

**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/Examiner*. 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.

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**Part I**

Course Title: English Communication Skills for Computing II

Course Code: EN3262

Course Duration: 1 semester

No. of Credit Units: 3

Level: B3

Medium of Instruction: English

Prerequisites: *(Course Code and Title)*: EN2261 English Communication Skills for Computing I

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

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

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

**Part II**

**1. Course Aims:**

This course aims to develop students' fluency in written and spoken English for academic research communication in the field of computer science, and in particular to instruct student in developing research reports and oral presentations of their final year projects. Students enrolled on EN3262, therefore, must also be concurrently enrolled on CS4511 or CS4512 Final Year Project.

## 2. 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.	compile end-text references according to the conventions used in the field of computer science;	1
2.	produce written academic prose that draws on other texts appropriately cited according to the conventions used in the field of computer science;	2
3.	produce an effectively organized and well-documented Final Year Project Report;	4
4.	deliver effectively an oral presentation of a research project and skilfully address questions raised in the question and answer session.	2

## 3. Teaching and learning Activities (TLAs)

*(designed to facilitate students' achievement of the CILOs)*

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

ILO No	TLAs	Hours/week (if applicable)
CILO 1	Compiling end-text-reference skills Students will learn how to compile end-text references by examining and analyzing two systems of end-text referencing conventions (the numbered style and the author-year style) followed in five research articles. Teacher guides students to identify the types of bibliographic details to document, how to arrange and format the details. Students will be provided exercises that draw on authentic materials to consolidate their end-text-referencing skills.	2 weeks
CILO 2	Producing academic prose Students will learn to produce academic prose that draws on other texts. In particular, they will learn the numbered-style and the author-year style in-text citation skills by reading and analyzing the citations in the same articles used for CILO 1. Teacher will guide students to identify the conventions and writing skills associated with direct and indirect citations. Among the items to learn are a) types of bibliographic information to	2 weeks

	provide b) differences between information-prominent and author-prominent citations, c) differences between paraphrasing and direct citations d) reporting verbs, and e) formatting. Students will be given exercises to consolidate their knowledge of and writing skills to produce in-text citations	
CILO 3	Producing a Final Year Project Report Students will learn to produce a Final Year Project Report mainly by reading and analyzing some sample Final Year Project Reports and Research Articles published in journals of Computer Science. In particular, they will be guided to identify the format, organization and genre-specific language of the Final Year Project Report. They will also be provided exercises and short writing tasks that draw on authentic materials to reinforce their learning that prepare them to produce a Final Year Project Report.	5 weeks
CILO 4	Making an oral presentation of a research project and engaging in the answer and question time Students will be shown a short video clip illustrating essential oral presentation skills. Students will be guided to explore the communicative purposes of research presentations for assessment purposes. Students will also be guided to analyze the language used in different parts of a presentation and how they should interpret and handle questions raised by the audience.	4 weeks

#### 4. Assessment Tasks/Activities

*(designed to assess how well the students achieve the CILOs)*

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

ILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILO 1	Compiling end-text-reference skills : Students will be asked to compile an end-text list of references according to the conventions used in the field of computer.	10%	Quiz 1

	science		
CILO 2	Producing academic prose: Students will be asked to produce short prose that draws on five to six sources. The prose will need to be produced according to the conventions used in the field of computer science as learned in the TLAs for CILO2.	20%	Quiz 2
CILO 3	Producing a Final Year Project Report Students will be required to produce a Final Year Project Report final year project by drawing on the knowledge and skills learned in TLAs for CILO3.	50%	Individual work
CILO 4	Making an oral presentation of the final year project. Students will make presentations of their final year projects and skilfully address questions raised in the question and answer session by drawing on the knowledge and skills learned in TLAS for CILO4.	20%	Individual work

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

Grading pattern: Standard (A+, A, A-....F). Grading is based on student performance in assessment tasks/activities.

