GE2401: ENGLISH FOR SCIENCE

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
English for Science

Subject Code
GE - Gateway Education
Course Number
2401

Academic Unit
English (EN)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)
University GE English

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
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 (LC0200B/EL0200B – 3 credits) or;Grade B or above in English for Academic Purposes 1 (LC0200A/EL0200A – 3 credits)

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to provide students with the necessary communicative competence to operate effectively in a range of scientific contexts. Students on the course will learn how to find and critically evaluate a range of texts related to their scientific investigation, and use appropriate English to present these texts. Students will take part in an English for science project, which involves an investigation of a scientific issue, and learn to present and interpret the results of this project as a scientific documentary for a non-specialist audience, and a scientific report for a specialist audience. Students will learn how to explore academic scientific texts using linguistic search tools, making discoveries that inform their use of English for scientific communication. Finally, students will have the opportunity to collectively reflect on their learning by engaging in online discussions related to key concepts of the course.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Critically evaluate scientific texts in terms of content, writer stance, reliability and trustworthiness, and apply the knowledge generated to their own reading and writing.		x	x	
2	Create, share and discuss a multimedia scientific documentary on an authentic scientific issue, which is organized in a logical way, follows acceptable scientific conventions, and makes effective and creative use of verbal and non-verbal delivery techniques.		x	x	x
3	Write a scientific report on an authentic scientific issue, making creative and effective use of appropriate scientific language, organization and academic referencing conventions (i.e. avoiding plagiarism).		x	x	x
4	Use corpus tools to explore language in use, identify common language patterns in scientific texts, and apply their observations in their own use of English for scientific purposes.		x	x	
5	Use writing as a tool for lifelong learning, by monitoring and evaluating their own learning processes and the impact of their learning on their development as a member of professional scientific communities.			x	

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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	1	Interactive tutorials introducing key concepts and skills, including: The critical evaluation of scientific texts for content, writer stance, reliability and trustworthiness; Oral presentation strategies especially in multi-modal contexts; Academic and scientific writing conventions (including citation, referencing and avoiding plagiarism); The critical and creative construction of scientific texts for a range of specialist and non-specialist audiences The use of corpus tools to explore language in use. Students are expected to participate actively in class activities.	1, 2, 3, 4, 5	
2	2	Practical research, discussion and writing activities which provide opportunities to practice the skills introduced, including the critical analysis and investigation of an authentic scientific issue of general concern. Students are expected to participate actively.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks
1	Scientific documentary This assessment task will be designed to help students to orally present the findings of an academic project in the form of a multimedia scientific documentary which is organized in a logical way, follows acceptable scientific conventions, and makes creative and effective use of verbal and non-verbal delivery techniques.	1, 2	30	
2	Scientific report This assessment task will be designed to help students to present the findings of an academic project in the form of a written scientific report, making creative and effective use of appropriate scientific language, organization and academic referencing conventions (i.e. avoiding plagiarism). In order to pass this course, students must gain a pass on this assignment.	1, 3	40	
3	In class quiz This assessment task will be designed to help students to use concordance output to explore language in use, identify common language patterns in scientific texts, and apply their observations in their own use of English for scientific purposes.	4	20	

4	Reflective report This assessment task will provide students with the opportunity to reflect on communication strategies, including document design and the use of visuals, that can be employed when writing for different specialist and non-specialist audiences.	5	10	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Scientific documentary

Criterion

Organization and content

Excellent (A+, A, A-)

Able to present information in a clearly organized and creative/original way, using effective signposting with an attention-grabbing opening, an effectively organized body which clearly follows scientific conventions, and a memorable conclusion/ending.

Good (B+, B, B-)

Able to present information in an organized and somewhat creative/original way, using appropriate signposting, with a clear opening, a clear body which follows scientific conventions, and a clear conclusion/ending.

Fair (C+, C, C-)

Able to present information in a moderately organized and moderately creative/original way, using some signposting, with a brief opening, a moderately organized body which mostly follows scientific conventions, and a short conclusion.

