LC1002: ENGLISH ENHANCEMENT COURSE FOR ASSOCIATE DEGREE STUDENTS I

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

English Enhancement Course for Associate Degree Students I

Subject Code

LC - CFML CSL Language Centre

Course Number

1002

Academic Unit

CFML CSL Language Centre (LC)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

A1, A2 - Associate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

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

Nil

Equivalent Courses

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

Nil

Part II Course Details

Abstract

This course aims to enhance both listening and speaking skills for the successful completion of students' academic studies. Students are taught fundamental listening, pronunciation, 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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	demonstrate the ability to comprehend, summarise, analyse, synthesise and evaluate a range of spoken texts		x	x	
2	select information from spoken input and use it in academic speaking contexts		x	x	
3	recognise phonological features and demonstrate the ability to use them accurately		x	x	x
4	demonstrate the ability to explain, inquire, clarify, evaluate, argue and recommend in discussions and presentations		x	x	x
5	select and appropriately exploit resources for self-directed language learning		x	x	x

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 real-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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1		identify main ideas and specific information given by speakers with different views	1, 2	
2		organise information taken from formal and informal sources into notes or mind maps	1, 2	

3		engage in a wide range of listening activities for reviewing, summarising, analysing, synthesising and evaluating purposes	1, 2	
4		participate in interactive pronunciation activities	1, 3	
5		engage in a variety of class discussions and group presentations	1, 2, 3, 4	
6	Group project	conduct a group research project related to students' major studies	1, 2, 3, 4, 5	
7		act on the results of a diagnostic test designed to identify the strengths and weaknesses in listening and speaking	1, 3, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Reflective report on Independent Learning (IL)	3, 5	15	
2	In-class participation	1, 2, 3, 4	10	

Continuous Assessment (%)

25

Examination (%)

75

Examination Duration (Hours)

0.5

Additional Information for ATs

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.

Assessment Rubrics (AR)

Assessment Task

Reflective report on Independent Learning (IL)
(15%)

Criterion

Setting of objectives and management of learning process (50%)
Setting effective learning objectives, selecting appropriate learning activities & resources, and demonstrating the ability to manage tasks, time, & resources effectively

Excellent (A+, A, A-)

Strong and consistent ability displayed in Setting of objectives and management of learning process

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Setting of objectives and management of learning process

Fair (C+, C, C-)

Reasonable ability displayed in Setting of objectives and management of learning process

Marginal (D)

Limited ability displayed in Setting of objectives and management of learning process

Failure (F)

Very little or no ability displayed in Setting of objectives and management of learning process

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Assessment Task

Reflective report on Independent Learning (IL)
(15%)

Criterion

Self-evaluation of the 12-hour IL experience (50%)
Reflecting with clear references to initial goals and future plans, providing examples of relevant learning experiences, and reflecting meaningfully

Excellent (A+, A, A-)

Strong and consistent ability displayed in Self-evaluation of the 12-hour IL experience

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Self-evaluation of the 12-hour IL experience

Fair (C+, C, C-)

Reasonable ability displayed in Self-evaluation of the 12-hour IL experience

Marginal (D)

Limited ability displayed in Self-evaluation of the 12-hour IL experience

Failure (F)

Very little or no ability displayed in Self-evaluation of the 12-hour IL experience

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Assessment Task

In-class participation
(10%)

Criterion

Participation
Contributing to class activities, displaying collegiality and participation in group work, being prepared for lessons, and being responsive & alert throughout classes

Excellent (A+, A, A-)

Strong and consistent effort displayed in Participation

Good (B+, B, B-)

Generally strong and mostly consistent effort displayed in Participation

Fair (C+, C, C-)
Reasonable effort displayed in Participation

Marginal (D)
Limited effort displayed in Participation

Failure (F)
Very little or no effort displayed in Participation

Absence for more than 9 classroom hours without teacher approval will result in failure in "In-class Participation" (no mark will be awarded)

Assessment Task
Listening test
(30%)

Criterion
Identifying main ideas and supporting details, evaluating content, and recognising phonological features