### Report of the Final Year Project

Grades	Content and Organization (50%)	Language (40%)	Format (10%)
A	<p>The piece includes a critical review of the literature and an elaborate description of the methodology and resources which are all well-justified.</p> <p>The ideas discussed are very insightful and are all relevant to the project. They are logically developed. Overall, the piece is well-organized and reflects an outstanding mastery of the organization patterns learned in the course.</p> <p>Effective and well-labelled visuals are used. They are also provided with appropriate commentaries.</p> <p>Extensive reading is evident as reflected by the impressive number of recognized sources cited (well above the number required).</p> <p>Where ideas are cited, they are all well presented and properly documented. A consistent style of citation is also applied.</p>	<p>Ideas are communicated clearly, effectively and succinctly.</p> <p>The piece displays an advanced mastery of the academic register, and in particular citation language.</p> <p>The piece also displays a close-to-perfect mastery of the English language.</p> <p>No sign of plagiarism is detected.</p>	<p>The piece is very effectively and professionally formatted. All the requirements set for the assignment are met and the conventions learned in the course are well followed.</p>

<p><b>B</b></p>	<p>The piece includes a fairly critical review of the literature and a description of the methodology and resources which fairly well-justified.</p> <p>Ideas discussed are fairly insightful and most of them are relevant to the project. The ideas are fairly logically developed. Overall, the piece is fairly well-organized and reflects good grasp of the organization conventions learned in the course</p> <p>Fairly effective and fairly-labelled visuals are used. They are also provided with fairly appropriate commentaries.</p> <p>Substantial reading is evident as reflected by the number of recognized sources cited that meets the minimum requirement set for the assignment.</p> <p>Where ideas are cited, they are in general fairly well presented and properly documented. A consistent style of citation is also applied.</p>	<p>Ideas are mostly communicated clearly though not entirely succinctly.</p> <p>The piece in general displays a good mastery of the academic register, and in particular citation language though some minor stylistic errors are evident.</p> <p>The piece also displays a good mastery of the English language though some common minor errors are still evident.</p> <p>No plagiarism is detected.</p>	<p>The piece is formatted quite effectively and this is done according to the requirements set for the assignment and the conventions learned in the course. However, a few minor problems are still evident.</p>
<p><b>C</b></p>	<p>The piece includes an uncritical review of the literature and a description of the methodology and resources that are not justified.</p> <p>Ideas discussed are not very insightful with a noticeable number of them being irrelevant to the project. Some of the ideas are poorly organized and do not show any internal coherence. Overall, the piece displays a satisfactory mastery of the organization conventions learned in the course.</p> <p>Visuals are used. Some minor problems relating to their commentaries and labelling are displayed.</p> <p>Limited reading has been done as reflected by the number of recognized sources cited which is slightly below the minimum requirement set for the assignment.</p> <p>Where ideas are cited, they are presented and documented in a satisfactory manner. A fair amount of citation errors are displayed. The style of citation is inconsistent in some parts.</p>	<p>The piece is in general not very effectively communicated. Some of the crucial ideas are vaguely discussed.</p> <p>The piece in general displays a satisfactory mastery of the academic register, and in particular citation language. Some major stylistic errors are evident.</p> <p>The piece also displays a satisfactory mastery of the English language. Many minor errors are evident.</p> <p>A few signs of minor plagiarism are detected.</p>	<p>The piece is not very effectively formatted. Some requirements set for the assignment are not met. A notice number of the conventions learned in the course are not followed.</p>
<p><b>D</b></p>	<p>The piece includes a very thin and an uncritical review of the literature and a very skimpy description of the methodology and resources.</p> <p>Ideas discussed are not insightful at all and many of them are irrelevant to the project. Many of ideas are poorly organized and do not show any internal coherence. Overall, the piece displays a poor mastery of the organization conventions learned in the course.</p> <p>Few visuals are used. Serious problems relating to their commentaries and labelling are displayed.</p> <p>Very limited reading has been done as reflected by the small number of recognized sources cited that is well below the minimum requirement set for</p>	<p>The piece is in general ineffectively communicated. A number of crucial ideas are vaguely discussed.</p> <p>The piece in general displays a poor mastery of the academic register, and in particular citation language. Many stylistic errors are evident.</p> <p>The piece also displays a poor mastery of the English language. Many major errors are evident. The errors directly affect the clarity of the ideas communicated.</p> <p>A few signs of minor plagiarism are detected.</p>	<p>The piece is poorly formatted. Some of the major requirements set for the assignment are not met. Many of the conventions learned in the course are not followed.</p>

