

The Hong Kong University of Science and Technology
UG Course Syllabus

English Communication for Humanities and Social Science Studies I

LANG2070

3 credits

Pre-requisites: LANG1402 unless exempt. Students exempt from LANG1402 are those who attained Level 5 (with all papers at or above Level 4) or above in English Language in the HKDSE, or equivalent qualification. Those have taken or will take LANG1408 are not required to take this course.

Co-requisites: N/A

Name of Course Coordinator: Shaun Wong

Email of Course Coordinator: lcshaunwong@ust.hk

If you have any questions, your first point of contact should be your section instructor. Please find the email address on Canvas.

Office Hours of Course Coordinator: Available by appointment only.

Course Description

LANG2070 is restricted to students in programmes offered by the School of Humanities and Social Science.

Course objectives: 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 and conducting academic discussions.

Course content: Through this course, you practice critical thinking, collaboration, and creativity, to help enhance your written, spoken and multimodal communication skills and academic literacy skills in contexts related to humanities and social sciences.

Key topics:

- Module 1: Principles of principles of argument, collaboration and writing skills for humanities and social science communication.
- Module 2: Communication skills for speaking. These include audience analysis, language use and communication strategies to engage an educated, non-specialist audience in humanities and social science topics.
- Module 3: Communication skills for writing and academic literacy skills for research. These include finding, evaluating, critiquing and synthesising sources, and developing coherent, persuasive texts for an audience.

Methods of instruction: interactive tutorials support active learning through group discussion, collaborative activities, peer learning, input, practice and feedback.

Intended Learning Outcomes (ILOs)

By the end of this course, students should be able to:

1. Identify the purpose and key information of a text, distinguish fact from opinion, discern underlying meaning and implications, critically analyse discussion to form balanced judgments, and select and extract salient information from a variety of sources for use in an academic discussion and essay.
2. Present data and information using infographics, and use language that is accurate and appropriate in tone and style together with appropriate delivery skills for an infographic presentation.
3. Participate in, lead, and contribute to, and summarize main issues in a roundtable discussion, and use language that is accurate and appropriate in tone and style for a roundtable discussion.
4. Summarise, paraphrase and synthesise information from sources, structure an argument for an academic essay, use correct citation methods, and use language that is accurate and appropriate in tone and style for an academic essay.
5. Understand and use a range of vocabulary.

Assessment and Grading

This course will be assessed using criterion-referencing and grades will not be assigned using a curve.

Assessments

Assessment Task	Contribution to Overall Course grade (%)	Due date
A1: Recorded infographic presentation	20%	Approx. Week 6*
A2: Argumentative essay	45%	Unassessed draft – Approx. Week 8* Assessed full essay – Approx. Week 13*
A3: Critique forum	25% (incl. 5% as peer mark)	Approx. Week 12*
SDL work: Library quiz & Infographics microlearning module	10%	Approx. Week 4 & 5*

* Specific due dates are posted on Canvas.

Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
A1: Recorded infographic presentation	ILO2, ILO5	This task assesses students' ability to collect and collate information to make a solid argument (ILO2) by using the appropriate style (ILO5) and multimodal elements (ILO2) to convince an educated audience within the confines of a video recording.

A2: Argumentative essay	ILO1, ILO4, ILO5	This task assesses students' ability to critique and synthesize information from multiple sources (ILO1) to develop a sound argument that is communicated coherently (ILO4) to an educated reader in appropriate written language (ILO5).
A3: Critique forum	ILO1, ILO3, ILO5	This task assesses students' ability to compare and critique assigned sources (ILO1) to engage group members and the audience members in a focused and spontaneous academic discussion (ILO3) by using appropriate spoken language (ILO5).
SDL work: Library quiz & Infographics microlearning module	ILO1, ILO2	This task assesses students' completion of a series of tasks which practise reflection, active learning from feedback, peer learning and self-directed study to support the development of students' information literacy (ILO1) in the discipline of humanities and social sciences and their digital literacy (ILO2) in infographics.

Grading Rubrics

Detailed rubrics for each assignment are provided on Canvas. These rubrics clearly outline the criteria used for evaluation. Students can refer to these rubrics to understand how their work will be assessed.

Final Grade Descriptors

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	Content: Demonstrates sophisticated synthesis of well-developed ideas from quality sources with skilful coherence. Communication: Uses nuanced language and non-verbal communication with sustained awareness of target audience/reader, context, purpose.
B	Good Performance	Content: Demonstrates synthesis of well-developed ideas from quality sources with effective coherence. Communication: Uses effective language and non-verbal communication with very high awareness of target audience/reader, context, purpose.

C	Satisfactory Performance	Content: Demonstrates synthesis of relevant ideas from quality sources with mostly clear coherence. Communication: Uses appropriate language and non-verbal communication with some awareness of target audience/reader, context, purpose.
D	Marginal Pass	Content: Synthesizes relevant ideas with some analysis, somewhat coherently. Ideas may be superficial, repetitive, missing or inadequate. Communication: Use some appropriate language and non-verbal communication with little awareness of target audience/reader, context, purpose. Communication is often inadequate or awkward.
F	Fail	Content: Does not synthesize, develop or organize ideas sufficiently. Ideas are very superficial, repetitive, irrelevant, inadequate, and/or lacking. Communication: limited awareness of audience, context, purpose; limited control of language.

Course AI Policy

We encourage students to make use of all the tools available that can help them to communicate more effectively in English. We also expect students to uphold the highest standards of academic integrity. There is no penalty for using or not using GenAI. However, GenAI and other tools cannot be used as a substitute for a student's own work. Students are expected to write their own assessed assignments and to prepare their presentations themselves.

GenAI tools can be very useful for:

- Brainstorming ideas and suggesting sources BUT the information provided may not be accurate or relevant to your assignment.
- Giving suggestions about improving the organization of your writing BUT GenAI tends to suggest very formulaic patterns of writing which may not fit your requirements.
- Giving suggestions about improving your language BUT GenAI may make suggestions for language changes which are not appropriate for the intended context and audience.
- Suggesting simple ways of expressing complex discipline-specific concepts BUT these explanations may be unfamiliar to your audience.
- Providing summaries of long texts BUT important information may be omitted, particularly if the original text is not well-written.

In short, GenAI provides opportunities to enhance your use of English and contains pitfalls which you need to be aware of.

Communication and Feedback

Assessment marks for individual assessed tasks will be communicated via Canvas within ten working days of submission. Feedback on assignments will include strengths and areas for improvement where relevant. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

Resubmission Policy

Resubmissions are not accepted, except in exceptional circumstances.

Required Texts and Materials

Course materials and additional resources are provided via Canvas.

Academic Integrity

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to [Academic Integrity | HKUST – Academic Registry](#) for the University's definition of plagiarism and ways to avoid cheating and plagiarism.

Plagiarism

In CLE assignments, students should not copy from others nor submit the same work for multiple courses. Source materials must be explicitly acknowledged.

Assignments with evidence of plagiarism may score a zero and be followed up with your department's Dean. To demonstrate academic integrity and avoid plagiarism, you are expected to:

- paraphrase, summarize, reference and synthesize ideas from sources
- refrain from copying expressions and ideas directly from any source (e.g. from another student, or from a video, or from an article, etc.) without proper acknowledgement