

## Course Outline

### LNG 202 Basic Reading for Science and Technology (1 credit (1-0-2))

#### 1. Course Description

This course introduces students with skills and strategies that are necessary for reading texts in science and technology fields. Students will practice those skills and strategies with authentic text in the fields. The course aims at equipping students with skills and strategies needed to assist them in reading for different purposes and applying the information obtained to perform a task.

#### 2. Learning Outcomes of the Course

1. Select appropriate reading resources for purposes
2. Identify components of reading texts in science and technology fields
3. Extract relevant information to perform a task in science and technology fields
4. Have responsibility and conform to ethical standards

**3. Course Book:** Materials to be compiled by the department of language studies

#### 4. Tentative Course Schedule (1/2020)

Week	Topic	Notes
1	<b>Introduction to the Course</b> <b>Why reading</b> - Course introduction, aim of the course, assessments - Discuss the topic of the importance of reading and purposes of reading in science and technology field	LIVE / VDO
2	<b>Reading to find solutions to a scientific or technical problem</b> Determine the purpose of reading (what kind of information is needed? why do we need to know it? where and how to get the information?) + Example/Exercise	LIVE / VDO
3	<b>Reading technical manuals</b> Talk about components of different manuals (i.e. materials, steps, generally begins with verb). Provide examples of different types of manuals.	LIVE / VDO
4	<b>Example of manuals</b> <b>Assignment:</b> students find a manual and prepare to share in the next class	LIVE / VDO
5	<b>Task 1:</b> How stuff works - instruction of task 1	LIVE / VDO
6	<b>Task 1 consultation</b>	LIVE / VDO
7-8	<b>Presentation of task 1</b>	LIVE
9	<b>Searching and selecting reliable reading resources</b> - Comparing and evaluating information (fact or opinion).	LIVE / VDO
10	<b>Reading for specific details.</b> (scan for specific information) Introduce scanning techniques for students. Explain and provides example and exercises.	LIVE and/or F2F
11	<b>Updating scientific &amp; technical knowledge with reading</b>	LIVE

	- Presentation of different reading resources for scientific & technical knowledge - finding desirable reading resources	
12	<b>Reading blog</b> Discussion of different topics in scientific & technical reading blog <b>Introducing Task 2</b> <b>Task 2:</b> Students find their own reading text from a scientific & technical reading blog and share the information to the class	LIVE / VDO
13	<b>Task 2 consultation</b>	LIVE / VDO
14-15	<b>Task2: knowledge sharing</b> - course summary and evaluation	LIVE

## 5. Task Explanation

Task Explanation	Marks (%)	CAN-DO Statements
<b>Task 1: How stuff works</b>  <i>Activity Type: presentation</i> Students work in pair or group and select a manual that is appropriate for their level. Then, they prepare a demonstration presentation for different steps in the manual and present with a final product. The presentation should be approximately 15 minutes.  <b>Assessment: Pair or group</b>	50	<ul style="list-style-type: none"> <li>- Able to select appropriate manual</li> <li>- Able to comprehend and follow different steps presented in a manual</li> <li>- Able to present information from a manual</li> </ul>
<b>Task 2: Knowledge sharing</b>  <i>Activity Type: writing and presentation</i> Students work in pair or group to find their topics of interest and choose relevant reading resources. Then, they are required to give a brief summary from the reading. After that, each group should present their selected topic to the class (8-10 mins). The presentation should include the title, topics, author, scientific & technical knowledge, student's opinion, and resources. Other students are allowed and encouraged to make comments and to ask questions during interactive/shared reading sessions.  <b>Assessment: Pair or group</b>	50	<ul style="list-style-type: none"> <li>- Able to select an article from a science and technology resources</li> <li>- Able to comprehend an article about science and technology</li> <li>- Able to reflect on a specific reading topic</li> <li>- Able to do a presentation on a reading article</li> </ul>

## 6. Assessment

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|------------------------------|-----|
| 1. Task 1: How stuff works   | 50% |
| 2. Task 2: Knowledge sharing | 50% |

<b>Total</b>	<b>100%</b>
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## 7. Task description and evaluation

### Task 1: How stuff works

**Activity Type:** presentation

Students work in pair or group and select a manual that is appropriate for their level. Then, they prepare a demonstration presentation for different steps in the manual and present with a final product. The presentation should be approximately 15 minutes.