	<p>the assignment.</p> <p>Where ideas are cited, they are poorly presented and improperly documented. A large number of citation errors are displayed. The style of citation is extremely inconsistent.</p>		
<b>F</b>	<p>Many of the content requirements set for the assignment are not met.</p> <p>Ideas discussed are in general irrelevant to the project.</p> <p>No visuals are provided. The absence of visuals seriously affects the effectiveness of the ideas discussed.</p> <p>No reading is evident as reflected by the absence of citations in the piece.</p>	<p>Signs of major plagiarism are detected.</p> <p>OR</p> <p>The piece is in general difficult to comprehend owing to the great number of lexical and syntactical errors made. The errors display a serious lack of knowledge of the English language.</p>	<p>None of the formatting requirements set for the assignment is met. Most of the conventions learned in the course are violated.</p>

### Presentation of the Final Year Project

<b>Grades</b>	<b>Content (30%)</b>	<b>Verbal skills (40%)</b>	<b>Non-verbal Skills (20%)</b>
<b>A</b>	<p>The presentation includes a report of the progress of the project.</p> <p>The ideas presented are interesting to the audience and attract lively discussions in the Q/A time.</p> <p>The presentation opens with a catchy or creative opening remark and concludes with a thoughtful/critical comment.</p> <p>The ideas are in general logically developed and well-connected.</p> <p>Responses are provided to questions raised during the Q/A time. The responses are very sensible and reflect the presenter's depth and breadth of the presenter's knowledge of the subject matter.</p>	<p>Ideas are very effectively and succinctly communicated.</p> <p>The presenter is very fluent throughout and demonstrates a close-to-perfect mastery of the syntax, phonology, vocabulary of the language as well as the register used in research presentations.</p> <p>The presentation is free of the common language errors that have been discussed in the course.</p>	<p>There is a variety of visual aids used. The visuals are all very professionally designed. They effectively illustrate, support or complement what the presenter orally presents. The design of the visuals on the whole reflects much the presenter's creativity.</p> <p>The presenter presents of the visuals very effectively and professionally.</p> <p>The pace and time of presentation are both impressively managed.</p> <p>The presenter is very assertive, relaxed and natural throughout. He/she can communicate with his/her audience very effectively through his eye contact and body language.</p> <p>The presenter handles the Q/A time very competently. He/she is very natural and assertive when addressing criticisms and difficult questions.</p>
<b>B</b>	<p>The presentation includes a report of the progress of the project.</p> <p>The ideas presented are fairly interesting to the audience and attract some discussions in the Q/A time.</p> <p>The presentation opens with a fairly catchy or creative opening remark and concludes with a fairly thoughtful or critical comment.</p> <p>The ideas are in general fairly logically developed and fairly well-connected.</p> <p>Responses are provided to questions raised during the Q/A time. The responses are fairly sensible.</p>	<p>Ideas are fairly effectively and fairly succinctly communicated.</p> <p>The presenter is quite fluent throughout and demonstrates a good mastery of the syntax, phonology, vocabulary of the language as well as the register used in research presentations.</p> <p>The presenter commits some common language errors including those discussed in the course.</p>	<p>A limited variety of visuals are used. Most of the visuals are fairly well-designed. Many of them can illustrate, support or complement what the presenter orally presents. The design of the visuals on the whole is fairly creativity.</p> <p>The presenter presents of the visuals quite effectively.</p> <p>The pace and time of presentation are fairly well-managed.</p> <p>The presenter is fairly assertive and natural. He/she can communicate with his/her audience fairly effectively through his eye contact or body language.</p>

