

Level	1
Credits	3
Medium of Instruction	English
Teaching Pattern	42 hours of seminars
Prerequisites	Nil
Assessment	100% coursework

Aims

This subject aims to help students acquire English language competence required to study effectively in a post-secondary, English-medium learning environment. Attention is given to developing students' competence in English and to helping students adjust to studying in a post-secondary, English-medium learning environment. Where possible and appropriate, business-related teaching materials are to be used.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

On successfully completing this subject, students will be able to:

- deliver effective oral presentations for academic purposes
- summarize and paraphrase ideas
- write short, structured academic essays
- apply reading and listening skills to improve comprehension of academic materials
- research for information, integrate ideas, and document sources properly for academic purposes
- perform critical reflection on their learning experiences and processes

Indicative Contents

- **Speaking Skills**
Oral presentations (on business topics): planning, preparation, delivery, question-handling.
- **Writing Skills**
Summarising and paraphrasing skills; Introduction to essay writing; Process approach for writing a short, structured academic essay (on a business topic), e.g. description or exposition; Skills for writing effective sentences; Skills for proofreading and revising written text.
- **Reading and Listening Skills**
Reading skills and strategies for different purposes; Rapid reading; Skills for improving listening comprehension; Business vocabulary development.
- **Research Skills**
Library research, online research and other forms of research; Awareness of plagiarism; Documentation of sources of information, e.g. APA style.

- **Study Skills**

Reflection on English language learning; Learning in class and working in groups; Use of dictionaries and thesauruses (printed and online); English learning on the Internet.

Teaching/Learning Approach

Students will be required to participate actively in the learning process. During seminars, students will take part in a wide range of interesting and challenging language learning activities such as role-plays, discussions, individual and group activities, which reflect students' needs in their studies in business administration subjects. In particular, students will be required to plan and collaborate with peers in a major team project/assignment which will give them an opportunity to experience learning from peers as well.

In language laboratory sessions, audio-visual materials will be used to improve students' listening and speaking skills, and the online learning platform will be used as a tool to promote extended learning after class. Students are also encouraged to engage in constant reflection on learning processes and to evaluate their own as well as their peers' performance and team work skills in the learning tasks. Through extensive interactive practices, the course helps students gain mastery of the academic language skills needed for effective academic communication.

Assessment Approach

The assessment of this subject is based on 100% continuous assessment. Students' spoken and written academic English skills will be assessed through a combination of individual and group assessment tasks related to the learning outcomes of the subject. Tasks may include individual written tasks, group oral tasks, group written project, quizzes and tests, etc. Students will be assessed on accuracy as well as the appropriacy of the language used in fulfilling the assessment tasks.

In addition, to encourage a spirit of enquiry and sharing and to help students explore the creativity and enjoyment of the process of learning and researching knowledge, part of students' grade will be based on their class participation throughout the course of the semester.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Assessment Weighting

Coursework: 100%

<u>Coursework</u>	<u>Percentage</u>	<u>Brief Description</u>
Task 1 Reflection	15% (Individual)	Students are required to reflect on their English language learning experience in secondary school and write a 300-word essay.
Task 2 English Project A. Outline B. Oral Presentation C. Academic Essay	5% (Group) 20% (10% Group; 10% Individual) 25% (Group)	In groups of two or three, students are required to present their viewpoints and major arguments in an academic oral presentation and essay of 800-1200 words. Through process approach, they can receive feedback from lecturer and peers to improve their performance.
Task 3 Mid-term	30% (Individual)	With multiple-choice and open-ended questions, the test

Test		intends to assess students' understanding of the skills and knowledge taught in this subject.
Participation*	5% (Individual)	Please refer to the following for description.
	100%	

* To encourage a spirit of enquiry and sharing and to increase your learning effectiveness, 5% of your coursework is determined by your class participation. Please refer to the following for detailed description.

Participation (5%)

