



University of
Nottingham
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**Centre for English
Language Education**

**English in Specific Academic Contexts B
(CELEN052 ESACb)**

Module Handbook 2024-25



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Welcome to ESACb

Welcome to CELEN052: English in Specific Academic Contexts B (ESACb)

This course aims to enhance your academic language skills in the scientific context, refining your research, study, and critical thinking abilities through the analysis of contemporary technologies.

Throughout this course, we will emphasize the significance of sustainability, which is crucial for future professionals in fields such as architecture, engineering, and science. Understanding how technology can be developed sustainably is essential, as it impacts future generations. We will explore questions like: *How can technology be developed sustainably? What factors should be considered to ensure sustainability? What are the potential consequences of neglecting these considerations?*

The ESACb Independent Writing Assignment (IWA) requires you to select and evaluate the sustainability of a technological development. This task is vital for students of computer science, engineering, math, architecture, and environmental science. By analysing a chosen technology, you deepen your understanding of your field, which is essential for your future undergraduate studies. This process enhances your knowledge and sharpens your ability to critically assess technology's broader impacts. Understanding sustainability enables you to consider environmental, economic, and societal implications, preparing you to make informed, responsible decisions and become leaders in creating sustainable solutions for future generations.

The course exam assesses your skills in data analysis, interpretation, and critical evaluation of technological impacts, alongside effective academic communication. It covers cutting-edge topics such as Bitcoin, electric cars, the Internet of Things, biofuels, and AI, and highlights their STEM relevance. You will need to demonstrate proficiency in analysing trends, discussing technological impacts, and writing clear sections that compare your findings with existing research. The exam also challenges you to apply a real-world, interdisciplinary approach, linking STEM innovations to societal and environmental implications.

David Anstey

ESACb Module Convenor

Ada Wang

ESACb Module Co-Convenor



This module handbook contains essential information about ESACb. Please read it in full at the beginning of the semester to ensure you have a clear understanding of the course and expectations. You should then refer to it whenever you need information about course organisation and assessment requirements. For further help you should contact the following:

- General enquiries related to the course, lessons, or assessments: **Your class tutor**
- Scheduling or absence issues: **CELE Professional Services Office (CPSO)**
- More serious issues or concerns: **ESACb Module/Co-Convenor**

| | |
|---|---|
| Module Code and Name | CELEN052: English in Specific Academic Contexts B (ESACb) |
| Module Credits | 20 Credits |
| Moodle Page | https://moodle.nottingham.ac.uk/course/view.php?id=138520 |
| Module Convenor | David Anstey david.anstey@nottingham.edu.cn Office 337, Trent Building |
| Module Co-Convenor | Ada Wang ada.wang@nottingham.edu.cn Office 333, Trent Building |
| CELE Professional Services Office (CPSO) | Office 315, Trent Building cpsos@nottingham.edu.cn 0574 8818 0000 (ext. 8664) |

Values and Principles

UNNC Vision and Values

Our vision is to be a university without borders, where we embrace the opportunities presented by a changing world, and where ambitious people and a creative culture will enable us to change the world for the better.

In all we do, we value...

| | |
|--------------------|---|
| Inclusivity | We are a community where everyone can contribute and be appreciated for who they are. |
| Ambition | We set the highest standards for ourselves and our work and support each other to achieve them. |
| Openness | We adopt a straightforward and transparent way of communicating with each other and with the world, championing the free exchange of ideas. |
| Fairness | Our decisions and actions are consistent, impartial, and ethical. |
| Respect | We have regard for each other's rights and feelings, and demonstrate this in our behaviour, treating each other with kindness. |

[University strategy – University of Nottingham Ningbo China](#)

CELE EAP Principles

Guided by BALEAP accreditation, CELE has English for Academic Purposes (EAP) principles to recognise the centre's distinct character. These are shaped by our unique context and the explicit educational values and beliefs that underpin our pedagogical practice.

1. Developing potential and raising the bar:

- Aim high, assess tolerantly
- Focus on Process (not product)
- Differentiation
- Tolerance of ambiguity

2. Looking forward:

- Transferability and relevance
- Authenticity and meaningfulness: text-based, genre-based, task-based approaches.
- Criticality and creativity
- Digital literacy

3. Working together and independently:

- Social constructivist learning approach
- Learner autonomy and student agency (assessment for learning, peer review, self-assessment)
- Developing metacognition
- Dialogic feedback practices

4. Belonging to the Academy:

- Needs-based course design and pedagogy
- Collaboration between Content and EAP in Y1, and with the faculties beyond Y1 (embedded EAP provision)
- Transparency and constructive alignment
- Evidence-based practice (connecting theory and practice)
- Cultural sensitivity

Course Materials

To support your academic studies on the ESACb Module, you will be provided with the following course materials and channels for communication:

- **Module Handbook**

This module handbook provides a general overview and essential information you need to know for the course and its assessments.

