

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester A in 2009 / 2010**

This form is for completion by the *Course Co-ordinator*. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

Part I

Course Title: Communication Skills I

Course Code: EN2251

Course Duration: One semester

Credit Units: 3

Level: B2

Medium of Instruction: English

Prerequisites: *(Course Code and Title)* : Nil

Precursors: *(Course Code and Title)* : Nil

Equivalent Courses: *(Course Code and Title)* : Nil

Exclusive Courses: *(Course Code and Title)* : Nil

Part II

Course Aims

This course aims to develop students' ability to read a variety of scientific texts, and appropriately communicate (through speaking and writing) the findings of scientific projects in an academic context.

Course Intended Learning Outcomes (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)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Evaluate an academic text in terms of content, writer stance, reliability and trustworthiness.	
2.	Create, share and discuss a multimedia documentary which presents the theory, method and findings of a quasi-experiment, and makes effective use of verbal and non-verbal delivery techniques.	
3.	Write a scientific report, making effective use of appropriate language, organization and academic referencing conventions.	
4.	Use corpus tools to explore language in use and identify common language patterns.	
5.	Participate actively in class and group activities.	

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLAs	Hours/week (if applicable)
CILOS 1-5	Interactive tutorials introducing key concepts and skills, including: <ul style="list-style-type: none"> Identifying main points, supporting details and writer stance in an academic text; Oral presentation strategies; Academic and scientific writing conventions; The use of corpus tools to explore language in use. Students are expected to participate actively in class activities.	
CILOS 1-5	Practical research, discussion and writing activities which provide opportunities to practice the skills introduced (see above). Students are expected to participate actively.	
CILOS 1-5	Class weblog discussion on all aspects of the course, as introduced in the interactive tutorials (see above). Students are expected to participate actively.	

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILO 1	Evaluation of academic text	10%	
CILO 2	Scientific documentary	30%	
CILO 3	Scientific report	40%	
CILO 4	Corpus consultation project	10%	
CILO 5	Participation	10%	

Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading is assigned based on student achievement of ILOs according to defined grading criteria, as follows:

CILO 1: Evaluation of Academic text

Grade	
A+, A, A-	Able to very clearly and accurately communicate the main points of a scientific/academic text. Able to identify and evaluate both the trustworthiness of the text, and the writer's stance, with excellent reasons based on clear criteria. The information is reported in the student's own words.
B+, B, B-	Able to clearly and accurately communicate the main points of a scientific/academic text. Able to identify and evaluate both the trustworthiness of the text, and the writer's stance, with good reasons based on clear criteria. The information is reported in the student's own words.
C+, C, C-	Able to communicate some of the main points of a scientific/academic text, but there may be some problems with the selection or accuracy of these points. Able to identify the writer's stance but may not evaluate it with reference to clear criteria. Able to evaluate the trustworthiness of the text, but may not provide good reasons based on clear criteria. The student may be relying too heavily on the text and not reporting the text in the student's own words.
D	Unable to communicate the main points of a scientific/academic text. The student does not identify or evaluate the writer's stance. The student does not evaluate the trustworthiness of the text. The student is relying too heavily on the text and is not always reporting in the student's own words.
F	Not attempted OR The student has failed to either identify or evaluate the content, writer stance and trustworthiness of the text.