**Assessment:** group & individual

**Evaluation:** 50%

Assignments	Proportion	Descriptions
Manual selection	10%	Students consult with teachers regarding the topic that they are interested in. Students choose the appropriate manual that corresponds with their selected topic.  Teachers evaluate students based on the idea that the topic is manageable and practical for the amount of time permitted.
Manual comprehension check	20%	Students show understanding of the manual and can verbally explain the steps given in the manual in their own words.
Demonstration	20%	Students demonstrate the process of how an item operates.  Evaluation should be based on the presentation styles that are easy for the audience to follow and the successful completion of the process.

### Scoring criteria for Manual Selection 10%

Category/ Criteria	4 – 5 marks	2 – 3 marks	0 – 1 mark
<b>Resource selection (5 points)</b>	<ul style="list-style-type: none"><li>- Students prepare sufficient information and variety of manual to be selected.</li><li>- The selected materials are chosen from reliable sources.</li></ul>	<ul style="list-style-type: none"><li>- Students prepare few information and lack of variety of manual to be selected.</li><li>- The selected materials are chosen from somewhat reliable sources.</li></ul>	<ul style="list-style-type: none"><li>- Students prepare none or little information and lack of variety of manual to be selected.</li><li>- The selected materials are chosen from unreliable sources.</li></ul>
<b>Preparation (5)</b>	<ul style="list-style-type: none"><li>- The students showed distinct evidence which reflects their understanding of, and their attempt to understand, the chosen reading(s).</li><li>- They are very well prepared for the consultation and have some planned for future work.</li></ul>	<ul style="list-style-type: none"><li>- The students showed some evidence which reflects their understanding of, and their attempt to understand, the chosen reading(s).</li><li>- They are very somewhat prepared for the consultation and have somewhat planned for future work.</li></ul>	<ul style="list-style-type: none"><li>- The students showed little or no evidence which reflects their understanding of, and their attempt to understand, the chosen reading(s).</li><li>- They are not prepared for the consultation and have no plan for future work.</li></ul>

## Scoring criteria for Manual Comprehension Check 20%

Category/ Criteria	4 – 5 marks	2 – 3 marks	0 – 1 mark
<b>Content &amp; Comprehensibility (5 points)</b>	Sufficient content with relevant information and easy to understand or follow.	Moderate content with some relevant information and quite difficult to understand or follow.	Insufficient content with a lack of relevant information and difficult to understand or follow.
<b>Organization of ideas (5)</b>	Logically organized ideas.	Fairly logically organized ideas.	Poorly organized ideas.
<b>Ability to Deal with Questions (5)</b>	Clearly answers the question.	Partly answers the question.	Irrelevantly answers the question.
<b>Deliver &amp; Fluency (5)</b>	Delivers clearly and fluently without depending too much on notes.	Delivers quite clearly and fluently with some hesitations and dependence on notes.	Delivers unclearly with many hesitations and most dependence on notes.

## Scoring criteria for Demonstration 20%

Category/ Criteria	4 – 5 marks	2 – 3 marks	0 – 1 mark
<b>Preparation (5)</b>	Everything in working order, in place or readily accessible; evidence of rehearsal.	Most things work well; one or two minor deficiencies; clear evidence of rehearsal, but lacks finesse.	Things don't work well or flow smoothly; one or two things out of place or missing.
<b>Suitability (5)</b>	Demonstration employed is probably the best for demonstrating concept.	Demonstration adequate, but a better choice might have been made.	Poor connection between demonstration and concept or principle.
<b>Use of materials or media &amp; Time management (5 points)</b>	<ul style="list-style-type: none"> <li>- Materials or Visual aid is clear, relevant and well designed.</li> <li>- Creative effort is evident in making the presentation more captivating.</li> <li>- Presentation lasts between 10 and 15 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>- Most visuals are clear and/or relevant.</li> <li>- Traditional use of media, but effective and professional.</li> <li>- Presentation lasts less than 10 minutes or longer than 16 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>- Visuals are irrelevant, difficult to understand, or poorly designed.</li> <li>- Ineffective use of media.</li> <li>- Presentation lasts less than 5 minutes or longer than 20 minutes.</li> </ul>
<b>Cooperation (5 points)</b>	Shows strong level of cooperation	Shows fairly consistent level of cooperation	Shows inconsistent level or no sign of cooperation

## Task 2: Knowledge sharing

**Activity Type:** writing and presentation

Students work in pair or group to find their topic of interest and chooses relevant reading resources. Then, they are required to give a brief summary from the reading. After that, each group should present their selected topic to the class (8-10 mins). The presentation should include the title, topics, author, scientific & technical knowledge, student's opinion, and resources. Other students are allowed and encouraged to make comments and to ask questions during interactive/shared reading sessions.

