

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC1A09
Subject Title	Language for the Workplace of the Future
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject aims to prepare students for the workplace of the future and the language skills necessary to succeed in it. Students will learn a variety of intellectual frameworks relevant to the workplace of the future, matched with English skills to enable them to understand and apply these frameworks. By the end of the subject, students will be able to demonstrate the application of this knowledge in a career plan, a book review on a leader in their field, and in a learning portfolio.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. Describe workplace-related intellectual frameworks related to their discipline and future career. b. Relate the lessons from a biography of a leader to their future career. c. Integrate these frameworks and lessons, and apply them to their predicted career. d. Communicate using clear, accurate, appropriate and persuasive English language related to the workplace of the future in professional contexts.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Introduction, subject outline, the future of work, working with robots and AI, Harvard Business Review's '5 paths to Employability' model. Language – describing skills and abilities. Portfolio – students write a self-introduction about their future ambitions. 2. Society's Institutions: initiation, values, norms, participation, future. Language – parts of speech; e.g. 'loyal/loyally/loyalty'. Portfolio – the institution the student would like to join. 3. Group behaviour: Maslow's Hierarchy of Needs. Language – abstract nouns; e.g. 'Status'. Portfolio – the present and future needs fulfilled by the products and services of their desired profession. 4. Teamwork 1: Your role in a team - Belbin's Team Roles model. Language – describing roles, duties and responsibilities. Portfolio - description of the roles, duties and responsibilities of a fresh graduate in their profession a few years in the future. 5. Teamwork 2: The development of a team - Tuckman's Stage model. Language – describing a process. Portfolio – description of a process in their desired profession and how it may change in future.

	<ol style="list-style-type: none"> 6. Teamwork 3: Good team meetings - de Bono's 6 Thinking Hats. Language – discussions; e.g. giving opinions and suggestions. Portfolio – student's opinion about a controversy in their profession and how it may resolve in future. 7. Assessment briefing: How to write the book review. Language – evaluation. Portfolio – revisions to the portfolio based on EWR feedback. 8. Leading a team: Project management. Language – the vocabulary of projects, and different tone for different stakeholders. Portfolio - description of stakeholders / upcoming projects in their profession. 9. Critical thinking frameworks: Strengths, Weaknesses, Opportunities and Threats (SWOT), SMART objectives (Specific, Measurable, Attainable, Relevant, and Time-Bound), 5 Whys, etc. Language – Logical linking; e.g. conditionals. Portfolio – common problems in their profession and how to handle them. Future opportunities and threats revealed by SWOT. 10. Assessment briefing: how to make a career plan video. Language – future tenses; e.g. I will, I'm going to, I plan to, I hope that I will be able to. Portfolio – none (students work on their career plan). 11. Internationalisation and working with stakeholders from a variety of cultures: Hofstede's 'Cultures Consequences'. Language – comparison and contrast, esp. past, present and future. Portfolio – analysis of the stakeholders and culture of their institution. 12. Cultural values: Gardner's Multiple intelligences theory. Language – categorization; e.g. synonyms and hyponymy. Portfolio – the multiple intelligences used in their profession. 13. Future Technology: Travel, Communications, Medical inventions, Nanotechnology, 3D Printing etc. Language – possibility; e.g. verbs, modal verbs, and adverbs. Portfolio – how future technology may affect students' professions.
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>The methodology will be one of active learning, and include learning-to-learn and lifelong learning skills. Active learning will include class and small-group discussions, and computer-mediated activities such as quizzes and surveys. Assessments will be student-centered in that students will write a career plan for themselves, select the leader whose biography they will read, and reflect on their own learning in the portfolio. Learning-to-learn activities will include activities that help students to become deep, group, goal-conscious and self-regulated learners. Lifelong learning skills will include critical thinking and communication skills.</p> <p>The subject will be taught via one 1-hour lecture and one 2-hour tutorial each week, supplemented by out-of-class study. The lectures will introduce the intellectual frameworks and the language necessary to comprehend and apply them. The tutorials will revise and practise the language about the frameworks, help the students apply the frameworks to their studies and careers, and guide the students in the production of portfolio artefacts that apply the frameworks to the students' disciplines, and to the life of the leader that they are reading for the book review.</p>

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. Book review	30%	✓		✓	✓		
2. Career plan video	30%	✓	✓		✓		
3. Learning Portfolio	30% + 10% (EWR)	✓			✓		
Total	100 %						

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

The career plan facilitates students to analyse the future of their discipline and their place in it. The video is to ensure that students can produce appropriate language and demonstrate an engaging performance in a job interview.

English Reading Requirement

The book review addresses the English Reading Requirement. Students will read the biography or autobiography of a leader in the field that they want to enter after graduation, normally the same discipline that they are studying. The book should be at least 200 page long, and approved by the teacher. The book review will relate the subject topics on the workplace of the future to the life of a leader.

The book review should cover a number of the subject topics from the syllabus above.

English Writing Requirement

The learning portfolio addresses the English Writing Requirement. Each week students will reflect on the lessons on the workplace of the future, and how these lessons may affect them personally.

For Draft 1 students are expected to submit a portfolio plan, and for Draft 2 at least 1,500 words, containing improvements on the text from Draft 1, and new text related to the subjects covered in the syllabus since Draft 1, such as critical thinking frameworks.

