

Course Title	: University English II
Course Code	: LUE1002
Year of Study	: 1
Number of Credits/Term	: 3
Mode of Tuition	: Sectional
Contact Hours Per Week	: 2-hour tutorial x 2 per week
Total Teaching Hours	: 56 hours/4 hours per week
Category	: Compulsory for those who achieved 4 or above in DSE English and those who have completed University English I
Prerequisite	: LUE1001 University English I (except for inbound exchange students/students who have been exempted from LUE1001)

COURSE DESCRIPTION

This course can be seen as a transition from a foundational focus on accuracy, structure and formulaic expressions typical of ESL classrooms to a more advanced focus on the written synthesis of academic sources, critical evaluation of argument, oral seminar/debating skills, and the creative and reflective practices essential to success at tertiary level. After a short review of the fundamental skills of source synthesis, it aims to further enhance your awareness of the processes of research and writing by engaging you with extended argumentative texts on a topic from an interdisciplinary topic. The main objective of the course is to introduce the structure, stances and advanced techniques of argumentation in written and spoken academic English. You will learn how to integrate and synthesise ideas from source texts with your own ideas. You will also learn to evaluate the potential opportunities and risks of using technology (e.g. generative AI) in English for Academic Purposes. Upon completion of the course, you will be able to use new technology appropriately and produce more sophisticated argumentation in written, oral and visual forms, drawing on sources from at least two disciplines.

AIMS

To enable Lingnan students to achieve the academic and career success they deserve by developing their argumentation skills in written and spoken English for academic purposes.

INTENDED LEARNING OUTCOMES

Upon successful completion of this course, you will be able to:

1. Apply the structure and advanced techniques of argumentation including appropriate use of subtle rhetorical devices such as stance markers and hedges in writing and speaking.

2. Critique a topic from an academic and interdisciplinary perspective after selecting and critically evaluating a range of sources to draft/complete an extended argumentative essay following appropriate academic citations, referencing styles and conventions.
3. Engage more fluently in both planned and unplanned seminar discussions and interactions, using appropriate academic phraseology to more convincingly state stance, challenge others, concede and defend ideas.
4. Reflect critically on your strengths and weaknesses in academic skills.
5. Demonstrate the ability to present arguments orally using advanced presentation skills that incorporate visuals that support your thesis.
6. Understand how technology can be appropriately used to enhance students' production of English for Academic Purposes with a critical understanding of the potential benefits and risks of tools such as Generative AI.

INDICATIVE CONTENT

The course is organized into topics which revolve around argumentation, whether in a written, visual or spoken form.

Topics	What does it mean?
Rhetorical Situation	You will learn about specific academic situations where you have to argue for a position such as oral discussion, presentations and research essays/reports. Elements such as audience and purpose will be reviewed. You will also learn about the similarities and differences of arguments in different academic fields.
Writing Process and Research Skills	This will take care of the process of writing - from an idea to finished product: reading and evaluating sources efficiently, generating ideas, planning a coherent/cohesive response, drafting, peer reviewing and editing. Academic writing skills such as synthesizing sources, quoting, paraphrasing and referencing/citing ideas will also be reviewed.
Medium: Written, Visual and Oral Argument	Differences between visual, oral and written arguments will be covered. In addition to learning how to present your arguments orally and in writing, you will find out how to present a visual to argue for a case.
Language Focus	This topic will give you help and suggestions on how to craft arguments as a genre. You will learn about the specific language features common in argumentation such as hedges, signposts, and conceding/refuting arguments. The course will also review language patterns for describing/evaluating arguments made by others and showing your own critical stance through language.
Critical Thinking	This will cover topics such as the distinction between facts, opinions and ideas. You will also be given chances to reflect on your critical thinking, academic skills and language use.

