

## 《English for Science Bridge》 Syllabus

**Course Number:** NANA2085

**Course Name:** English for Science Bridge

**Course Category:** Selective Course

**Credits/Contact Hours:** 2 Credits: 36 hours

**Evaluation Method:** Lab Report + Literature Review Presentation

**Semester:** 3rd semester

**Prerequisites:** NANA1067, NANA2087

**Follow-Up:** NANA2086

**Lecturer:** Dawn Buckley, Alexander Brandt

**Syllabus Author:** Dawn Buckley

**Syllabus Reviewer:** Alexander Brandt

**Text Book:** None

### (1) Specific Goals for the Course

This course aims to build on the skills and language acquired in year one with a focus on using English for experimental design, laboratory research, and scientific writing. This course is largely designed to introduce students to the style of English used in scientific laboratory work, as well as the critical thinking skills necessary to identify topics for analysis and to design suitable experiments to test them. This course will further introduce students to science writing skills including summary, paraphrase, and synthesis.

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

- (i) Use strong oral and written communication skills to express their critical viewpoints and produce more advanced academic texts. (Support Graduation Requirements Indicator 10-1)
- (ii) Use advanced English vocabulary and grammar in applying academic skills to global scientific research. (Support Graduation Requirements Indicator 10-3)

### (2) Topics for the Course

At the end of this course, students will be able to:

- Construct academic paragraphs that include a clear point with sufficient explanations, examples, and linking to support it.
- Illustrate the steps in constructing an apparatus to protect a falling egg in the style of a lab report.
- Compose proper summaries and paraphrases of other researchers' work.
- Synthesize outside sources into their own writing.
- Critically evaluate a common myth in a written review and oral presentation.

### (3) Assessments for the Course

- **Course Score = Lab Report (LR, 50%) + Literature Review Presentation (LRP, 50%)**

- **Achievement of Course Goal = (LR Mean Score\*LR Weight\*0.5 + LRP Mean Score\*LRP Weight\*0.5) / (100\*LR Weight\*0.5 + 100\*LRP Weight\*0.5)**

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Course Goal	LR Weight	LRP Weight
(i) Use strong oral and written communication skills to express their critical viewpoints and produce more advanced academic texts. (Support Graduation Requirements Indicator 10-1)	0.5	0.5
(ii) Use advanced English vocabulary and grammar in applying academic skills to global scientific research. (Support Graduation Requirements Indicator 10-3)	0.5	0.5

### Rubrics for the Course:

Course Goal	90-100 (Excellent)	75-89 (Good)	60-74 (Pass)	0-59 (Fail)
(i) Use strong oral and written communication skills to express their critical viewpoints and produce more advanced academic texts. (Support Graduation Requirements Indicator 10-1)	Fully addresses all aspects of the task. Expresses opinions and ideas in a clear and concise manner with obvious connection to the topic.	Addresses the task but may not fully develop or include all parts. Opinions and ideas are stated clearly with occasional lack of connection to the topic.	May address a part of the task, but generally does not address the assignment directly. Unclear connection to topic evidenced in minimal expression of opinions or ideas.	Does not address the task. Does not express opinions or ideas clearly; no connection to topic.
(ii) Use advanced English vocabulary and grammar in applying academic skills to global scientific research. (Support Graduation Requirements Indicator 10-3)	Demonstrates excellent understanding of vocabulary definitions and spelling, while	Demonstrates great understanding of the vocabulary definitions and spelling, but are	Demonstrates basic understanding of vocabulary definitions, but fails to correctly	Demonstrates insufficient understanding of the vocabulary definitions and sound

10-3)	<p>managing to produce sound sentences.</p> <p>Shows excellent understanding and application of grammar concepts.</p>	<p>somewhat misplaced and not consistently structured in sound sentences.</p> <p>Shows great understanding of grammar concepts, but sentences lack full clarity and mastery of tenses.</p>	<p>link and/or spell them within sound sentences.</p> <p>Shows basic understanding of grammar concepts, but fail to recognize and use proper tenses to form sound sentences.</p>	<p>application in sentences.</p> <p>Shows insufficient understanding of past, present, and future tenses that conflict with unit goal expectations.</p>
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