HONG KONG BAPTIST UNIVERSITY

COURSE SYLLABUS

1. **Course Title**

   Advanced English for Academic Purposes

2. **Course Code**

   MCCP 6020

3. **No. of Units/Contact Hours**

   2 units / 42 hours

4. **Offering Department**

   Language Centre

5. **Aims & Objectives**

   Offered as a compulsory course to all research postgraduate students at HKBU, Advanced English for Academic Purposes aims to socialize the students into the research community where knowledge is constructed and contested through conference presentations, research article publications and thesis writing for research degrees. Through this course, students will develop competence in presenting their research ideas effectively in seminar/conference presentations and writing research article/thesis manuscripts for disciplinary journals and their research degrees. Students will study the language, features and format of the various stages for preparing conference presentations, publishing research articles and writing thesis and develop a scholarly voice of appropriate style and tone through critically analyzing and imitating sample research journal articles of their fields. Strategies for utilizing AI and technology, along with data-driven learning techniques, will be taught to enhance accuracy in academic writing and to prevent plagiarism.

6. Course Content

The course focuses on academic presentations and research writing, with the two components integrated organically and taught holistically throughout the semester.

1. Citing sources accurately and compiling the bibliography or references
2. Analyzing the format and structure of academic presentations
3. Planning and organizing a short academic presentation
4. Analyzing the frameworks for thesis writing and research articles
   a. Drafting a well-structured abstract and an effective introduction
   b. Reviewing and critically evaluating the literature
   c. Describing the research methodology
   d. Presenting and discussing findings
   e. Drawing conclusions
5. Analyzing and comparing linguistic features of academic speech and writing
   a. Signposting and transition statements for academic presentations
   b. Skills of using stress, pause and intonation
   c. Metadiscourse in academic writing, e.g. signposting, cohesive devices, hedging, and rhetorical functions
6. Comparing the stylistic features of academic speech and writing
   a. Academic language for presentations
   b. Adopting a formal style in writing
7. Effective communication in both academic speech and writing
   a. Non-verbal linguistic skills for academic presentations, e.g. body language, eye contact, and facial expressions
   b. Skills of handling questions during presentations
   c. Writing acknowledgements for thesis and journal articles
8. Considering assessment criteria and proofreading the thesis

7. Course Intended Learning outcomes (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Understand and apply the appropriate structure and format of academic presentations and critically evaluate their own and their peers' presentations.
CILO 2	Recognize the generic features of PhD thesis and research journal articles and apply the acquired structures or move development in their own writing.
CILO 3	Identify and build a repertoire of linguistic features for both academic speech and writing, including signposts, cohesive devices, and grammatical patterns, etc. for both academic presentations and writing.

CILO 4	Acknowledge and document a wide range of sources strategically and systematically in the form of in-text citations, footnotes, endnotes, bibliographies, and references.

8.   Teaching & Learning Activities (TLAs)

CILO No.	TLAs
CILO 1 & 3	Deliver presentations and share research ideas.
CILO 1 & 3	Study and analyze authentic seminar presentations and identify and discuss formal and informal language and body language used in seminar presentations as well as the overall organization.
CILO 2 & 3	Analyze research articles to identify genre and linguistic features that can be re-used in one's own writing.
CILO 3	Evaluate the academic style and expression of the abstract, introduction, literature review, methodology, findings, discussion, and conclusion sections in selected academic articles, and identify and correct errors in the use of verb tenses, signposts, and connectors and discuss the findings in oral presentations.
CILO 4	Practice the strategic use of in-text citations and references/bibliography to follow the discourse conventions of specific disciplines.

9.   Assessment Methods (AMs)

Type of Assessment	Weighting	CILOs to be Addressed	Description of Assessment Task
Oral Presentation 1: Presentation on a research article	20%	1 & 3	Students will give an 8-minute presentation on a journal article in their field to a non-specialist audience and explain how the research is relevant to their own study. They should explain the (1) main research objectives, (2) key findings and the significance of the research, and (3) elucidate how the research presented in the journal article may impact their own research design.
Oral Presentation 2: Poster Presentation	20%	1 & 3	This poster presentation assessment requires students to showcase their research focus, research design, and preliminary findings. Students will be assessed on their ability to design a poster showcasing their research, communicate research ideas effectively, engage with peers in thoughtful discussions, and respond to audience questions in a clear and structured manner.
Writing a research paper introduction and a literature review	40%	2, 3 & 4	Students will complete a take-home assignment that includes sufficient background information to provide context and significance for the research, a review of recent and relevant literature, proper acknowledgment of previous work on the topic, and an analysis or reference to the research gap that needs to be filled. Additionally, the assignment should feature a purpose statement highlighting the novelty and contributions of the research.

Oral Presentation 3: Presentation on the student's own research (3MT Presentation)	20%	1 & 3	Students will give a 3-minute presentation on their own research. They need to explain the objectives, design and significance of their research concisely and powerfully to a non-specialist audience using a range of 3MT features.

