

City University of Hong Kong

**Information on Proposed General Education Course
offered by Department of English
with effect from Semester A in 2012 / 2013**

This form is for the 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 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: English and the Environment

Course Code: GE2403

Course Duration: 1 Semester

Proposed Area: Arts and Humanities (GE English Requirement)

No. of Credit Units: 3

Level: B2

Medium of Instruction: English

Prerequisites: (Course Code and Title): None

Precursors: (Course Code and Title) None

Equivalent Courses: (Course Code and Title) None

Exclusive Courses: (Course Code and Title) None

Part II

1. Abstract

English for the Environment is a specially designed GE courses which will appeal to students who wish to learn more about various issues relating to the environment. Students taking the course will explore how debates about the environment have evolved over the years and what the major contesting issues are within this debate. With an emphasis placed on how the issues are communicated through language and other non-language media, the course will expose students to a variety of texts generated from environmental debates, including articles and reports representing positions of the key players. Through conducting independent research, students will explore and critically reflect on various key issues in environmental debates, including consulting books, journals, the media, and other sources in English medium.

2. Course Aims

This course aims to...

1. Provide students with opportunities to improve their English communication skills in the context of their own interests, disciplines and/or future career aspirations.
2. Give students further opportunities to explore how to use English as a tool for inquiry, learning, thinking and communicating within their chosen fields or areas of interest.
3. Help students to master the conventions associated with communicating in English in their particular fields or areas of interest.
4. Develop students' critical and evaluative thinking within their disciplines or areas of interests.
5. Develop students' capacity to become self-directed English language learners within the context of their chosen fields or areas of interest.
6. Help students to understand the role of English communication in the development of professional identities and membership in disciplinary communities or interest groups.

Aims specific to this course

1. Help students to understand how debates about the environment are constructed discursively in media and scientific texts.
2. Develop students capacity to engage critically in debates about the environment.
3. Develop students abilities to produce appropriate texts relating to the environment using appropriate generic conventions, register and stance.

3. 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.	Explain how debates about the environment have evolved over the years and what the major contesting issues are within this debate.	15%
2.	Analyze texts generated from environmental debates, including articles and reports representing positions of the key players.	15%
3.	Conduct independent research to investigate key issues in environmental debates, including consulting books, journals, the media, and other sources in English medium.	15%
4.	Critically reflect on academic and social research on environmental debates.	15%
5.	Produce a certain range of texts on issues related to the environment.	20%
6.	Collaborate with other students to produce writing on environment related issues, being able to also provide feedback to other students on their writing.	20%

4. Teaching and Learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs - Some TLAs may address more than one CILO.)

ILO No.	TLAs	Hours/week (if applicable)
CILO 1, 2 & 4	Mini-lectures will acquaint students with relevant issues, concepts and theories. There will be a special emphasis in the course on practical application and interactive tasks, in particular the course will encourage students to engage in reading, writing and reviewing exercises.	
CILO 1-5	Reviewing exercises whereby students will be asked to research, read and review academic and social studies on the environmental debate.	
CILO 4, 5 & 6	Written exercises where students will have an opportunity to produce pieces of writing on a range of environmental issues.	
CILO 1, 2, 3 & 5	Critical analysis of various pieces of text on environmental issues.	
CILO 1, 2, 4, 5	Audio-visual exercises whereby students will watch and listen to various audio-visual pieces, responding to them	

& 6	in groups and through written work.	
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5. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs –Some assessment tasks/activities may address more than one CILO.)

ILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILO 1-6	<i>Oral Presentation</i> Students will form small groups and prepare a review of various environmental issues. This assessment task will test students' ability to collaborate in teams to conduct research, critically reflect on the research, prepare summary pieces of writing, and convey their findings to the rest of the class.	30%	Group-assessed
CILO 1, 2 & 4	<i>Review Article</i> Students will be provided with selected texts and asked to write a response to them, including a summary and review. This assessment task will give students an opportunity to critically reflect on scholarly research on topics related to the environment.	20%	Individually-assessed
CILO 1,2 & 4	<i>Opinion Article</i> Students will be asked to write an article at the end of semester conveying their own perspective on different environmental issues, taking into account the research they have conducted and reflected on during the course, and using evidence from the research to support their opinions.	30%	Individually-assessed
CILO 1-6	<i>Class Work</i> Students will be assessed on their class work, which will include group discussions and negotiations, peer-conferencing, short written pieces, and reviewing of texts and audio-visual pieces.	20%	Individually-assessed

