

## CORE 1403 – Academic English for University Studies

### 1.Course Information

CORE 1403 is a three-credit core course developed for first year students. It is the second of two one-semester courses which students take in order to fulfil the Common Core English requirement. The course is offered in Spring semesters. This is an EAP course which emphasises the development of academic literacy skills, in addition to developing students' language proficiency. Students will learn how to find and evaluate sources for academic tasks and will further develop their abilities to be critical in reading and writing, to synthesise ideas and to develop coherent arguments. Collaboration and leadership skills will also be emphasised to further develop skills and habits for autonomous lifelong learning.

### 2.Pre-requisites and co-requisites

Pre-requisites

CORE 1401 Intensive English Language for University Studies

OR

CORE 1402 English Language for University Studies

Co-requisites: none

### 3.Aims of the course:

#### a) Course Intended Learning Outcomes

Language Development	<ul style="list-style-type: none"><li>a. In spoken, written and multimodal academic contexts, identify and apply language appropriate for different audiences, contexts, and purposes.</li><li>b. In spoken, written and multimodal academic contexts, express complex ideas precisely with range and complexity in vocabulary and sentence structures.</li><li>c. In speaking, writing and multimodal communication, substantiate and organize logical ideas into strong arguments.</li><li>d. In speaking, writing and multimodal communication, consider multiple perspectives to inform, interest, and persuade an audience.</li><li>e. Demonstrate abilities and a range of strategies to communicate and contribute effectively in individual and group contexts.</li></ul>
Academic Literacy	<ul style="list-style-type: none"><li>f. Develop academic literacy skills through finding, evaluating and using appropriate academic sources and citations to support arguments; synthesize ideas from multiple sources to build an argument; and paraphrase and summarize sources effectively.</li></ul>
Lifelong Learning	<ul style="list-style-type: none"><li>g. With self-reflection in individual and group settings, apply learning strategies including goal setting, learning strategies, and resources to become an effective learner; demonstrate the ability to transfer and adapt these skills to other contexts.</li></ul>

#### a) Core Areas for Learning (CAs)

**Written Language (WL) and Spoken Language (SL)** - including selecting language appropriate for the audience, context and purpose; expressing complex ideas precisely with range and complexity in vocabulary and sentence structures; recognizing errors; editing skills; and developing clear pronunciation.

**Coherence (CO)** – including strategies for elaborating, substantiating and organizing logical ideas into strong arguments in speaking and writing.

**Synthesis (SY)** – including finding, evaluating and using appropriate sources and citations to support arguments; synthesizing ideas from multiple sources to build an argument, and paraphrasing sources effectively.

**Multimodality (MM)** - including using a range of modes (e.g., audio, graphics, video) to communicate

**Being an Effective Learner (EL)** – including proactive practices such as goal-setting, identifying strengths and weaknesses, evaluating learning strategies and resources, self reflection, and seeking, giving and acting on feedback.

**Team Skills (TS)** - including working collaboratively in a team, and identifying and utilizing own and other people's different skills, strengths, and weaknesses.

Refer to the Rubrics and how they link to HKUST's Common Core competencies

#### 4. Course assessment

Assessment	Description	Weighting	CILOs	CAs
Mini group video	Students work in a group of 3-4 to produce a short video as an introduction to their course project topic.	5%	a, b, c, d, e, f	MM
Individual writing	Individual writing 1 (20%) Individuals find, summarize and critique one source as part of their research for their course project.  Individual writing 2 (25%) Individuals find, compare and critique two sources as part of their research for their course project.	45%	a, b, c, d, e, f	WL, SY, CO
Individual video	Individuals produce a longer video as a showcase of their course project.	30%	a, b, c, d, e, f	SL, CO, SY, MM
Self-directed learning online coursework	Students complete a combination of out of class online tasks and blended learning tasks that will support both their in class and course work and their overall language and communication learning needs.	10%	a, b, c, d, e, f, g	N/A
Electives	Students complete 2 of the 4 online electives out of class to support their language, academic literacy and communication skills needs through the course.	5%	a, b, c, d, f	N/A
Reflective Task	Students write a personal reflection on their development, progress or	5%	a, b, g	WL

	challenges through their course project, self-directed learning or relevant Core Areas of the course.			
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## 5. Course Content

### a) Course topics

Week	Course Topics
1	<ul style="list-style-type: none"> <li>• Course introduction</li> <li>• Develop effective language and learning habits and practices for self-directed learning, blended learning and team building</li> </ul>
2	<ul style="list-style-type: none"> <li>• Skills for planning writing</li> <li>• Skills for getting started with research</li> </ul>
3	<ul style="list-style-type: none"> <li>• Building teams</li> <li>• Skills for developing your writing for academic blogs: lateral reading</li> </ul>
4	<ul style="list-style-type: none"> <li>• Academic literacy skills: note-taking, summarizing reading, critiquing articles, citing sources</li> <li>• Language for summarizing and citing</li> </ul>
5	<ul style="list-style-type: none"> <li>• Consultations</li> <li>• Introduction to multimodality</li> </ul>
6	<ul style="list-style-type: none"> <li>• Academic literacy skills: synthesizing information from sources, citation</li> <li>• Language for synthesizing and citing</li> </ul>
7	<ul style="list-style-type: none"> <li>• Multimodality: developing group videos</li> <li>• Team skills and reflection: team contracts, reflection on group work</li> </ul>
8/9	<ul style="list-style-type: none"> <li>• Academic literacy skills: supporting arguments, deep/close and critical reading</li> <li>• Language for supporting arguments</li> </ul>
10	<ul style="list-style-type: none"> <li>• Language and communication skills for oral presenting</li> <li>• Transferring competencies</li> </ul>
11	<ul style="list-style-type: none"> <li>• Consultations</li> </ul>
12	<ul style="list-style-type: none"> <li>• Sharing final individual videos</li> </ul>
13	<ul style="list-style-type: none"> <li>• Reflection</li> </ul>

### b) Summary of skills covered

#### Unit 1 – Getting started

Unit 1 introduces the course, your classmates, and the key components of the course: the Competency-based Approach (CBA), Blended Learning (BL), and Self-directed Learning (SDL). As part of the SDL, you will start your library research and your journey through the Electives with the "Learning to Learn" gateway.

#### Unit 2 – Developing ideas

In Unit 2 you will read and write about your research, including citing sources in in-text citations and references. This also includes synthesizing ideas with group mates and organizing your ideas in academic blogs and in a multimodal video project.

#### Unit 3 – Presenting and reflection

In Unit 3 includes sharing, reflections and consultations to help produce your individual video and then revise the final version according to feedback from your peers and lecturer.