10. <u>Course Policies</u>

i). Late submissions of assignments

Students must complete **all** course assessments, which in total have to **reach at least the satisfactory level** in order to pass the course. Please refer to the assessment rubrics for details of the assessment criteria and assessment standards.

Late submissions of assignments will incur penalties – **one percent of the final score for that assignment will be deducted for each day past the deadline (weekends and statutory holidays included)**. Assignments submitted more than **5 days** after the deadline will receive a zero mark. If you have a valid reason for late submission, you should discuss it with your lecturer **prior to** the assignment due date.

ii). Plagiarism policy

Plagiarism (i.e. copying from other sources without an acknowledgement or copying other students' work) is **not tolerated** at HKBU. Should a case of plagiarism be established, University regulations will be strictly applied, and these potentially include **failing a course or being expelled from the University**. Please read the University's guidelines for students on academic Integrity.

iii). Use of AI tools in assessments

While the University encourages the ethical use of AI for learning (e.g. for brainstorming ideas, exploring information), **submitting the output of generative AI tools, including translation tools, as your own work in any assignment is deemed a violation of the University's academic integrity guidelines.** Therefore, if AI detection tools indicate that your assignment may consist of any AI-generated text, you will be asked to present a detailed record of your use of generative AI tools in the respective assessment for further investigation. Nonetheless, presenting a detailed record does not necessarily serve as irrefutable evidence that no violation has occurred. **The Course Coordinator has the**

right to make the final decision on whether to apply a penalty and the extent of that penalty.

Please note that any texts submitted to generative AI platforms may be added to the internal databases of such platforms for unknown purposes, potentially infringing on data privacy of the authors of the submitted texts.

You may check whether your writing consists of AI-generated text through the following websites:

GPTZero https://gptzero.me/

Copyleaks https://copyleaks.com/ai-content-detector

11.   Textbooks / Recommended Readings

Recommended Textbook and Materials

(1)   Paltridge, B., & Starfield, S. (2020). Thesis and Dissertation Writing in a Second Language: A Handbook for Students and their Supervisors (2nd edition). Routledge. https://doi.org/10.4324/9781315170022

(2)   Course materials prepared by the lecturers

Recommended Readings

(3)   Heppner, P. P. and Heppner, M. J. (2004) *Writing and Publishing your Thesis, Dissertation, and Research: A Guide for Students in the Helping Professions*. Belmont: Thomson/Brooks/Cole.

(4)   Becker, L. (2014). *Presenting Your Research: Conferences, Symposiums, Poster Presentations and Beyond* (1st ed.). SAGE Publications, Limited. https://doi.org/10.4135/9781473919815

(5)   Swales, J.M., & Feak, C.B. (2012). Academic Writing for Graduate Students: Essential tasks and skills (3rd ed.). Ann Arbor, MI: University of Michigan Press.

Websites

For Presentation Skills:

(1) Oral Presentations for Tutorials & Seminars (The Language Centre, UNSW)

http://www.lc.unsw.edu.au/onlib/tutsem.html

(2) Giving an Oral Presentation (University of Canberra)

http://www.canberra.edu.au/studyskills/learning/oral

(3) Presentation Skills

http://www.psych.utoronto.ca/users/reingold/courses/resources/presentskills.html

(4) Essential Presentation Skills

http://www.presentationmagazine.com/Essential_Presentation_skills.htm

(5) Academic Presentation Skills (The Open University of Israel)

http://www.openu.ac.il/english4u/presentation-skills.html

For Thesis-Writing:
  (1) How to Write a PhD Thesis (University of NSW):

    http://www.phys.unsw.edu.au/~jw/thesis.html

  (2) Online Writing Lab (Purdue University)
    http://owl.english.purdue.edu/internet/resources/index.html (with links to Scholarly Research and Academic Writing, e.g. Writing Guidelines for Engineering and Science Students: http://www.writing.eng.vt.edu/)

  (3) Writing and Presenting Your Thesis or Dissertation (maintained by S. Joseph Levine, Michigan State University)

    http://www.learnerassociates.net/dissthes/

  (4) Writing Research Theses or Dissertations: Guidelines and Tips (by Ming Tham, University of Newcastle upon Tyne)
    http://lorien.ncl.ac.uk/ming/dept/Tips/writing/thesis/thesis-structure.htm

  (5) The Writer's Handbook from the Writing Center (University of Wisconsin-Madison)
    http://www.wisc.edu/writing/Handbook/

  (6) Academic Phrasebank (created and maintained by John Morley, University of Manchester)

    http://www.phrasebank.manchester.ac.uk/

Syllabus prepared by Dr. Ellie Law

Acknowledgements: Special thanks to Dr. Meilin Chen, Dr. Cissy Li, Dr. Dan Lu, Dr. Simon Wang and Ms. Lara Mushkat for their invaluable contributions to every aspect of the course.

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Source:
FAQs on Policy Paper Video Recording of Classes for Fully Online or Mixed Mode Teaching Approved by the Senate in August 2020 for immediate implementation in AY2020/21 (HKBU/CHTL/20200901)