

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2022 /2023

Part I Course Overview

Course Title:	<u>Teaching English for Academic Purposes</u>
Course Code:	<u>EN6511</u>
Course Duration:	<u>1 semester</u>
Credit Units:	<u>3</u>
Level:	<u>P6</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

(A 150-word description about the course)

This 3 credit course introduces theoretical and practical aspects of teaching and learning in an English for Academic Purposes (EAP). Upon completion of this course, students will be able to apply theoretical frameworks and concepts introduced in this and other MAES courses to EAP planning, curriculum design, classroom practice, assessment and evaluation. EAP methods and approaches will be examined in detail, and a range of global settings will be explored in order to provide students with an awareness of the approaches and methods which may be suitable in their own contexts.

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.	Apply and critique and develop approaches to teaching and learning in an EAP context.		√	√	√
2.	Apply theories and concepts from applied linguistics to EAP practice.		√	√	
3.	Critically self-evaluate EAP inputs designed for formative assessment purposes.		√	√	√
4.	Identify relevant EAP research and discuss its potential applications to an EMI environment.		√		√
* If weighting is assigned to CILOs, they should add up to 100%.		100%			

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			
1.	Interactive lectures	√	√					
2.	Group project work	√	√	√				
3.	Development of pedagogical interventions to be presented in class.	√	√	√	√			
4.	Reading the EAP research literature and synthesising it in	√		√	√			

reading reports.							
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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: <u>100</u> %								
Reading log	√	√	√	√			20%	
Group project report	√	√	√				30%	
In-class test	√	√		√			40%	
Participation			√	√			10%	
Examination: <u>0</u> % (duration: _____, if applicable)								
* 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.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Reading log	Composition of reading list	Reading list identifies works of manifest relevance as sources on the course's thematic units.	Reading list identifies works which are all or nearly all relevant to the course's thematic units.	Reading list fails to represent a majority of the course's thematic units.	Reading list leaves most or all of the course's thematic units unaddressed.
	Content of log entries	Log entries present highly accurate syntheses of the readings for each unit.	Log entries are provided for all units and present mostly accurate syntheses.	Log entries are incomplete and/or have significant limitations on accuracy and synthesis.	Log entries leave most units unaddressed and/or exhibit a high degree of inaccuracy and/or primarily fail to synthesise.
	Language/writing	Log entries are accurate and idiomatic; references to readings are effective and entirely transparent.	Log entries are largely accurate and idiomatic, and exceptions do not negatively affect comprehension; references to sources are generally effective and transparent.	Log entries feature inaccurate and/or unidiomatic language to an extent that negatively affects comprehension; effectiveness and/or transparency of referencing is significant.	Log entries feature inaccurate and/or unidiomatic language to an extent that threatens their readability, coupled with extreme limitations on the effectiveness or transparency of referencing.

2. Group project report	Project execution	A highly appropriate and relevant project topic is identified and the project executed to a high standard.	An appropriate and relevant project topic is identified and the project executed to a good standard.	Significant limitations are noted in the topic and/or its execution.	Project topic is not meaningful and/or execution is so flawed that the results are not meaningful.
	Language/writing	Language of project report is accurate and idiomatic; structure is effective; source use is effective and entirely transparent.	Language of project report is largely accurate and idiomatic, and exceptions do not negatively affect comprehension; structure is generally effective; source use is generally effective and transparent.	Language of project report features inaccurate and/or unidiomatic language, and/or ineffective structure to an extent that negatively affects comprehension; and/or source use is unsatisfactory.	Language of project report features inaccurate and/or unidiomatic language, and/or ineffective structure to an extent that negatively affects comprehension; coupled with extreme limitations on the effectiveness or transparency of referencing.
3. In-class test	Content knowledge	Demonstrates excellent understanding of the subject matter.	Demonstrates good understanding of the subject matter, although weak on some points.	Demonstrates limited understanding of the subject matter and can only recall a limited amount of content.	Has not answered enough questions to demonstrate an understanding of the main issues.
4. Participation	Constructive engagement	Very constructive and active engagement in class activities.	Constructive and active engagement in most class activities.	Little engagement in class activities; contributions in class are limited in number or	Minimal engagement in class activities; contributions in class

