

The Hong Kong University of Science and Technology
UG Course Syllabus

English for University Studies
LANG1402
3 credits

Pre-requisites: N/A

Students are pre-registered into different streams based on their English proficiency upon admission to the University (pathway 1: for students who have met the English admission requirement – Level 3 in HKDSE English Language with all papers at or above level 3) or (Level 4 in HKDSE English Language) or (Level 5 in HKDSE English Language with some papers but not all at or above level 4) or (overall bandscore of 6.0 in IELTS) or (overall bandscore of 6.5 in IELTS with some but not all subscores at or above 6.0) or equivalence of the above

Co-requisites: N/A

Name of Course Coordinators: Anita Au, Dinesh Sadhwani, Jasmine Chen

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Office Hours of Course Coordinators: Available by appointment only. Students should contact their section instructor directly with any questions. Please find the email address on Canvas.

Course Description

LANG1402 is a Common Core course taken by first year students. This is an English for Academic Purpose (EAP) course with a primary focus on language development and proficiency. The course also helps students develop academic literacy skills.

Key topics:

- Module 1: University Life and Academic Identity helps students navigate the transition to university, build confidence in their academic register, and develop strategies for personal and academic growth.
- Module 2: Academic Writing equips students with the skills to plan, draft, and refine a report for their small-scale research studies, emphasizing source integration, coherence, and accurate referencing.
- Module 3: Academic Communication and Presentation develops presentation skills, focusing on structure, audience awareness, and effective verbal and non-verbal delivery.

Methods of instruction: interactive tutorials support active learning through group discussions and other collaborative activities. Input and feedback given by instructors and peers.

Intended Learning Outcomes (ILOs)

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

1. Demonstrate range and variety of language appropriate for the audience, context and purpose for spoken and written contexts
2. Express complex ideas precisely with range and complexity in vocabulary and sentence structures
3. Find, evaluate and use appropriate sources, and paraphrase those sources effectively
4. Support and organise logical ideas in speaking and writing
5. Interact with peers to contribute and communicate in group contexts
6. Apply strategies to inform and interest an audience
7. Present confidently in speaking
8. Apply learning strategies in self and peer assessment to become an effective learner, including goal setting, evaluating learning strategies and resources, and self-reflection

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: Research Study Report	30%	Approx. week 8*
A2: Informative Presentation on the Research Study	40%	Approx. weeks 13*
A3: Written Reflection on Course Learning Outcomes	10%	Week 13*
A4: Checkpoint tasks are a series of tasks to be completed during the course to which contributes to the process of completing the assessments	20%	Spread through course – see course schedule

* 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

Assessed Task	Mapped ILOs	Explanation
A1: Research Study Report	ILO1, ILO2, ILO3, ILO4	The Research Study Report assesses students' ability to produce written work that demonstrates a range and variety of language appropriate for an academic audience, context and purpose (ILO1). It requires students to express complex ideas precisely, using a range of vocabulary and sentence structures suitable for academic writing (ILO2). Students are also assessed on their ability to find, evaluate and use appropriate sources, and to paraphrase those sources effectively to support their research (ILO3). The report

		requires students to support and organise logical ideas in a coherent written structure (ILO4).
A2: Informative Presentation on the Research Study	ILO1, ILO2, ILO3, ILO4, ILO6, ILO7	The Informative Presentation assesses students' ability to use a range and variety of language appropriate for a spoken academic context and audience (ILO1), while expressing complex ideas precisely with a range of vocabulary and sentence structures (ILO2). Students are required to include credible sources as evidence in their presentations (ILO3). Students must also support and organise logical ideas in their spoken delivery (ILO4). The task further assesses students' ability to apply strategies to inform and interest an audience (ILO6) and to present confidently in speaking (ILO7).
A3: Written Reflection on Course Learning Outcomes	ILO8	The Reflection assesses students' ability to apply learning strategies through self-reflection to become effective learners. Students are required to evaluate the learning strategies and resources they have used throughout the course, and engage in meaningful self-reflection on their language development and academic literacy progress (ILO8).
A4: Checkpoint Tasks	ILO5, ILO8	The Checkpoint tasks assess students' ability to apply the skills taught in the course (ILO1, ILO2, ILO3, ILO4, ILO6, ILO7), and require students to interact with peers by giving peer evaluations, thereby contributing and communicating in group contexts (ILO5). The tasks also build on students' ability to reflect on their own learning (ILO8).

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 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 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 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 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 essays and to prepare for assessed speaking tasks 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

Marks for 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

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.

Attendance Policy

As a responsible and proactive university student, it is assumed that you will attend all lessons. Each lesson helps develop and apply the skills needed for assessments.

Students must attend a minimum of 80% of the required in-class lessons for this course. This means that you can have no more than 5 absences over a full 13-week schedule.

If you miss a lesson, you are expected to:

- be professional and message your groupmates if they will be affected.
- be proactive to catch up on any work you miss.

Students will be made aware if they are in danger of failing due to attendance. They may be sent a 'warning email'. If you miss 6 lessons, you will be sent an email informing you that you have received a Fail grade for this course.

Absences due to extenuating circumstances: Please contact your teacher and provide relevant proof of absence (if applicable). Possible situations include (but are not limited to):

- representing HKUST, the Hong Kong SAR, or the nation in competitions or events.
- hospitalization or serious illness.
- bereavement following the loss of a close family member.