

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC1008
Subject Title	University English for Higher Diploma Students II
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	ELC1007 University English for Higher Diploma Students I
Objectives	<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 enhance their proficiency and communication skills in English.</p>
Intended Learning Outcomes	<p>Upon successful completion of the subject, students will be able to:</p> <ol style="list-style-type: none">analyse multiple academic sources on a subject and accurately summarise the main ideas to academic audiencesuse language and communication strategies that combine different modes (e.g. spoken, visual, and written) effectively to present academic content and support an argumentpresent clear and convincing arguments with supporting evidence for academic purposes in both spoken and written discourses. <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>
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none">Written communication Further developing the ability of writing succinct topic sentences and employing appropriate strategies for paragraph development; taking effective notes from written and spoken sources; further developing the skills needed for effective use of sources in written texts; further extending coherence and cohesion in writing; revising and proofreading effectively.Spoken communication Further developing the verbal and non-verbal strategies in oral interactions; developing and applying critical thinking skills to discussions of issues.Language development Further improving and extending relevant features of grammar, vocabulary and pronunciation; extending appropriate reading and listening skills.Multi-modal communication Further develop an understanding of multimodal and mediated communication; gain further practice of using different kinds of media and modes in communication.

<p>Teaching/Learning Methodology</p>	<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 academic 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>																																							
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="536 591 1485 1077"> <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. Academic article (first draft)</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Academic article (final)</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Oral presentation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></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 necessitate achievement of LOs (a), (b) and (c) in order for students to write effective academic articles through analyzing academic sources, using language and communication strategies and presenting clear and convincing arguments. 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 through web-based language work. The additional language training offered in online tasks 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. Academic article (first draft)	25%	✓	✓	✓		2. Academic article (final)	35%	✓	✓	✓		3. Oral presentation	40%	✓	✓	✓		Total	100 %				
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<p>Reading List and References</p>	<p><i>Course material</i> Learning materials developed by the English Language Centre</p> <p><i>Recommended references</i> Baily, S. (2014). Academic writing: a handbook for international students. Abingdon: Routledge.</p>																																							

	<p>Bullock, R. & Weinberg, F. (2001). <i>The little seagull handbook</i>. New York, N.Y.: W.W. Norton & Co.</p> <p>Engleberg, I. (2013). <i>Think: Public speaking</i>. Boston, MA: Pearson.</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>Parker, G. M. & Hoffman, R. (2006). <i>Meeting excellence: 33 tools to lead meetings that get results</i>. San Francisco, CA: Jossey-Bass.</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>
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