**ENG1001 English Bridge Program Fall 2023**

**Class Time: Section Number:**

**Classroom Location: Instructor: email:**

**Course Description:**

ENG 1001 (EBP) is the first in a series of four courses to improve student ability to read, write, listen, and speak in English. The goal is for students to learn to communicate accurately, efficiently, and with confidence in an academic context. To accomplish this, the program approaches English in a systematic way through an integrated series of assignments linking reading, writing, listening, and speaking. The assignments progress from simple to more complex, adding skills and building on what students learn. The program covers word forms, sentence-level grammar, the writing process, paragraph and paper organization, writing style, basic citation, reading skills, listening skills, and public speaking skills.

The program provides carefully selected theme-based readings and videos to students. These are challenging enough to help students improve in their reading and listening. Students integrate this reading and listening into classroom discussion of the assigned material and short writing assignments. These written and oral assignments allow teachers to offer students individual feedback to help students improve their speaking and writing. During the semester, students will have short in-class writing tasks, and write one graded personal essay (take-home assignment) and one graded response essay (in-class and integrated with the final reading exam). They will also have practice presentations, a formal graded class presentation followed by a short Q&A session, and a final listening exam.

**Course Objectives (Knowledge / Skills / Values):**

**Writing**

At the sentence level

* Write clear, simple sentences. (k/s/v)
* Use pronouns, articles, prepositions, and conjunctions correctly. (k/s)
* Understand verb tenses, subject/verb agreement, singular/plural, parts of speech, and the various forms that root words take to express parts of speech. (k)
* Use correct spelling, punctuation, capitalization. (k/s)

At the paragraph level

* Write effective introductions, body paragraphs, and conclusions. (k/s)
* Recognize paragraph boundaries and organize sentences into logical, cohesive paragraphs effectively introduced and unified by a topic sentence. (k/s/v)
* Use supporting details to illustrate or reinforce their main points. (k/s)
* Use transitions to make paragraphs more internally and externally cohesive. (k/s)

At the holistic level

* Use the writing process (prewrite, outline, draft, revise, and proof). (k/s/v)
* Organize a paper to logically develop a single topic or theme. (k/s/v)
* Understand the purpose of formatting and format their work according to the stipulated guidelines. (k/s/v)
* Expand their vocabulary to allow for word variety in their writing. (k/s/v)
* Summarize the key ideas of a reading material and respond to it clearly, concisely, and logically. (k/s/v)

**Reading**

Pre-reading

* Making predictions about a text using textual clues, e.g. headings, images, and genre. (k/s)

Reading

* Skim reading for general understanding/gist. (k/s/v)
* Identify topics and topic sentences in reading. (k/s)
* Scanning for key information in a text. (k/s)
* Reading for detailed understanding. (k/s)
* Recognizing paraphrased language in a text, i.e. the use of wording different from the questions. (k/s)
* Understanding both stated content and inferred meaning. (k/s)
* Using grammar and context to identify the meaning of unknown vocabulary. (k/s)

Post-reading

* Reflecting on the strategies employed in the reading process. (k/s/v)
* Reflecting on the writing style and technique employed in a particular text for the purpose of writing better. (k/s/v)

**Speaking**

At the language level

* Use correct and consistent grammar. (k/s/v)
* Pronounce words correctly including consonants, consonant clusters, vowels, and syllable emphasis / stress.
* Employ a range of vocabulary. (k/s)
* Employ appropriate language and register. (k/s/v)
* Use transition words appropriately and as needed. (k/s)

At the content level

* Organize content logically, with an effective introduction, body and conclusion. (k/s/v)
* Develop points through evidence and examples. (k/s)
* Maintain focus throughout. (k/s)

At the presentation level

* Speak clearly with appropriate volume, pacing, and pronunciation. (k/s/v)
* Speak from notes (as opposed to reading). (k/s)
* Manage body language and gestures while speaking in order to project confidence and convey meaning. (k/s)
* Engage audience and/or group members in discussion, e.g. though questions and eye contact. (k/s/v)
* Make use of infographics / PowerPoints for presentations that are simple, precise, and grammatically correct. (k/s/v)

