Science Communication in English for Research Students
LANG 3027
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.
Co-requisites: SCIE 3900

Name of the Course Coordinator: Dr. Yılmaz Köylü
Email of the Course Coordinator: lcyilmaz@ust.hk
Office Hours of the Course Coordinator: Available by appointment only

Course Description
LANG3027 is designed to enhance the research skills and oral presentation abilities of students enrolled in the International Research Experience (IRE) program. LANG3027 offers undergraduate science students the valuable opportunity to enhance their skills in writing research project reports, abstracts, as well as presenting research findings. By focusing on research writing and presentation skills, this course aims to empower research students to produce professional and polished research project reports and presentations. Engaging with authentic texts, students will receive guidance on writing different sections of a scientific research paper, and giving a research presentation, while also exploring the research writing and presentation conventions specific to their individual science disciplines. Throughout the course, students will be required to write up their research reports incrementally, receiving relevant input. The course materials include illustrations drawn from authentic texts, helping to reinforce key concepts and enhance student understanding. Students from a variety of disciplines will be guided through the research writing conventions specific to their individual fields of study, ensuring that they are equipped with the skills and knowledge necessary to produce high-quality reports.

Intended Learning Outcomes (ILOs)
By the end of this course, students should be able to:
1. Create an experiential report to provide a comprehensive overview of students' learning experience from the overseas research internship program.
2. Complete a 6-module microlearning series to critically analyze and evaluate the components of a research article.
3. Critically evaluate research writing genre in terms of structure, organization and rhetorical moves to create and refine a research article by integrating peer and teacher feedback.
4. Create an impactful, multimodal academic poster to give a clear, logical, appropriate, and persuasive poster presentation.
5. Deliver a clear and logical conference presentation by paying attention to how audience, purpose, and context influence language, organization, and rhetorical strategies.

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: Experiential report	5%	Approx. week 3*
A2: Microlearning series	5%	Approx. week 13*

A3: Research article first draft	15%	Approx. week 6*
A4: Research article final draft	30%	Approx. weeks 11-13*
A5: Poster presentation	15%	Approx. week 8*
A6: Conference presentation	30%	Approx. weeks 11-13*

* Specific due dates are posted on Canvas.

Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
A1: Experiential report	ILO-1	This task assesses students' ability to create an experiential report to provide a comprehensive overview of students' learning experience from the overseas research internship program.
A2: Microlearning series	ILO-2	This task assesses students' ability to complete a 6-module microlearning series to critically analyze and evaluate the components of a research article.
A3: Research article first draft	ILO-3	This task assesses students' ability to critically evaluate research writing genre in terms of structure, organization and rhetorical moves to create and refine a research article by integrating peer and teacher feedback.
A4: Research article final draft	ILO-3	This task assesses students' ability to critically evaluate research writing genre in terms of structure, organization and rhetorical moves to create and refine a research article by integrating peer and teacher feedback.
A5: Poster presentation	ILO-4	This task assesses students' ability to create an impactful, multimodal academic poster to give a clear, logical, appropriate, and persuasive poster presentation.
A6: Conference presentation	ILO-5	This task assesses students' ability to deliver a clear and logical conference presentation by paying attention to how audience, purpose, and context influence language, organization, and rhetorical strategies.

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

Gastel, B., & Day, R. A. (2022). *How to write and publish a scientific paper*. Greenwood.
Other 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 <u>Academic Integrity | HKUST – Academic Registry</u> 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