CILO 2: SCIENTIFIC DOCUMENTARY

Items to be assessed	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
<p>Organization and content</p> <p>10%</p>	<p>Able to present information in a clearly organized and interesting/creative way, using effective signposting with an attention-grabbing opening, an effectively organized body which clearly follows scientific conventions, and a memorable conclusion/ending.</p>	<p>Able to present information in an organized and somewhat interesting/creative way, using appropriate signposting, with a clear opening, a clear body which follows scientific conventions, and a clear conclusion/ending.</p>	<p>Able to present information in a moderately organized and moderately interesting/creative way, using some signposting, with a brief opening, a moderately organized body which mostly follows scientific conventions, and a short conclusion.</p>	<p>Unable to present information in an adequately organized and interesting/creative way, with a brief opening, a moderately organized body which may not follow scientific conventions and a short conclusion.</p>	<p>Unable to present information in an adequately organized and interesting/creative way, with a brief opening, a body which may follow scientific conventions, and short conclusion. The body of the presentation is poorly organized.</p>
<p>Multimedia and visual effects</p> <p>5%</p>	<p>Able to design creative and interesting visuals which effectively and appropriately support the documentary and utilize an appropriate variety of multimedia and visual effects, e.g. video clips, pictures, objects, graphs, diagrams, tables.</p>	<p>Able to design visuals which appropriately support the documentary and utilize an appropriate variety of multimedia and visual effects.</p>	<p>Able to design visuals which are moderately appropriate, support the documentary moderately well, and utilize a somewhat limited and/or somewhat inappropriate range of multimedia and visual effects.</p>	<p>Unable to design visuals which are mostly appropriate, support the documentary most of the time and utilize a range of visual aids. The visuals may be very wordy and/or inappropriate.</p>	<p>Unable to design appropriate visuals which support the presentation and utilize a range of visual aids. The visuals are very wordy and/or inappropriate.</p>
<p>Language</p> <p>5%</p>	<p>Able to express ideas in fluent, accurate English with few errors (of grammar, vocabulary, pronunciation), using appropriate language for the context.</p>	<p>Able to express ideas in fluent, accurate English with some errors, using mostly appropriate language for the context.</p>	<p>Able to express ideas in mostly fluent, accurate English with some errors, using mostly appropriate language for the context.</p>	<p>Unable to express ideas in mostly fluent, accurate English with some errors, using mostly appropriate language for the context.</p>	<p>The documentary is difficult to understand because of language issues.</p>

CILO 3: SCIENTIFIC REPORT

Items to be assessed	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
<p>Organization</p> <p>10%</p>	<p>Able to present information in a clearly organized, coherent and cohesive way, using effective signposting with all expected sections of the report present and in a logical sequence.</p>	<p>Able to present information in a mostly clearly organized, coherent and cohesive way, using some signposting with all expected sections of the report present and in a logical sequence.</p>	<p>Able to present information in a somewhat organized way, with most of the expected sections of the report present and in a logical sequence.</p>	<p>Unable to present information in a somewhat organized way, with most of the expected sections of the report present and in a logical sequence.</p>	<p>Unable to present information in a somewhat organized way. Important sections of the report are missing.</p>
<p>Content</p> <p>10%</p>	<p>Able to introduce and develop ideas clearly, effectively and in an interesting way, following scientific conventions, referring to relevant theory and supporting claims appropriately.</p>	<p>Able to introduce and develop ideas clearly, effectively and in an interesting way most of the time. Mostly follows scientific conventions, refers to relevant theory where necessary and supports claims appropriately.</p>	<p>Able to introduce and develop ideas clearly, effectively and in an interesting way some of the time. May follow scientific conventions, refer to relevant theory where necessary and support claims appropriately.</p>	<p>Unable to introduce and develop ideas clearly, effectively and in an interesting way. May not follow scientific conventions, refer to relevant theory where necessary nor support claims appropriately.</p>	<p>Unable to introduce and develop ideas clearly, effectively and in an interesting way. Does not adequately follow scientific conventions to support claims.</p>

