City University of Hong Kong
Course Syllabus

Department of English
with effect from Semester A 2017/2018

Part I   Course Overview

Course Title:	English Communication Skills for Computing
Course Code:	EN4262
Course Duration:	1 semester
Credit Units:	2
Level:	B4
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	GE1401 University English & GE2410 English for engineering
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1. **Abstract**
    (A 150-word description about the course)

    This course aims to develop students' fluency in written and spoken English for academic research communication in the field of computer science, and in particular to instruct student in developing research reports and oral presentations of their final year projects. Students enrolled on EN4262, therefore, must also be concurrently enrolled on a Final Year Project course.

2. **Course Intended Learning Outcomes (CILOs)**
    (CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs[#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	compile end-text references according to the conventions used in the field of computer science;	10%	✓	✓	
2.	produce academic prose that draws on other texts appropriately cited according to the conventions used in the field of computer science;	20%	✓	✓	✓
3.	produce an effectively organized and well-documented Final Year Project Report;	40%	✓	✓	✓
4.	deliver effectively an oral presentation of a research project and skilfully address questions raised in the question and answer session.	30%	✓	✓	✓
	* If weighting is assigned to CILOs, they should add up to 100%.	100%			

 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: *Attitude*
      Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2: *Ability*
      Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3: *Accomplishments*
      Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/semester
		1	2	3	4			
Compiling end-text-reference skills	Students will learn how to compile end-text references by examining and analyzing two systems of end-text referencing conventions (the numbered style and the author-year style) followed in five research articles. Teacher guides students to identify the types of bibliographic details to document, how to arrange and format the details. Students will be provided exercises that draw on authentic materials to consolidate their end-text-referencing skills.	✓						4 hours
Producing academic prose	Students will learn to produce academic prose that draws on other texts. In particular, they will learn the numbered-style and the author-year style in-text citation skills by reading and analyzing the citations in the same articles used for CILO 1. Teacher will guide students to identify the conventions and writing skills associated with direct and indirect citations. Among the items to learn are a) types of bibliographic information to provide b) differences between information-prominent and author-prominent citations, c) differences between paraphrasing and direct citations d) reporting verbs, and e) formatting. Students will be given exercises to consolidate their knowledge of and writing skills to produce in-text citations		✓					4 hours
Producing a Final Year Project Report	Students will learn to produce a Final Year Project Report mainly by reading and analyzing some sample Final Year Project Reports and Research Articles published in journals of Computer Science. In particular, they will be guided to identify the format, organization and genre-specific language of the Final Year Project Report. They will also be		✓	✓				10 hours

	provided exercises and short writing tasks that draw on authentic materials to reinforce their learning that prepare them to produce a Final Year Project Report.							
Making an oral presentation of a research project and engaging in the answer and question time	Students will be shown a short video clip illustrating essential oral presentation skills. Students will be guided to explore the communicative purposes of research presentations for assessment purposes. Students will also be guided to analyze the language used in different parts of a presentation and how they should interpret and handle questions raised by the audience.	✓		✓				10 hours

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: ____%								
Students will produce an initial draft a final year project report			✓				10%	Individual work
Students will the second draft of a Final Year Project Report.	✓	✓	✓	✓			55%	Individual work
Students will make presentations of their final year projects and skilfully address questions raised in the question and answer session		✓		✓			30%	Individual work
Class attendance and in class participation	✓	✓	✓	✓			5%	Individual work
Examination: ____% (duration: , if applicable)								

* The weightings should add up to 100%.

