

LANG2070

English Communication for Humanities and Social Science Studies I

1. Course information

Restricted to students in programs offered by the School of Humanities and Social Science. The course is an integrated skills course with a special emphasis on critical reading and thinking. It develops students' ability to understand the nuances of English vocabulary and to assimilate information from different sources for analysis and commentary. The course also hones students' skills in giving effective academic presentations.

2. Pre-requisites and co-requisites

The course is opened only to students of Global China Studies and Quantitative Social Analysis who have completed LANG1003.

3. Aims of the course: Intended Learning Outcomes

Graduate attribute	
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Competency building	<p>To develop speaking, reading, writing and vocabulary learning skills necessary for academic success.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • understand and use a range of vocabulary <p>Critical thinking and reading skills</p> <ul style="list-style-type: none"> • identify the purpose and key information of a text • distinguish fact from opinion • discern underlying meaning and implications • select and extract salient information from a variety of sources for use in a seminar and a research paper • critically analyse discussion, to form balanced judgments <p>Presentation skills</p> <ul style="list-style-type: none"> • present data and information using infographic • prepare and lead a seminar discussion • participate and contribute to a seminar discussion • summarise the main issues covered in a discussion • use language that is accurate and appropriate in tone and style for a seminar presentation • use appropriate delivery skills when presenting <p>Discussion skills</p> <ul style="list-style-type: none"> • participate in, and contribute to, a seminar discussion • use language that is accurate and appropriate in tone and style for a seminar discussion <p>Writing skills</p> <ul style="list-style-type: none"> • summarise, paraphrase and synthesise information from sources • structure an argument for an academic paper • use correct citation methods • use language that is accurate and appropriate in tone and style for an academic paper
Vision and orientation to the future	<ul style="list-style-type: none"> • acquire vocabulary encountered in a variety of texts

4. Course

assessment

LANG2070, Spring 2021 Assessed Tasks		Percentage of mark allocation	
(1)	APA Referencing Quiz	10%	Individual
(2)	Infographic Presentation <ul style="list-style-type: none"> • An argument on a given topic 	10%	

(3)	Library Workshop <ul style="list-style-type: none"> A self-reflection on reference tools for infographic preparation 	10%	
(4)	Argumentative (Research) Paper <ul style="list-style-type: none"> First submission Revised submission 	15% 20%	
(5)	Academic Seminar <ul style="list-style-type: none"> Audience Group members Teacher 	5% 5% 20%	Group & Individual
(6)	Out-of-class Task <ul style="list-style-type: none"> Group Discussion Recording x 2 	5%	Individual
	Total	100%	

Assessment Overview

Phase 1 - Preparing for arguments (Individual) 30%

- APA Referencing Quiz (Week 5)**

Students will sit in a one-hour test on APA referencing to recap skills and tools introduced in the library class for researching into the seminar question.

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- Infographic presentation (Week 7)**

Students will present research data or information using infographic, a graphic format designed to make the data easily understandable at a glance.

- Reflection on Research Tools and Process (Week 7)**

A library workshop (at Week 5) is specially designed to show students a range of research tools to facilitate their finding of relevant articles and or databases for their research. After the lesson, students are required to write a short piece (200-300 words) to justify their choice of research tools (e.g. Proquest, PowerSearch, Google Scholar, Statista, etc.) and describe the choices they made on search tools, search and research process, as well as sources (e.g. academic articles, book chapters, data sets, etc.) selected for their infographic & write-up.

Students need to demonstrate the knowledge and information they receive from the library class.

Phase 2 - Oral presentation of arguments - an Academic Seminar (Group) 30% (Week 12-13)

In groups, students will be assigned to a question and prepare for a seminar to be presented in class. Members of each group should work closely together to generate ideas, locate relevant data and source material to formulate arguments to support the stance the group takes in the seminar. After the presentation, the group will answer questions from the audience, to clarify their points or elaborate on any of the issues raised.

- a. Audience evaluation - The audience will give a mark and provide feedback on the group members' presentation skills and handling of the questions.
- b. Group members evaluation - Group members will evaluate their own group mates on their contribution to the preparation.
- c. Teacher evaluation - Seminar presentations will be assessed on the following aspects: content and organisation (group), use of language and delivery (individual).

Phase 3 - Written presentation of arguments - an Academic Paper (Individual) (35%)

In the research paper, students should demonstrate their ability to synthesise source information to support their own viewpoints. They must read at least five sources of information, and they must paraphrase and cite information from these sources. If possible, all the material used should be in English. If needed, a maximum of TWO non-English sources are allowed.

Students individually will write a 1,200-word paper on the arguments they present in the infographic presentation. They may make changes to their views based upon their discussion with their group. Instead of writing up all the arguments presented in the seminar, they need only to choose one aspect of the discussion to support the stance they desire. In other words, students have free choice of any aspect or stance, instead of following their group's decision, for this task.

Draft (Week 10) – Submission of a draft paper will be followed by a face-to-face consultation (Week 11) with the teacher to collect feedback on students' writing.

Revised (Week 13) – Based upon the feedback and discussion with the teacher, students will fine-tune their written work and submit another round of the same paper.

Out-of-class Tasks (5%)

Students will continue their discussion with the group to consolidate their ideas and argument on their seminar question outside class time. These meetings should be at least 30 minutes in length. The group should set up and record a Zoom meeting (or other means of online meeting platforms) and submit the link in Canvas upon completion.

5. Course

content

Lesson 1

Lesson 2

Course Introduction	What is an argument and how to read critically? (1)
What is an argument and how to read critically? (2)	What is an academic seminar? A revisit to APA style
Enhancing academic English (1)	Presenting an argument through infographics (1)
Presenting an argument through infographics (2)	Library Class
APA Referencing Quiz Recap skills and tools introduced in the library class for researching into the seminar question	Enhancing academic English (2)
What are possible organisation structures of an argumentative essay (1)	What are possible organisation structures of an argumentative essay (2)
Infographic presentation (2 groups)	Infographic presentation (2 groups)
Seminar group discussion and consultation (1)	Seminar group discussion and consultation (2)
Group seminar presentation skills (1)	Group seminar presentation skills (2)
Buffer Lesson	Consultation on writing (1)
Consultation on writing (2)	Consultation on writing (3)
Presentation 1 + feedback	Presentation 2 + feedback
Presentation 3 + feedback	Presentation 4 + feedback