

The Hong Kong University of Science and Technology
UG Course Syllabus

Dynamic Communication for STEAM Topics**LANG2066**

3 credits

Pre-requisites: LANG 1403, 1406, 1407, 1408, or 1409

Co-requisites: N/A

Exclusions: N/A

Name of Course Coordinator: Rosita Cheng**Email of Course Coordinator:** lcrosita@ust.hk**Office Hours of Course Coordinator:** Available by appointment only.**Course Description**

LANG2066 Dynamic Communication for STEAM Topics aims to empower students to communicate STEAM-related concepts (e.g., pure science, mathematics, statistics, engineering, technology, and medicine) in engaging and impactful ways, fostering public understanding and informed decision-making. This advanced communication course integrates theory, practice, and performance to help students refine speaking abilities through strategies such as issue framing, storytelling, and audience engagement. A key feature of the course is using busking – creative demonstrations and performances -- to bring STEAM-related topics to life for diverse audiences. Through hands-on practice, feedback, and reflection, students will gain confidence and adaptability in various communication contexts, learning how to capture attention and simplify complex ideas effectively.

Open to students from all disciplines, this course is ideal for those with a background or interest in STEAM and a passion for making STEAM-related concepts accessible, relevant, and exciting.

This course is designed as a gamified learning experience where students learn, collaborate, and compete with their peers. Students engage in missions, challenges, and quests that train them to communicate STEAM topics in dynamic and effective ways appropriate for the audience, context, and purpose. The course culminates in a group performance, where students showcase their STEAM communication abilities through an engaging busking performance.

Course Structure

The course is organized into two key modules:

- Module 1: Develops the ability to identify and apply effective communication strategies, such as issue framing, storytelling, and audience engagement, to convey STEAM concepts and influence non-specialist audiences.
- Module 2: Builds skills in STEAM communication through busking, focusing on spoken communication, multimodality, and performance delivery.

Intended Learning Outcomes (ILOs)

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

1. Apply effective communication strategies, including issue framing, storytelling, audience engagement, and effective speaking techniques in STEAM communication.
2. Demonstrate an awareness of how audience, context, and purpose shape the effectiveness of communication.
3. Utilize multimodality to enhance communication.
4. Demonstrate effective speaking and writing skills in STEAM communication to non-specialists.
5. Provide constructive feedback to peers on their communication performances to support their improvement.
6. Reflect on personal learning experiences and feedback to enhance one's own communication skills.

Assessment and Grading

This course will be assessed using criterion-referencing and grades will not be assigned using a curve. 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 STEAM Reel	30% (individual)	Approx. week 7*
Key Assignment 2: STEAM Busking Performance	40% (10% group + 30% individual)	Approx. week 13*
Learning Portfolio with Check-point Tasks	30% (individual)	Spread through course*

* Specific assessment and due dates are posted on Canvas.

Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
Key Assignment 1: 2-Minute STEAM Reel	ILO 1, 2, 3	This task assesses students' ability to apply communication strategies, such as issue framing, story telling, and audience engagement, (ILO1) to communicate STEAM topics to a non-specialist audience (ILO2) in the form of a short reel (ILO3).
Key Assignment 2: STEAM Busking Performance	ILO 1, 2, 3, 4	This task assesses students' ability to work collaboratively to demonstrate understanding of the context, audience, and purpose of STEAM busking as a form of dynamic communication (ILO2), apply communication strategies during the performance (ILO1), and integrate multimodal approaches (ILO3) to enhance their communication of STEAM topics (ILO4).
Learning Portfolio with Check-point Tasks	ILO 1, 2, 3, 4, 5, 6	These tasks throughout the course support and assess students' understanding of course concepts for effective STEAM communication in the form of reels, busking performances, and related writing (ILO1, 2, 3, 4). They also assess students' ability to provide, engage with, and reflect on constructive feedback to foster growth and improvement of themselves and their peers (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 strategies with nuanced understanding of audience, context, and purpose in STEAM communication. Effectively integrates multimodal approaches to enhance communication. Produces clear, engaging, and well structured communication for non-specialist audiences. Actively engages in constructive feedback and reflects deeply to achieve significant improvement.
B	Good/Satisfactory Performance	Effectively applies strategies with strong awareness of audience, context, and purpose in STEAM communication. Successfully integrates multimodal approaches to enhance communication. Produces clear and engaging communication for non-specialist audiences. Engages meaningfully in feedback and reflects to improve skills.
C	Satisfactory Performance	Applies STEAM communication strategies appropriately, with some awareness of audience, context, and purpose. Moderately integrates multimodal approaches into communication. Produces communication that adequately supports understanding by non-specialist audiences. 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 STEAM communication with inconsistent effectiveness. Produces basic communication 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 STEAM communication. Produces unclear or unengaging communication. 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 communication, **but** GenAI often suggests formulaic patterns that may not meet specific requirements.
- Supporting creation of multimedia content, **but** the created content may fail to demonstrate your unique identity.
- 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 communication, it also presents challenges that must be carefully navigated. Ideas or content suggested by AI may lack authenticity and may not align with the context, purpose, or audience of the communication.

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 released.

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.