100%

Draft 1 of Final Year Project Report

Criteria	Outstanding	Good	Fair	Marginal	Failed
Title page	• A title page produced using the template prepared by the Computer Science Department is included				• No title page is included.
Outline of the Report	• A tentative title is provided. The title needs to reflect the essence of the project effectively. • A problem statement and a brief description of the project aims are provided, which are clearly written and cohere well. • The structure of the report is sensible • The headings are sensible and are worded very effectively. • Sophisticated headings are provided suggesting that the student has a clear sense of what he/she is trying to write in the report. • The work in general suggests that the student has a very elaborate framework for the writing and has some sophisticated thinking done for the planning of the report. • On the whole, the student displays an impressive grasp of what is learned in Unit 1.	• A tentative title is provided. The title reflects the essence of the project somewhat effectively. • A problem statement and a brief description of the project aims are provided, which are quite clearly written and cohere quite well. • The structure of the report is quite sensible • The headings are quite sensible though their wording may need to be reworked. • The work in general suggests that the student has a rather elaborate framework for the writing. • On the whole, the student displays quite a good grasp of what is learned in Unit 1.	• A tentative title is provided. The title adequately reflects the essence of the project. • A problem statement and a brief description of the project aims are provided but some parts of the writing are not very clear and do not cohere well. • The structure of the report is somewhat sensible • The headings are somewhat ding may need to be reworked. • The work reflects that the student somewhat lacks a general framework for the writing. • On the whole, the student displays only an adequate grasp of what is learned in Unit 1.	• A tentative title is provided but does not adequately reflect the essence of the project. • A problem statement and a brief description of the project aims are provided but many parts of the writing are not very clear and do not cohere well.	• No tentative title is provided. • A problem statement and a brief description of the project aims are provided but the writing in general is very difficult to follow • Only very generic headings (e.g., Introduction, Literature Review, Methodology, etc.) are provided, suggesting that the student does not have a good sense of what his/her report will be like. • On the whole, the student displays a very poor grasp of what is learned in Unit 1.
Reference List	• An impressive number (well above 5) of recognized sources are listed. • The sources are relevant to the project (esp. to the problem, the aim and also the title of the project • All end-text references are accurately and properly documented. • A consistent style of listing is applied. The style is acceptable to the Department of Computer Science. • On the whole, the student displays an impressive grasp of what is learned in Unit 2.	• Five recognized sources are listed. • The sources are mostly relevant to the project (esp. to the problem, the aim and also the title of the project • The end-text references are mostly accurately and properly documented. • The style of listing is quite consistent with a few minor errors. The style is acceptable to the Department of Computer Science. • • On the whole, the student displays quite a good grasp of what is learned in Unit 2.	• Five recognized sources are listed. • A few sources do not seem to be relevant to the project (esp. to the problem, the aim and also the title of the project • Some major mistakes are found in the end-text references. • The style of listing is somewhat inconsistent and display quite a number of errors. The style is acceptable to the Department of Computer Science. • On the whole, the student displays an adequate grasp of what is learned in Unit 2.	• Only 3 recognized sources are listed. • The sources do not seem to be relevant to the project • Many major mistakes are found in the end-text references. • The style of citation is mostly inconsistent • On the whole the student displays a poor grasp of citation what is learned in Unit 2.	• Less than 5 sources are listed. • The sources do not seem to be relevant to the project • The list is very poorly documented, reflecting a failure in understanding of what is covered in Unit 2.

Language & formatting **Language**	• Ideas are communicated very clearly, effectively and succinctly. • The writing is well-proofread and in general displays a *close-to-perfect* and *very sophisticated* mastery of the English syntax. • Words and expressions are used very appropriately. • The piece on the whole suggests that the student possesses an impressive size of vocabulary. • The piece reflects a very advanced mastery of the academic register. • No sign of plagiarism is detected.	• Ideas are communicated quite clearly. • The writing displays a good mastery of the English syntax. • Most of the words and expressions are used quite appropriately. • The piece on the whole reflects a good mastery of the academic register. • No sign of plagiarism is detected. •	• Some crucial ideas are somewhat vaguely communicated. • The piece lacks careful proofreading or displays only an adequate mastery of the English syntax. • A noticeable amount of words and expressions are inappropriately used. • The piece on the whole displays a satisfactory mastery of the academic register. • No plagiarism is detected	• Many ideas not unclear. • The piece lacks careful proofreading or displays only a poor mastery of the English syntax. • The word choice is poor. • The piece on the whole displays a poor mastery of the academic register. • No plagiarism is dected .	• Extensive plagiarism is detected (31% or above). Generic section headings are not counted. OR • The piece displays an extremely poor mastery of the English language, which makes the writing extremely difficult to comprehend.
Formatting (2%)	• The piece is very effectively and professionally formatted. • The formatting meets all the requirements set for the assignment.	• The piece is quite effectively and professionally formatted. • The formatting meets all the requirements set for the assignment.	• The piece is only adequately formatted. • A few of the formatting requirements are not met.	• The piece is poorly formatted. • A few of the formatting requirements are not met.	• The piece is extremely poorly formatted. • Many of the formatting requirements are not met.

