

LC0200B: ENGLISH FOR ACADEMIC PURPOSES 2

Effective Term

Semester B 2022/23

Part I Course Overview

Course Title

English for Academic Purposes 2

Subject Code

LC - CFML CSL Language Centre

Course Number

0200B

Academic Unit

CFML CSL Language Centre (LC)

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

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

LC0200A/EL0200A English for Academic Purposes 1

Precursors

Nil

Equivalent Courses

EL0200B English for Academic Purposes 2

Exclusive Courses

Nil

Part II Course Details

Abstract

This course focuses on the academic language skills (writing, reading, and speaking) necessary for producing a data-driven research report. Data is collected from questionnaires created by small groups of students on an approved topic of their choice.

The format of the written report follows the Introduction/ Methodology/ Results/ Discussion (IMRD) pattern used in many academic disciplines, including Sciences, Engineering, Business, and Social Sciences.

Students learn how to present and discuss the findings of their research, using appropriate academic language. An independent learning element is incorporated to encourage reflective and collaborative learning. The course builds on the knowledge and skills students have acquired in the LC0200A course (English for Academic Purposes 1).

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	select background information related to the research topic	x	x	
2	demonstrate understanding of how to conduct a questionnaire-based research project	x	x	
3	design questionnaire items	x	x	x
4	conduct effective questionnaires using appropriate and accurate language		x	
5	analyse research findings and make recommendations based on these findings	x	x	x
6	produce a coherent and cohesive written research report using appropriate and accurate language		x	x
7	demonstrate the ability to reflect on course-related challenges and suggest practical solutions	x	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	select a research topic and locate suitable sources of background information	1, 6	

2		read and discuss texts on research methodology	2, 3, 6	
3		develop broad research questions and specific questionnaire items to address these broader questions	2, 3, 6	
4		test and refine the effectiveness of questionnaire items through piloting, whilst giving feedback to peers on the strengths and weaknesses of their techniques	2, 3, 4, 6, 7	
5		discuss methods for collating, summarising and analysing findings	5, 6, 7	
6		examine ways to draw conclusions and recommendations from findings	5, 6	
7		study published research papers as part of a genre approach to learning about the writing of similar texts	1, 2, 3, 4, 5, 6	
8		use a process approach to plan, draft, revise and edit a written research report	6	
9		practise presenting and discussing their research project with peers	2, 5, 7	
10		monitor and evaluate learning progress in the coursework in order to facilitate personal development	7	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	In-class participation	1, 2, 3, 4, 5, 6, 7	10	
2	Problem-solution based Independent Learning task	7	10	
3	IMRD Research Report	1, 2, 3, 4, 5, 6	40	

Continuous Assessment (%)

Examination (%)

40

Examination Duration (Hours)

2.5

Assessment Rubrics (AR)

Assessment Task

1. In-class participation (10%)

Criterion

Participation

Contributing to class activities, displaying collegiality and participation in group work, being prepared for lessons, and being responsive & alert throughout classes

Excellent (A+, A, A-)

Strong and consistent effort displayed in Participation

Good (B+, B, B-)

Generally strong and mostly consistent effort displayed in Participation

Fair (C+, C, C-)

Reasonable effort displayed in Participation

Marginal (D)

Limited effort displayed in Participation

Failure (F)

Very little or no effort displayed in Participation

Absence for more than 9 classroom hours without teacher approval will result in failure in “In-class Participation” (no mark will be awarded)

Assessment Task

2. Problem-solution based Independent Learning task (10%)

Criterion

Initial ‘Problem’ Posts

Choosing problems relevant to EAP 2 coursework & appropriate to task guidelines, and describing them with supporting context

Excellent (A+, A, A-)

Strong and consistent ability displayed in Initial ‘Problem’ Posts

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Initial ‘Problem’ Posts

Fair (C+, C, C-)

Reasonable ability displayed in Initial ‘Problem’ Posts

Marginal (D)

Limited ability displayed in Initial ‘Problem’ Posts

Failure (F)

Very little or no ability displayed in Initial ‘Problem’ Posts

Assessment Task

2. Problem-solution based Independent Learning task (10%)

Criterion

Response ‘Recommendation’ Posts

Making recommendations that are relevant to the problem posts & appropriate to task guidelines, and describing them with supporting context

Excellent (A+, A, A-)

Strong and consistent ability displayed in ‘Recommendation’ posts

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in ‘Recommendation’ posts

Fair (C+, C, C-)

Reasonable ability displayed in ‘Recommendation’ posts

Marginal (D)

Limited ability displayed in ‘Recommendation’ posts

Failure (F)

Very little or no ability displayed in ‘Recommendation’ posts

Assessment Task

3. IMRD Research Report (40%)

Criterion

Introduction (25%)

Establishing the research context and purpose, using appropriate organisation and academic style, and using accurate & varied language

Excellent (A+, A, A-)

