

|                                |                                                 |
|--------------------------------|-------------------------------------------------|
| <b>Course Title</b>            | : English Vocabulary across Curriculum          |
| <b>Course Code</b>             | : LUE3008                                       |
| <b>Year of Study</b>           | : Year 2, 3 or 4                                |
| <b>Number of Credits/ Term</b> | : 3                                             |
| <b>Mode of Tuition</b>         | : Sectional                                     |
| <b>Teaching Hours per week</b> | : 3                                             |
| <b>Category in Programme</b>   | : ELE Elective                                  |
| <b>Prerequisite</b>            | : During or after LUE1002 University English II |

### **Brief Course Description**

This course focuses on expanding your vocabulary through active learning, contextual exploration, and real-world applications. Instead of rote memorization, you will use techniques like morphological analysis and contextual inference to acquire new words. The course gradually transitions from guided instruction to independent learning using complex texts and discussions, enhancing vocabulary retention and critical thinking. Key materials include international short stories, IELTS readings, and academic articles, fostering a deeper understanding of word meanings, connotations, and usage. Through discussions, presentations, and written analyses, you will actively apply new vocabulary, improving communication skills in academic and real-world contexts. This scaffolding approach ensures meaningful learning while refining your analytical and communication abilities.

### **Aims**

The primary aim of the course is to enhance students' vocabulary acquisition and application through systematic textual analysis and extensive reading, enabling them to engage meaningfully with diverse texts. This course will focus on developing students' ability to identify, interpret, and utilize vocabulary within various contexts, thereby fostering critical thinking and effective application in both academic and real-world settings. By employing a variety of literary and non-literary texts, students will learn to appreciate the nuances of language, in particular, the choice of lexicons, enhance their expressive capabilities, and become more proficient in their oral and written communication.

## Learning Outcomes (LOs)

By successfully completing this course, it is expected that students would be able to:

1. effectively utilize strategies for vocabulary acquisition, such as context clues and word analysis, in varied contexts, demonstrating an ability to apply these principles in English writing.
2. identify and articulate the subtle differences in meaning and usage of similar vocabulary terms, thereby avoiding common usage errors in writing and speech.
3. proficiently incorporate newly learned vocabulary into discussions and presentations to enhance communication skills.
4. analyze and interpret various texts, demonstrating the ability to discuss the content, mood, and style with appropriate vocabulary.
5. apply appropriate vocabulary techniques tailored to different genres (e.g., academic, literary, technical) when engaging with texts and during discussions.
6. engage in reflective practices to assess their vocabulary growth and usage, setting personal goals for improvement.

## Indicative Content

1. **Vocabulary Expansion:** The course helps students build vocabulary through structured strategies like morphological analysis, synonyms, antonyms, and word families.
2. **Contextual and Textual Analysis:** Students engage with various texts to learn word meanings through context clues, exploring connotation, denotation, and nuances.
3. **Practical Application:** Vocabulary is integrated into discussions, presentations, and textual analysis tasks, emphasizing application and usage.
4. **Advanced Learning:** Focuses on lexical choice through text analysis, and synthesizing knowledge for well-structured responses.
5. **Mixed Assessment Methods:** Progress is tracked through weekly presentations, peer assessments, a mid-term test and a final paper demonstrating vocabulary mastery.

## Teaching Methods

1. **Engaging Teaching and Learning Activities:** The course incorporates lectures and guided activities to introduce key vocabulary concepts, word formation, and contextual analysis techniques, ensuring a strong foundation for effective vocabulary use.

2. **Use of Multimodal Materials:** A variety of materials, such as videos, infographics, articles, and digital tools, are integrated to support diverse learning preferences and enrich vocabulary acquisition.
3. **Interactive and Gamified Activities with AI Tools:** Students participate in interactive tasks, including vocabulary games, quizzes, and collaborative problem-solving activities enhanced by AI tools. These tools provide personalized feedback, adaptive learning experiences, and additional support for vocabulary practice.
4. **Student-Centered Interaction:** Weekly presentations, peer evaluations, and class discussions encourage students to practice new vocabulary, articulate ideas precisely, and analyze word meanings in real-world contexts.
5. **Comprehensive Assessments:** A mid-term test, a final paper analyzing vocabulary use in texts, and a 500-word self-reflection help students track their progress, identify challenges, and refine learning strategies collaboratively through peer-assessed presentations.