Draft 2 of Final Year Project Report

Criteria	Outstanding	Good	Fair	Marginal	Failed
Content & Organization	• A focused and well-balanced survey of the literature is provided. • The survey is well-connected to the project. • An elaborate and a cogent critique(s) of the literature is provided. • The critique(s) translates well into a convincing justification for the project being undertaken. • The writing is very well-developed. • Logical/thematic jumps are almost non-existent. • The writing is well-sectioned. • Well-designed graphics are provided. • The graphics are provided with useful commentaries.	• A fairly well-focused and fairly well-balanced survey of the literature is provided. • The survey is fairly well-connected to the project. • A fairly elaborate and somewhat cogent critique of the literature is provided. • The critique somehow lends to the justification of the project being undertaken. • The writing is fairly well-sectioned • The ideas are in general quite logically developed • Occasional logical/thematic jumps are evident. • Graphics are used. • Most of the graphics are effectively/ fairly effectively designed. • Most of the graphics are provided with commentaries.	• A survey of literature is provided. • A few major parts of the survey are irrelevant to the project. • A rather short critique of the literature is provided. • The critique in general lacks cogency. • The writing on the whole is adequately sectioned • The writing is somewhat organized. • A noticeable number of logical jumps are observed which make the piece somewhat difficult to follow. • Graphics are provided. • Few of the graphics are accompanied by commentaries that are needed.	• A survey of the literature is provided. • The survey lacks a clear focus • The survey bears a very weak link to the project. • An extremely short critique of the literature is provided. • The critique is poorly developed. • The writing is poorly sectioned. • Ideas are on the whole poorly developed, which makes the piece quite difficult to follow. • Graphics are poorly designed and no commentaries are provided.	• Many of the content requirements set for the assignment are not met. • Ideas discussed are in general irrelevant to the project. • No sectioning is evident. • There is a serious lack of coherence in the writing. • The flow and/or logic of the writing is extremely difficult to follow.
Citations	• An impressive number (well above 7) of recognized sources are cited. • Ideas cited are well-integrated. • No sign of plagiarism is detected. • Syntactical forms and citation verbs are effectively used. • A consistent style of citation is applied. • All in-text citations are accurately and properly documented. • All end-text references are accurately and properly documented. • The piece on the whole reflects a very sophisticated mastery of citation skills and citation language.	• Seven recognized sources are cited. • Ideas cited are fairly well-integrated. • No sign of plagiarism is detected. • Syntactical forms and citation verbs are fairly effectively used. • Occasional and minor inconsistencies in the style of citation are evident. • Occasional errors made in in-text and end-text citations. • The piece on the whole reflects a good mastery of citation skills and citation language.	• Only 4 to 6 sources are cited. • Ideas cited are adequately integrated; • No sign of plagiarism is detected. • Syntactical forms and citation verbs are adequately used. • A fair amount of inconsistency in the style of citation is observed. • A fair amount of errors are made in individual in-text and end-text citations. • On the whole, the piece reflects the writer's partial mastery of citation skills and citation language.	• Only 1 to 3 sources are cited. • Cited ideas are poorly integrated • No sign of plagiarism is detected. • Syntactical forms and citation verbs are inappropriately used. • A great deal of inconsistency in the style of citation is observed. • A great number of errors are made in individual in-text and end-text citations. • The piece reflects a poor mastery of citation skills and language.	• No source is cited. • Extensive plagiarism is detected.

Language & formatting *Language*	• Ideas are communicated very clearly, effectively and succinctly. • The writing is well-proofread and in general displays a *close-to-perfect* and *very sophisticated* mastery of the English syntax. • Words and expressions are used very appropriately. • The piece on the whole suggests that the student possesses an impressive size of vocabulary. • The piece reflects a very advanced mastery of the academic register. • No sign of plagiarism is detected.	• Ideas are communicated quite clearly. • The writing displays a good mastery of the English syntax. • Most of the words and expressions are used quite appropriately. • The piece on the whole reflects a good mastery of the academic register. • No sign of plagiarism is detected.	• Some crucial ideas are somewhat vaguely communicated. • The piece lacks careful proofreading or displays only an adequate mastery of the English syntax. • A noticeable amount of words and expressions are inappropriately used. • The piece on the whole displays a satisfactory mastery of the academic register. • Some signs of plagiarism are detected (20-30% excluding the properly cited parts).	• Many crucial ideas are vaguely communicated. • The piece displays a poor mastery of the English syntax. • Most of the words and expressions are inappropriately used. • The piece also displays a poor mastery of the academic register. • Some signs of plagiarism are detected (31-40%, excluding the properly cited parts).	• Extensive plagiarism is detected (41 % or above). OR • The piece displays an extremely poor mastery of the English language, which makes the writing extremely difficult to comprehend.
Formatting	• The piece, including its graphics, is very effectively and professionally formatted. • The formatting meets all the requirements set for the assignment.	• The piece, including its graphics, is quite effectively and professionally formatted. • The formatting meets all the requirements set for the assignment.	• The piece, including its graphics, is adequately formatted. • A few of the formatting requirements are not met.	• The piece, including its graphics, is poorly formatted. • A few of the formatting requirements are not met.	• The piece, including its graphics, is extremely poorly formatted. • Many of the formatting requirements are not met.

