The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC3421
Subject Title	English for Construction and Environmental Professionals
Credit Value	3
Level	3
Pre-requisite	LCR English subjects
Objectives	This subject aims to develop the English language skills required by students to communicate effectively in their future careers.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. interact professionally in job interviews, b. participate actively in workplace discussions, c. plan, organise and produce effective workplace correspondence, and d. plan, organise and produce technical documents. To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present and support stance and opinion.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	This syllabus is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students. 1. **Technical texts and documents** Improving comprehension of technical texts; understanding and applying organisation structures and language features to produce professional technical documents such as proposals and reports; achieving cohesion and coherence; using an appropriate style, format, structure and layout. 2. **Job interviews and work-related discussions** Practising the specific verbal and non-verbal skills required in job-seeking interviews for communication with potential employers, and in workplace discussions with a range of participants such as co-workers, clients and staff of government departments. 3. **Workplace correspondence** Selecting and using relevant content; organising ideas and information; maintaining appropriate tone, distance and level of formality; achieving cohesion and coherence; using an appropriate style, format, structure and layout. 4. **Language appropriacy** Using context-sensitive language in spoken and written English. 5. **Language development** Improving and extending relevant features of grammar, vocabulary and pronunciation.

Teaching/Learning Methodology	The study method is primarily seminar-based. Activities include teacher input as well as individual and group work involving drafting and evaluating texts, mini-presentations, discussions and simulations. Contexts that involve the different fields of construction, surveying and property management, and environmental management will be used in the teaching and learning activities. Students will be referred to information on the Internet and the ELC's Centre for Independent Language Learning. Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required.
(Note 3)	

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d		
1. Job interview and discussion	40%	✓	✓				
2. Correspondence	30%			✓			
3. Technical document	30%				✓		
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

This subject adopts the method of 100% continuous assessment. Students' oral and writing skills are evaluated through assessment tasks related to the learning outcome areas. Students are assessed on the accuracy and the appropriacy of the language used in fulfilling the assessment tasks, as well as the selection and organisation of ideas.

Student Study Effort Expected

Class contact:	
▪ Seminars	39 hrs.
Other student study effort:	
▪ Classwork-related, assessment-related, and self-access work	78 hrs.
Total student study effort	117 hrs.

Reading List and References

Required reading

Course materials prepared by the English Language Centre

Recommended readings

Beer, D. F. (Ed.). (2003). *Writing and speaking in the technology profession*s: *A practical guide* (2nd ed.). Hoboken, NJ: Wiley.

Deluca, M. J. (2001). *More best answers to the 201 most frequently asked interview questions.* New York: McGraw-Hill**.**

Houp, K. W., Pearsall, T. E., Tebeaux, E. & Dragga, S. (2006). *Reporting technical information* (11th ed.). New York: Oxford University Press.

Johnson-Sheehan, R. (2008). *Writing proposals* (2nd ed.). New York: Pearson/Longman.

Krannich, C. R. & Krannich, R. L. (2003). *Interview for success: A practical guide to increasing job interviews, offers, and salaries*. Manassas Park, VA: Impact Publications.

Lindsell-Roberts, S. (2004). *Strategic business letters and e-mail*. Boston: Houghton Mifflin.

Northey, M. & Jewinski, J. (2009). *Making sense: A student's guide to research and writing: Engineering and the technical sciences* (3rd ed.). Don Mills, Ontario: Oxford University Press.

Reep, D. C. (2011). *Technical Writing: Principles, strategies and readings* (8th ed.). Boston: Longman.