Marks	Scoring Rubrics
90/95/100	<ul style="list-style-type: none"> ▪ Achieve 90-100% attendance ▪ Punctual for all or most classes ▪ Very actively engage in learning activities in class, e.g. take the initiative to ask relevant questions, respond to teacher or students' questions, and involve in other class activities ▪ Demonstrate excellent learning attitude, e.g. very attentive in class ▪ Complete all class work and homework as required
75/80/85	<ul style="list-style-type: none"> ▪ Achieve 90-100% attendance ▪ Punctual for most classes ▪ Self-motivated to engage in learning activities in class ▪ Demonstrate good learning attitude ▪ Complete most class work and homework as required
60/65/70	<ul style="list-style-type: none"> ▪ Achieve 70-90% attendance ▪ Punctual for most classes ▪ Willing to participate in learning activities in class ▪ Demonstrate good learning attitude ▪ Complete more than half of class work and homework as required
40/45/50/55	<ul style="list-style-type: none"> ▪ Achieve 70% attendance ▪ Punctual for at least 50% of the classes ▪ Willing to participate in learning activities in class when required ▪ Demonstrate satisfactory learning attitude, e.g. basically attentive in class but sometimes may not be very concentrated ▪ Complete about half of class work and homework as required
20/25/30/35	<ul style="list-style-type: none"> ▪ Achieve 50-69% attendance ▪ Punctual for some classes only ▪ Passive in learning activities in class ▪ Demonstrate only acceptable learning attitude, e.g. not very attentive in class ▪ Complete less than half of class work and homework as required
0/5/10/15	<ul style="list-style-type: none"> ▪ Achieve less than 50% attendance ▪ Punctual for some classes only ▪ Very passive or even unwilling to participate in learning activities in class ▪ Demonstrate unsatisfactory learning attitude, disrupt class or violate classroom rules ▪ Complete very little class work and homework as required

*Marks are in increments of 5

Tentative Teaching Schedule

Week	Lecture	Tutorial
1 (10-15 Sept.)	<ul style="list-style-type: none"> • Course Introduction <p><u>Writing Academic Essays</u></p> <ul style="list-style-type: none"> • An Introduction to Writing (Part 5, pp.252-270) 	No Tutorial

	<ul style="list-style-type: none"> • Topic Selection (Supplementary materials) 	
2 (17-22 Sept.)	<u>Writing Academic Essays</u> <ul style="list-style-type: none"> • Pre-writing Techniques (Part 5, pp.272-281, pp.289-292 Activity 10 – Activity 12) • Writing a Thesis Statement (Part 5, pp.300-310, pp.319-326) Task 2 English Project - Guidelines	<u>[Venue: Language Laboratory] Research Skills</u> <ul style="list-style-type: none"> • Using Research Skills (Part 1, pp.35-48)
		<u>[Venue: Classroom] Sentence Skills</u> <ul style="list-style-type: none"> • Fragments (Part 7, pp.429-442) • Run-Ons (Part 7, pp. 443-455)
3 (24-29 Sept.)	<u>Writing Academic Essays</u> <ul style="list-style-type: none"> • Supporting the Thesis with Specific Evidence (Part 5, pp.310-319) • Writing an Outline (Part 5, pp.292-297) • Knowing How to Outline (Part 3, pp.153-167) 	<u>[Venue: Language Laboratory] Research Skills</u> <ul style="list-style-type: none"> • Using Research Skills (Part 1, pp.35-48)
		<u>[Venue: Classroom] Sentence Skills</u> <ul style="list-style-type: none"> • Fragments (Part 7, pp.429-442) • Run-Ons (Part 7, pp. 443-455)
4 (1-6 Oct.)	<u>Study Skills</u> <ul style="list-style-type: none"> • Writing a Reflection (Supplementary Materials) Task 1 Reflection - Guidelines <u>Reading Skills</u> <ul style="list-style-type: none"> • Introduction & Rapid Reading (Part 3, pp.101-102) • Recognizing Definitions and Examples (Part 3, pp.101-109) • Recognizing Enumerations and Their Headings (Part 3, pp.110-119) • Recognizing Headings and Sub-headings (Part 3, pp.120-132) 	<u>Reading Skills (Cont'd)</u> <ul style="list-style-type: none"> • Recognizing Emphasis and Other Signals Words (Part 3, pp.133-143) • Recognizing Main Ideas in Paragraphs and Short Selections (Part 3, pp.144-152) • Understanding graphs and tables (Part 3, pp.182-192) • Making Inferences (Part 3, pp.193-205) • Thinking Critically (Part 3, pp.206-217) • Revision Exercises (Part 4, pp.228-249)
5 (8-13 Oct.)	<u>Summarizing & Paraphrasing Skills</u> <ul style="list-style-type: none"> • Knowing How to Summarize (Part 3, pp.168-181) • Paraphrases and Summaries (Part 8, pp.508-510) Task 2A Outline - DUE	<u>Summarizing & Paraphrasing Skills (Cont'd)</u> <ul style="list-style-type: none"> • Knowing How to Summarize (Part 3, pp.168-181) • Paraphrases and Summaries (Part 8, pp.508-510)
6 (15-20 Oct.)	<u>Documentation</u> <ul style="list-style-type: none"> • Documentation and How to Avoid Plagiarism (Part 8, pp.505-507) • APA Documentation Style (Part 8, pp.539-561) Notes about Mid-term Test Task 1 - DUE	<u>[Venue: Language Laboratory] Dictionary Skills</u> <ul style="list-style-type: none"> • Using Online Dictionaries (Supplementary Worksheet)
		<u>[Venue: Classroom]</u> <ul style="list-style-type: none"> • Grammar Revision (Part 7, pp.456-503)
7 (22-27 Oct.)	<u>Dictionary Skills</u> <ul style="list-style-type: none"> • Using the Dictionary (Part 2, pp.51-61) 	<u>[Venue: Language Laboratory] Dictionary Skills</u> <ul style="list-style-type: none"> • Using Online Dictionaries