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

Explicit Criteria for Assessment of Language Proficiency

Proficient User	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Assessment form: Oral Presentation (30%)

Student Name: _____

Grade: _____

Items to be assessed	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Content (20)	(80% and above) <ul style="list-style-type: none"> ◆ The case is extremely well-presented and is extremely well analysed; ◆ All relevant information is excellently covered; ◆ The group discussion is extremely well led; ◆ The purpose of analysing and presenting the case material is completely achieved. 	(65% to 79%) <ul style="list-style-type: none"> ◆ The case is competently presented and is very well analysed; ◆ The information is sufficiently covered; ◆ The group discussion is very well led ◆ The purpose of analysing and presenting the case material is achieved. 	(50% - 64%) <ul style="list-style-type: none"> ◆ The case is adequately presented and is analysed reasonably well; ◆ Only part of the information is covered; ◆ The group discussion is reasonably well led; ◆ The purpose of analysing and presenting the case material is partially achieved. 	(40% - 49%) <ul style="list-style-type: none"> ◆ The case is sketchily presented and analysed; ◆ Only limited data is included; ◆ The group discussion is poorly led; ◆ The purpose of analysing and presenting the case material is not fully achieved at all. 	(39% and below) <ul style="list-style-type: none"> ◆ The case is highly inadequate in its presentation and is very badly analysed; ◆ Very limited or inaccurate data is included; ◆ The group discussion is very badly led; ◆ The purpose of analysing and presenting the case material is not achieved in any way.
Language and style (10 marks)	(80% and above) <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is highly 	(65% to 79%) <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is accurate, 	(50% - 64%) <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is 	(40% - 49%) <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is 	(39% and below) <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions, parts of speech, etc.) is very

	<p>accurate, with 80%-100% accuracy;</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is very concise, precise and varied; ◆ Style and tone are highly appropriate 	<p>with 65%-79% accuracy;</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is concise, precise and varied; ◆ Style and tone are appropriate 	<p>somewhat accurate, with 50%-64% accuracy;</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is somewhat concise, precise and varied; ◆ Style and tone are somewhat appropriate 	<p>inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems.</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is limited and repetitive ◆ Style and tone are generally inappropriate 	<p>inaccurate, below 39% accuracy; exhibit very serious of residual and editorial problems.</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is not concise, varied, and incomprehensible; ◆ Style and tone are totally inappropriate
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Assessment form: Opinion Article (30%)

Student Name: _____

Grade: _____

Items to be assessed	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
<p>Content (20 marks)</p>	<p>(80% and above)</p> <ul style="list-style-type: none"> ◆ The argument is extremely well-presented and is extremely well analysed; ◆ All relevant information is excellently covered and excellent use of illustrative examples and supporting evidence; ◆ The argument is extremely well-referenced; ◆ The purpose of analysing and presenting the argument is completely achieved. 	<p>(65% to 79%)</p> <ul style="list-style-type: none"> ◆ The argument is competently presented and is very well analysed; ◆ The information is sufficiently covered with good, relevant examples and good supporting evidence; ◆ The argument is well-referenced; ◆ The purpose of purpose of analysing and presenting the case material is achieved. 	<p>(50% - 64%)</p> <ul style="list-style-type: none"> ◆ The argument is adequately presented and is analysed reasonably well; ◆ Only part of the information and some examples are covered with limited supporting evidence; ◆ There is limited referencing in the argument; ◆ The purpose of analysing and presenting the case material is partially achieved. 	<p>(40% - 49%)</p> <ul style="list-style-type: none"> ◆ The argument is sketchily presented and analysis inadequately presented; ◆ Only limited examples and information is included with little, mostly insubstantial supporting evidence; ◆ There is little almost no referencing in the article; ◆ The purpose of analysing and presenting the case material is not fully achieved at all. 	<p>(39% and below)</p> <ul style="list-style-type: none"> ◆ The argument is highly inadequate and is very badly analysed; ◆ Very limited or inaccurate data and examples included with no supporting evidence; ◆ There is no referencing in the article; ◆ The purpose of analysing and presenting the case material is not achieved in any way.
<p>Language and style (10 marks)</p>	<p>(80% and above)</p> <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, prepositions 	<p>(65% to 79%)</p> <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, 	<p>(50% - 64%)</p> <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, 	<p>(40% - 49%)</p> <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles, 	<p>(39% and below)</p> <ul style="list-style-type: none"> ◆ Language (sentence structure, grammar -- tenses, articles,

