



ELC elective subjects in fulfillment of the Language and Communication Requirement (LCR)

*Each student only needs to select
one out of the four Electives*

Four electives offered by the ELC

- [ELC2011](#) Advanced English Reading and Writing Skills
- [ELC2012](#) Persuasive Communication
- [ELC2013](#) English in Literature and Film
- [ELC2014](#) Advanced English for University Studies

ELC2011 Advanced English Reading and Writing Skills

- This subject is suitable for students who have a general interest in reading and writing English materials.
- It focuses on both leisure and critical readings, and encourages students to write multimodal articles that truly matter to them.
- It is assessed through a mixture of reading, writing and speaking tasks.

Subject leader: Mr Adam Forrester

adam.forrester@polyu.edu.hk

Learning objectives

- This subject aims to help students become more effective readers and writers. It focuses on developing students' facility to read a variety of texts in a critical manner, both intensively and extensively; and to write multimodal texts that demonstrate their knowledge and insight.
- There are speaking opportunities in class for students to share their ideas and interact with each other. Student output is also partly assessed through speaking tasks.

Learning outcomes

Upon successful completion of the subject, students will be able to examine a variety of texts, including literary texts, and:

- reflect on and critically analyse texts of different genres and styles, identifying the writer's aims and stance,
- identify and evaluate language used to make claims and support these with valid arguments, and
- write a text on a chosen topic that includes their opinion and interpretation of some key issues and demonstrates critical thinking and creativity.

Assessments

- 1. Analysing Genres of Writing (35%), in-class**
 - 2. Multimodal opinion or feature article (65%), out-of-class**
- In Assessment 1, students compare and contrast two or more provided texts.
 - Assessment 2 is divided into 4 parts. Students need to write a multimodal opinion or feature article on a topic of their choice. Before the submission there are graded consultations and peer review activities, and there is also a graded post submission Q&A.
 - GenAI is both encouraged and allowed in this subject. However, students are wholly responsible for their assessed work, and must be capable of producing the language and content that they submit.

ELC2012

Persuasive Communication

- This subject is suitable for advanced students who want to persuade people to do and believe what the speaker or writer wants.

Subject leader: Mr Daniel Barlow

daniel.a.barlow@polyu.edu.hk

Objective and Outcomes

Objective

This subject aims to help students become more persuasive communicators.

Learning outcomes

By the end of the subject, students should be able to communicate persuasively and effectively in an English-medium environment through:

- communicating persuasively in written contexts
- communicating persuasively in spoken contexts
- making persuasive arguments in formal discussions

Content

- Listening to great speakers
- Reading persuasive writing
- Analysing persuasive methods and texts
- Practicing persuasive speaking and writing
- Speaking powerfully about social issues
- Persuading the public via a manifesto
- Practicing debating skills

Assessments

- 1. Individual speech** (30%), in class (individual)
 - 2. Persuasive writing** (40%): 600 -1,000 words, out-of-class (individual)
 - 3. Debate** (30%), in class (in groups)
- (All assessments are individually assessed)

ELC2013 English in Literature and Film

If you enjoy:

- reading and commenting on different literary genres in English
- comparing literary works to its film adaptations
- recording and reflecting on your thoughts and experiences
- sharing ideas and being inspired by different point of views

Join ELC2013 English in Literature and Film

Subject leader: Dr Eric Ho
eric.lm.ho@polyu.edu.hk

Learning objectives

- This subject aims to **introduce** students to a range of literary genres and literary devices in English as well as to enable them to **consider** differences in media representations of genres, and to **appreciate** and **negotiate** the meanings of a variety of literary texts.
- Students will examine sub-genres including fairytales, and explore classics such as *Romeo and Juliet* from a more critical point of view.

Learning outcomes

- Upon successful completion of the subject, students will be able to:
 - a) examine and analyse literary texts from different perspectives
 - b) discuss literary techniques employed by writers
 - c) appreciate and articulate differences in textual and visual media representations

Assessments

1. Prose Essay (40%), out-of-class

Assessment 1 requires students to individually write a paper where they critically compare or contrast a literary device found in the text and its representation in the film companion.

2. Group Presentation – Drama (30%) in-class

Assessment 2 assesses students' understanding of a literary drama and requires comparison of the textual and theatrical versions.

3. Individual Project – Poetry (30%), in-class

Assessment 3 requires students to produce an audio-visual adaptation of one poem focusing on one literary device in addition to a spoken account that demonstrates their knowledge of the poem, device and adaptation.

ELC2014 Advanced English for University Studies

This course is suitable for students who want to:

- develop logical and persuasive arguments in academic essays
- participate effectively in academic discussions
- present and justify views in an oral defense
- evaluate material critically from academic sources

Subject leader: Ms Vivian Li

vivian.yy.li@polyu.edu.hk

Learning objectives

This subject aims to help students to study effectively in the University's English medium learning environment, and to improve and develop their English language proficiency within a framework of university study contexts.

Learning outcomes

Upon successful completion of the subject, students will be able to:

- research relevant academic texts for a topic and integrate the sources into a position argument essay appropriately and effectively
- plan, research for, write and revise a position argument essay
- present and justify views effectively in a mini oral defence.

Assessments

1. Draft Position Argument Essay (15%)

Out-of-class (600 words)

2. Oral Defense (40%)

In-class - same topic as A1 - overview, Q & A, discussion

3. Final Position Argument Essay (45%)

Out-of-class (1200 words) - extension of Assessment 1