Oral Presentation

Criteria	Outstanding	Good	Fair	Marginal	Failed
Content	• Background of project & report of the progress succinctly provided • Novel and interesting aspects of the solutions presented • Ideas very clearly presented. • Audience's attention captured throughout • Lively discussions attracted. • Very appropriate time allocation for background and core information	• Background and report of progress fairly succinctly provided • Aspects of the solutions presented • Ideas fairly and clearly presented • Ideas fairly interesting to the audience • A fair amount of discussions attracted. • Fairly appropriate allocation of time for background and core information	• Only background or progress provided • Some aspects of the solutions highlighted • Some ideas presented somewhat unclear • Ideas presented on the whole rather dry and not much audience attention captured. • Not much discussion is attracted in the Q/A time • Adequate allocation of time for background/core information • The presentation overrun by 2-3 minutes	• Progress or background of project vaguely provided • Not much of the solutions presented • Ideas presented on the whole unclear • Ideas presented on the whole very dry, capturing very little audience's attention • Very little discussion attracted in the Q/A time • Overrun by 4-5 minutes	• No background or progress provided • Ideas very dry • Failing to capture the audience's attention • No discussion attracted during the Q/A time • Seriously overrun • A severe lack of clarity throughout

Overall structure/ coherence	• Very well-organized with
	  o a creative opening remark
	  o an effectively sectioned body
	  o a thoughtful conclusion
	• The ideas very logically developed and well-connected
		• Quite well-organized with
		  o a fairly creative opening remark
		  o a fairly well-sectioned body
		  o a fairly thoughtful conclusion
		• Ideas fairly logically developed with some minor digression
			• Adequately organized with
			  o a very brief/dry opening remark
			  o a body
			  o a very short conclusion.
			• Some major ideas not logically developed or not connected
				• Poorly structured
				• No opening remark
				• No thoughtful conclusion
				• Ideas mostly poorly developed or not logically connected
					• There is no structure to the presentation
					• Ideas are not logically connected at all

Design of visuals/other forms of medium	• A variety of visuals/media used.
	• Very concise
	• Very focused
	• Appropriate sizes of images/texts used
	• Effectively illustrating, supporting or complementing what the presenter orally presents
	• Creatively designed
	• Very professionally designed
		• A fair amount/variety of visuals/media used
		• A few visuals somewhat
		  o wordy
		  o cluttered
		• Somewhat appropriate sizes of images/texts
		• Somewhat redundant
		• Visuals fairly creatively designed
			• A very limited variety used
			• Few images/graphics used
			• A noticeable number of visuals somewhat
			  o wordy
			  o cluttered
			• Somewhat inappropriate sizes images/ texts.
			• Visuals mostly redundant
			• Little creativity reflected
				• Variety lacking in general
				• Few images/graphics used
				• Visuals mostly
				  o wordy
				  o cluttered
				• Very inappropriate sizes of images / texts
				• Many visuals carrying mostly the presenter's script.
				• Very little creativity reflected
					• Few visuals/media used.
					• No images or graphics used
					• Visuals all
					  o very wordy
					  o extremely cluttered
					• Sizes of images and texts too small/inappropriate
					• Visuals all redundant
					• No creativity reflected