	<p>etc.) is highly accurate, with 80%-100% accuracy;</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is very concise, precise and varied; ◆ Style is highly appropriate 	<p>prepositions etc.) is accurate, with 65%-79% accuracy;</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is concise, precise and varied; ◆ Style is appropriate 	<p>prepositions etc.) is somewhat accurate, with 50%-64% accuracy;</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is somewhat concise, precise and varied; ◆ Style is somewhat appropriate 	<p>prepositions etc.) is inaccurate, with 40%-49% accuracy;</p> <p>exhibit a great deal of residual and editorial problems.</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is limited and repetitive ◆ Style is generally inappropriate 	<p>prepositions etc.) is very inaccurate, below 39% accuracy; exhibit very serious of residual and editorial problems.</p> <ul style="list-style-type: none"> ◆ Use of vocabulary is not concise, varied, and incomprehensible; ◆ Style is totally inappropriate
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Items to be assessed	Grade A+,A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
Content (10 marks)	(80% and above) ♦ The reading is extremely well summarized and is extremely well analysed; ♦ All relevant information is excellently covered; ♦ The purpose of summarizing and critically evaluating the reading is completely achieved.	(65% to 79%) ♦ The reading is competently summarized and is very well analysed; ♦ The information is sufficiently covered; ♦ The purpose of summarizing and critically evaluating the reading is achieved.	(50% - 64%) ♦ The reading is adequately summarized and is analysed reasonably well; ♦ Only part of the information is covered; ♦ The purpose of summarizing and critically evaluating the reading is partially achieved.	(40% - 49%) ♦ The reading is inaccurately summarized and inadequately analyzed; ♦ Only limited information is included; ♦ The purpose of analysing and presenting the case material is not fully achieved at all.	(39% and below) ♦ The argument is highly inadequate and is very badly analysed; ♦ Very limited or inaccurate data and examples included; ♦ The purpose of summarizing and critically evaluating the reading is not achieved in any way.
Language and style (10 marks)	(80% and above) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with 80%-100% accuracy; ♦ Use of vocabulary is very	(65% to 79%) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with 65%-79% accuracy; ♦ Use of vocabulary is	(50% - 64%) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with 50%-64% accuracy; ♦ Use of vocabulary is	(40% - 49%) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of	(39% and below) ♦ Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, below 39% accuracy; exhibit very serious of residual and

	concise, precise and varied; ♦ Style is highly appropriate	concise, precise and varied; ♦ Style is appropriate	somewhat concise, precise and varied; ♦ Style is somewhat appropriate	residual and editorial problems. ♦ Use of vocabulary is limited and repetitive ♦ Style is generally inappropriate	editorial problems. ♦ Use of vocabulary is not concise, varied, and incomprehensible; ♦ Style is totally inappropriate
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Part III

Keyword Syllabus:

Environmental issues; climate-change debate; desertification; rising sea levels; climate change and human impact; threat to food supplies; current affairs; public discourses; critical thinking and evaluation; environmental discourse; power and ideology; argumentation construction; contested discourses.