Strong and consistent ability displayed in Introduction

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Introduction

Fair (C+, C, C-)

Reasonable ability displayed in Introduction

Marginal (D)

Limited ability displayed in Introduction

Failure (F)

Very little or no ability displayed in Introduction

Assessment Task

3. IMRD Research Report (40%)

Criterion

Methods (20%)

Detailing effective research methods including well-designed research tool(s), using appropriate organisation and academic style, and using accurate & varied language

Excellent (A+, A, A-)

Strong and consistent ability displayed in Methods

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Methods

Fair (C+, C, C-)

Reasonable ability displayed in Methods

Marginal (D)

Limited ability displayed in Methods

Failure (F)

Very little or no ability displayed in Methods

Assessment Task

3. IMRD Research Report (40%)

Criterion

Results (20%)

Reporting and commenting on key findings, using appropriate organisation and academic style, and using accurate and varied language

Excellent (A+, A, A-)

Strong and consistent ability displayed in Results

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Results

Fair (C+, C, C-)

Reasonable ability displayed in Results

Marginal (D)

Limited ability displayed in Results

Failure (F)

Very little or no ability displayed in Results

Assessment Task

3. IMRD Research Report (40%)

Criterion

Discussion (25%)

Analysing and interpreting key findings with appropriate recommendations, using appropriate organisation & academic style, and using accurate and varied language

Excellent (A+, A, A-)

Strong and consistent ability displayed in Discussion

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Discussion

Fair (C+, C, C-)

Reasonable ability displayed in Discussion

Marginal (D)

Limited ability displayed in Discussion

Failure (F)

Very little or no ability displayed in Discussion

Assessment Task

3. IMRD Research Report (40%)

Criterion

Source Integration (10%)

Integrating and evaluating relevant citations appropriately & accurately according to APA referencing style

Excellent (A+, A, A-)

Strong and consistent ability displayed in Source Integration

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Source Integration

Fair (C+, C, C-)

Reasonable ability displayed in Source Integration

Marginal (D)

Limited ability displayed in Source Integration

Failure (F)

Very little or no ability displayed in Source Integration

Assessment Task

4. Final Examination (a writing test incorporating given data) (40%)

Criterion

Introduction (30%)

Establishing the research context and purpose, using appropriate organization and academic style, and using accurate & varied language

Excellent (A+, A, A-)

Strong and consistent ability displayed in Introduction

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Introduction

Fair (C+, C, C-)

Reasonable ability displayed in Introduction

Marginal (D)

Limited ability displayed in Introduction

Failure (F)

Very little or no ability displayed in Introduction

Assessment Task

4. Final Examination (a writing test incorporating given data) (40%)

Criterion

Results (30%)

Reporting and commenting on key findings, using appropriate organization and academic style, and using accurate and varied language

Excellent (A+, A, A-)

Strong and consistent ability displayed in Results

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Results

Fair (C+, C, C-)

Reasonable ability displayed in Results

Marginal (D)

Limited ability displayed in Results

Failure (F)

Very little or no ability displayed in Results

Assessment Task

4. Final Examination (a writing test incorporating given data) (40%)

Criterion

Discussion (30%)

Analysing and interpreting key findings with appropriate recommendations, using appropriate organizational & academic style, and using accurate and varied language

Excellent (A+, A, A-)

Strong and consistent ability displayed in Discussion

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Discussion

Fair (C+, C, C-)

Reasonable ability displayed in Discussion

Marginal (D)

Limited ability displayed in Discussion

Failure (F)

Very little or no ability displayed in Discussion

Assessment Task

4. Final Examination (a writing test incorporating given data) (40%)

Criterion

Source Integration (10%)

Integrating and evaluating relevant citations appropriately & accurately according to APA referencing style

Excellent (A+, A, A-)

Strong and consistent ability displayed in Source Integration

Good (B+, B, B-)

Generally strong and mostly consistent ability displayed in Source Integration

Fair (C+, C, C-)

Reasonable ability displayed in Source Integration

Marginal (D)

Limited ability displayed in Source Integration

Failure (F)

Very little or no ability displayed in Source Integration

Additional Information for AR

*Note: Detailed rubrics will be provided in class and on course master Canvas site

Part III Other Information

Keyword Syllabus

Academic reading; academic writing; academic research; IMRD research report; citation; quantitative research; questionnaire; independent learning; academic honesty

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
1	English Language Support Services website (https://www.lc.cityu.edu.hk/WebPages/ELSS/) – the LC’s repository of on-line self-study material
2	Denzin, N.K. & Lincoln, Y.S. (Eds.), (1998). <i>Collecting and Interpreting Qualitative Materials</i>
3	Holliday, A. (2007). <i>Doing and Writing Qualitative Research</i>

4	Sorenson, S. (1998). How to write research papers (2nd ed.)
5	Swales, J. & Feak, C. (2004). Academic Writing for Graduate Students: Essential Tasks and Skills