Marginal (D)

Little evidence that the student is able to present information in an adequately organized and creative/original way, with a brief opening, a moderately organized body which may not follow scientific conventions and a short conclusion.

Failure (F)

Unable to present information in an adequately organized and creative/original way, with a brief opening, a body which may follow scientific conventions, and short conclusion. The body of the presentation is poorly organized.

Assessment Task

1. Scientific documentary

Criterion

Multimedia and visual effects

Excellent (A+, A, A-)

Able to design creative and interesting visuals which effectively and appropriately support the documentary and utilize an appropriate variety of multimedia and visual effects, e.g. video clips, pictures, objects, graphs, diagrams, tables.

Good (B+, B, B-)

Able to design visuals which appropriately support the documentary and utilize an appropriate variety of multimedia and visual effects.

Fair (C+, C, C-)

Able to design visuals which are moderately appropriate, support the documentary moderately well, and utilize a somewhat limited and/or somewhat inappropriate range of multimedia and visual effects.

Marginal (D)

Little evidence that the student is able to design visuals which are mostly appropriate, support the documentary most of the time and utilize a range of visual aids. The visuals may be very wordy and/or inappropriate.

Failure (F)

Unable to design appropriate visuals which support the presentation and utilize a range of visual aids. The visuals are very wordy and/or inappropriate.

Assessment Task

1. Scientific documentary

Criterion

Language

Excellent (A+, A, A-)

Able to express ideas in fluent, accurate English with few errors (of grammar, vocabulary, pronunciation), using appropriate language for the context.

Good (B+, B, B-)

Able to express ideas in fluent, accurate English with some errors, using mostly appropriate language for the context.

Fair (C+, C, C-)

Able to express ideas in mostly fluent, accurate English with some errors, using mostly appropriate language for the context.

Marginal (D)

Little evidence that the student is able to express ideas in mostly fluent, accurate English with some errors, using mostly appropriate language for the context.

Failure (F)

The documentary is difficult to understand because of language issues.

Assessment Task

2. Reflective report

Excellent (A+, A, A-)

Excellent description of the learning process, supported by excellent examples with concrete evidence provided all of the time.Excellent account of scientific communication, including all of its written, spoken and visual aspects.Excellent use of language with few errors and appropriate to the genre and audience.

Good (B+, B, B-)

Good description of the learning process, supported by good examples with concrete evidence provided most of the time.Good account of scientific communication, including most of its written, spoken and visual aspects.Good use of language with some errors and appropriate to the genre and audience.

Fair (C+, C, C-)

Adequate description of the learning process, supported by adequate examples with concrete evidence provided but only some of the time.Adequate account of scientific communication, including some of its written, spoken and visual aspects.Adequate use of language with some errors (sometimes major) although at times not appropriate to the genre and audience

Marginal (D)

Little evidence of an adequate description of the learning process, with little support provided.Little evidence of an adequate account of scientific communication.Little evidence of adequate use of language for the genre and audience.

Failure (F)

Inadequate description of the learning process, with inadequate support provided.The account of scientific communication is either missing or inadequate.Inadequate use of language for the genre and audience.

Assessment Task

3. In class quiz

Excellent (A+, A, A-)

Able to utilize corpus tools in order to ascertain accurate and appropriate language use all of the time.

Good (B+, B, B-)

Able to utilize corpus tools in order to ascertain accurate and appropriate language use most of the time.

Fair (C+, C, C-)

Able to utilize corpus tools in order to ascertain accurate and appropriate language use some of the time.

Marginal (D)

Unable to utlilize corpus tools in order to ascertain accurate and appropriate language use all of the time.

Failure (F)

Unable to utilize corpus tools in order to ascertain accurate and appropriate language use.

Assessment Task

4. Scientific report

Criterion

Organization

Excellent (A+, A, A-)

Able to present information in a clearly organized, coherent and cohesive way, using effective signposting with all expected sections of the report present and in a logical sequence.

Good (B+, B, B-)

Able to present information in a mostly clearly organized, coherent and cohesive way, using some signposting with all expected sections of the report present and in a logical sequence.