***Tentative Syllabus**

Week	Topic
1	Introduction to the climate-change debate: -the history of the debate -the rise and fall of the politics of climate-change -social perceptions of the climate-change debate Possible class activities -short written initial personal responses to the climate-change debate
2	The science of climate-change -the role of science in the climate-change debate -the different sciences involved in the debate -the use and manipulation of sciences Possible class activities -students will watch a documentary on the climate-change debate from the perspective of a believer and in groups students will write a critique of the documentary, while engaging in class discussions about it.
3	Introduction Hong Kong's position in the environmental debate: -students will be given a brief overview about the key issues in Hong Kong's argument in the climate-change debate. -students will be given a brief overview of air and water pollution in Hong Kong and its combined human impact Possible class activities: -students will watch a video on the climate-change debate featuring both the sceptic and believer's views and then asked to frame Hong Kong's position in the debate in the context of the video, while doing other exercises on the video.
4 & 5	Introduction to key environmental issues and their impact: -students will spend two weeks exploring some major effects of climate change and some dominant environmental issues that will help them better understand the positions of key stakeholders. -students will be given an overview of desertification/ rising sea levels/ extreme temperatures/ threat food supplies/ human impact. Possible class activities -students will watch a videos on environmental issues, while engaging in class discussions about it.
6	Introduction to the positions of the key players: -a brief overview of who some of the major players in the debate are, including national governments -a brief overview of the contestation between the developed and developing nations Possible class activities: -independent research by students in the computer lab about the positions of major players, and a summary of their findings.
7 & 8	Introduction to the views and perspectives of various environmental NGOs. Possible class activities: -further preparation by students in small groups about the positions of major players in the environmental debate. Students will be divided into small groups and asked to prepare the argument of particular countries focusing on key issues, which they will present in a mock <i>Conference of the Parties (COP)</i> . -students will have an opportunity to watch videos of international leaders in negotiation on the discussion table in order to prepare for their own <i>COP</i> .
9	Mock Conference of the Parties (mock negotiation based on an international platform whereby students will represent different countries involved in the climate-change debate and attempt to negotiate a solution on key issues).
10	Possible class activities: -students will be asked to read a selected text and then summarize and write an in-class review of the article after engaging in a class discussion about it.
11	Oral Presentations by the students
12	Oral Presentations by the students
13	Oral Presentations by the students

**(Syllabus being developed with the help of external advisor Professor Graham Smart from the School of Linguistics and Language Studies at Carleton University).*

Recommended Reading:

- Anderson, A. (2009) 'Media, politics and climate change: towards a new research agenda' *Sociology Compass* 3(2), pp. 166-182
- Boykoff, M. (ed.) (2009) *The Politics of Climate Change: A Survey*. Routledge/Europa: London, UK.
- Callicott, J. B and Frodeman, R., (2009) *Encyclopaedia of Environmental Ethics and Philosophy*. Detroit, Mich.: Macmillian Reference
- Carvalho, A. (2007) 'Ideological Cultures and Media Discourses on Scientific Knowledge: Re-reading News on Climate Change'. *Public Understanding of Science* 16(2), pp. 223-243.
- Depoe, S. P, Delicath, J W. and Elsebeer, M. A. (2004) *Communication and Public Participation in Environmental Decision-making*. New York: State University of New York Press.
- Geist, H. (2005) *The Causes and Progression of Desertification*. Britain: Ashgate
- Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity*. Cambridge University Press: Cambridge, UK
- Lewis, J. and T. Boyce (2009) 'Climate change and the media: the scale of the challenge'. In Boyce, T. and J. Lewis (eds), *Climate Change and the Media*. Peter Lang Publishing: London, pp. 3-16.
- McComas, K. and Shanahan, J. (1999) 'Telling Stories about Global Climate Change'. *Communication Research* 26(1), pp. 30-57.
- McConnell, R L. and Abel, D. C. (2007) *Environmental Issues: An Introduction to Sustainability*. Prentice Hall.
- Miller, N. (2002) *Environmental Politics: interests groups, the media, and the making of policy*. Boca Raton, Fla.: Lewis Publishers.
- Miller, N. (2009) *Environmental Politics: Stakeholders, Interests, and Policymaking*. New York: Routledge
- Risbey, J.S. (2008) 'The new climate discourse: alarmist or alarming?' *Global Environmental Change*, 18(1), pp. 26-37.
- Shackley, S. and Wynne, B. (1996) 'Representing Uncertainty in Global Climate Change Science and Policy: Boundary-Ordering Device and Authority'. *Science, Technology & Human Values* 21(3), pp. 275-302.
- Sunderlin, W. D. (2003) *Ideology, social theory, and the environment*. Oxford: Rowman & Littlefield.
- Theodore, M. K. (1996) *Major Environmental Issues Facing the 21st Century*. New Jersey: Prentice Hall.
- Trumbo, C. (1996) 'Constructing Climate Change: Claims and Frames in US news coverage of an environmental Issue'. *Public Understanding of Science* 5(3), pp. 269-283.
- Weingart, P., Engles, A., and Pansegrau, P. (2000) 'Risks of Communication: Discourse on Climate Change in Science, Politics, and the Mass Media'. *Public Understanding of Science* 9(3), pp. 261-283.

