

**The Hong Kong University of Science and Technology**  
**UG Course Syllabus**

English for Science I  
LANG2010/LANG2010H  
3 Credits  
Pre-requisites: LANG 1402 and LANG 1403  
Co-requisites: N/A

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**Office Hours:** Available by appointment only. Students should contact their section instructor directly with any questions

**Course Description**

LANG 2010 is a three-credit, one semester core course offered to second-year undergraduates of the School of Science. Over one term, students will attend three hours of class, and will be expected to complete up to six hours of out-of-class work per week. It is an integrated skills course utilizing the problem-based case study concept to assist and enhance the development of students' confidence and competence in language, communication and general life skills.

The course aims to develop students' ability to deliver presentations and take part in discussions on topics relevant to their field of study. It also aims to enhance their ability to read and write about science-related topics, combining the use of sources with their own ideas. Language work focuses on developing the vocabulary, language structures, writing and speaking skills which will allow students to fulfil these aims.

**Course Intended Learning Outcomes (CILOs)**

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

- 1) Understand how to communicate effectively in academic contexts relevant to science. They will how to identify and address the needs and concerns of both technical and non-technical audiences in speaking and writing, critically analyze science-related texts and select, summarize and synthesize information from general-interest and science-related written and spoken materials
- 2) Develop and learn how to use accurate and fluent language (vocabulary, structures and style) relevant to science-related communication tasks, support claims with appropriate evidence, and properly acknowledge sources, write a coherent case study report to present problems/disasters and solutions to prevent, mitigate against, prepare for, respond to and recover from the identified problems/disasters, deliver well-structured presentations to introduce the problems/disasters and to share progress of project and findings and solutions , use appropriate body language, vocal variety, fluent and natural speech in the presentation to enhance communication effectiveness
- 3) Develop teamworking skills including working effectively in a team and communicate productively with others in face-to-face / online discussions
- 4) Reflect on experiences to locate and use appropriate language materials, tools and resources in developing and maintaining life-long communication skill and to raise awareness in self-motivated learning

## 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 on canvas, outlining the criteria used for evaluation.

### Assessments:

Assessment Task	Contribution to Overall Course grade (%)	Due date
Science in Plain English (SIPE) Presentation	20%	Approx Week 5 *
SIPE Self-evaluation	5%	Approx Week 6 *
Problem Analysis Presentation (Group) + Q & A (Individual)	25%	Approx Week 10 *
Individual Recommendation Report	40%	Approx Week 13 *
Reflective Video	10%	Approx Week 13 *

\* Specific due dates are posted on Canvas. Assessment marks for individual assessed tasks will be released within two weeks of the due date.

### Mapping of Course ILOs to Assessment Tasks

[add to/delete table as appropriate]

Assessed Task	Mapped ILOs	Explanation
Science in Plain English (SIPE) Presentation	1, 2	This task assesses students' ability to explain scientific ideas clearly (1a, c) and coherently (1c) to a general public audience (1a, 3a) through appropriate spoken language (1d) and non-verbal communication (1h).
SIPE Self evaluation	4	This task assesses students' ability to reflect on own SIPE performance and identify areas of improvement for the future.
Problem Analysis Presentation + Q & A	1, 2, 3	<p>This assessment requires students to work together as a group (2a, b) to research a natural disaster case study (1b, c) and identify a problem to solve (1a). Group findings will be presented along with supported claims in a group presentation (1e, g).</p> <p>Students are then expected to defend and respond to questions to demonstrate ability to handle a Q &amp; A session in an appropriate manner (1d, h).</p>

Individual Recommendation Report	1, 2	This task assesses students' ability to synthesize information and identify appropriate solutions to solve problems a written recommendation report (1a, b, c, d, e, f).
Reflective Video	4	This assessment allows students to reflect back on their group case study project and identify valuable key learning points and opportunities for the future (3a, b).

### 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 two weeks 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.