

**City University of Hong Kong  
Course Syllabus**

**offered by the Department of English  
with effect from Semester A 2018/2019**

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**Part I Course Overview**

**Course Title:** English for the Humanities and Social Sciences

**Course Code:** GE2412

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B2

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

**Proposed Area:**  
*(for GE courses only)*

GE English

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)*

Grade D in HKAL Use of English or Grade 4 in HKDSE or successful completion of English Academic Proficiency Courses (EL0220, EL0222, EL0223 and EL0225 – 6 credits) or English for Academic Purposes (EL0200 – 6 credits) or English for Academic Purposes 2 (EL0200B – 3 credits) or Grade B or above in English for Academic Purposes 1 (EL0200A – 3 credits)

**Precursors:**  
*(Course Code and Title)*

None

**Equivalent Courses:**  
*(Course Code and Title)*

None

**Exclusive Courses:**  
*(Course Code and Title)*

None

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The purpose of this course is to enable students to acquire skills in academic literacy which will serve them throughout their university careers, transferable skills which they can take with them beyond university, and a set of tools for understanding writing which will enable life-long learning of this vital skill. Inculcating these skills is done by means of a set of activities targeting areas such as critical reading, awareness of the characteristics of successful disciplinary texts, and writing subskills, such as supporting an argument effectively with evidence. Activities to foster relevant skills take place outside and inside the classroom, and students work independently and in groups to produce important genres, and assessment of their attainment of the learning objectives is based primarily on their written output.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the characteristics of key social science and humanities genres		√		
2.	Understand and use subtechnical (academic) vocabulary		√		
3.	Use corpora as a tool for life-long learning to discover solutions to language-use problems		√		
4.	Produce key academic genres		√	√	
5.	Use sources effectively and appropriately		√	√	√
6.	Critically read and analyse texts		√	√	
		100%			

\* If weighting is assigned to CILOs, they should add up to 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/week (if applicable)
		1	2	3	4	5	6	
Seminars	Interactive sessions including teacher-fronted presentation of concepts and skills, discussion and tasks	√	√		√	√	√	
Text analysis	Analysis of textual material to identify generic characteristics	√	√		√	√	√	
Corpus analysis	Consulting a large collection of texts to answer specific questions about how English is used in practice	√	√	√				
Process writing	Working through a cycle of planning, writing, taking and giving feedback, and revising		√		√	√	√	
In-class writing	Producing texts under conditions of time constraints		√		√	√		

### 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	5	6		
Continuous Assessment: 100%								
Participation in class activities	√	√	√	√	√		10%	
Critical exploration of texts	√	√		√	√		25%	
Language discovery project		√	√				25%	
In-class essay (1 entry, approx.. 3 hours)		√		√	√		40%	
Examination: 0% (duration:)								
* The weightings should add up to 100%.							100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<b>Critical exploration of texts</b>	Demonstrated understanding of reading material	Shows a critical understanding of the texts with a high degree of accuracy.	Shows a generally accurate understanding of the texts.	Shows generally good understanding of the texts with some gaps or inaccuracies.	Shows significant inaccuracies in understanding the texts.	Shows little or no understanding of the texts, or does not provide a submission which is responsive to the task.
	Ability to analyse texts critically	Accurately and comprehensively identifies the features of the assigned texts and presents a thorough discussion of how those features work to achieve the text's purpose.	Accurately identifies the key features of the assigned texts and presents a competent discussion of how those features work to achieve the text's purpose.	Identifies many features of the assigned texts and presents a discussion of how those features work to achieve the text's purpose.	Identifies only a limited number of textual features and/or presents a limited account of their functioning in the text.	Fails to identify a significant number of textual features accurately and/or fails to give a good account of their textual functions.
	Ability to signal source use	Citations, quotation marks, reporting verbs and other meta-linguistic markers are used transparently, effectively and conventionally.	Meta-linguistic markers of source use are generally used transparently, effectively and conventionally with only minor deviations.	The use of meta-linguistic markers of source is generally acceptable but there may be some limitations on the range and choice of such devices, deviations from the required referencing style, or some difficulty understanding the intertextual relationships being signalled.	The signalling of source use is characterised by a very limited range of markers, or they are frequently used inappropriately and unconventionally, or they consistently fail to signal intertextual relationships clearly.	The signalling of source use does not follow conventions and lacks transparency.

