GE2412: ENGLISH FOR THE HUMANITIES AND SOCIAL SCIENCES

Effective Term

Semester A 2023/24

Part I Course Overview

Course Title

English for the Humanities and Social Sciences

Subject Code

GE - Gateway Education

Course Number

2412

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 English Language 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

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 targetting 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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the characteristics of key social science and humanities genres		x		
2	Understand and use subtechnical (academic) vocabulary		x		
3	Use corpora as a tool for life-long learning to discover solutions to language-use problems		x		x
4	Produce key academic genres		x	x	
5	Use sources effectively and appropriately		x	x	x
6	Critically read and analyse texts		x	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 real-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	Seminars	Interactive sessions including teacher-fronted presentation of concepts and skills, discussion and tasks	1, 2, 4, 5, 6	
2	Text analysis	Analysis of textual material to identify generic characteristics	1, 2, 4, 5, 6	

3	Corpus analysis	Consulting a large collection of texts to answer specific questions about how English is used in practice	1, 2, 3	
4	Process writing	Working through a cycle of planning, writing, taking and giving feedback, and revising	2, 4, 5, 6	
5	In-class writing	Producing texts under conditions of time constraints	2, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation in class activities	1, 2, 3, 4, 5	10	
2	Critical exploration of texts	1, 2, 4, 5, 6	25	
3	Language discovery project	2, 3	25	
4	In-class essay (1 entry, approx.. 3 hours)	2, 4, 5	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Critical exploration of texts

Criterion

Demonstrated understanding of reading material

Excellent (A+, A, A-)

Shows a critical understanding of the texts with a high degree of accuracy.

Good (B+, B, B-)

Shows a generally accurate understanding of the texts.

Fair (C+, C, C-)

Shows generally good understanding of the texts with some gaps or inaccuracies.

Marginal (D)

Shows significant inaccuracies in understanding the texts.

Failure (F)

Shows little or no understanding of the texts, or does not provide a submission which is responsive to the task.

Assessment Task

Critical exploration of texts

Criterion

Ability to analyse texts critically

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

Identifies many features of the assigned texts and presents a discussion of how those features work to achieve the text's purpose.

Marginal (D)

Identifies only a limited number of textual features and/or presents a limited account of their functioning in the text.

Failure (F)

Fails to identify a significant number of textual features accurately and/or fails to give a good account of their textual functions.

Assessment Task

Critical exploration of texts

Criterion

Ability to signal source use

Excellent (A+, A, A-)

Citations, quotation marks, reporting verbs and other meta-linguistic markers are used transparently, effectively and conventionally.

Good (B+, B, B-)

Meta-linguistic markers of source use are generally used transparently, effectively and conventionally with only minor deviations.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

The signalling of source use does not follow conventions and lacks transparency.

Assessment Task
Critical exploration of texts

Criterion
Language use

Excellent (A+, A, A-)
The text's lexicogrammar is extremely accurate and idiomatic.

Good (B+, B, B-)
The text's lexicogrammar is generally accurate and idiomatic with only minor errors which do not negatively affect comprehension.

Fair (C+, C, C-)
The text's lexicogrammar is generally accurate and idiomatic with relatively few errors which negatively affect comprehension to a limited extent.

Marginal (D)
There are frequent inaccuracies in the text's lexicogrammar and/or it is unidiomatic and these features disrupt comprehensibility.

Failure (F)
Lexicogrammatical errors are frequent and seriously disrupt comprehension.

Assessment Task
Participation in class activities

Criterion
Engagement and contributions

Excellent (A+, A, A-)
Active engagement in and constructive contributions to class activities.

Good (B+, B, B-)
Active engagement in and constructive contributions to most class activities.

Fair (C+, C, C-)
Engagement and contributions are limited qualitatively, quantitatively or both.

Marginal (D)
Little engagement in class activities demonstrated. Contributions in class are limited in number or not constructive.

Failure (F)
Minimal engagement in class activities demonstrated. Contributions in class are rare or not constructive.

Assessment Task
Language discovery project

Criterion
Accuracy of findings demonstrating ability to query a corpus

Excellent (A+, A, A-)

The paper describes meaningful questions, a competent corpus search, and evidence-based answers.

Good (B+, B, B-)

The paper describes generally meaningful questions, a broadly appropriate corpus search, and some evidence for the answers presented.

Fair (C+, C, C-)

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.

Marginal (D)

The paper describes questions, a corpus search, and answers, but significant inaccuracies or other problems affect one or more of these areas.

Failure (F)

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.

Assessment Task

Language discovery project

Criterion

Organisational structure

Excellent (A+, A, A-)

The paper's structure is clear and effective.

Good (B+, B, B-)

The paper's structure is generally clear, conventional and effective.