TEACHING METHODS

This course uses a communicative language teaching approach and a blended learning environment. You will engage individually, in pairs and in small groups in a variety of classroom activities each week in class. There will be online activities (tied to continuous assessment) to complete most weeks of the course. Formative writing assessments will make innovative use of both generative AI and tutor-led feedback techniques. Authentic multi-modal materials are used throughout the course covering a variety of contexts and topics. Speaking and writing activities allow practice of skills and language covered in the course on a progressively more challenging basis during the term. While the emphasis is on developing autonomous learners who can reflect independently on their own areas for improvement, tutors will give you targets for improvement at several points in the course to help you understand your own needs for development. Where necessary, students will be signposted to other CEAL resources, additional practice materials, and online resources. Homework assignments, reflection tasks and flipped learning activities will train you to engage in language learning beyond the classroom.

MEASUREMENT OF LEARNING OUTCOMES

Learning outcomes	Assessment methods		
	1. Secondary Research Project (Essay and Oral Essay Defence)	2. In-class writing (essay completion)	3. Blended Continuous Assessment
1. Apply the structure and advanced techniques of argumentation including appropriate use of subtle rhetorical devices such as stance markers and hedges in writing and speaking.	✓	✓	✓
2. Critique a topic from an academic and interdisciplinary perspective after selecting and critically evaluating a range of sources to draft/complete an extended argumentative essay following appropriate academic citations, referencing styles and conventions.	✓	✓	✓

3. Engage more fluently in both planned and unplanned seminar discussions and interactions, using appropriate academic phraseology to more convincingly state stance, challenge others, concede and defend ideas.			✓
4. Reflect critically on your strengths and weaknesses in academic skills.			✓
5. Demonstrate the ability to present arguments orally using advanced presentation skills that incorporate visuals that support your thesis	✓		✓
6. Understand how technology can be appropriately used to enhance students' production of English for Academic Purposes with a critical understanding of the potential benefits and risks of tools such as Generative AI.	✓		✓

ASSESSMENT

The learning outcomes will be measured through:

Assessment	Weight	Details
1. Secondary Research Project (Written Essay and Oral Essay Defence)	40%	You will be assessed on your ability to research a topic and present an argumentative essay (10% of course grade) with linked oral essay defence (30% of course grade). Your essay (900-1100 words) and oral essay defence (10 minutes) must employ an interdisciplinary perspective to argue for the position you have chosen for your topic. Your essay will be submitted in four stages (outline, first draft and final draft). The essay must use APA style in-text citations and referencing. Your 'essay defence' comprises an 8-minute presentation followed by 2 minutes of tutor-led questions.

2. In-class writing (essay completion)	30%	You will be shown an essay first draft and several sources before being asked (in proctored conditions) to 1) handwrite an essay thesis statement and 2) a further paragraph and 3) a conclusion summary statement to complete the essay (synthesizing arguments from the sources into your writing with APA style in-text citations).
3. Blended Continuous Assessment	20%	Your blended continuous grade will be established from your engagement with various online Moodle tasks (including both quizzes and forum tasks) and your performance in several written and oral formative assessments.
+ 10% for attendance and participation grade.		

COURSE MATERIALS

Course materials developed by CEAL will be available on your Moodle CRN course. The online course materials will be referred to in every class, so students should bring a suitable electronic device such as a netbook, a laptop or a tablet with a keyboard to view and use the electronic materials. A small size tablet such as the iPad Mini is considered to be the minimum suitable size for viewing and using the course materials. **A device of the size of a smartphone or smaller is NOT considered adequate for viewing the materials in class.**

IMPORTANT NOTES

1. Students are expected to spend a total of at least 12 hours (i.e. 4 hours of class contact and 8 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit most assessments through Turnitin (but Assessment 3 is handwritten and submitted in class).
4. For CEAL courses, a penalty will be imposed for any instance of copying of more than 5 words consecutively (without acknowledging the source), excluding formulaic expressions, proper names and technical terms.
5. All assessments at CEAL are governed by guidelines of both the Lingnan University and CEAL, viz. “Guidelines for Using GAI Tools at Lingnan University”, “Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments” (<https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices>) and CEAL AI policy (which further explains

how inappropriate use of GAI tools may be investigated and resolved at CEAL). Students must adhere to these guidelines and practices when using Generative Artificial Intelligence (AI) tools. To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.

6. Extracts of student speaking may be recorded and temporarily hosted on the university's cloud-based systems (e.g. Moodle, Panopto or Zoom) at various points in the course.