	Language use	The text's lexicogrammar is extremely accurate and idiomatic.	The text's lexicogrammar is generally accurate and idiomatic with only minor errors which do not negatively affect comprehension.	The text's lexicogrammar is generally accurate and idiomatic with relatively few errors which negatively affect comprehension to a limited extent.	There are frequent inaccuracies in the text's lexicogrammar and/or it is unidiomatic and these features disrupt comprehensibility.	Lexicogrammatical errors are frequent and seriously disrupt comprehension.
<b>Participation in class activities</b>	Engagement and contributions	Active engagement in and constructive contributions to class activities.	Active engagement in and constructive contributions to most class activities.	Engagement and contributions are limited qualitatively, quantitatively or both.	Little engagement in class activities demonstrated. Contributions in class are limited in number or not constructive.	Minimal engagement in class activities demonstrated. Contributions in class are rare or not constructive.
<b>Language discovery project</b>	Accuracy of findings demonstrating ability to query a corpus	The paper describes meaningful questions, a competent corpus search, and evidence-based answers.	The paper describes generally meaningful questions, a broadly appropriate corpus search, and some evidence for the answers presented.	The paper describes questions, a corpus search, and answers, although there may be issues with accuracy or impact in one or more of these areas.	The paper describes questions, a corpus search, and answers, but significant inaccuracies or other problems affect one or more of these areas.	The questions to be investigated are not clearly framed or meaningful and/or an appropriate process of corpus consultation is not described and/or clear, evidence-based answers are not presented.
	Organisational structure	The paper's structure is clear and effective.	The paper's structure is generally clear, conventional and effective.	The paper's structure is unclear in places and does not fully support comprehension.	The paper's structure is unclear to an extent which negatively affects comprehension.	The paper lacks a clear structure, interfering with comprehension in an acute way.
	Appropriateness of discipline	The text's lexicogrammar is extremely accurate, is aligned with disciplinary norms, and conforms fully to	The text's lexicogrammar is generally accurate, is aligned with disciplinary norms with only minor errors which do not negatively	The text's lexicogrammar is generally accurate, is aligned with disciplinary norms, with relatively few errors which negatively affect	There are frequent inaccuracies in the text's lexicogrammar and/or it departs from disciplinary norms, and these features disrupt comprehensibility and	Lexicogrammatical errors are frequent and seriously disrupt comprehension and/or disciplinary norms are not respected and not register- or genre-appropriate.

		the expectations of the genre and register.	affect comprehension, and conforms to the expectations of the genre and register.	comprehension to a limited extent, and broadly conforms to the expectations of the genre and register.	deviates significantly from the norms for the genre and register.	
	Responsiveness to prompt	The paper presents a comprehensive response to the prompt with a clear focus, well supported by evidence in an appropriate level of detail.	The paper is responsive to the prompt, focused, and generally well supported by evidence in sufficient detail.	The paper is generally responsive to the prompt although there may be some lack of focus, and evidence and detail may be lacking to some extent.	The paper is not entirely responsive to the prompt and/or strays significantly off focus and/or provides inadequate evidence and detail.	The paper is unresponsive to the prompt, inadequately grounded, or no essay was submitted.
	Source use	The paper draws on credible academic sources uses them effectively to support the argument, and indicates with full transparency where their influences are felt.	The paper draws on sources in a generally effective way and with transparency.	The paper draws on sources but there may be small problems with the nature of the sources, the extent to which they provide effective support for the argument, or the way in which they are cited.	The paper draws on an inadequate number of sources, some of which may not be credible academic sources; it does not use them effectively; or significant issues with transparency exist.	The paper makes no or extremely limited use of credible sources and/or there are serious issues with the way they are acknowledged.
<b>In-class essay</b>	Responsiveness to prompt	The essay presents a comprehensive response to the prompt with a clear focus, well supported by evidence in an appropriate level	The essay is responsive to the prompt, focused, and generally well supported by evidence in sufficient detail.	The essay is generally responsive to the prompt although there may be some lack of focus, and evidence and detail may be lacking to	The essay is not entirely responsive to the prompt and/or strays significantly off focus and/or provides inadequate evidence and detail.	The essay is unresponsive to the prompt, inadequately grounded, or no essay was submitted.

		of detail.		some extent.		
	Rhetorical appropriateness and effectiveness	The essay is organised effectively and conforms fully to the expectations of the genre and register.	The essay is generally organised effectively and conforms to the expectations of the genre and register with only minor deviations.	The essay has a good organisational structure and broadly conforms to the expectations of the genre and register with some exceptions.	The essay lacks a clear organisational structure and deviates significantly from the norms for the genre and register.	The essay is extremely unclear in structure and not register- or genre-appropriate.
	Language use	The text's lexicogrammar is extremely accurate and idiomatic.	The text's lexicogrammar is generally accurate and idiomatic with only minor errors which do not negatively affect comprehension.	The text's lexicogrammar is generally accurate and idiomatic with relatively few errors which negatively affect comprehension to a limited extent.	There are frequent inaccuracies in the text's lexicogrammar and/or it is unidiomatic and these features disrupt comprehensibility.	Lexicogrammatical errors are frequent and seriously disrupt comprehension.
	Post-feedback reflection	The reflection demonstrates strong insight into the text's strengths and weaknesses and understanding of how the feedback can be applied to improve the text.	The reflection demonstrates a generally good understanding of the text's strengths and weaknesses and a good understanding of how the feedback can be applied to improve the text.	The reflection demonstrates understanding of many of the text's strengths and weaknesses and some sense of how the feedback can be applied to improve the text.	The reflection demonstrates limited insights into the text's strengths and weaknesses and little understanding of how to apply feedback to improve the text.	The reflection demonstrates very little or no insight into the strengths and weaknesses of the text, little or no understanding of the feedback; or the reflection was not undertaken.

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

**1. Keyword Syllabus**

Academic writing, academic reading, academic vocabulary, social science genres

**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.	A compendium of readings available through the library databases
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**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*



A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	3, 6
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	3, 4, 5, 6
PILO 3: Demonstrate critical thinking skills	3, 4, 5, 6
PILO 4: Interpret information and numerical data	1, 3, 4
PILO 5: Produce structured, well-organised and fluent text	1, 2, 3, 4
PILO 6: Demonstrate effective oral communication skills	3
PILO 7: Demonstrate an ability to work effectively in a team	3
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	
PILO 9: Value ethical and socially responsible actions	5
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	3

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

<b>Selected Assessment Task</b>
In-class essay