

LANG3025 Course Description and syllabus

LANG3025 Science Communication (Environmental Science/Ocean Science)

1. Course Information

The course focuses on developing students' ability to communicate environmental science/ocean science (ENVS/OCES) knowledge to the general public through effective writing and speaking skills. In writing, students learn the specific skills to produce genres of both expository and persuasive nature, and reflect on how to explain ENVS/OCES concepts in an accessible manner without losing the scientific complexity. In speaking, students learn how to communicate ENVS/OCES notions and implications to nonexpert audiences using short videos and oral presentations with appropriate rhetorical and stylistic devices.

2 Pre-requisites

LANG 2010 or LANG 2010(H). The course is open to any ENVS/OCES students. The most appropriate time to take this course is in Fall/Spring Semester Year 3.

3 Aims of the course: Intended Learning Outcomes

Upon completion of this course, students are expected to be able to do the following:

| | Course ILOs | Nature of the learning outcomes (A - Knowledge/Content Related; B - Academic Skills/Competencies; C - Others) |
|---|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 1 | Communicate effectively specific concepts /knowledge/ information/ controversies related to ENVS/OCES to the public. | A |
| 2 | Demonstrate knowledge of the features of various spoken and written genres in science communication. | A |
| 3 | Read and retrieve salient points made in popular science articles/talks in the field of Environmental Science/Ocean Science. | B |
| 4 | Deliver effectively in written and oral science communication to lay audiences with good understanding of their needs and interests. | B |
| 5 | Engage in lifelong language learning through intelligent selection and adaptation of various learning resources. | C |
| 6 | Communicate effectively in a team through involvement in group work. | C |

4. Course assessment

| Assessment | Writing/speaking | weighting | ILOs |
|------------|------------------|-----------|------|
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| WA1 -Telling the story of the development of an ENVS/OCES idea (a pop science magazine article) | Writing | 25% | 1,2,4 |
| WA2 - Op-ed article on an ENVS/OCES controversy (an opinion piece) | Speaking | 30% | 1,2,3,4 |
| SA -TED-style talk on an ENVS/OCES controversy (a TED-style presentation) | Writing | 35% | 1,2,3,4,5 |
| In-class and out-of-class work | Writing +speaking | 10% | 5,6 |

5.Course Content

Cycle 1 Science Communication and story-telling

- Discuss the importance of science communication
- Communicate science to the public
- Discuss the role of storytelling in science communication
- Contextualize and relate science communication to the target audience
- Identify good features of engaging pop science articles/videos/blogs
- Anchor texts with references in science communication

Cycle 2 Communicating controversy in ENVS/OCES

- Describe controversies in ENVS/OCES
- Analyze texts of controversy in the fields of ENVS/OCES
- Explore the structure, stylistic features and tone of op-eds
- Analyze the choice of words in op-eds and note the effects
- Identify features of TED-style talks on related topics
- Plan a TED-style talk
- Deal with questions in the Q&A session