			The presenter handles the Q/A time quite assertively.
<b>C</b>	<p>The presentation includes a report of the progress of the project.</p> <p>The ideas presented are not very interesting and attract only few questions in the Q/A time.</p> <p>The presentation opens with a standard remark and concludes with a standard comment.</p> <p>Some of the ideas in the presentation are not relevant and are not very well-connected</p> <p>Responses are provided to questions raised during the Q/A time. Some of the responses are not very sensible.</p>	<p>Some of the ideas are not very effectively communicated.</p> <p>The presenter is not fluent in some parts of the talk and demonstrates a satisfactory mastery of the syntax, phonology, vocabulary of the language as well as the register used in research presentations including that needed during the Q/A time.</p> <p>The presenter commits quite a number of common language errors including those discussed in the course. The errors somehow affect the effectiveness of some minor parts of the presentation.</p>	<p>A few visuals are used. Most of the visuals are satisfactorily designed. Some can illustrate, support or complement what the presenter orally presents. Some of the visuals are not needed. The design of the visuals on the whole lacks creativity.</p> <p>The visuals are not effectively presented.</p> <p>The pace and time of presentation is satisfactorily managed.</p> <p>The presenter is somewhat unassertive and unnatural in some parts of the presentation. There is a general lack of eye contact or body language.</p> <p>The presenter is quite nervous and not assertive enough when handling the Q/A time.</p>
<b>D</b>	<p>The presentation includes a report of the progress of the project.</p> <p>The ideas presented are not interesting and all and attract no responses in the Q/A time.</p> <p>The presentation opens with a very dry remark and does not conclude with any comment.</p> <p>Many of the ideas presented are not relevant and are not connected at all.</p> <p>Responses are provided to questions raised during the Q/A time. However, most of them lack substance and reflect the presenter's lack of depth and breadth of the subject matter.</p>	<p>Many of the ideas are not very effectively communicated.</p> <p>The presenter is not fluent in most parts of the talk and demonstrates a poor mastery of the syntax, phonology, vocabulary of the language as well as the register used in research presentations.</p> <p>The presenter commits a great number of common language errors including those discussed in the course. The errors affect quite seriously the effectiveness of some major parts of the presentation.</p>	<p>Very few visuals are used. Most of the visuals are poorly designed. They reflect a lack of creativity of the presenter.</p> <p>The visuals are not poorly presented.</p> <p>The pace and time of presentation is poorly managed.</p> <p>The presenter is unassertive and unnatural in most parts of the presentation. There is very little eye contact and body language.</p> <p>The presenter is very nervous and very unassertive when handling the Q/A time.</p>
<b>F</b>	<p>There is no progress reported. The presenter only surveys the literature.</p> <p>The ideas presented are very dry. They lose the audience and attract no response at all during the Q/A time.</p> <p>The presentation does not open with any remark and does not conclude with any comment.</p> <p>The ideas presented are mostly irrelevant and not connected.</p> <p>No response is provided to questions raised during the Q/A time.</p>	<p>The presentation is incomprehensible at all owing to the presenter's extremely poor mastery of the syntax, phonology, vocabulary of the language as well as the register used in research presentations.</p>	<p>No visuals are used or the visuals used are extremely poorly designed.</p> <p>The visuals are extremely poorly presented.</p> <p>The pace and time of presentation is extremely poorly managed.</p> <p>The presenter is unassertive and unnatural throughout. There is no eye contact and no body language at all.</p> <p>The presenter is extremely nervous and unassertive when handling the Q/A time.</p>

### **Part III**

Keyword Syllabus:

End-text referencing skills:

Author/year references, and numbered references.

In-text citation skills:

direct citation, indirect citation.

Producing a literature review:

the CARS model, information-prominent citation, author-prominent citation, approaches to citation organization, process of writing, editing, seeking professional help with editing.

Presenting an academic report:

planning and preparing, handling the question-and-answer time.

### **Recommended Readings:**

**Text(s):**

Weissberg, R. & Buker, S. (1990). *Writing Up Research : Experimental Research Report Writing for Students of English* Prentice-Hall : London.

Longman Dictionary of Contemporary English. (2005). Harlow, Essex: Longman.

Collins COBUILD English Language Dictionary. (2006). London: Collins.

### **Online Resources:**

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