

ENGE1320 Communications for English Majors II**Term-2, 2026-27**

Time: Wednesday, 10:30am-12:15pm; Thursday, 12:30pm-1:15pm; Venue: TBA

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Course Description

This course builds on the foundational communication skills introduced in ENGE1310 and helps you develop the competencies necessary to conduct effective research. It examines the existing structures and conventions of various print and digital genres (e.g., journal articles, infographics, videos). It also discusses different patterns of development such as definition, comparison/contrast, cause/effect, and the importance of maintaining an appropriate register and style. In this course, you will construct an abstract, an annotated bibliography, and a research essay that discusses a specific topic or issue in applied linguistics. You will also learn to persuade audiences to pursue specific actions through a digital video. These texts will be constructed for real-world audiences and will involve the use of multimodal resources. Through a process-oriented approach, you will be producing outlines and drafts of these tasks, receiving feedback, and learning various writing strategies. Recognizing the increasing importance of technology in producing and consuming knowledge, this course also discusses the use of various digital tools such as search engines, reference management software, and video editing platforms.

Learning Outcomes

By the end of this course, students should be able to:

- Prepare an abstract and annotated bibliography that provides an overview of relevant sources and demonstrates connections between them
- Produce a research essay discussing a concept or issue in applied linguistics
- Compose an educational video that uses multimodal resources to present a research topic
- Recognize the structures and conventions of various spoken and written genres (e.g., journal articles, books, infographics)
- Understand how differences in audience, purpose, and medium of communication shape the register, style, and organization of texts
- Employ APA referencing style

Key Topics/Concepts

Note: This course outline provides a tentative overview of the course content and may be subject to revision.

1. Genres
 - ◆ Journal articles, books, encyclopedias, edited volumes, infographics, videos, etc.
2. Medium and context
 - ◆ Identifying audience and purpose
 - ◆ Understanding the affordances and constraints of different media
 - ◆ Choosing appropriate register and style
 - ◆ Using multimodal resources
3. Content and structure
 - ◆ Recognizing patterns of development (e.g., definition, comparison/contrast, cause/effect)
 - ◆ Organizing ideas in an outline: introduction, body, conclusion
 - ◆ Formulating thesis statements and topic sentences
 - ◆ Building supporting evidence: textual evidence, concrete and specific examples
4. Language focus
 - ◆ Signposting
 - ◆ Using transitional devices
 - ◆ Constructing parallel structures
5. Tools
 - ◆ Search engines (e.g., Google Scholar)
 - ◆ Reference management software (e.g., Mendeley)
 - ◆ Video editing software (e.g., Camtasia)
6. Citation style: APA (American Psychological Association) 7th edition

Course Components

Teaching modes and learning activities	Percentage of time
On-site face-to-face interactive lectures and tutorials	100%

Assessment Scheme (Subject to Change)

	Assessment	Weight
1	Attendance* and participation	10%
2	Abstract and Annotated Bibliography	30%
3	Research Essay	30%
4	Educational Video	30%

*Low attendance in tutorials and lectures will negatively affect your overall coursework grade.

Required and Recommended Readings

There is no required textbook for this course. PowerPoint slides, worksheets, and supplementary materials will be made available on Blackboard.

E-learning Platform

Blackboard will serve as our web-based course management system. It will be used for: the dissemination of course materials (e.g., PPT slides), student work submission (along with a hard copy), and course announcements.

Feedback for Evaluation and Course Enhancement

At the end of the semester, you will be invited to provide feedback on the course via a questionnaire. Your feedback is highly valued and will be used to revise the course. You may also offer suggestions at any time.

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Use of Artificial Intelligence (AI) Tools

All use of AI tools is prohibited.

In any kind of learning activity or assessment that will be counted towards the final course grades (or used for evaluating attainment of the desired learning outcomes), students are **not** allowed to submit work which is produced with the collaboration of or supported by the use of any AI tools (e.g., ChatGPT). Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty and will be handled according to the University's *Procedures for Handling Cases of Academic Dishonesty*. In case of queries, students should seek advice from the course teacher.

Academic Honesty and Plagiarism

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/academic honesty/>.

With each assignment, students will be required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- 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.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.
- Assignments without a properly signed declaration will not be graded by teachers.
- Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/share/copy the materials to a third-party without seeking prior permission from the staff members/teachers concerned.

Grading Criteria

Grade A / Excellent: Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at

higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Fair: SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.