Items to be assessed	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
Language use 10%	Able to express ideas in accurate English with few errors (of grammar, vocabulary), using appropriate language forms and an appropriate range of technical and semi-technical vocabulary for the different sections of the report.	Able to express ideas in accurate English with some errors, using mostly appropriate language forms and a mostly appropriate range of technical and semi-technical vocabulary for the different sections of the report.	Able to express ideas in somewhat accurate English with some errors, using mostly appropriate language forms and a mostly appropriate range of technical and semi-technical vocabulary for the different sections of the report.	Unable to express ideas in somewhat accurate English with some errors, using mostly appropriate language forms and a mostly appropriate range of technical and semi-technical vocabulary for the different sections of the report.	Unable to express ideas in somewhat accurate English with some errors, using mostly appropriate language forms. The report is difficult to understand because of problems with language use.
Citation and referencing 10%	Able to appropriately reference sources in text when necessary and write a reference list in the style taught on the course, with minimal errors of style. In-text references are always relevant and useful.	Able to appropriately reference sources in text most of the time and write a reference list in the style taught on the course, with some errors of style. In-text references are mostly relevant and useful.	Able to appropriately reference sources in text some of the time, and write a reference list in the style taught on the course, with errors of style. In-text references are somewhat relevant and useful.	Unable to appropriately reference sources in text and write a reference list in the style taught on the course. Where there are in-text references they are irrelevant or unhelpful.	No attempt to reference sources in text or write a reference list.

CILO 4: CORPUS CONSULTATION PROJECT

Grade	
A+, A, A-	Able to utilize corpus tools in order to ascertain accurate and appropriate language use all of the time.
B+, B, B-	Able to utilize corpus tools in order to ascertain accurate and appropriate language use most of the time.
C+, C, C-	Able to utilize corpus tools in order to ascertain accurate and appropriate language use some of the time.
D	Unable to utilize corpus tools in order to ascertain accurate and appropriate language use all of the time.
F	Unable to utilize corpus tools in order to ascertain accurate and appropriate language use.

CILO 5: PARTICIPATION

Criteria	Grade A+, A, A-	Grade B+,B,B-	Grade C+,C,C-	Grade D	Grade F
Attendance	Attended all classes	Attended 90-99% of the classes	Attended 80-89 % of the classes	Attended 70-79% of the classes	Attended less than 70% of the classes
Punctuality	Punctual for all classes	90-99% punctual for class	80-89% punctual for class	70-79% punctual for class	Less than 70% punctual for class
Participation	Always participated actively in class and group activities	Frequently participated actively in class and group activities	Occasionally participated actively in class and group activities	Almost never participated actively in class and group activities	Never participated actively in class and group activities
Use of English	Always spoke in English in class	Frequently spoke in English in class	Occasionally spoke in languages other than English in class	Frequently spoke in languages other than English in class	Never spoke in English in class

Part III

Keyword Syllabus

English for Science, Academic writing, Academic literacy, Critical literacy, Reading strategies, Writer stance, Oral presentation, Verbal delivery skills, Non-verbal delivery skills, Scientific report, Lab report, Discourse conventions, Language in use, Organization and structure, Citation and referencing, Corpus tools, Data-driven learning.

Recommended Reading

Text(s)

Online Resources

Corpus tools

Word Neighbours, <http://wordneighbors.ust.hk/>

Just the Word, <http://193.133.140.102/JustTheWord/index.html>

MICASE, <http://quod.lib.umich.edu/cgi/c/corpus/corpus?page=home;c=micase;cc=mi case>

English language resources

Guide to Grammar and Writing, <http://grammar.ccc.commnet.edu/grammar/>

Online Writing Lab, <http://owl.english.purdue.edu/>

Journals and magazines

BBC Science and Nature, <http://www.bbc.co.uk/sn/>

Directory of Open Access Journals, <http://www.doaj.org/doaj?func=home>

National Geographic, <http://www.nationalgeographic.com/>

Nature, <http://www.nature.com/>

Science, <http://www.sciencemag.org/>

Scientific American, <http://www.sciam.com/>

Podcasts

BBC Science, <http://www.bbc.co.uk/radio/podcasts/directory/genre/science/>

Howard Hughes Medical

Institute, http://www.hhmi.org/biointeractive/podcast_popup.html

NASA, <http://www.nasa.gov/multimedia/podcasting/>

National Geographic, <http://www.nationalgeographic.com/podcasts/>

Nature, <http://www.nature.com/nature/podcast/>

Science, <http://www.sciencemag.org/multimedia/podcast/>

Scientific American, <http://www.sciam.com/podcast/>

Returned by

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