

**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

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| Course Title: | English Enhancement Course for Associate Degree Students I |
| Course Code: | LC1002 |
| Course Duration: | 1 semester |
| Credit Units: | 3 |
| Level: | Associate Degree |
| Proposed Area: <i>(for GE courses only)</i> | <input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology |
| Medium of Instruction: | English |
| Medium of Assessment: | English |
| Prerequisites: <i>(Course Code and Title)</i> | Grade 3 in the English subject of the HKDSE or successful completion of the English Foundation Course for Associate Degree Students (EFCAD) EL0009/LC0009 |
| Precursors: <i>(Course Code and Title)</i> | N/A |
| Equivalent Courses: <i>(Course Code and Title)</i> | Students who have completed EL0200 (6 credits) are deemed to have completed EL1002 (3 credits) and EL1003 (3 credits) EL1002 English Enhancement Course for Associate Degree Students I |
| Exclusive Courses: <i>(Course Code and Title)</i> | N/A |

Part II Course Details

1. Abstract

This course aims to enhance both listening and speaking skills for the successful completion of students' academic studies. Students are taught advanced listening, pronunciation, discussion and presentation skills and will engage actively in academic presentations both individually and in groups. Through a wide range of interactive independent learning practices, students are expected to take charge of their language development and actively engage in self-directed learning.

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. | demonstrate the ability to comprehend, summarise, analyse, synthesise and evaluate a range of spoken texts | | | √ | |
| 2. | select information from spoken input and use it in academic speaking contexts | | | √ | |
| 3. | recognise phonological features and demonstrate the ability to use them accurately | | √ | √ | |
| 4. | demonstrate the ability to explain, inquire, clarify, evaluate, argue and recommend in discussions and presentations | | | √ | |
| 5. | select and appropriately exploit resources for self-directed language learning | | √ | √ | √ |
| * 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 | |
| | identify main ideas and specific information given by speakers with different views | ✓ | | | | | |
| | organise information taken from formal and informal sources into notes or mind maps | ✓ | ✓ | | | | |
| | engage in a wide range of listening activities for reviewing, summarising, analysing, synthesising and evaluating purposes | ✓ | ✓ | | | | |
| | participate in interactive pronunciation activities | | | ✓ | | | |
| | engage in a variety of class discussions and group presentations | ✓ | ✓ | ✓ | | | |
| Group project | conduct a group research project related to students' major studies | ✓ | ✓ | ✓ | ✓ | | |
| | act on the results of a diagnostic test designed to identify the strengths and weaknesses in listening and speaking | | | | | ✓ | |

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: 25% | | | | | | | |
| Reflective report on self-directed learning (450 words) | | | | | ✓ | 15% | |
| In-class participation | ✓ | ✓ | ✓ | ✓ | | 10% | |
| Examination: 75% | | | | | | | |
| Mid-term listening test (30 minutes) | ✓ | ✓ | | | | 30% | |
| End-of-term project-driven presentation (5 minutes for each student)^ | | | ✓ | ✓ | | 45% | |
| *The weighting should add up to 100% | | | | | | | |
| | | | | | | 100% | |

^Students may be put in a group of 4 due to the actual number of students in the class or the actual number of students show up in the presentation assessment.

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) |
|---|-----------------------|---|---|--|--|--|
| Reflective report on Self-directed learning: (15%) | Self-evaluation (50%) | <ul style="list-style-type: none"> • Reflects with clear and sufficient references to objectives defined at beginning of semester and the significance of the experience for future studies • Provides examples of learning experiences that are clearly relevant to plan/process • Reflects thoughtfully in the context of personal feelings and values | <ul style="list-style-type: none"> • Reflects with mostly clear and sufficient references to objectives defined at beginning of semester and the significance of the experience for future studies • Provides examples of learning experiences that are mostly relevant to plan/process • Reflects with some reference to personal feelings and values | <ul style="list-style-type: none"> • Reflects with some references to objectives defined at beginning of semester and/or the significance of the experience for future studies • Provides examples of learning experiences that are sometimes relevant to plan/process • Reflects reasonably in places, but perhaps somewhat superficially and/or generically | <ul style="list-style-type: none"> • Reflects with few references to objectives defined at beginning of semester and/or the significance of the experience for future studies • Provides examples of learning experiences that are generally irrelevant to plan/process • Reflects unconvincingly and/or describes rather than reflects | <ul style="list-style-type: none"> • Reflects with no references to objectives defined at beginning of semester and/or the significance of the experience for future studies • Provides examples of learning experiences that are irrelevant to plan/process • Reflects unconvincingly and/or describes rather than reflects throughout |