### Measurement of Learning Outcomes

| Learning Outcomes                                                                                                                                                                                 | Classwork<br>(10 in-class<br>presentations)<br>(30%) | Mid-term<br>Test<br>(20%) | Final<br>Paper<br>(40%) | Attendance<br>and<br>Participation<br>(10%) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|---------------------------|-------------------------|---------------------------------------------|
| 1. Effectively utilize strategies for vocabulary acquisition, such as context clues and word analysis, in varied contexts, demonstrating an ability to apply these principles in English writing. | √                                                    | √                         | √                       | √                                           |
| 2. Identify and articulate the subtle differences in meaning and usage of similar vocabulary terms, thereby avoiding common usage errors in writing and speech.                                   | √                                                    | √                         | √                       | √                                           |
| 3. Proficiently incorporate newly learned vocabulary into                                                                                                                                         | √                                                    |                           |                         | √                                           |

|                                                                                                                                                                |   |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| discussions and presentations to enhance communication skills.                                                                                                 |   |   |   |   |
| 4. Analyze and interpret various texts, demonstrating the ability to discuss the content, mood, and style with appropriate vocabulary.                         | √ | √ |   | √ |
| 5. Apply appropriate vocabulary techniques tailored to different genres (e.g., academic, literary, technical) when engaging with texts and during discussions. | √ | √ | √ | √ |
| 6. Engage in reflective practices to assess their vocabulary growth and usage, setting personal goals for improvement.                                         |   |   | √ | √ |

## Assessment

### 1. Classwork – in-class presentations (30%)

- Each student will deliver **ten 3-minute** presentations throughout the 14-week course, with the presentation of new vocabulary contributing 30% of the overall assessment for each presentation.

### 2. Mid-Term Test (20%)

- Multiple choice and open-ended questions on vocabulary and textual analysis.

### 3. Final Paper (40%)

- 700-word textual analysis and 500-word reflection on vocabulary building.

### 4. Attendance and Participation (10%)

## Required Readings

Lele, C. (2015). *The vocabulary builder workbook: Simple lessons and activities to teach yourself over 1,400 must-know words*. Rockridge Press. URL.

[https://static.zollege.in/public/college\\_data/images/entrance/entrance\\_brochure/1681988176The%20Vocabulary%20Builder%20Workbook.pdf](https://static.zollege.in/public/college_data/images/entrance/entrance_brochure/1681988176The%20Vocabulary%20Builder%20Workbook.pdf)

Lewis, N. (1993). *Word power made easy: The complete handbook for building a superior vocabulary*. Penguin Books.