- **Module Workbook**

The module workbook is the main booklet for teachers and students to refer to in classes. It is available in both e-version and in print.

- **Moodle**

Moodle is UNNC's Virtual Learning Environment (VLE). There is a specific page for each module, where you will find course materials (including PPT slides for each class/week), self-study materials and assignment submission boxes.

ESACb Moodle: <https://moodle.nottingham.ac.uk/course/view.php?id=138520>

Moodle Support: learning-technologies@nottingham.edu.cn
[Student Moodle Help - StudentMoodle - Workspace \(nottingham.ac.uk\)](#)

- **UNNC Email**

Email is the official method of communication. All emails should be written in English and delivered via a UNNC account. Students should not expect any emails to be read, replied to, or acted upon outside working hours.

- **Microsoft Teams**

Each class group has its own dedicated MS Team which can be used for online communication and sharing of materials with your classmates. Your ESACb tutor will also be part of your ESACb MS Team.

Module Intended Learning Outcomes

ESACb is specifically designed to cater to STEM (Science, Technology, Engineering, and Mathematics) and Architecture students, with a focus on developing their academic writing and communication skills in the fields of Science and Engineering.

By the end of the course, students should be able to further develop academic writing skills, strengthen English language skills in the scientific contexts, improve research and study skills, and increase awareness of contextual considerations in the fields of Science and Engineering. By the end of the course, students should be able to successfully process academic texts, then use the information to plan, draft, and redraft argumentative essays.

Knowledge and Understanding

Students will further develop the skills of:

- Enhancing writing proficiency with clarity and precision while building a more extensive scientific vocabulary
- Effectively employing objective language in written communication when critically reviewing and evaluating
- Developing the ability to analyse and interpret data when introduced to academic texts in the fields of Science and Engineering accurately and effectively
- Learning to construct and present logical arguments grounded in scientific evidence
- Mastering the logical organization of ideas in writing
- Cultivating critical thinking skills to support claims and acknowledge counterarguments
- Advancing skills in citations, referencing, and avoiding plagiarism
- Understanding the broad concepts of sustainability and ethics and their importance in the fields of Science and Engineering

Intellectual Skills

Students will further develop the ability to:

- Formulate and refine research questions
- Critically read academic literature
- Conduct thorough literature reviews by identifying relevant sources and synthesizing information effectively

Transferrable / Key Skills

Students will further develop the ability to:

- Ask pertinent questions and engage in meaningful discussions

- Practice effective participation in collaborative work
- Promote the provision and reception of constructive peer feedback and reviews
- Develop the capacity to evaluate the strengths and limitations of one's own work, as well as the research of others
- Learn autonomously and reflectively

Technical and Digital Literacy

Students will further develop skills in:

- Proficiency in research technologies
- Use of academic research tools
- Data visualization and representation

Module Overview

Week 1: Three Lenses: Is Your Tech Truly Sustainable?

- 1.1 What is Sustainability?
- 1.2 How to evaluate
- 1.3 How to do research for your IWA

Week 2: How do smartphones influence social interactions?

- 2.1 How to establish a stance
- 2.2 How to build an argument
- 2.3 How to effectively use and evaluate sources

Week 3: Will Bitcoin Ever Replace Traditional Money?

- 3.1 How Is an Evaluative Essay Structured?
- 3.2 How to Choose Evidence for an Essay
- 3.3 Exam Introduction: Data Representation and Analysis

Week 4: How Can Green Building Technology Help Live Green for Less?

- 4.1 How to Handle Fixed Terms and Paraphrasing
- 4.2 How to Summarize, Synthesize, and Provide Citations
- 4.3 How Can References Be Created Using Tools?

Week 5: Can 3D Printing Build a Greener Future?

- 5.1 How to Enhance Argumentation
- 5.2 How to Balance Writer's Voice with Source Material
- 5.3 How to Achieve Precision and Concision

Week 6: Can Nanotechnology Transform the Future?

- 6.1 How to Write Introductions and Conclusions for an Evaluative Essay
- 6.2 How Do Cohesive Devices Improve Your Writing?
- 6.3 How Can Hedging and Reporting Verbs Strengthen Scientific Writing?

Week 7: What Are the Environmental impacts of EVs?

- 7.0 Sample Input Text 1
- 7.1 How to Use Compare and Contrast in Exam Writing
- 7.2 Exam Writing Practice

Week 8: Mid-term Exam Week / Independent Learning Week

Week 9: Are IoTs Leading the Way?

