

# The Hong Kong Polytechnic University

## Subject Description Form

<b>Subject Code</b>	ELC1007
<b>Subject Title</b>	University English for Higher Diploma Students I
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	NIL
<b>Objectives</b>	<p>This subject aims to help higher diploma students entering with HKDSE English Language Level 2 to study effectively in an English medium tertiary learning environment, and to acquire English skills to enable them to further their studies at university.</p>
<b>Intended Learning Outcomes</b>	<p>Upon successful completion of the subject, students will be able to:</p> <ul style="list-style-type: none"><li>a. analyse different texts and articulate the knowledge clearly and accurately to general audiences</li><li>b. use language and communication strategies that combine different modes (e.g. spoken, visual, and written) effectively to present content in a university content</li><li>c. present clear and convincing arguments in both spoken and written discourses in a university context</li></ul> <p>To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present information logically and coherently.</p>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>1. Written communication Analysing and practising common writing functions; improving the ability of writing topic sentences and concluding sentence; developing skills in writing description; employing appropriate strategies for paragraph development; understanding common patterns of organisation in writing; improving coherence and cohesion in writing; developing revision and proofreading skills.</p> <p>2. Spoken communication Recognising the differences between spoken and written communication in English in university study contexts; identifying and practising verbal and non-verbal interaction strategies in oral presentations.</p> <p>3. Language development Improving and extending relevant features of grammar, vocabulary and pronunciation; developing appropriate academic reading and listening skills.</p> <p>4. Multi-modal communication</p>

	Develop an understanding of multimodal and mediated communication; discover and practice using different kinds of media and modes in communication.																																											
<b>Teaching/Learning Methodology</b>	<p>The study method is a combination of seminar, self-access work and online learning. Following a blended delivery approach, activities include teacher input as well as in- and out-of-class work and online learning. Students make use of elearning resources to further improve their proficiency and English skills.</p> <p>Learning materials developed by the English Language Centre are used throughout the course. Students will be referred to learning resources on the Internet and in the ELC's Centre for Independent Language Learning. Additional reference materials will be recommended as required.</p>																																											
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1" data-bbox="533 707 1484 1294"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Writing a multi-modal text draft</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Writing multi-modal text final</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Poster presentation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>4. Participation</td> <td>5%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessments 1 and 2 demonstrates achievement of LOs (a), (b) and (c) for students to plan, organize, produce and revise a multi-modal text by using analyzing skills and language and communication strategies. Assessment 3 also requires students to demonstrate their achievement of LOs (a), (b) and (c) in a spoken context.</p> <p>In addition to these assessments, students are required to complete further language training in the ELC's Centre for Independent Language Learning (CILL). The additional language training offered in CILL is aligned with all the three LOs.</p>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c		1. Writing a multi-modal text draft	20%	✓	✓	✓		2. Writing multi-modal text final	35%	✓	✓	✓		3. Poster presentation	40%	✓	✓	✓		4. Participation	5%	✓	✓	✓		Total	100%				
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<b>Student Study Effort Expected</b>	Class contact:																																											
	▪ Seminars		39 Hrs.																																									
	Other student study effort:																																											
	▪ Self-study /preparation		78 Hrs.																																									
	Total student study effort		117 Hrs.																																									

<b>Reading List and References</b>	<p><i>Course material</i></p> <p>Learning materials developed by the English Language Centre</p> <p><i>Recommended references</i></p> <p>Bailey, S. (2014). <i>Academic writing: a handbook for international students</i>. Abingdon: Routledge.</p> <p>Comfort, J. (2001). <i>Effective presentations</i>. Oxford: Cornelsen &amp; Oxford University Press.</p> <p>Hung, T. T. N. (2005). <i>Understanding English grammar: A course book for Chinese learners of English</i>. Hong Kong: Hong Kong University Press.</p> <p>McWhorter, K. T. (2012). <i>The successful writer's handbook</i>. (2nd ed.). Boston, MA: Longman.</p> <p>Tang, R. (2012). <i>Academic writing in a second or foreign language: Issues and challenges facing ESL/EFL academic writers in higher education contexts</i>. London: Continuum International Pub.</p> <p>Templeton, M. (2010). <i>Public speaking and presentations demystified</i>. New York, NY: McGraw-Hill.</p> <p>Zwier, L. J. (2002). <i>Building academic vocabulary</i>. Ann Arbor, MI: University of Michigan Press.</p>
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