Non-verbal delivery	• Very assertive, relaxed and natural throughout • Effective and explicit reference made to specific parts of visuals • Audience allowed enough time to browse crucial parts of the visuals • Natural /sufficient eye contact and body language • Very effective non-verbal communication throughout	• Quite assertive and natural most of the time • Explicit references made to their specific parts somewhat frequently • Rushing through some visuals. • Attempts made to communicate with the audience through eye contact and body language • Somewhat effective non-verbal communication in certain parts	• Somewhat nervous and quite unnatural • Reading somewhat frequently from slides / notes • Occasional explicit references made to specific parts of visuals • Rushing through most visuals • Infrequent eye contact and little body language • Somewhat ineffective non-verbal communication in a noticeable number of parts	• Very nervous and very unnatural • Quite frequent reading from slides / notes • Very few explicit references made to specific parts of visuals • Lacking eye contact and body language • Very ineffective non-verbal communication throughout	• Presenter seriously lacking confidence and appearing extremely uneasy • Reading from slides / notes throughout • No explicit reference made to specific parts of visuals • A severe lack of eye contact and body language • Lacking non-verbal communication with the audience throughout.
Handling the Q/A time	• Very natural, assertive and well-composed • Providing well-elaborated and sensible responses • Responses all very sensible • Providing very effective back channels, and doing so in very assertive/sophisticated manner	• Quite assertive and well-composed • Providing somewhat elaborate and sensible responses • Providing somewhat effective back channels	• Somewhat uneasy, nervous and defensive at times. • Attempts made to provide elaborate and sensible responses but with some struggles • Displaying somewhat limited or inappropriate back channels	• Very uneasy and nervous • Somewhat over-defensive • Providing clipped responses. • Displaying very few or very inappropriate back channels	• Extremely uneasy and nervous • Extremely defensive • Unable to provide any response • Displaying no back channel at all or displaying inappropriate back channels all the time

Language	• Very spontaneous; no scripted speech
	• Very fluent throughout
	• Demonstrating a close-to-perfect and very sophisticated mastery of the following aspects of the English language:
	  o the syntax
	  o the phonology
	  o the vocabulary of the language
	  o the register of research presentations
	  o pragmatics needed in the Q/A time
		• Very spontaneous. No scripted speech
		• Quite fluent throughout.
		• Demonstrating an intermediate to advanced mastery of the following aspects of the English language:
		  o the syntax
		  o the phonology
		  o the vocabulary
		  o the register of research presentations
		  o pragmatics needed in the Q/A time
			• The presentation somewhat spontaneous. Occasional reading from notes/slides
			• Lacking fluency in a number of parts
			• Displaying a fairly acceptable mastery of the following aspects of the English language:
			  o the syntax
			  o the phonology
			  o the vocabulary
			  o the register of research presentations
			  o pragmatics needed in the Q/A time
				• The presentation not very spontaneous. Frequent reading from notes/slides
				• Lacking fluency in most parts
				• Displaying a poor mastery of the following aspects of the English language:
				  o the syntax
				  o the phonology
				  o the vocabulary
				  o the register of research presentations
				  o pragmatics needed in the Q/A time.
					• Lacking spontaneity severely Presentation scripted entirely OR
					• Lacking fluency throughout
					• Displaying a severely poor mastery of the following aspects of the English language:
					  o the syntax
					  o the phonology
					  o the vocabulary
					  o the register of research presentations
					  o pragmatics needed in the Q/A time

	• Very clear pronunciation • Voice well-projected and very audible	• Quite clear • Voice well-projected and quite audible • Grade of the assignment is capped at most B	• Unclear pronunciation occasionally • Somewhat satisfactory projection and speech somewhat audible • Grade of the assignment is capped at most B-	• Frequent slurring • Poor voice projection and some parts inaudible • Grade of the assignment is capped at C+	• Slurring all the time • Extremely poor voice projection and speech almost entirely inaudible • Grade of assignment is capped at D

Class attendance and participation

	Outstanding	Good	Satisfactory	Marginal	Failed
Attendance & punctuality	• Attended all classes • Punctual all the time	• Attended 90-99% of the classes • Punctual for 90-99% of the lessons	• Attended 80-89 % of the classes • Punctual for 70-89% of the lessons	• Attended 80 to 89 % of the classes • Punctual for 50-69% of the lessons	• Attended less than 80% of the classes * • Punctual for less than 50% of the lessons
Participation in class and group activities	• Very proactive • Very frequent • Made excellent contributions in class discussions	• Quite frequent • Made good contributions in class discussions	• Occasional • Made adequate contributions in class discussions	• Seldom • Made few contributions in class discussions	• Never • Made no contributions in class discussions
Use of English	• Always spoke in English in class.	• Frequently spoke in English and seldom spoke in languages other than English in class.	• Often spoke English and occasionally spoke in languages other than English in class.	• Frequently spoke in languages other than English and some use of English in class.	• Always spoke in languages other than English and never spoke in English in class.

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   (An indication of the key topics of the course.)

   Final year project reports, oral presentations, citation, research writing in Computer Science,

2. **Reading List**

2.1 **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Weissberg, R. & Buker, S. (1990). Writing Up Research : Experimental Research Report Writing for Students of English Prentice-Hall : London.

2.2 **Additional Readings**

1.	Collins COBUILD English Language Dictionary. (2006). London: Collins.
2.	Longman Dictionary of Contemporary English. (2005). Harlow, Essex: Longman.