Excellent (A+, A, A-)
Ability to identify main ideas and supporting details in an academic text accurately in most cases

Ability to review and analyse content of academic discourse very effectively in most cases

Ability to recognise basic phonological features accurately in most cases

Good (B+, B, B-)
Ability to identify main ideas and supporting details in an academic text accurately in some cases

Ability to review and analyse content of academic discourse effectively in some cases

Ability to recognise basic phonological features accurately in some cases

Fair (C+, C, C-)
Ability to identify main ideas and supporting details in an academic text fairly accurately in a few cases

Ability to review and analyse content of academic discourse fairly effectively in a few cases

Ability to recognise basic phonological features fairly accurately in a few cases

Marginal (D)
Ability to identify simple and/or explicit main ideas and supporting details in an academic text in a few cases

Ability to review and analyse simple and/or explicit content of academic discourse in a few cases

Ability to recognise basic phonological features accurately when clearly and slowly expressed in a few cases

Failure (F)
Ability to identify main ideas and supporting details in an academic text is minimal or non-existent

Ability to evaluate content of academic discourse is minimal or non-existent

Ability to recognise basic phonological features is minimal or non-existent

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Assessment Task

End-of-term project-driven team presentation
(45%)

Criterion

Content (group) (25%)
Using appropriate & interesting content, including effective research, and designing interesting & attractive visual aids

Excellent (A+, A, A-)

Strong and consistent ability displayed in Content

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Content

Fair (C+, C, C-)

Reasonable ability displayed in Content

Marginal (D)

Limited ability displayed in Content

Failure (F)

Very little or no ability displayed in Content

Assessment Task

End-of-term project-driven team presentation
(45%)

Criterion

Group organisation (group) (20%)
Including an effective introduction & conclusion, progressing clearly between ideas & sections, and displaying strong group coherence

Excellent (A+, A, A-)

Strong and consistent ability displayed in Group organisation

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Group organisation

Fair (C+, C, C-)

Reasonable ability displayed in Group organisation

Marginal (D)

Limited ability displayed in Group organisation

Failure (F)

Very little or no ability displayed in Group organisation

Assessment Task

End-of-term project-driven team presentation
(45%)

Criterion

Vocabulary & pronunciation (individual) (20%)
Using a range of appropriate vocabulary with accurate pronunciation & intonation

Excellent (A+, A, A-)

Strong and consistent ability displayed in Vocabulary & pronunciation

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Vocabulary & pronunciation

Fair (C+, C, C-)

Reasonable ability displayed in Vocabulary & pronunciation

Marginal (D)

Limited ability displayed in Vocabulary & pronunciation

Failure (F)

Very little or no ability displayed in Vocabulary & pronunciation

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Assessment Task

End-of-term project-driven team presentation
(45%)

Criterion

Delivery (individual) (30%)
Engaging the audience, using voice well, and showing signs of effective preparation

Excellent (A+, A, A-)

Strong and consistent ability displayed in Delivery

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Delivery

Fair (C+, C, C-)

Reasonable ability displayed in Delivery

Marginal (D)

Limited ability displayed in Delivery

Failure (F)

Very little or no ability displayed in Delivery

Assessment Task

End-of-term project-driven team presentation
(45%)

Criterion

Ability to handle questions (individual) (5%)

Responding relevantly, and displaying good subject knowledge

Excellent (A+, A, A-)
Strong and consistent ability displayed in Ability to handle questions

Good (B+, B, B-)
Generally strong and mostly consistent ability displayed in Ability to handle questions

Fair (C+, C, C-)
Reasonable ability displayed in Ability to handle questions

Marginal (D)
Limited ability displayed in Ability to handle questions

Failure (F)
Very little or no ability displayed in Ability to handle questions

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Additional Information for AR

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

Part III Other Information

Keyword Syllabus

Recognising and producing phonological features; listening skills; organising and evaluating spoken discourse; presentation skills; Independent Learning

Reading List

Compulsory Readings

	Title
1	Nil

Additional Readings

	Title
1	Nil