The Hong Kong University of Science and Technology
UG Course Syllabus

Dynamic Science Communication: Engaging Audiences with Science Busking
LANG2066
3 credits
Pre-requisites: LANG 1403, 1406, 1407, 1408, or 1409
Co-requisites: N/A
Exclusions: N/A

Name of Course Leaders: Rosita Cheng
Email of Course Leaders: lcrosita@ust.hk
If you have any questions, your first point of contact should be your section instructor. Please find their email address on Canvas.
Office Hours of Course Leaders: Available by appointment only.

Course Description
LANG2066 Dynamic Science Communication: Engaging Audiences with Science Busking is a 3-credit advanced communication course that equips you with the skills and techniques necessary to become an effective science communicator. By integrating theory, practice, and performance, the course is designed to help you develop transferable skills for engaging and educating diverse audiences on scientific topics. You will explore key communication strategies such as framing, storytelling, audience engagement, and effective speaking techniques, while learning to tailor messages to different contexts, audiences, and purposes. You will also incorporate interactive demonstrations to captivate public audiences, with a focus on science communication through science busking.

Designed as a gamified learning experience, this course invites you to learn, collaborate, and compete with your peers. Over the semester, through two-hour weekly lessons, you will practice science communication skills via hands-on activities, collaborative exercises, constructive feedback, and reflective practices. You will also deepen your expertise through self-directed learning modules, practice tasks, and quizzes. The course culminates in a live group performance, where you will showcase your science communication abilities through an engaging science busking presentation.

Course Structure
The course is organized into two key modules and a core collaborative component:
- Module 1: Develops your ability to identify and apply effective communication strategies, such as framing, storytelling, and audience engagement, to convey scientific concepts and influence non-specialist audiences.
- Module 2: Builds your skills in science communication through science busking, focusing on spoken communication, multimodality, and performance delivery.
- Collaborative Planning and Refinement: Guides you in collaboratively planning, refining, and enhancing science busking performances through iterative feedback from peers and instructors.

Intended Learning Outcomes (ILOs)

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

1. Apply effective communication strategies, including framing, storytelling, audience engagement, and effective speaking techniques, in science busking.
2. Demonstrate an understanding of how audience, context, and purpose shape the effectiveness of science busking.
3. Integrate multimodal approaches to enhance communication of scientific concepts in science busking.
4. Produce clear and engaging writing that presents and supports a science busking performance for non-specialist audiences.
5. Engage in constructive feedback exchange on science communication performances to support mutual growth and improvement.
6. Reflect on personal learning experiences and constructive feedback to improve and refine one's science communication skills.

Assessment and Grading

This course will be assessed using criterion-referencing and grades will not be assigned using a curve. Detailed rubrics for each assignment are provided below, outlining the criteria used for evaluation.

Assessments

Assessment Task	Contribution to Overall Course grade (%)	Due date
Key Assignment 1: 2-Minute Science Reel#	20% (individual)	Approx. week 7*
Key Assignment 2: Final Science Busking Performance - Part A: Group Science Busking Video - Part B: Rationale of Science Busking Performance Design#	50% (10% group + 30% individual) (10% individual)	Approx. week 13*
Peer evaluation	8%	Approx. week 13*
Quizzes	10%	Spread through course
Microlearning Activities & Practice Tasks	12%	Spread through course

Differentiated assessments are adopted to provide flexibility, allowing students to choose an approach that aligns with their strengths and preferences while accommodating varying levels of depth and creativity.

 * Specific due dates are posted on Canvas.

Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
Key Assignment 1: 2-Minute Science Reel	ILO 1, 3	This task assesses students' ability to apply communication strategies, such as framing and storytelling (ILO 1), to deliver science communication in the form of a short reel video (ILO 3).
Key Assignment 2: Final Science Busking Performance - Part A: Group Science Busking Video - Part B: Rationale of Science Busking Performance Design	ILO 1, 2, 3, 6	Part A assesses students' ability to work collaboratively to demonstrate their understanding of effective science busking through audience engagement (ILO 2), apply communication strategies during the performance (ILO 1), and integrate multimodal approaches to enhance communication (ILO 3). Part B assesses students' ability to reflect on personal learning experiences to improve and refine their science communication skills (ILO 6).
Peer evaluation	ILO 5	This task assesses students' ability to provide constructive feedback to their science busking project group, fostering mutual growth and improvement (ILO 5).
Quizzes	ILO 1, 2	The two quizzes assess students' understanding of how audience, context, and purpose (ILO 2) influence the selection of effective communication strategies in science busking (ILO 1).
Microlearning Activities & Practice Tasks	ILO 1, 2, 3, 4, 5, 6	These tasks throughout the course support and assess students' understanding of course concepts for effective science busking performance (ILO 1, 2, 3) and related writing (ILO 4). They also assess students' engagement with and reflection on constructive feedback received from peers and the instructor (ILO 5, 6).

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

Letter Grade	Short Description	Elaboration on subject grading description
A	Excellent/Good Performance	Consistently applies effective communication strategies with nuanced understanding of audience, context, and purpose in science busking. Effectively integrates multimodal approaches to enhance performances. Produces clear, engaging, and well-structured writing for non-specialist audiences. Actively engages in constructive feedback and reflects deeply to achieve significant improvement.
B	Good/Satisfactory Performance	Effectively applies communication strategies with strong awareness of audience, context, and purpose. Successfully integrates multimodal approaches to enhance performances. Produces clear and engaging writing for non-specialist audiences. Engages meaningfully in feedback and reflects to improve skills.
C	Satisfactory Performance	Applies communication strategies appropriately, with some awareness of audience, context, and purpose. Moderately integrates multimodal approaches into performances. Produces writing that adequately supports science busking. Participates in feedback exchange and reflects to show progress.
D	Marginal Pass	Applies some communication strategies but demonstrates limited awareness of audience, context, and purpose. Attempts to integrate multimodal approaches into performances with inconsistent effectiveness. Produces basic writing that lacks clarity or engagement. Engages minimally in feedback and reflects superficially, showing limited improvement.
F	Fail	Applies communication strategies with little awareness of audience, context, or purpose. Shows minimal integration of multimodal approaches into performances. Produces unclear or unengaging writing. Rarely engages in feedback or reflects, showing negligible improvement.

Course AI Policy
As part of HKUST's broader approach to integrating GenAI into education, LANG2066 supports the ethical use of GenAI by students to enhance learning within the course.

GenAI tools can be particularly useful for the following purposes:
- Brainstorming ideas and suggesting sources, **but** the information provided may not always be accurate or relevant to the assignment.
- Offering suggestions for improving the organization of writing, **but** GenAI often suggests formulaic patterns that may not meet specific requirements.
- Providing suggestions for improving language, **but** the recommended changes may not always align with the context, purpose, or audience of the communication.
- Summarizing long texts, **but** important information may sometimes be omitted, especially if the original text is poorly written.

In summary, while GenAI offers opportunities for students to enhance their use of English, it also presents challenges that must be carefully navigated.

Students are expected to uphold the highest standards of academic integrity. While GenAI and other tools may inspire student work, it is essential to balance these with original thoughts and interpretations. Students should avoid regurgitating information generated by GenAI and must properly attribute all external sources to maintain academic integrity and enhance the credibility of their content and arguments. GenAI and similar tools should not replace a student's independent work. Students are required to write their own assessed assignments.

Communication and Feedback
Assessment marks for individual assessed tasks will be communicated via Canvas within 10 working days after submission. Feedback on assignments will include strengths and areas for improvement where relevant. Students who have further questions about the feedback should consult the instructor within 5 working days after the feedback is received.

Resubmission Policy
Resubmissions are allowed on Canvas before the deadline of the assessment.

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.