Subject Description Form

Subject Code	ELC3121
Subject Title	English for Scientific Communication
Credit Value	2
Level	3
Pre-requisite	LCR English subjects
Objectives	This subject aims to develop the English language and communication skills required by students to report and discuss scientific and technical studies in a range of written texts. The subject also aims to improve and develop their English language proficiency within a framework of scientific contexts. In striving to achieve the two interrelated objectives, attention will be given to developing the core competencies identified by the University as vital to the development of effective life-long learning strategies and skills.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. critique and synthesise sources in scientific and technical articles and reports, and b. report scientific information in writing to different audiences. To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present and support stance and opinion.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	This syllabus is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students. **Written reports of scientific information** Critiquing and synthesising sources; employing appropriate language, structure and style in a range of scientific writing for a variety of audiences; maintaining cohesion and coherence in scientific texts.
Teaching/Learning Methodology *(Note 3)*	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 information on the Internet and the ELC's Centre for Independent Language Learning. Learning materials developed by the English Language Centre are used throughout this 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. Scientific Report for Specialists (w/ group-led presentation/discussion)	40%	✓	✓				
2. Scientific Article for Non-specialists (w/ embedded video)	50%	✓	✓				
3. Milestone Achievements	10%	✓	✓				
Total	100 %						

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

This subject adopts the method of 100% continuous assessment. Students' writing skills are evaluated through assessment tasks related to the learning outcome areas. 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.

Students will be assessed on technical texts targeted at different intended readers, including experts and non-experts in science and technology. This facilitates assessment of students' ability to select content and use language and style appropriate to the purposes and intended readers.

A process writing approach will be used to raise students' awareness of the importance of drafting and editing in the writing process.

Student Study Effort Expected

Class contact:	
▪ Seminars	26 Hrs.
Other student study effort:	
▪ Classwork-related, assessment-related, and self-access work	52 Hrs.
Total student study effort	78 Hrs.

Reading List and References

Required reading

Course materials prepared by the English Language Centre

Recommended readings

Behrens, L. & Rosen, L. J. (2010). *A sequence for academic writing* (4th ed.). New York: Longman.

Graff, G., Birkenstein, C and Durst, R. (2008). *They say/I say: The moves that matter in academic writing*. New York: W. W. Norton.

	Ingre, D. (2003). *Technical writing: Essentials for the successful professional.* Mason, OH: Thomson. Johnson, S. & Scott, J. (2009). *Study and communication skills for the biosciences*. Oxford: Oxford University Press. Mulvaney, M. K. & Jolliffe, D. A. (2005). *Academic writing: Genres, samples, and resources*. New York: Pearson Longman. Pickett, N.A., Laster, A.A. & Staples, K.E. (2001). *Technical English: Writing, reading, and speaking* (8th ed.). New York, NY: Longman. VanAlstyne, J.S. & Tritt, M.D. (2002). *Professional and technical writing strategies: Communicating in technology and science.* Upper Saddle River, NJ: Prentice Hall.