**Assessment:** individual

**Evaluation:** 50%

Assignments	Proportion	Descriptions
Resource's selection	10%	Students consult with teachers regarding the topic that they are interested in. Students choose the appropriate, reliable resources that correspond with their selected topic.  Teachers evaluate students based on the idea that the topic is manageable and practical for the amount of time permitted.
Reading summary	20%	Students show understanding of the reading resources and can summarize the important details in writing.
Sharing	20%	Students share with their friends and discuss the topic and knowledge they gain from the reading.  Evaluation should be based on the students' comprehension about the topic that they have studied through reading.

**Scoring criteria for Resource Selection 10%**

Category/ Criteria	4 – 5 marks	2 – 3 marks	0 – 1 mark
<b>Resource selection (5 points)</b>	<ul style="list-style-type: none"><li>- Students prepare sufficient information and variety of manual to be selected.</li><li>- The selected materials are chosen from reliable sources.</li></ul>	<ul style="list-style-type: none"><li>- Students prepare few information and lack of variety of manual to be selected.</li><li>- The selected materials are chosen from somewhat reliable sources.</li></ul>	<ul style="list-style-type: none"><li>- Students prepare none or little information and lack of variety of manual to be selected.</li><li>- The selected materials are chosen from unreliable sources.</li></ul>
<b>Preparation (5)</b>	<ul style="list-style-type: none"><li>- The students showed distinct evidence which reflects their understanding of, and their attempt to understand, the chosen reading(s).</li><li>- They are very well prepared for the consultation and have some planned for future work.</li></ul>	<ul style="list-style-type: none"><li>- The students showed some evidence which reflects their understanding of, and their attempt to understand, the chosen reading(s).</li><li>- They are very somewhat prepared for the consultation and have somewhat planned for future work.</li></ul>	<ul style="list-style-type: none"><li>- The students showed little or no evidence which reflects their understanding of, and their attempt to understand, the chosen reading(s).</li><li>- They are not prepared for the consultation and have no plan for future work.</li></ul>

**Scoring criteria for Reading Summary 20%**

Category/ Criteria	4 – 5 marks	2 – 3 marks	0 – 1 mark
Accuracy (5 points)	Minimal errors exist in spelling, grammar, punctuation, capitalization, and sentence structure.	Few errors exist in spelling, grammar, punctuation, capitalization, and sentence structure.	Numerous errors exist in spelling, grammar, punctuation, capitalization, and sentence structure.
Paraphrasing (5 points)	Paraphrases information using own words, as well as phrases and sentences from the text.	Substantial copying of key phrases and minimal paraphrasing.	Substantial copying of indiscriminately selected phrases or sentences.
Content (5)	Demonstrates adequate understanding of information in the text.	Demonstrates basic understanding of information in text.	Demonstrates little or no understanding of information in the text.
Logical ideas (5)	<ul style="list-style-type: none"> <li>-The summary begins with a topic sentence that states the main idea of the selection.</li> <li>-Title and author of text are included if appropriate.</li> <li>Important details are included but some might be missing.</li> <li>- Ideas are in logical order.</li> </ul>	<ul style="list-style-type: none"> <li>-The topic sentence may not state the main idea clearly or the main idea may not appear at the beginning of the summary.</li> <li>-Title or author may not be included.</li> <li>Some critical information is missing.</li> <li>-Ideas are in random order and not logical.</li> </ul>	<ul style="list-style-type: none"> <li>-The summary does not state the main idea of the original selection.</li> <li>-Title and author are not included.</li> <li>Contains only some details.</li> <li>- Ideas are not in a logical order.</li> </ul>