The final version should be 2,500 words long, and consist of revisions to Draft 2 as well as further text related to subjects covered in the syllabus after submission of Draft 2, for example cultural values and future technology.

Student Study Effort Expected

Class contact:	
▪ Lectures	13 Hrs.
▪ Seminars	26 Hrs.
Other student study effort:	
▪ Flipped classroom learning	26 Hrs.
▪ Homework and assignments	52 Hrs.
Total student study effort	117 Hrs.

Reading List and References

Reading List

Sample biographies for the book review

- Becraft, M. (2016). *Steve Jobs: A biography* (Greenwood biographies). Greenwood Press. (e-book)
- Benaïm, L., & Deimling, K. (2019). *Yves Saint Laurent: A biography*. New York, NY: Rizzoli Ex Libris. Pao Yue-kong Library Book Collection TT505.S24 B4613 2019
- Connors, Dong, & Dong, Jianping. (1995). *C.Y. Tung: His vision and legacy* (2nd ed.). Hong Kong: Seawise Foundation. HE569.T86 C66 1995
- Czyzewska, B. (2019). *The Story of Hilton Hotels*. Oxford: Goodfellow, Limited.
- Forslund, C. (2002). *Anna Chennault: Informal diplomacy and Asian relations* (Biographies in American foreign policy; no. 8). Wilmington, Del.: SR Books. E748.C524 F67 2002
- González-Balado, & González-Balado, José Luis. (1997). *Mother Teresa: In my own words* (1997 ed.). New York: Gramercy Books. BX2350.2 .T466 1997
- Guo, Gao, Xia, Gao, Yilan, & Xia, Lu. (2019). *Chinese master architect: Liang Sicheng*. Reading] : [Beijing]: Paths International Ltd ; China Architecture and Building Press. NA1549.L53 G86 2019
- Hadid, Z. (2006). *Zaha Hadid*. New York, N.Y.: Guggenheim Museum Publications. NA1469.H33 A4 2006
- Heller, R. (2000). *Bill Gates* (DK business masterminds). London: Dorling Kindersley. HD9696.63.U62 H44 2000
- Isaacson, W. (2011). *Steve Jobs* (1st Simon & Schuster hardcover ed.). New York, NY: Simon & Schuster. QA76.2.J63 I83 2011
- McKenzie, H. (2018). *Insane mode: How Elon Musk's Tesla sparked an electric revolution to end the age of oil*. New York: Dutton. (e-book)
- Mann, S. (2007). *The talented women of the Zhang family*. Berkeley: University of California Press. PL2277 .M355 2007
- Miller, L., & Edwards, J. (2020). *Chen Yi* (Women composers series). Urbana: University of Illinois Press. (online)
- Olby, R. (2009). *Francis Crick: Hunter of life's secrets*. Cold Spring Harbor, N.Y.: Cold Spring Harbor Laboratory Press. QH429.2.C75 O43 2009
- Pei, Boehm, & Boehm, Gero von. (2000). *Conversations with I. M. Pei: Light is the key*. Munich; New York: Prestel. NA737.P365 A35 2000
- Qian, S. (2017). *Lin Yutang and China's search for modern rebirth* (Canon and world literature). Singapore: Palgrave Macmillan. (online)
- Stewart, R., & Stewart, Sharon. (2011). *Phoenix: The life of Norman Bethune*. Montréal ; Ithaca [N.Y.]: McGill-Queen's University Press. R464.B4 S754 2011
- Turing, S., & Ebrary, Inc. (2012). *Alan M. Turing* (Centenary ed.). Cambridge: Cambridge University Press. (e-book)
- Yamashita, Guadalupi, & Guadalupi, Gianni. (2006). *Zheng He: Tracing the epic voyages of China's greatest explorer*. Vercelli, Italy: White Star. DS753.6.Z47 Y3513 2006
- Yousafzai, M., & Lamb, C. (2013). *I am Malala: The girl who stood up for education and was shot by the Taliban* (First ed.). New York, NY: Little, Brown, & Company. LC2330.Y69 2013

References

- Davenport, T.H. & Kirby, J. (June 2015). Beyond Automation Strategies for remaining gainfully employed in an era of very smart machines. In *Harvard Business Review*. <https://hbr.org/2015/06/beyond-automation>
- De Bono, E. (2000). *Six thinking hats*. London: Penguin Books. BF441 .D385 2000
- Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences* (2nd ed.). London: Fontana Press. BF431 .G244 1993

	<p>Hofstede, G. (2001). <i>Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations</i> (2nd ed.). Thousand Oaks, Calif.: Sage Publications.</p> <p>Kotler, P., Kartajaya, H., & Setiawan, I. (2021). <i>Marketing 5.0</i>. Hoboken, NJ: Wiley.</p> <p>Maslow, A.H. (1943). "A theory of human motivation". <i>Psychological Review</i>. 50 (4): 370–396. http://psychclassics.yorku.ca/Maslow/motivation.htm</p> <p>Trompenaars, A., & Coebergh, P. (2014). <i>100 management models: How to understand and apply the world's most powerful business tools</i>. Oxford: Infinite Ideas. HD30.4 .T77 2014</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.