## Recommended Readings

| Topics                                        | Suggested Texts                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction to Vocabulary Acquisition</b> | <ul style="list-style-type: none"> <li>- "Word Power Made Easy" by Norman Lewis (vocabulary-building guide)</li> <li>- Excerpts from "The Vocabulary Builder Workbook" by Chris Lele</li> </ul>                                                                                                          |
| <b>Textual Analysis Framework</b>             | <ul style="list-style-type: none"> <li>- "How to Read Literature Like a Professor" by Thomas C. Foster (guide)</li> <li>- "The Elements of Style" by Strunk &amp; White (guide)</li> </ul>                                                                                                               |
| <b>Short Stories - Vocabulary in Context</b>  | <ul style="list-style-type: none"> <li>- "The Lottery" by Shirley Jackson (short story)</li> <li>- "A Good Man is Hard to Find" by Flannery O'Connor (short story)</li> </ul>                                                                                                                            |
| <b>IELTS Reading Strategies</b>               | <ul style="list-style-type: none"> <li>- Sample IELTS reading passages from "Cambridge IELTS Practice Tests" (various editions)</li> <li>- "IELTS Reading Tests" by Peter Travis (practice materials)</li> </ul>                                                                                         |
| <b>Journal Articles - Academic Vocabulary</b> | <ul style="list-style-type: none"> <li>- "The impact of social media on the mental health of adolescents and young adults: A systematic review." (academic article)</li> <li>- Excerpt from "A Framework for Understanding Poverty" by Ruby K. Payne (academic text)</li> </ul>                          |
| <b>Thematic Vocabulary Exploration</b>        | <ul style="list-style-type: none"> <li>- "Things Fall Apart" by Chinua Achebe (novel)</li> <li>- "The Joy Luck Club" by Amy Tan (novel)</li> </ul>                                                                                                                                                       |
| <b>Advanced Vocabulary in Literature</b>      | <ul style="list-style-type: none"> <li>- "The Picture of Dorian Gray" by Oscar Wilde (<a href="#">novel</a>)</li> <li>- "Beloved" by Toni Morrison (novel)</li> </ul>                                                                                                                                    |
| <b>Vocabulary and Tone</b>                    | <ul style="list-style-type: none"> <li>- "The Catcher in the Rye" by J.D. Salinger (novel)</li> <li>- "The Road" by Cormac McCarthy (novel)</li> <li>- Reading companion "Maps of the world in its becoming: Post-apocalyptic naming in Cormac McCarthy's <i>The Road</i>." (Journal article)</li> </ul> |
| <b>Contextual Vocabulary Development</b>      | <ul style="list-style-type: none"> <li>- "The Color Purple" by Alice Walker (novel)</li> <li>- Reading companion "Language through literature: A study on <i>The Color Purple</i> by Alice Walker" (Journal article)</li> <li>- "Fences" by August Wilson (play)</li> </ul>                              |
| <b>Writing the Textual Analysis Paper</b>     | <ul style="list-style-type: none"> <li>- Selected excerpts from "Writing Analytically" by David Rosenwasser and Jill Stephen (writing guide)</li> <li>- Sample textual analysis papers</li> </ul>                                                                                                        |
| <b>Reflection on Learning</b>                 | <ul style="list-style-type: none"> <li>- "The Reflective Practitioner: How Professionals Think in Action" by Donald A. Schön (theoretical text)</li> <li>- Excerpts from student reflection papers</li> </ul>                                                                                            |
| <b>Final Paper Submission and</b>             | <ul style="list-style-type: none"> <li>- Review of key texts studied throughout the course</li> </ul>                                                                                                                                                                                                    |

## Course Wrap-Up

- Selected excerpts from "The Elements of Academic Style" by Eric Hayot (writing guide)

This list of texts is curated to provide a diverse range of materials that will facilitate vocabulary acquisition and textual analysis throughout the course. Each text is chosen to align with the weekly themes, encouraging students to engage deeply with vocabulary in context while developing their analytical skills.

## Equivalency Table

| Grade | Standard  | Percentage | Grade Points |
|-------|-----------|------------|--------------|
| A     | Excellent | 88-100%    | 4.00         |
| A-    |           | 80-88%     | 3.67         |
| B+    | Good      | 75-80%     | 3.33         |
| B     |           | 70-75%     | 3.00         |
| B-    |           | 65-70%     | 2.67         |
| C+    | Fair      | 60-65%     | 2.33         |
| C     |           | 55-60%     | 2.00         |
| C-    |           | 50-55%     | 1.67         |
| D+    | Pass      | 45-50%     | 1.33         |
| D     |           | 40-45%     | 1.00         |
| F     | Failure   | < 40%      | 0.00         |

## Important Notes

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 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 all their written assignments using Turnitin.
- (4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.
- (5) Students must adhere to the University's guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents "Guidelines for Using GAI Tools at Lingnan University" and "Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments" can be found [here](#)
- (6) More details about the CEAL's AI Policy are available [here](#).