

ENGE1320 Communication for English Majors II

Term-2, 2023-24

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Course Description

This course builds on the foundational communication skills introduced in ENGE1310 and helps you develop the competencies necessary to conduct effective research. It examines the existing structures and conventions of various print and digital genres (e.g., journal articles, blogs, infographics, videos). It also discusses different patterns of development such as definition, comparison/contrast, cause/effect, classification, and the importance of maintaining an appropriate register and style. In this course, you will construct an abstract, an annotated bibliography, and a research essay that discusses a concept or issue in applied linguistics. You will also learn to persuade audiences to pursue specific actions through an oral presentation and a digital video. These texts will be constructed for real-world audiences and will involve the use of multimodal resources. Throughout this course, you will be producing outlines and drafts of these tasks, receiving feedback, and learning various writing strategies.

Learning Outcomes

By the end of this course, students should be able to:

- Prepare an abstract and annotated bibliography that provides an overview of relevant sources and demonstrates connections between them
- Produce a research essay discussing a concept or issue in applied linguistics
- Compose a short video that uses multimodal resources to present a research topic
- Recognize the structures and conventions of various spoken and written genres (e.g., journal articles, books, infographics)
- Understand how differences in audience, purpose, and medium of communication shape the register, style, and organization of texts

Key Topics/Concepts

1. Genres
 - ◆ Journal articles, books, encyclopedias, edited volumes, infographics, videos, etc.
2. Medium and context
 - ◆ Identifying audience and purpose
 - ◆ Understanding the affordances and constraints of different media
 - ◆ Choosing appropriate register and style
 - ◆ Using multimodal resources
3. Content and structure
 - ◆ Recognizing patterns of development (e.g., definition, comparison/contrast, cause/effect)
 - ◆ Organizing ideas in an outline: introduction, body, conclusion
 - ◆ Formulating thesis statements and topic sentences

- ◆ Building supporting evidence: textual evidence, concrete and specific examples
4. Language focus
 - ◆ Signposting
 - ◆ Using transitional devices
 - ◆ Constructing parallel structures
 5. Tools
 - ◆ Search engines (e.g., Google Scholar)
 - ◆ Plagiarism detection software (e.g., VeriGuide)
 - ◆ Reference management software (e.g., Mendeley)
 - ◆ Video editing software (e.g., Camtasia)
 6. Citation style: APA (American Psychological Association) 7th edition

Required Readings

There is no required textbook for this course. Assigned readings and worksheets will be made available on Blackboard.

Assessment Scheme (Subject to Change)

	Assessment	Weight
1	Attendance* and participation	10%
2	Abstract and Annotated Bibliography	30%
3	Research Essay	30%
4	Persuasive Presentation and Video	30%

*Low attendance in tutorials and lectures will negatively affect your overall coursework grade.

Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>. **Your essay must be submitted to VeriGuide.** Fill in the declaration form and attach it to your essay.

Grading Criteria

Grade A / Excellent: Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Fair: SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.