**Listening**

Pre-listening

* Making predictions about content based on theme and title. (k/s)
* Identifying key words in questions as a means of signposting. (k/s)

Listening

* Identifying topics in a given discourse. (k/s)
* Identifying key words and concepts. (k/s)
* Recognizing paraphrased language in an audio text, i.e. the use of wording different from the questions. (k/s)
* Understanding both stated content and inferred meaning. (k/s)

Post-listening

* Reflecting on the strategies employed in the reading process. (k/s)
* Reflecting on speaking style and technique for the purpose of speaking better. (k/s/v)

**Integrated Aims**

* Paraphrase source information. (k/s)
* Offer basic in-text citation in APA format.
* Understand what plagiarism is, why (and how) it is to be avoided, and its consequences. (k/s/v)

NOTE: (k/s/v) identify goals as relating to knowledge, skills, and values

**Grading:**

CUHK uses Outcome Based Assessment to determine final grades. This means that you earn your score by your level of achievement in the learning outcomes and objectives as demonstrated by your performance in papers, presentations, and exams. The final grade is based on the total number of points earned. The numerical association with letter grades is only an approximation. The final decision on what mark constitutes what letter grade is made by senior administration at the end of the semester. Their numbers will be applied fairly to all students. The best way to ensure a good grade is to work hard and earn every point that you can.

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| **ASSIGNMENT** | **PERCENT** |
| Personal essay | 20% |
| In-class reading & writing exam | 30% |
| Individual presentation (with Q&A) | 25% |
| In-class listening exam | 15% |
| Participation | 10% |
| TOTAL | 100% |

**Grade Descriptor:**

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| --- | --- |
| A | Outstanding performance across all learning outcomes and assignments. Excellent participation and leadership in class activities. |
| A- | Generally outstanding performance on most learning outcomes across all assignments. Excellent participation in class activities. |
| B RANGE | Substantial skill on all/most outcomes and/or mixed skills (high/med) across some outcomes or skill areas on most assignments. Satisfactory participation in class activities. |
| C RANGE | Satisfactory skill level on all outcomes with some mixed skills (high/med/low) across outcomes or skill areas on all assignments. Some participation in class activities. |
| D RANGE | Possesses minimum skill level across most outcomes and skill areas on most assignments so that communication can be understood even with some difficulty. Minimum participation in class activities. |
| F | Does not achieve sufficient skill in the learning outcomes and objectives to function effectively at the collegiate level. Un-satisfactory effort results in not satisfying minimum requirements on some/all assignments and class participation. |

**Instruction Modules:**

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|  | **Module I** | **Module II** | **Module III** | **Module IV** |
| **Writing** | Personal essay  Thesis statement  Hook  Introduction  Paragraphing  Transitions  Internal coherence  Conclusion | Summary  SVO/Fragment/Run-on sentence  Pronouns  Word choice  Wordiness  Language style | Response essay  Plagiarism  Paraphrasing  Direct quotations | Finding quality sources  In-text citations  APA style references |
| **Speaking** | Language & voice | Body control | Content | Visual aids |

**Learning Activities:**

The course includes lectures, in-class writing and exercises, quizzes, writing assignments, small group work, in-class speaking practice, and formal presentations.

**Late Work:**

You must turn in the assignment on time or your grade will be reduced by ten percent, with ten more percentage points deducted per additional day late. Instructors may take unusual circumstances into consideration at their discretion. Medical excuses require a formal note from the medical authorities.