				not constructive.	are rare or not constructive.
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Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Reading log	Composition of reading list	Reading list identifies works of manifest relevance as sources on the course's thematic units.	Reading list identifies works which are all or nearly all relevant to the course's thematic units.	Reading list identifies works which are generally relevant to the course's thematic units.	Reading list fails to represent a majority of the course's thematic units.	Reading list leaves most or all of the course's thematic units unaddressed.
	Content of log entries	Log entries present highly accurate syntheses of the readings for each unit.	Log entries are provided for all units and present mostly accurate syntheses.	Log entries are present for all units but notable issues in accuracy or in synthesis may arise.	Log entries are incomplete and/or have significant limitations on accuracy and synthesis.	Log entries leave most units unaddressed and/or exhibit a high degree of inaccuracy and/or primarily fail to synthesise.
	Language/writing	Log entries are accurate and idiomatic; references to readings are effective and entirely transparent.	Log entries are largely accurate and idiomatic, and exceptions do not negatively affect comprehension; references to sources are generally effective and transparent.	Log entries are generally accurate and idiomatic, and exceptions have only a limited negative effect on comprehension; some limitations on effectiveness or transparency of referencing may be noted.	Log entries feature inaccurate and/or unidiomatic language to an extent that negatively affects comprehension; effectiveness and/or transparency of referencing is significant.	Log entries feature inaccurate and/or unidiomatic language to an extent that threatens their readability, coupled with extreme limitations on the effectiveness or transparency of referencing.
2. Group project report	Project execution	A highly appropriate and relevant project topic is identified and the project executed to a high standard.	An appropriate and relevant project topic is identified and the project executed to a good standard.	An appropriate and relevant project is identified, but problems are noted in the execution.	Significant limitations are noted in the topic and/or its execution.	Project topic is not meaningful and/or execution is so flawed that the results are not meaningful.
	Language/writing	Language of project report is accurate and idiomatic; structure is effective; source use	Language of project report is largely accurate and idiomatic, and exceptions do not	Language of project report is generally accurate and idiomatic, and exceptions have a	Language of project report features inaccurate and/or unidiomatic language, and/or	Language of project report features inaccurate and/or unidiomatic language,

		is effective and entirely transparent.	negatively affect comprehension; structure is generally effective; source use is generally effective and transparent.	minor negative effect on comprehension; structure is not entirely effective; source use is not fully effective and/or lacks full transparency.	ineffective structure to an extent that negatively affects comprehension; and/or source use is unsatisfactory.	and/or ineffective structure to an extent that negatively affects comprehension; coupled with extreme limitations on the effectiveness or transparency of referencing.
3. In-class test	Content knowledge	Demonstrates excellent understanding of the subject matter.	Demonstrates good understanding of the subject matter, although weak on some points.	Demonstrates adequate understanding of the main issues.	Demonstrates limited understanding of the subject matter and can only recall a limited amount of content.	Has not answered enough questions to demonstrate an understanding of the main issues.
4. Participation	Constructive engagement	Very constructive and active engagement in class activities.	Constructive and active engagement in most class activities.	Engagement and contributions are limited qualitatively, quantitatively or both.	Little engagement in class activities; contributions in class are limited in number or not constructive.	Minimal engagement in class activities; contributions in class are rare or not constructive.

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.)

English for academic purposes; EAP instructional design; classroom methodological approaches for the EAP classroom; EAP curriculum design and lesson planning; teaching practice and feedback in the EAP classroom. Assessing performance of TESL teaching.

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.	Charles, M. & Pecorari, D. (2016) <i>Introducing English for Academic Purposes</i> . Abingdon: Routledge.
2.	A selection of research articles

2.2 Additional Readings

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

1.	Alexander, O., Argent, S. and Spencer, J. (2008) <i>EAP Essentials: a teacher's guide to principles and practice</i> . Reading: Garnet Education.
2.	Bailey, K. M. and Nunan, D. (2001) <i>Pursuing Professional Development: Self as Source</i> . Heinle and Heinle.
3.	Biggs, J. (2003) <i>Teaching for quality learning at university: What the student does</i> . Buckingham :Open University, Chapter 7, pp. 120-139.
4.	Hyland, K. (2006) <i>English for Academic Purposes: an advanced resource book</i> . Abingdon: Routledge.
5.	Johns, A. M. (1997) <i>Genre in the Classroom: Multiple Perspectives</i> . Mahwah,N/J:Lawrence Erlbaum Associates.
6.	Johns, A. (2009) Tertiary Undergraduate EAP: Problems and Possibilities. In D. Belcher (Ed). <i>English for Specific Purposes in Theory and Practice</i> . The University of Michigan Press pp. 41-60.
7.	Paltridge, B. (2001) <i>Genre and the Language Learning Classroom</i> . Michigan Teacher Training.
8.	Swales, J. (2004) <i>Research genres: Exploration and Analysis</i> . Cambridge: Cambridge University Press.