- 9.1 How to Enhance Exam Writing
- 9.2 Exam Writing

Week 10: 1-to-1 IWA Tutorials

Week 11: IWA Workshop and Mock Exam

- 11.1: IWA Workshop

Week 12: How does AI impact students?

- 12.1 What Does Research Reveal About AI's Impact on Students?
- 12.2 How to create a research poster
- 12.3 Feedback and Reflection

Important stages for IWA Planning:

Lesson 2.3 Finish and present your research focus proposal.

Lesson 3.3: IWA Plan submission (detailed plan for at least two paragraphs)

Week 7 – Thursday 3rd April 15:00: Complete First Draft

Week 12 – Monday 5th May 15:00: Final Submission

Important stages for Exam Writing:

Lesson 7.2: Exam Writing Practice 1

Lesson 9.2: Exam Writing Practice 2

Lesson 11.2: Mock Exam

Use of AI in ESACb

ESAC students are expected to abide by the [UNNC AI Student Use Policy](#).

It is the student's responsibility to familiarise themselves with this Policy and seek clarification from the Module Convenor if in doubt. Failure to comply with the AI Policy could be considered academic misconduct and may result in disciplinary action according to the [University of Nottingham Quality Manual](#).

*** * Exception * ***

The following point from the UNNC AI Student Use Policy does not apply to assessed coursework on ESACb:

"Students can use AI to assist in paraphrasing and enhancing written language, provided they are personally engaging in the editing process."

Regulations for assessed coursework on ESACb:

- AI tools cannot be used for paraphrasing or enhancing written language.
- When proofreading, AI tools can only be used to identify specific grammar, vocabulary and punctuation errors.
- If using AI for proofreading, the student must have first proofread the work by themselves and are advised to be highly critical when analysing any errors identified by AI.

Assessment Overview

| | | |
|---|------------|-------------|
| Independent Writing Assignment (IWA) | 60% | Component 1 |
| EoS Reading and Writing Exam | 40% | Component 2 |

Students must achieve a passing mark (that is a mark of 40 or above) in each of the two components of the assessment to pass the course.

| Coursework Essay Independent Writing Assignment (IWA) | |
|--|--|
| Weighting | 60% of overall module |
| Date set | 17 th February 2025 |
| Date submitted | 5 th May 2025 |
| Word count | 1500 words (+/- 10%) |
| Submitted via | Module Moodle page (Turnitin) |
| Feedback | 10-15 drag-and-drop comments; 125-175 words of bulleted feedback for failing papers; Marked per descriptors on Task Fulfilment (50%), Coherence and Cohesion (30%) and Academic Language (20%) |
| Note | Assessment criteria available on CELE Assessment Moodle page |

| EoS Reading and Writing Exam | |
|-------------------------------------|---|
| Weighting | 40% of overall module |
| Date and Time | Scheduled during University Exam Weeks |
| Duration | 90 minutes |
| Topics | Strand-specific topic (Science and Engineering) |
| Feedback | Marked per descriptors on Task Fulfilment (40%), Coherence and Cohesion (30%) and Academic Language (30%) |
| Note | Assessment criteria available on CELE Assessment Moodle page |

Appendix 1:

CELE Policies

CELE Preliminary Year (UNNC) (24-25)

[Module: CELE Preliminary Year \(UNNC\) \(24-25\) | moodle.Nottingham](#)

CELE Student Handbook (24-25)

[CELE-CELECS-UNNC-2425: UG Preliminary Year Student Handbook 2024-25 | moodle.Nottingham](#)

Attendance & Extenuating Circumstances (EC) Policy

[Module: CELE Preliminary Year \(UNNC\) \(24-25\) | moodle.Nottingham](#)

CELE Email Policy

[CELE Email Policy](#)

Preliminary Year Academic Misconduct Policy

[Module: CELE Preliminary Year \(UNNC\) \(24-25\) | moodle.Nottingham](#)

Quality Manual

[Quality Manual - The University of Nottingham](#)

Appendix 2:

In-session Support

The Writing Lab@UNNC provides English-language and academic study support and guidance for all students. Through 1-1 advising, workshops, lectures, discussion groups, and bespoke modules, experienced specialists help students improve as writers, speakers, listeners, readers and more.

Website: [The Writing Lab@UNNC - University of Nottingham Ningbo China](#)

The Writing Lab provides:

- one-to-one advising which is individual and personalized. Students can book this in advance and can have a maximum of five advising sections per semester. Students can ask for advice on any academic or university life-skill topic.
- academic workshops that are related to the learning objectives of the three major English for Academic Purposes courses that all students in the Preliminary Year take.
- self-study online support for students who wish to review or extend their knowledge and skills.

To contact the Writing Lab, students should email Writinglab@nottingham.edu.cn

Information about booking one-to-one advising, the topics of the weekly workshops, and online self-study materials is available on the Writing Lab Moodle page.

