

## LANG1403 – Academic English for University Studies

### 1. Course Information

LANG1403 is a three-credit 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. This is an English for Academic Purposes (EAP) course which emphasises the development of academic literacy skills, in addition to developing students' language proficiency. Students learn how to find and evaluate sources for academic tasks and will develop their abilities to be critical in reading and writing, to synthesise ideas and to develop coherent and engaging arguments for oral, written and multimodal communication. The course also helps develop skills for collaboration and habits for autonomous lifelong learning.

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

Pre-requisites

LANG1401 Intensive English Language for University Studies

OR

LANG1402 English Language for University Studies

Co-requisites: none

### 3. Aims of the 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>

#### Core Areas for Learning

The following Core Areas for Learning are assessed through the main course assessments.

**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 and use of voice.

**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 and summarizing sources effectively.

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

The following Core Areas for Learning are developed but not assessed:

**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 the above link to HKUST's Common Core competencies

#### 4. Course assessment

Assignments	Description	Weighting	ILO's	Core areas for learning
W1 (individual writing)	Individuals find, summarize and critique one source as part of their research for their course project.	Compulsory/ Unassessed	a, b, c, d, e, f	WL, CO
V1 (group video)	Students work in a group of 3-4 to produce a short video as an introduction to their course project topic.	Compulsory /Unassessed	a, b, c, d, e, f	MM
W2 (individual writing)	Individuals find, summarize, critique and synthesize two sources as part of their research for their course project.	38%	a, b, c, d, e, f	WL, CO, SY
V2 (individual video)	Individuals produce a longer video as a showcase of their course project.	42%	a, b, c, d, e, f	SL, CO, SY, MM
Self-directed learning coursework	Students complete regular out-of-class online self-directed learning activities and electives to support their language, academic literacy and communication skills needs through the course.	20%	a, b, c, d, e, f, g	N/A

## 5. Course Content

Below is the approximate schedule for the course, showing the main topics for each week of the semester.

Week	Lesson 1	Lesson 2
1	U1L1 Introduction to the course	U1L2 Assessments overview and team collaboration
2	U1L3 The research process (1) Narrowing a research topic	U1L4 The research process (2) Searching for information effectively
3	U2L1 Academic literacy (1) Transferrable skills in academic blogs	U2L2 Academic literacy (2) Critical reading in the research process
4	U2L3 *SDL - NO F2F CLASS Academic blogs (1) Writing a summary	U2L4 Academic blogs (2) Writing a critique
5	U2L5 Academic blogs (3) Self-directed learning	U2L6 Video production (1) Multimodality
6	U2L7 *SDL - NO F2F CLASS Video production (2) Synthesizing sources in multimodal videos	U2L8 Video production (3) Helping the audience follow and engage
7	U2L9 *SDL - NO F2F CLASS Video production (4) Paraphrasing in a synthesis	U2L10 Sharing group videos   Reflecting on teamwork and research
8	U2L11 *SDL - NO F2F CLASS Synthesizing arguments coherently	U2L12 Supporting arguments coherently
9	U2L13 *SDL - NO F2F CLASS Self reflection and learning goals	U3L1 Oral and multimodal communication (1) engaging educational videos
10	U3L2 *SDL - NO F2F CLASS Oral and multimodal communication (2) spoken language style	U3L3 Multimodal communication style (3) colour in visuals, voice and language
11	U3L4 *SDL - NO F2F CLASS Oral and multimodal communication (4) synthesizing recommendations from research	U3L5 Oral and multimodal communication (5) confident presenting
12	U3L6 Sharing individual videos	U3L6 Sharing individual videos
13	U3L6 Sharing individual videos	

\*SDL = self-directed learning

### Unit 1 – Professionalism: team skills and research skills

Unit 1 introduces the course, main project and assessments, and helps develop the research skills and team skills that will be useful for the rest of the course and future studies.

### Unit 2 – Academic literacy skills for university study

Unit 2 focusses on skills for writing a summary and critiquing sources, including: finding, evaluating, synthesizing and citing sources; producing coherent arguments; and helping the audience follow and engage with your ideas. Students submit 1 main assessment during this unit (W2).

### Unit 3 - Oral and multimodal communication

Unit 3 focusses on communicating coherently and effectively in an informative and engaging way for your audience. Students submit 1 main assessment during this unit (V2).