

**City University of Hong Kong  
Course Syllabus**

**offered by Chan Feng Men-ling Chan Shuk-lin Language Centre  
with effect from Semester A 2022/23**

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**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 lexico-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 <sup>#</sup>	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		✓	✓	✓
* If weighting is assigned to CILOs, they should add up to 100%.		100%			

<sup>#</sup> 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		
<b>Continuous Assessment: 50%</b>							
Reflective writing		✓	✓		✓	10%	
Argumentative essay revised following a process approach			✓	✓		25%	
Participation	✓	✓	✓	✓	✓	15%	
<b>Examination: 50% (duration: 2.5 hours)</b>							
Final reading exam	✓	✓				25%	
Final writing exam – argumentative essay			✓	✓		25%	
*The weighting 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	Pass	Fail
<b>Reflective writing (10%)</b>	Ability to reflect on how the reading text relates to students' lives	Has reflected effectively in places with some reference to the reading text.	Has reflected unconvincingly, or describes rather than reflects. Reference to the reading text is minimal.
<b>Argumentative essay revised following a process approach (25%)</b>	<b>Organisation &amp; coherence (30%)</b> Using clear & logical organisation, displaying effective cohesion and coherence, and using a wide variety of accurate cohesive devices	<ul style="list-style-type: none"> <li>Some ability displayed in <i>Organisation &amp; coherence</i></li> </ul>	<ul style="list-style-type: none"> <li>Very little or no ability displayed in <i>Organisation &amp; coherence</i></li> </ul>
	<b>Content (30%)</b> Having a relevant and complete response to the prompt, and a clear & persuasive stance	<ul style="list-style-type: none"> <li>Some ability displayed in <i>Content</i></li> </ul>	<ul style="list-style-type: none"> <li>Very little or no ability displayed in <i>Content</i></li> </ul>
	<b>Language (40%)</b> Using a range of appropriate grammar & vocabulary with accuracy, and with minimal language errors	<ul style="list-style-type: none"> <li>Some ability displayed in <i>Language</i></li> </ul>	<ul style="list-style-type: none"> <li>Very little or no ability displayed in <i>Language</i></li> </ul>
<b>Participation (15%)</b>	Contributing to class and Reading Group activities, displaying collegiality and participation in group work, being prepared for lessons, and being responsive & alert throughout	<ul style="list-style-type: none"> <li>Some effort displayed in <i>Participation</i></li> </ul>	<ul style="list-style-type: none"> <li>Very little or no effort displayed in <i>Participation</i></li> <li>Absence for more than 9 classroom hours without teacher approval will result in failure in "In-class Participation" (no mark will be awarded)</li> </ul>

<b>Assessment Task</b>	<b>Criterion</b>	<b>Pass</b>	<b>Fail</b>
<b>Final Reading Exam (25%)</b>	Understanding main ideas & supporting details, understanding & unpacking simple cohesive devices, linking structures & grammatical constructions, and identifying, understanding & interpreting vocabulary	<ul style="list-style-type: none"> <li>• Some ability to understand main ideas and supporting details in simple texts</li> <li>• Some ability to understand and unpack simple cohesive devices, linking structures and grammatical devices</li> <li>• Some ability to identify, understand and interpret common vocabulary effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to understand simple main ideas and supporting details in simple texts is minimal or non-existent</li> <li>• Ability to understand very simple cohesive devices, linking structures and grammatical devices is minimal or non-existent</li> <li>• Ability to identify common, simple vocabulary is minimal or non-existent</li> </ul>
<b>Final Writing Exam – argumentative essay (25%)</b>	<b>Organisation &amp; coherence (30%)</b> Using clear & logical organisation, displaying effective cohesion and coherence, and using a wide variety of accurate cohesive devices	• Some ability displayed in <i>Organisation &amp; coherence</i>	• Very little or no ability displayed in <i>Organisation &amp; coherence</i>
	<b>Content (30%)</b> Having a relevant and complete response to the prompt, and a clear & persuasive stance	• Some ability displayed in <i>Content</i>	• Very little or no ability displayed in <i>Content</i>
	<b>Language (40%)</b> Using a range of appropriate grammar & vocabulary with accuracy, and with minimal language errors	• Some ability displayed in <i>Language</i>	• Very little or no ability displayed in <i>Language</i>

\*Note: Detailed rubrics will be provided in class and on course master Canvas site

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

**1. Keyword Syllabus**

Reading skills; writing skills; critical thinking skills; reflective writing; extensive reading; lexical awareness

**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.	Reading Group course text
2.	
3.	
...	

**2.2 Additional Readings**

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

1.	
2.	
3.	
...	

A. 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.

<b>Selected Assessment Task</b>
Final Writing Exam - argumentative essay