Moodle page: [Module: The Writing Lab@UNNC – Y1 \(UNNC\) | moodle.Nottingham](#)

Appendix 3:

Academic Calendar

| Academic Calendar 2024-2025 | | | | | |
|-----------------------------|----------------|---------------|---------------------|--------------------------------|--------------------------------|
| Sem | Timetable Week | Semester Week | Week Beginning Date | Year 1 Students | 2nd, 3rd, 4th Year & Masters |
| 1 | 1 | 1 | 16/09/2024 | Registration & Induction | Registration & Induction |
| | 2 | 2 | 23/09/2024 | Teaching | Teaching |
| | 3 | 3 | 30/09/2024 | National Holiday (No teaching) | National Holiday (No teaching) |
| | 4 | 4 | 07/10/2024 | Teaching | Teaching |
| | 5 | 5 | 14/10/2024 | Teaching | Teaching |
| | 6 | 6 | 21/10/2024 | Teaching | Teaching |
| | 7 | 7 | 28/10/2024 | Teaching | Teaching |
| | 8 | 8 | 04/11/2024 | Teaching | Teaching |
| | 9 | 9 | 11/11/2024 | Mid-sem Exams & Tutorials | Teaching |
| | 10 | 10 | 18/11/2024 | Teaching | Teaching |
| | 11 | 11 | 25/11/2024 | Teaching | Teaching |
| | 12 | 12 | 02/12/2024 | Teaching | Teaching |
| | 13 | 13 | 09/12/2024 | Teaching | Teaching |
| | 14 | 14 | 16/12/2024 | Teaching | Teaching/Revision |
| | 15 | - | 23/12/2024 | Self-Study Week | Self-Study Week |
| | 16 | Exams | 30/12/2024 | Exams* | Exams* |
| | 17 | Exams | 06/01/2025 | Exams | Exams |
| | 18 | Exams | 13/01/2025 | Exams | Exams |
| | 19 | - | 20/01/2025 | Student Vacation | Student Vacation |
| | 20 | - | 27/01/2025 | Student Vacation | Student Vacation |
| | 21 | - | 03/02/2025 | Spring Festival | Spring Festival |
| | 22 | - | 10/02/2025 | Spring Festival | Spring Festival |
| 2 | 23 | 1 | 17/02/2025 | Teaching | Teaching |
| | 24 | 2 | 24/02/2025 | Teaching | Teaching |
| | 25 | 3 | 03/03/2025 | Teaching | Teaching |
| | 26 | 4 | 10/03/2025 | Teaching | Teaching |
| | 27 | 5 | 17/03/2025 | Teaching | Teaching |
| | 28 | 6 | 24/03/2025 | Teaching | Teaching |
| | 29 | 7 | 31/03/2025 | Teaching | Teaching |
| | 30 | 8 | 07/04/2025 | Mid-sem Exams & Tutorials | Teaching |
| | 31 | 9 | 14/04/2025 | Teaching | Teaching |
| | 32 | 10 | 21/04/2025 | Teaching | Teaching |
| | 33 | 11 | 28/04/2025 | Teaching | Teaching |
| | 34 | 12 | 05/05/2025 | Teaching | Teaching/Revision |
| | 35 | Exams | 12/05/2025 | Exams | Exams |
| | 36 | Exams | 19/05/2025 | Exams | Exams |
| | 37 | Exams | 26/05/2025 | Exams | Exams |
| | 38 | - | 02/06/2025 | | |
| Summer Period | 39 | - | 09/06/2025 | Start of Summer Period | Start of Summer Period |
| | 40 | - | 16/06/2025 | - | - |
| | 41 | - | 23/06/2025 | - | - |
| | 42 | - | 30/06/2025 | - | - |
| | 43 | - | 07/07/2025 | - | - |
| | 44 | - | 14/07/2025 | - | - |
| | 45 | - | 21/07/2025 | - | - |
| | 46 | - | 28/07/2025 | - | - |
| | 47 | - | 04/08/2025 | - | - |
| | 48 | - | 11/08/2025 | - | - |
| | 49 | - | 18/08/2025 | Resits | Resits |
| | 50 | - | 25/08/2025 | - | Resits |
| | 51 | - | 01/09/2025 | - | - |
| | 52 | - | 08/09/2025 | | |

*Autumn Semester Exams start from Monday 30 December 2024. Wednesday 1 January 2025 will remain as holiday with no exams.

University Regulations stipulate that "Students are expected to remain in residence throughout the full period of each semester, as published, including the first and last days which are full working days."

Key Colours: Teaching Weeks Exam Weeks Vacation Weeks Registration and Induction



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Centre for English Language Education

20
years



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