**Formatting Requirements:**

* Papers are due at the beginning of class.
* Upload the electronic version of your paper through BlackBoard to Veriguide before class. (If you lose your work, the uploaded copy is proof that you submitted your work on time).
* All assignments MUST be computer-printed. Instructors will NOT print your paper.
* Use size 12 Times New Roman font.
* Double space your text. (2.0 spacing in Word).
* Use a ½ inch (1.25 cm) indent for each paragraph, and do not space between paragraphs.
* Set margins at 1 inch (2.5 cm) each side, top, and bottom.
* Use a ½ inch (1.25 cm) header. Please identify EACH PAGE with your name, student ID number, assignment detail, section number, and page number in “page x of y” format.
* LEFT ALIGN your papers. DO NOT “Justify” align.
* Save documents with your student ID as the first part of the file name, followed by your full name in pinyin/English and the assignment title. (eg: student ID Name Personal essay.doc). Please submit files in doc or pdf format.
* You must satisfy the assignment length requirement.

**Attendance:**

Students are expected to be on time for class and attend the entire class. If you must miss a class, please email your instructor in advance. Medical documentation or other relevant proof is required for an excused absence. If you arrive late, make sure you were not marked absent. Three late classes will equal one absence. Unauthorized use of electronic devices during class will result in an “absence.” If you miss three classes, we will send you a warning notice (and copy your advisor). If you miss nine classes, your final grade will be reduced by two sub-grades. If you miss fourteen or more classes, you fail the course.

**Plagiarism, Copying, Undeclared Multiple Submissions, and Unauthorized Use of AI Tools:**

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/ .

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The following is adapted from the *Modern Language* *Association's MLA Handbook for Writers of Research Papers.* New York: MLA, 1999: 30-34. “*Plagiarism:* repeating another's wording as your own; adopting a particularly apt phrase as your own; paraphrasing someone else's argument as your own; presenting someone else's line of thinking as your own. In short, plagiarism is ‘intellectual theft.’”

To plagiarize is to represent that you have written or thought something that you have, in fact, taken from another. Although a writer may use another person's words or thoughts, these must be acknowledged as such. According to the CUHK Policy on Academic Honesty: “Teachers shall report all cases of suspected academic dishonesty immediately to the disciplinary committee of the faculty/college/office centre concerned…”

In addition, students may not allow others to copy their work. Students allowing others to copy their work are subject to these same disciplinary actions. If the plagiarism or unreported multiple submission occurs in a group project, “**all students** of the same group should be held responsible and liable to disciplinary actions should there be any plagiarized contents/undeclared multiple submission in the group project irrespective of whether he/she has signed the declaration [of originality] and whether he/she has contributed directly or indirectly to the problematic contents.”

In terms of the use of AI tools, according to the university’s “Guidelines on the use of artificial intelligence tools in teaching, learning and assessments,” by default, “students are prohibited from using any AI tools in their assignments and assessments that count towards students’ final grade of the course, or for evaluating their attainment of the desired learning outcomes.”

**Course Schedule:**

Please see attached.

**Class Conduct:**

**\*\*\*\*\*\*ZERO TOLERANCE HARASSMENT POLICY\*\*\*\*\*\***

We expect this class to be a safe place for everyone. We will not tolerate harassment in any form. This means that comments, actions, or behaviors intended to provoke, offend, intimidate, denigrate, or coerce anyone on the basis of gender, race, ethnicity, country of origin, sexual orientation, age, disability, political or religious beliefs (or absence thereof), will not be tolerated. Acts of violence, belligerence, and threats (overt or covert) are strictly prohibited. Offenders are subject to university disciplinary proceedings and may be removed from class.

Students are expected to conduct class business as adults in an atmosphere of mutual trust and respect. This is a core democratic value – the ability to accept others as they are regardless of our feelings about them. We recognize that others have the right even to be wrong, and humility teaches us that we would like the same privilege of being accepted despite our differences. While honest and open debate is recognized as a vital part of the university learning environment and encouraged in this class – please try to keep comments helpful without being hurtful, and practical without being personal. There is an art to disagreeing without being disagreeable. If you wonder whether something is okay to say, it probably isn’t. When necessary, take the extra minute to consider your words. Write them down and read them to yourself. What is easily spoken may not be so easily taken back.