Fair (C+, C, C-)

Able to present information in a somewhat organized way, with most of the expected sections of the report present and in a logical sequence.

Marginal (D)

Little evidence that the student is able to present information in a somewhat organized way, with most of the expected sections of the report present and in a logical sequence.

Failure (F)

Unable to present information in a somewhat organized way. Important sections of the report are missing.

Assessment Task

4. Scientific report

Criterion

Content

Excellent (A+, A, A-)

Able to introduce and develop ideas clearly, effectively and in an interesting way, following scientific conventions, referring to relevant theory and supporting claims appropriately.

Good (B+, B, B-)

Able to introduce and develop ideas clearly, effectively and in an interesting way most of the time. Mostly follows scientific conventions, refers to relevant theory where necessary and supports claims appropriately.

Fair (C+, C, C-)

Able to introduce and develop ideas clearly, effectively and in an interesting way some of the time. May follow scientific conventions, refer to relevant theory where necessary and support claims appropriately.

Marginal (D)

Little evidence that the student is able to introduce and develop ideas clearly, effectively and in an interesting way. May not follow scientific conventions, refer to relevant theory where necessary nor support claims appropriately.

Failure (F)

Unable to introduce and develop ideas clearly, effectively and in an interesting way. Does not adequately follow scientific conventions to support claims.

Assessment Task

4. Scientific report

Criterion

Language

Excellent (A+, A, A-)

Able to express ideas in accurate English with few errors (of grammar, vocabulary), using appropriate language forms and an appropriate range of technical and semi-technical vocabulary for the different sections of the report.

Good (B+, B, B-)

Able to express ideas in accurate English with some errors, using mostly appropriate language forms and a mostly appropriate range of technical and semi-technical vocabulary for the different sections of the report.

Fair (C+, C, C-)

Able to express ideas in somewhat accurate English with some errors, using mostly appropriate language forms and a mostly appropriate range of technical and semi-technical vocabulary for the different sections of the report.

Marginal (D)

Little evidence that the student is able to express ideas in somewhat accurate English with some errors, using mostly appropriate language forms and a mostly appropriate range of technical and semi-technical vocabulary for the different sections of the report.

Failure (F)

Unable to express ideas in somewhat accurate English with some errors, using mostly appropriate language forms. The report is difficult to understand because of problems with language use.

Assessment Task

4. Scientific report

Criterion

Citation and referencing

Excellent (A+, A, A-)

Able to appropriately reference sources in text when necessary and write a reference list in the style taught on the course, with minimal errors of style. In-text references are always relevant and useful.

Good (B+, B, B-)

Able to appropriately reference sources in text most of the time and write a reference list in the style taught on the course, with some errors of style. In-text references are mostly relevant and useful.

Fair (C+, C, C-)

Able to appropriately reference sources in text some of the time, and write a reference list in the style taught on the course, with errors of style. In-text references are somewhat relevant and useful.

Marginal (D)

Little evidence that the student is able to appropriately reference sources in text and write a reference list in the style taught on the course. Where there are in-text references they are irrelevant or unhelpful.

Failure (F)

No attempt to reference sources in text or write a reference list.

Part III Other Information

Keyword Syllabus

English for science, Scientific communication, Critical literacy, Scientific popularizations, Scientific documentary, Visual communication, Multimodality, Scientific report, Specialized communication, Academic writing, Citation and referencing, Plagiarism

Reading List

Compulsory Readings

	Title
1	Hafner, C. A. GE2401 English for Science: Course Guide. Hong Kong: Department of English, City University of Hong Kong.

Additional Readings

	Title
1	Nil

Annex (for GE courses only)

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:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

1, 2, 3, 4, 5

PILO 3: Demonstrate critical thinking skills

1, 2, 3, 4, 5

PILO 5: Produce structured, well-organised and fluent text

1, 2, 3

PILO 6: Demonstrate effective oral communication skills

1, 2

PILO 7: Demonstrate an ability to work effectively in a team

1, 2

PILO 9: Value ethical and socially responsible actions

1, 3

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

1, 2, 3, 5

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.

Selected Assessment Task

Scientific report