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|-----------------|---|---|---|--|---|---|
| | J Setting of Objectives and Management of Learning Process(50%) | <ul style="list-style-type: none"> Articulates clear and appropriate learning objectives, with clear connections to diagnostic activities Selects appropriate learning activities and resources throughout the learning process Clearly demonstrates effective management of time, resources, and activities, and made changes where appropriate with full explanation of the reasons behind the changes | <ul style="list-style-type: none"> Articulates mostly clear and appropriate learning objectives, with connections to diagnostic activities Selects mostly appropriate learning activities and resources Generally demonstrates effective management of time, resources, and activities, and provides reasonable explanation of any changes | <ul style="list-style-type: none"> Articulates somewhat clear and appropriate learning objectives, which may be connected to diagnostic activities Selects some appropriate learning activities and resources Demonstrates fair management of time, resources, and activities, and provides some explanation of any changes | <ul style="list-style-type: none"> Articulates generally unclear and inappropriate learning objectives, with little or no connection to diagnostic activities Selects marginally appropriate learning activities and resources Demonstrates poor management of time, resources, and activities, and provides little or no explanation of any changes | <ul style="list-style-type: none"> Articulates very unclear and inappropriate learning objectives, with little or no connection to diagnostic activities Selects mostly inappropriate learning activities and resources Demonstrates very poor management of time, resources, and activities, and provides little or no explanation of any changes |

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|--|--|--|--|--|---|---|
| Examination: Mid-term listening test: (30%) | Identify Main Ideas and Supporting Details (25%) | <ul style="list-style-type: none"> able to identify main ideas and supporting details of a variety of academic texts accurately in most cases | <ul style="list-style-type: none"> able to identify main ideas and supporting details of a variety of academic texts accurately in some cases | <ul style="list-style-type: none"> able to identify main ideas and supporting details of a variety of academic texts fairly accurately in a few cases | <ul style="list-style-type: none"> able to identify simple and/or explicit main ideas and supporting details in a variety of academic texts in a few cases | <ul style="list-style-type: none"> ability to identify main ideas and supporting details of a variety of academic texts is minimal |
| | Organise Information (25%) | <ul style="list-style-type: none"> able to organise information to form a holistic view of listening discourse | <ul style="list-style-type: none"> able to organise information of listening discourse fairly holistically | <ul style="list-style-type: none"> able to organise information of listening discourse fairly holistically in a few cases | <ul style="list-style-type: none"> able to organise simple information of listening discourse fairly holistically in a few cases | <ul style="list-style-type: none"> ability to organise information of listening discourse is minimal |
| | Evaluate Content (25%) | <ul style="list-style-type: none"> able to review and analyse content of academic discourse very effectively in most cases | <ul style="list-style-type: none"> able to review and analyse content of academic discourse effectively in some cases | <ul style="list-style-type: none"> able to review and analyse content of academic discourse fairly effectively in a few cases | <ul style="list-style-type: none"> able to review and analyse simple and/or explicit content of academic discourse in a few cases | <ul style="list-style-type: none"> ability to evaluate content of academic discourse is minimal |
| | Recognise Phonological Features (25%) | <ul style="list-style-type: none"> able to recognise basic phonological features accurately in most cases | <ul style="list-style-type: none"> able to recognise basic phonological features accurately in some cases | <ul style="list-style-type: none"> able to recognise basic phonological features fairly accurately in a few cases | <ul style="list-style-type: none"> able to recognise basic phonological features accurately when clearly and slowly expressed in a few cases | <ul style="list-style-type: none"> ability to recognise basic phonological features is minimal |

