<i>*The weighting should add up to 100%.</i>						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Pass	Fail
Reading quizzes (5%)	Ability to answer the quiz questions correctly	<ul style="list-style-type: none"> has 50% or more of the answers correct. 	<ul style="list-style-type: none"> has less than 50 % of the answers correct.
Reflective reports on reading texts: (10%)	Ability to reflect on how the reading texts have informed the thinking and learning process	<ul style="list-style-type: none"> has reflected effectively in places with some reference to the reading text. 	<ul style="list-style-type: none"> has reflected unconvincingly, or describes rather than reflects. Reference to the reading text is minimal.
Written drafts revised following a process approach (25%)	Organisation & Coherence (30%)	<ul style="list-style-type: none"> structures the writing clearly and logically in general generally uses a reasonable range of lexical and grammatical cohesive devices effectively though there may be occasional problems in cohesion and / or coherence 	<ul style="list-style-type: none"> significant problems with structure overuse of simple cohesive devices and / or has very significant problems in cohesion and / or coherence
	Content (30%)	<ul style="list-style-type: none"> responds relevantly to the prompt given and fulfills the task adequately stance is identifiable and consistent 	<ul style="list-style-type: none"> does not fulfil the task provides very limited content stance is unclear and inconsistent
	Language (40%)	<ul style="list-style-type: none"> constructs a reasonable variety of sentence structures, with an adequate degree of grammatical accuracy throughout uses a variety of vocabulary though not always accurately or appropriately some noticeable language errors which may have an occasional impact on meaning and / or readability 	<ul style="list-style-type: none"> reliance mainly on simple sentences, with a low degree of grammatical accuracy throughout. uses a very limited variety of vocabulary. Collocation, appropriacy, word form and/or spelling errors predominate language errors are predominant with very serious impact on readability

Assessment Task	Criterion	Pass	Fail
In-class Participation (10%)	<ol style="list-style-type: none"> 1. Active participation in class activities 2. Collegial attitude towards fellow classmates 3. Contribution to a classroom environment conducive to learning and discovery 4. Evidence of preparation for lessons 	<p>Generally active class participation:</p> <ul style="list-style-type: none"> • Some contribution to class activities • Moderately active participation in group work and fairly helpful attitude towards classmates and their work • Some evidence of having prepared for lessons • Generally responsive and alert throughout classes 	<p>Inactive class participation</p> <ul style="list-style-type: none"> • little or no contribution to class activities • little participation in group work and generally unhelpful attitude towards classmates and their work • consistent evidence of being unprepared for lessons • often distracted and/or unresponsive • Absent for more than 9 classroom hours without justification will result in failure in “In-class Participation” (no mark will be awarded).
Reading comprehension assessment: (25%)	Understanding main ideas and supporting details (40%)	<ul style="list-style-type: none"> • able to understand main ideas and supporting details in simple texts 	<ul style="list-style-type: none"> • ability to understand simple main ideas and supporting details in simple texts is minimal
	Understanding and unpacking simple cohesive devices, linking structures and grammatical constructions (40%)	<ul style="list-style-type: none"> • able to understand and unpack simple cohesive devices, linking structures and grammatical devices 	<ul style="list-style-type: none"> • ability to understand very simple cohesive devices, linking structures and grammatical devices is minimal
	Identifying, understanding and interpreting vocabulary (20%)	<ul style="list-style-type: none"> • able to identify, understand and interpret common vocabulary effectively 	<ul style="list-style-type: none"> • ability to identify common, simple vocabulary is minimal

Assessment Task	Criterion	Pass	Fail
Writing assessment: (25%)	Organisation & Coherence (30%)	<ul style="list-style-type: none"> structures the writing clearly and logically in general generally uses a reasonable range of lexical and grammatical cohesive devices effectively though there may be occasional problems in cohesion and / or coherence 	<ul style="list-style-type: none"> significant problems with structure overuse of simple cohesive devices and / or has very significant problems in cohesion and / or coherence
	Content (30%)	<ul style="list-style-type: none"> responds relevantly to the prompt given and fulfills the task adequately stance is identifiable and consistent 	<ul style="list-style-type: none"> does not fulfil the task provides very limited content stance is unclear and inconsistent
	Language (40%)	<ul style="list-style-type: none"> constructs a reasonable of sentence structures, with an adequate degree of grammatical accuracy throughout uses a reasonable variety of vocabulary though not always accurately or appropriately some noticeable language erros which may have an occasional impact on meaning and / or readability 	<ul style="list-style-type: none"> reliance mainly on simple sentences, with a low degree of grammatical accuracy throughout uses a very limited variety of vocabulary. Collocation, appropriacy, word form and / or spelling erros predominate language errors are predominant with very serious impact on readability

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

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.	
2.	
3.	
...	