The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC3821
Subject Title	University English for Interactive Media Design
Credit Value	2
Level	3
Pre-requisite / Co-requisite/ Exclusion	NA
Objectives	This subject aims to help students to study effectively in the University's English medium learning environment and, more specifically, to help them improve and develop their English language proficiency within the context of their academic studies in interactive media design. In striving to achieve the two interrelated objectives, attention will be given to developing the core competencies the University has identified as vital to the development of effective life-long learning strategies and skills.

Intended Learning Outcomes
 	
(Note 1)
	Upon successful completion of the subject, students will be able to communicate effectively in academic contexts through:
	
	    a. developing effective oral presentations, and
	    b. writing digital media design related academic texts.
	
	To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select and analyse information critically, and present and support stance and opinion.

Subject Synopsis/ Indicative Syllabus
 	
(Note 2)
	1. **Oral presentations**
	    Preparing and delivering effective oral presentations, including the use of verbal and non-verbal interactive skills and strategies.
	
	2. **Interactive media design related academic texts**
	    Understanding and applying principles of academic text structure; developing paraphrasing; summarising and referencing skills and adopting an appropriate style, format, structure and layout.
	
	3. **Reading and listening in academic contexts**
	    Understanding the content and structure of information delivered orally and in writing; reading and listening for different purposes.

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. Students will be referred to

| (Note 3) | information on the internet and the ELC's Centre for Independent Language Learning.

Learning materials developed by the English Language Centre are used throughout the course. Additional reference materials will be recommended as required. |

| **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
	1. Individual oral presentation	40%	✓	
	2. Writing a design project report	60%		✓
	Total	100 %		

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

Students' oral and writing skills are evaluated through assessment tasks related to the learning outcomes. 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	28 Hrs.
	Other student study effort:	
	▪ Classwork-related, oral presentation preparation, project-related preparation and self –access work	56 Hrs.
	Total student study effort	84 Hrs.

| **Reading List and References** | *Course material*
Learning materials prepared by the English Language Centre

Recommended readings:

Bailey,S. (2006). Academic Writing: A handbook for international students. London; New York: Routledge.

Billingham,J. (2003). Giving presentations. Oxford: Oxford University Press.

Carter, R., Hughes, R. & McCarthy, M. (2000). Exploring grammar in context: Upper-Intermediate and advanced. Cambridge: Cambridge University Press.

Collins COBUILD English dictionary for advanced learners. (2006). Glasgow: Collins.

English Language Centre. (2004). *English for academic purposes*. Hong Kong: |

Hong Kong Polytechnic University.

English Language Centre. (2007). *Practical English for design students*. Hong Kong: Hong Kong Polytechnic University.

Gelfand, H., Walker, C. & the American Psychological Association. (2002). *Mastering APA style: Student's workbook and training guide*. Washington, DC: American Psychological Association.

Hyland, K. (2006). *English for academic purposes: An advanced resource book*. London; New York: Routledge.

Kline, J. A. (2004). *Speaking effectively: Achieving excellence in presentations*. Upper Saddle River, NJ: Pearson/Prentice Hill.

McCarthy, M. & O'Dell, F. (2001). *English vocabulary in use: Upper-intermediate*. Cambridge: Cambridge University Press.

Meyers, A. (2005). *Gateways to academic writing: Effective sentences, paragraphs and essays*. White Plains, NY: Longman.

Oshima, A. & Hogue, A. (2006). *Writing academic English (4th ed.)*. White Plains, NY: Addison Wesley Longman.

Richards, J. C. (2003). *Strategic reading 3: Building effective reading skills*. Cambridge: Cambridge University Press.

Upton, T. A. (2004). *Reading skills for success.* Ann Arbor, MI: University of Michigan Press.