Online Resources:

- <http://climatedebatedaily.com/>
<http://www.unep.org/climatechange/>

Possible Instructors of the Proposed Course:

(Please identify one or more staff members who can teach the course.)

Department	Name of Staff	Telephone	Email
EN	Professor John Flowerdew	3442-8896	enjohnf
EN	Dr. Aditi Bhatia	3442-9415	abhatia
EN	Dr. Lindsay Miller	3442-8854	enlinds
EN	Dr. Rodney Jones	3442-9636	enrodney

Returned by:

Name: Dr. Aditi Bhatia Department: EN

Phone/email: 3442-9415/ abhatia@cityu.edu.hk Date: 04 March 2010

Revised by Dr Rodney Jones on 15 June 2011

A. **Revised by Dr Becky Kwan on May 28 2012**

A. Please specify which Gateway Education Programme Intended Learning Outcome(s) – PILO(s) - this course is going to achieve and how it/they relate(s) to your CILOs:

GE PILO <i>(Please refer to Explanatory Note 10.)</i>	Please tick if this PILO is related to the CILOs	How the PILO is related to the CILOs <i>(Please use separate pages if necessary.)</i>
PILO 1: Demonstrate the capacity for self-directed learning	√	1-5
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology		1-2, 4-5
PILO 3: Demonstrate critical thinking skills	√	1-2,4-5
PILO 4: Interpret information and numerical data	√	1-2, 4-5
PILO 5: Produce structured, well-organised and fluent text	√	5
PILO 6: Demonstrate effective oral communication skills	√	5
PILO 7: Demonstrate an ability to work effectively in a team	√	6
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues		
PILO 9: Value ethical and socially responsible actions	√	1-2, 4-5
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	√	1-2, 4-5

B. Please select an assessment task for collecting evidence of student achievement of specific learning outcomes for quality assurance of GE courses. (Please refer to the curricular mapping of GE programme as shown in the EDGE website: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

Selected Assessment Task	Related CILO(s)	Related GE PILO(s)
Task 3 Opinion Article	1-2, 4	1-2, 4-5

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B. Please specify the DEC 3A(s) of PILO 10 embedded in the course:

DEC 3A(s) <i>(Please tick at least one DEC aspect embedded in the course)</i>	Please tick if appropriate
<input checked="" type="checkbox"/> Attitude	<input checked="" type="checkbox"/> Develop a strong sense of curiosity
	<input checked="" type="checkbox"/> Ask questions actively
	<input checked="" type="checkbox"/> Challenge assumptions
	<input checked="" type="checkbox"/> Engage in inquiry together with teachers
	<input type="checkbox"/> Others, please specify
<input checked="" type="checkbox"/> Ability	<input checked="" type="checkbox"/> Development of critical thinking skills to assess ideas
	<input checked="" type="checkbox"/> Acquisition of research skills
	<input type="checkbox"/> Synthesis of knowledge across disciplines
	<input checked="" type="checkbox"/> Application of academic knowledge to real-life problems
	<input type="checkbox"/> Others, please specify
<input checked="" type="checkbox"/> Accomplishment	<input type="checkbox"/> Creative works/new artifacts
	<input checked="" type="checkbox"/> Effective solutions to real-life problems
	<input checked="" type="checkbox"/> New processes
	<input type="checkbox"/> Others, please specify