

HW0206**Academic Communication in Chinese Studies**

Study Year	SoH (CHIN) Year 2
Academic units (AUs)	2 AUs
Pre-requisite	CC0001 Inquiry and Communication in an Interdisciplinary World
Tutorial hours	24 hours (2-hour weekly tutorials across 12 weeks)

CONTENT

HW0206 is a one-semester, 2-credit course. This course aims to equip students with skills necessary to respond to and critically evaluate academic-related texts in English in the field of Chinese Studies, as well as to utilise relevant evidence in the texts to develop their perspectives and explore a topic of interest relevant to Chinese studies. In this course, students will also learn to organise and present their ideas orally. This course is designed specifically for the needs of NTU Chinese Studies Year 2 students to equip them with academic English communicative competence in both written and spoken channels. Students will be more prepared for their future courses or job situations that involve academic or professional English competence.

LEARNING OBJECTIVES

This course aims to equip students with the necessary skills for gathering, reviewing, analysing, and evaluating credible and relevant sources through writing a response paper and an exploratory paper by:

1. reading and responding to academic-related texts in English relevant to Chinese studies;
2. gathering, evaluating and citing relevant academic-related texts in English;
3. presenting a short proposal in English on potential exploratory paper topics relevant to Chinese studies;
and
4. reviewing academic-related texts in English relevant to Chinese studies to explore a topic of interest.

LEARNING OUTCOMES

Upon successful completion of the course, students should be able to:

1. summarise, critically read, evaluate and respond to academic-related texts on Chinese Studies in English;
2. utilise relevant sources to construct an argument;
3. write a short response paper following the instructed structure;
4. leverage visual sources to organise and present ideas orally;
5. write an exploratory paper following the instructed structure;

6. evaluate each other's work (peer review); and
7. collaborate with peers on tasks.

COURSE SCHEDULE

Week	Tutorial topics	Reading/Activities
1	No Tutorial	Students read Text 1 in Unit 1 before the lesson in Week 2.
2	Unit 1: Understanding Academic-Related Texts on Chinese studies in English	Unit 1 <ul style="list-style-type: none"> • Closely reading and identifying the key features of English articles on Chinese studies. • Group activities: Students identify key features of a chosen article as a group.
3	Unit 2: Response Paper (I): Reading and Responding to English-Language Articles on Chinese Studies	Unit 2 <ul style="list-style-type: none"> • Identifying and summarising main arguments in an article on Chinese culture. • Discussing how to respond to the main arguments as a group. • Students bring in an academic-related source in English as the primary source for Assignment 1.
4	Unit 3: Response Paper (II): The Structure	Unit 3 <ul style="list-style-type: none"> • Pre-class assignment: Students complete the online plagiarism workshop before the lesson. • Introducing the structure of a response paper and ways to explore a topic further. • Practising drafting the outline of a response paper • Students bring in the primary source if there is a change.
5	Peer Review (I)	<ul style="list-style-type: none"> • Response paper (Assignment 1) draft due. • Students review each other's work and provide feedback according to the given rubric.

Week	Tutorial topics	Reading/Activities
6	Unit 4: Exploratory Paper (I): Introduction of the Purpose of an Exploratory Paper	Unit 4 <ul style="list-style-type: none"> • Assignment 1 submission: Response paper due. • Introducing the purpose of an 'exploration process' and how an exploration could be conducted in an academic context
7	Unit 5: Leveraging Visual Resources in a Presentation	Unit 5 <ul style="list-style-type: none"> • Pre-class assignment: Students complete the Academic Communication Guide on slide design before the lesson • Introducing guidelines for presentation slide design • Students practice creating slides utilizing visual sources to organise their ideas, and receive feedback from each other.
8	Oral Presentations	<ul style="list-style-type: none"> • Each student presents a summary of the Response Paper and proposes ideas for the Exploratory Paper. • The audience will provide feedback on their fellow classmates' presentations.
9	Oral Presentations	<ul style="list-style-type: none"> • Each student presents a summary of the Response Paper and proposes ideas for the Exploratory Paper. • The audience will provide feedback on their fellow classmates' presentations.
10	Unit 6: Exploratory Paper (II): The Structure of an Exploratory Paper	Unit 6 <ul style="list-style-type: none"> • Students bring two sources for the exploratory paper to class. • Introducing the structure of exploratory paper • Students introduce to each other how the two sources help them to explore their topic of interest and receive feedback.
11	Unit 7: In-class Writing: Exploratory Paper	Unit 7 Students create an outline of their exploratory paper, and they will do in-class writing based on the outline.

Week	Tutorial topics	Reading/Activities
12	Peer Review (II)	<ul style="list-style-type: none"> • Exploratory paper (Assignment 3) draft due. • Students review each other's work according to the given rubric and provide feedback. • Consultation starts.
13	No Tutorial	<ul style="list-style-type: none"> • Consultation continues: Tutorials will be replaced by a 20-minute consultation provided to each student on their on-going work of the Exploratory Paper. <p>* Assignment 3 submission: Exploratory Paper final draft due on Monday 11.59pm, Week 14.</p>

STUDENT ASSESSMENT

Course assessment consists fully of Continuous Assessment. This course has three assignments - two written and one oral presentation.

Assessment	Weighting
Assignment 1 Response Paper	25%
Assignment 2 Oral presentation	25%
Assignment 3 Exploratory Paper	35%
Class participation (including peer review, collaborations in group activities)	15%

TEXTBOOKS/REFERENCES

The course pack has been designed by the Language and Communication Centre.