Fair (C+, C, C-)

The paper's structure is unclear in places and does not fully support comprehension.

Marginal (D)

The paper's structure is unclear to an extent which negatively affects comprehension.

Failure (F)

The paper lacks a clear structure, interfering with comprehension in an acute way.

Assessment Task

Language discovery project

Criterion

Appropriateness of discipline

Excellent (A+, A, A-)

The text's lexicogrammar is extremely accurate, is aligned with disciplinary norms, and conforms fully to the expectations of the genre and register.

Good (B+, B, B-)

The text's lexicogrammar is generally accurate, is aligned with disciplinary norms with only minor errors which do not negatively affect comprehension, and conforms to the expectations of the genre and register.

Fair (C+, C, C-)

The text's lexicogrammar is generally accurate, is aligned with disciplinary norms, with relatively few errors which negatively affect comprehension to a limited extent, and broadly conforms to the expectations of the genre and register.

Marginal (D)

There are frequent inaccuracies in the text's lexicogrammar and/or it departs from disciplinary norms, and these features disrupt comprehensibility and deviates significantly from the norms for the genre and register.

Failure (F)

Lexicogrammatical errors are frequent and seriously disrupt comprehension and/or disciplinary norms are not respected and not register- or genre-appropriate.

Assessment Task

Language discovery project

Criterion

Responsiveness to prompt

Excellent (A+, A, A-)

The paper presents a comprehensive response to the prompt with a clear focus, well supported by evidence in an appropriate level of detail.

Good (B+, B, B-)

The paper is responsive to the prompt, focused, and generally well supported by evidence in sufficient detail.

Fair (C+, C, C-)

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.

Marginal (D)

The paper is not entirely responsive to the prompt and/or strays significantly off focus and/or provides inadequate evidence and detail.

Failure (F)

The paper is unresponsive to the prompt, inadequately grounded, or no essay was submitted.

Assessment Task

Language discovery project

Criterion

Source use

Excellent (A+, A, A-)

The paper draws on credible academic sources uses them effectively to support the argument, and indicates with full transparency where their influences are felt.

Good (B+, B, B-)

The paper draws on sources in a generally effective way and with transparency.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

The paper makes no or extremely limited use of credible sources and/or there are serious issues with the way they are acknowledged.

Assessment Task

In-class essay

Criterion

Responsiveness to prompt

Excellent (A+, A, A-)

The essay presents a comprehensive response to the prompt with a clear focus, well supported by evidence in an appropriate level of detail.

Good (B+, B, B-)

The essay is responsive to the prompt, focused, and generally well supported by evidence in sufficient detail.

Fair (C+, C, C-)

The essay is generally responsive to the prompt although there may be some lack of focus, and evidence and detail may be lacking to some extent.

Marginal (D)

The essay is not entirely responsive to the prompt and/or strays significantly off focus and/or provides inadequate evidence and detail.

Failure (F)

The essay is unresponsive to the prompt, inadequately grounded, or no essay was submitted.

Assessment Task

In-class essay

Criterion

Rhetorical appropriateness and effectiveness

Excellent (A+, A, A-)

The essay is organised effectively and conforms fully to the expectations of the genre and register.

Good (B+, B, B-)

The essay is generally organised effectively and conforms to the expectations of the genre and register with only minor deviations.

Fair (C+, C, C-)

The essay has a good organisational structure and broadly conforms to the expectations of the genre and register with some exceptions.

Marginal (D)

The essay lacks a clear organisational structure and deviates significantly from the norms for the genre and register.

Failure (F)

The essay is extremely unclear in structure and not register- or genre-appropriate.

Assessment Task

In-class essay

Criterion

Language use

Excellent (A+, A, A-)

The text's lexicogrammar is extremely accurate and idiomatic.

Good (B+, B, B-)

The text's lexicogrammar is generally accurate and idiomatic with only minor errors which do not negatively affect comprehension.

Fair (C+, C, C-)

The text's lexicogrammar is generally accurate and idiomatic with relatively few errors which negatively affect comprehension to a limited extent.

Marginal (D)

There are frequent inaccuracies in the text's lexicogrammar and/or it is unidiomatic and these features disrupt comprehensibility.

Failure (F)

Lexicogrammatical errors are frequent and seriously disrupt comprehension.

Assessment Task

In-class essay

Criterion

Post-feedback reflection

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

The reflection demonstrates limited insights into the text's strengths and weaknesses and little understanding of how to apply feedback to improve the text.

Failure (F)

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

Keyword Syllabus

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

Reading List

Compulsory Readings

	Title
1	A compendium of readings available through the library databases

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

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 9: Value ethical and socially responsible actions

5

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

3

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

In-class essay