

## **LANG 5002 Postgraduate English for Business and Social Science Studies**

### **1. Course Information**

**1.1 Course description** (from PG catalog): This course is intended to provide RPG students of SBM and SOSC with essential training in academic writing, speaking and critical reading relevant to the study of a research postgraduate degree. Students who fail to fulfil the Spoken English language requirement of the University are advised to take LANG 5000 before enrolling for this course (for students admitted in 2009/10 and onwards). Graded P or F.

**1.2 Students** mostly:

- study for a science PhD or are beginning their PhD study at MPhil level
- take the course in their first year but can take it any time before graduation
- originate from Mainland China

**1.3 Offering pattern:** The course runs in spring semesters through biweekly 90-minute classes

### **2. Corequisites**

**2.1** Students admitted with any IELTS band below 6 (or equivalent) must also pass LANG5000 before graduation.

### **3. Exemptions**

The course leader may exempt students who meet all or most of the exemption requirements.

### **4. Course Aims:** ILOs from CLE course list

On successful completion of the course, students will be able to:

1. Read and discuss research papers in their subject area with a suitable level of understanding and criticality.
2. Construct arguments, both orally and in writing, using appropriate academic English.
3. Write summaries and critiques of published work appropriate to a formal literature review.
4. Lead and participate actively in seminar discussions on topics related to their own subject of study.
5. Talk convincingly about their own research area using appropriate academic and technical language.

## 5. Course Assessment

	Task	Weighting	Purposes (include ILOs 1-5)
1	Students participate in a group of three/four to lead a 30-minute <b>seminar</b> to teach classmates about features of effective research writing that could reinforce class teaching.	20%	This assessment may help students with ILO # 4: <ul style="list-style-type: none"><li>▪ practice teaching, communication and lesson-preparation skills that they can possibly apply to their teaching assistant duties in their department</li><li>▪ gain a deeper understanding of research writing in their discipline by teaching and discussing it with other classmates</li></ul>
2	Students write a critical <b>literature review</b> of a topic in their field or a general review that includes some critique.	40%	This assignment may help students with ILOs # 1, 2, 3 when they come to write a critical review needed in, for example, the introduction to a journal article, the introduction to their dissertation, or an annual summary of their graduate work
3	Students give a <b>presentation</b> of the subject of their critical literature review or of a related topic. The audience may give comments and ask questions.	40%	This assessment may help students with ILOs# 1, 2, 3, 4, 5; it requires students to explain their work comprehensibly to a mixed science-disciplines audience. The purpose aligns with an increasing need for researchers to present their work to wider audiences at conferences, for funding applications, to internet audiences, etc.

## 6. Course Content

Course content covers these main areas:

- Speaking and writing requirements for research degree students and beyond
- Critical reading in research reading and writing
- Structures, patterns and rhetoric in research writing and speaking
- Thematic organizations in research speaking and writing
- The roles of argument and storytelling in research writing and speaking
- Using citations effectively to make arguments and tell stories
- Good and bad principles and features in research writing and speaking
- Analyzing and writing research abstracts
- Analyzing and writing introductions and literature reviews
- Analyzing and delivering research presentations