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|--|--|--|---------------------|---|-----------------|---|
| Examination: End-of-term project-driven presentation: (55%) | Content (25%) (Group) | <ul style="list-style-type: none"> • Content highly appropriate for university students • Research has led to very interesting content • Points are elaborated convincingly | | <ul style="list-style-type: none"> • Content mostly appropriate for university students • Research has led to fairly interesting content • Points are reasonably well-elaborated | | <ul style="list-style-type: none"> • Content inappropriate for university students • Research is lacking and/or uninteresting • Points are poorly elaborated |
| | Organisation & Group Coherence (15%) (Group) | <ul style="list-style-type: none"> • Clear and impressive introduction • Clear and impressive conclusion • Strong sense of group coherence and identity | | <ul style="list-style-type: none"> • Clear introduction • Clear conclusion • Some sense of group coherence and identity | | <ul style="list-style-type: none"> • Unclear and/or confusing introduction • Unclear and/or confusing conclusion • Minimal group coherence and/or identity |
| | Organisation & Group Coherence (10%) (Individual) | <ul style="list-style-type: none"> • Individual is well-organised | | <ul style="list-style-type: none"> • Individual is generally well-organised | | <ul style="list-style-type: none"> • Individual is disorganised |
| | Language (20%) (Individual) | <ul style="list-style-type: none"> • Pronunciation is accurate • Speech is fluent • Vocabulary is highly appropriate for the audience | | <ul style="list-style-type: none"> • Pronunciation is generally accurate • Speech is generally fluent • Vocabulary is generally appropriate for the audience | | <ul style="list-style-type: none"> • Pronunciation is mostly inaccurate • Speech lacks fluency • Vocabulary is often inappropriate for the audience |

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|-----------------|--|---|--|--|--|--|
| | Delivery (25%) (Individual) | <ul style="list-style-type: none"> Manages to fully engage the audience Interacts naturally with audience Clear signs of preparation and rehearsal | <ul style="list-style-type: none"> Contains elements of '3' and '5' | <ul style="list-style-type: none"> Manages to suitably engage audience Adequate interaction with audience Signs of preparation and rehearsal | <ul style="list-style-type: none"> Contains elements of '1' and '3' | <ul style="list-style-type: none"> Minimally engages the audience Little or no interaction with audience Few signs of preparation and rehearsal |
| | Ability To Handle Questions (5%) (Individual) | <ul style="list-style-type: none"> Response is polite and very helpful Response is highly relevant Response shows deep knowledge of subject | | <ul style="list-style-type: none"> Response is mostly polite and helpful Response is mostly relevant Response shows reasonable knowledge of subject | | <ul style="list-style-type: none"> Response is impolite and/or unhelpful Response is mostly irrelevant Response shows little knowledge of subject |

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|-------------------------------------|--|--|--|---|---|--|
| 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>Very active class participation:</p> <ul style="list-style-type: none"> • Frequent and insightful contribution to class activities • Very active participation in group work and very helpful attitude towards classmates and their work • Consistent evidence of having prepared for lessons • Responsive and alert throughout classes | <p>Active class participation</p> <ul style="list-style-type: none"> • Frequent contribution to class activities • Active participation in group work and helpful attitude towards classmates and their work • Frequent evidence of having prepared for lessons • Mostly responsive and alert throughout classes | <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>Inconsistent class participation</p> <ul style="list-style-type: none"> • Infrequent contribution to class activities • Half-hearted participation in group work and not displaying a helpful attitude towards classmates and their work • Occasional evidence of having prepared for lessons • Sometimes distracted and/or unresponsive | <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 • Absence for more than 9 classroom hours without justification will result in failure in “In-class Participation” (no mark will be awarded). |

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

1. Keyword Syllabus

Recognise vowels and consonants; listen for main ideas and details, organise and evaluate listening discourse.

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.)

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| 1. | |
| 2. | |
| 3. | |
| ... | |

2.2 Additional Readings

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

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| 1. | |
| 2. | |
| 3. | |
| ... | |