### Scoring criteria for Sharing 20%

Category/ Criteria	4 – 5 marks	2 – 3 marks	0 – 1 mark
<b>Content (5 points)</b>	<ul style="list-style-type: none"> <li>- Materials are coherently organized, demonstrating the presenter's mastery of the subject knowledge.</li> <li>- All materials presented are relevant and lead naturally to the conclusion/recommendation.</li> <li>- Ideas are supported by evidence, with appropriate use of facts, examples, statistics and references.</li> </ul>	<ul style="list-style-type: none"> <li>- Content shows subject knowledge and depth; but sections may not show a strong coherence with the whole.</li> <li>- The materials adequately support the conclusion/recommendation.</li> <li>- Ideas are sometimes supported by information research.</li> </ul>	<ul style="list-style-type: none"> <li>- The content is fragmented; it fails to demonstrate the presenter's subject knowledge.</li> <li>- The materials presented are not clearly linked to the conclusion/recommendation.</li> <li>- Ideas are stated without support or references.</li> </ul>
<b>Communication (5 points)</b>	<ul style="list-style-type: none"> <li>- The presenter is fluent and articulate; the use and variation of tone and pace is effective.</li> <li>- The presenter demonstrates good grammar and choice of words.</li> <li>- The presenter maintains proper eye contact with audience; posture and gestures show a good level of confidence and enthusiasm.</li> </ul>	<ul style="list-style-type: none"> <li>- The presenter's pronunciation is average. Some tone and pace variations are used to facilitate the delivery.</li> <li>- The presenter's vocabulary and grammar accuracy are average.</li> <li>- The presenter maintains eye contact some of the time. Posture and gestures display a moderate level of confidence and enthusiasm.</li> </ul>	<ul style="list-style-type: none"> <li>- The presenter does not speak clearly, speaks too fast or too slowly, rarely uses tone or pace variation to help the delivery.</li> <li>- The presenter uses very limited vocabulary and poor grammar.</li> <li>- The presenter does not look at the audience. The body language shows a lack of confidence and enthusiasm.</li> </ul>
<b>Use of materials or media &amp; Time management (5 points)</b>	<ul style="list-style-type: none"> <li>- Materials or Visual aid is clear, relevant and well designed.</li> <li>- Creative effort is evident in making the presentation more captivating.</li> <li>- Presentation lasts between 14 and 16 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>- Most visuals are clear and/or relevant.</li> <li>- Traditional use of media, but effective and professional.</li> <li>- Presentation lasts less than 14 minutes or longer than 16 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>- Visuals are irrelevant, difficult to understand, or poorly designed.</li> <li>- Ineffective use of media.</li> <li>- Presentation lasts less than 5 minutes or longer than 20 minutes.</li> </ul>
<b>Cooperation (5 points)</b>	Shows strong level of cooperation	Shows fairly consistent level of cooperation	Shows inconsistent level or no sign of cooperation

## 8. Evaluation

Grad	Score	Description
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<b>e</b>		
<b>A</b>	<b>(85 – 100%)</b>	Students can perform excellently and show a thorough understanding of the course components. They can perform very well for the ability to select appropriate reading resources, identify components of reading texts, and extract relevant information in science and technology fields. They have a high very level of responsibility and conform to ethical standards.
<b>B+</b>	<b>(80 – 84%)</b>	Students can perform very well and show a very good understanding of the course components. They can perform very well for the ability to select appropriate reading resources, identify components of reading texts, and extract relevant information in science and technology fields. They have a high level of responsibility and conform to ethical standards.
<b>B</b>	<b>(75 – 79%)</b>	Students can perform fairly well and show a good understanding of the course components. They can perform fairly well for the ability to select appropriate reading resources, identify components of reading texts, and extract relevant information in science and technology fields with few difficulties. They have a sufficient level of responsibility and conform to ethical standards.
<b>C+</b>	<b>(70 – 74%)</b>	Students can perform well and show an adequate understanding of the course components. They can perform fairly for the ability to select appropriate reading resources, identify components of reading texts, and extract relevant information in science and technology fields with some difficulties. They have an adequate level of responsibility and conform to ethical standards.
<b>C</b>	<b>(65 – 69%)</b>	Students can perform fairly and show a satisfactory level of understanding in some of the course components. They can perform poorly for the ability to select appropriate reading resources, identify components of reading texts, and extract relevant information in science and technology fields with many difficulties. They have a rather low level of responsibility and conform to ethical standards.
<b>D+</b>	<b>(60 – 64%)</b>	Students can perform poor and show a satisfactory level of understanding in most of the course components. They can perform poorly for the ability to select appropriate reading resources, identify components of reading texts, and extract relevant information in science and technology fields with great difficulties. They have a low level of responsibility and conform to ethical standards.
<b>D</b>	<b>(55 – 59%)</b>	Students can perform poorly and show a satisfactory level of understanding in all of the course components. They can hardly perform the ability to select appropriate reading resources, identify components of reading texts, and extract relevant information in science and technology fields. They have a very low level of responsibility and conform to ethical standards.
<b>F</b>	<b>(0 – 54%)</b>	Students fail to perform or perform very poorly and show a very low level of understanding in all of the course components. They are unable to perform the ability to select appropriate reading resources, identify components of reading texts, and extract relevant information in science and technology fields. They have a very low level of responsibility and conform to ethical standards.