	Task 2A Outline – Feedback Session for Individual Groups	(Supplementary Worksheet)
		<i>[Venue: Classroom]</i> • Grammar Revision (Part 7, pp.456-503)
8 (29 Oct. – 3 Nov.)	<u>Vocabulary</u> • Understanding Word Parts (Part 2, pp.63-81) • Vocabulary Development (Part 2, pp.83-98) Task 2A Outline – Feedback Session for Individual Groups	<u>Vocabulary (Cont'd)</u> • Understanding Word Parts (Part 2, pp.63-81) • Vocabulary Development (Part 2, pp.83-98)
9 (5-10 Nov.)	<u>Writing Academic Essays</u> • Introductions, Conclusions and Titles (Part 5, pp.344-351, pp.358-359) • Organizing and Connecting the Specific Evidence (Part 5, pp.334-344, pp.352-358) Mid-term Test – to be held tentatively on one of the weekday evenings in week 9	<u>Revising Academic Essays</u> • Revising Sentences (Part 5, pp.361-395)
10 (12-17 Nov.)	<u>Speaking Skills</u> • How to Do Oral Presentation: Planning, Preparation, Delivery & Question-handling (Supplementary Materials)	<i>[Venue: Language Laboratory] Listening & Note-taking Skills</i> • Taking Classroom Notes (Part 1, pp.3-33) <i>[Venue: Classroom] Speaking Skills</i> • Speaking Practice: Doing a mini-presentation
11 (19-24 Nov.)	<u>Writing Academic Essays</u> • Introduction to Essay Development (Part 6, pp.398-404) • Pattern of Essay Development: Argument (Part 6, pp.405-426)	<i>[Venue: Language Laboratory] Listening & Note-taking Skills</i> • Taking Classroom Notes (Part 1, pp.3-33) <i>[Venue: Classroom] Speaking Skills</i> • Speaking Practice: Doing a mini-presentation
12 (26 Nov. – 1 Dec.)	Task 2B Oral Presentation - DUE (Groups 1-5)	• Peer evaluation of Academic Essay
13 (3-8 Dec.)	Task 2B Oral Presentation - DUE (Groups 6-10) Task 2C Academic Essay – DUE (For Groups 1 -5)	• Mid-term Test Review
14 (10-15 Dec.)	• Course Review Task 2C Academic Essay – DUE (For Groups 6-10)	• Course Review

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials and test(s).

Indicative Readings

Lecture/Tutorial Notes and Assignments

Students are required to download lecture/tutorial notes from MOODLE.

Textbook and References

Textbook

Langan, J., Roen, D., Glau, G. R. & Maid, B. B. (2012). *English for academic studies I (Customised Edition)*. Singapore: McGraw-Hill.

Roen, D., Glau, G. and Maid, B. (2009) *The McGraw-Hill Guide: Writing for College, Writing for Life (Chapter Extract)*, McGraw-Hill.

References

Bailey, S. (2011). *Academic writing for international students of business*. London: Routledge.

Behrens, L. (2010). *A sequence for academic writing*. New York: Longman.

Collins COBUILD Advanced Learner's Dictionary (2006), 5th Ed., HarperCollins.

Collins Thesaurus A-Z (2006), 2nd Ed., HarperCollins.

Langan, J. and Goldstein, J. (2007) *English Brushup*, 4th Ed., McGraw-Hill.

Mascull, B. (2004). *Business vocabulary in use advanced*. Cambridge: Cambridge University Press.

Moore, K. M. (2011). *Techniques for college writing: the thesis statement and beyond*. Boston, MA: Wadsworth.

Reinhart, S. (2002). *Giving academic presentations*. Ann Arbor, Mich.: University of Michigan Press.

Spencer, C. M. (1996). *Foundations of writing: developing research and academic writing skills*. Lincolnwood, Ill.: National Textbook Company.

Steer, J. & Schmid, D. (1998). *The advanced grammar book (workbook)* (2nd ed.). Boston: Heinle & Heinle.

Feedbacks from Local Academics and Fulbrighters

The course contents are disposed to providing relatively fundamental training in language skills and writing skills, which is what a G.E. course at Level 1 is supposed to be like. As for the degree of diversity in learning activities and the amount of students' participation to be expected, I think they are very appropriate. The only concern I may have is that as this is a course for Business students, I wonder if there could be a bit more practice and/or training pertinent to the discipline.

Assignments could be more based on critical thinking to work towards the goal of inquiry based learning.”