The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC3421
Subject Title	English for Construction and Environmental Professionals
Credit Value	3
Level	3
Pre-requisite	LCR English subjects
Objectives	This subject aims to enhance students' English language and communication skills within the context of construction and environmental fields. Students will learn strategies to express themselves clearly, appropriately and persuasively in both spoken and written forms, demonstrating their competence as entry-level professionals. Topics covered include language skills for workplace presentations, job application and interview techniques in the digital age, discipline-specific report writing, and professional reflection.
Intended Learning Outcomes *(Note 1)*	Upon completing the course, students will be able to: a. communicate ideas clearly and concisely in various written and spoken formats b. employ persuasive language and strategies, including multi-modal means, to influence audiences to adopt a viewpoint c. demonstrate critical analysis and reflection on the problem explored or ideas presented in both written and spoken outputs, and d. apply language and communication strategies appropriate to the target audience, purpose and professional context To achieve the above outcomes, students are expected to use language and writing style appropriate to the context, and the broader professional environment, critically select information, and present and support their knowledge, stance and opinion in a persuasive way.

| **Subject Synopsis/ Indicative Syllabus** *(Note 2)* | The syllabus is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students.

1. Interview and Discussion in Technical Contexts
analysing employers' needs and expectations
interacting with potential employers and professionals in face-to-face and virtual contexts
employing advanced language and communication strategies to convey meaning accurately, appropriately, and persuasively
using personal stories and achievements to impress audiences
establishing rapport and connection with the audience
analysing and discussing workplace issues with a range of participants such as co-workers, clients and staff of government departments
2. Workplace correspondence
critically extracting and analysing relevant information from different sources for writing
adapting language, tone and style appropriate to the purpose, context and intended audience
using appropriate email etiquette and design for the intended audience
employing advanced language and communication strategies to convey meaning accurately, appropriately, and persuasively
writing with clarity
establishing rapport and connection with the audience
3. Professional report and reflection

Professional report
conducting a study to address an issue relating to construction and /or environment
writing a problem statement, goals and objectives
critically analysing the collected data
analysing the structure and language of a technical report
integrating evidence and discipline-specific knowledge convincingly
organising content logically and coherently
employing advanced language and communication strategies to convey meaning accurately, appropriately and persuasively
producing a professional-looking and reader-friendly multimodal document
Reflection
critically reflecting on project experience, demonstrating the application of learned skills to foster growth as a technical professional organising content logically and coherently conveying accurate and concise message |
| **Teaching/Learning Methodology** *(Note 3)* | The study method is primarily seminar-based. Students will engage in project-based learning using scenarios relevant to professionals in the construction and environmental industry. Activities include discussions, text analysis, student-led investigations, process writing, mini-presentations, role plays and video presentations. Core materials developed by the ELC will be blended with online activities and additional resources. Students will also be referred to the services and initiatives of the ELC's Centre for Independent Language Learning. |

				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
Assessment 1	45%	✓	✓	✓	✓
a. AI-empowered interview	5%				
b. Job interview & professional discussion	40%				
Assessment 2 (in-class) Workplace correspondence	20%	✓	✓	✓	✓
Assessment 3 (out-of-class) 3a. Professional report (group project)	25%	✓	✓	✓	✓
3b. Project reflection (individual)	10%	✓	✓	✓	
Total	100 %				

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

1. Interview and discussion in technical context

The use of digital tools and social media for recruitment has become increasingly prevalent. This assignment simulates a real-life scenario that enables students to develop essential job application and interview skills for the digital age. These skills include researching current employment trends, adopting appropriate persuasive strategies to influence opinions, and delivering clear, appropriate messages in both virtual and face-to-face interviews, as well as in professional discussions.

2. Workplace correspondence

Email is the most common form of workplace communication in the digital age. This assignment enables students to develop essential email etiquette and writing skills. These skills include setting a clear purpose in writing that balances the interest of various stakeholders, providing relevant information to justify a proposition, employing language and strategies appropriate to intended readers, and presenting in a style, structure and design which best deliver the message.

3. Professional report and reflection

Writing professional reports and project reflections are common tasks for graduates in the construction field. These two assignments provide students with practical experience in identifying construction-related problems, collecting relevant data, and composing technical reports. Students are required to critically analyse the problem and the collected data, and to develop a clear, concise, and well-structured report with feasible recommendations for the intended audience.

The project reflection helps students connect their learning from their experiences or discipline to the project experience and report writing task.

Student Study Effort Expected	Class contact:	
	▪ Seminars	39 hrs.
	Other student study effort:	
	▪ Classwork-related, assessment-related, and self-access work	78 hrs.
	Total student study effort	117 hrs.
Reading List and References	**Required resources** Course materials prepared by the English Language Centre. **Recommended resources** You can update the links in the reading list - copy them from below: Students are encouraged to use the range of services and initiatives provided by the ELC including our Speaking Assistance Programme, Writing Assistance Programme, workshops, and Open Online Courses Becker, K. L. & Renger, R. (2017-03), Suggested Guidelines for Writing Reflective Case Narratives: Structure and Indicators. *The American journal of Evaluation*, 38(1), 138-150. DOI: 10.1177/1098214016664025 Beer, D. F. (2015). *Writing and speaking in the technology profession*s: *A practical guide* (2nd ed.). Wiley. https://doi.org/10.1002/9781119134633 Hoevemever, V. A. & Falcone, Paul. (2017). *High-Impact Interview Questions*. AMACOM Houp, K. W., Pearsall, T. E., Tebeaux, E. & Dragga, S. (2006). *Reporting technical information* (11th ed.). New York: Oxford University Press. Markel, M. (2016). *Practical Strategies for Technical communication* (2nd ed.). Boston – New York: Beford/St. Martin's Martin, C. (2014). *What to say in every job interview: How to understand what managers are really asking and give the answers that land the job* (1st ed.). New York: McGraw-Hill Education. McWhir, C., Scudamore, C., & Scudamore, P. (2018). *The ultimate job hunting book: Write a killer CV, discover hidden jobs, succeed at interview* (Second ed., Teach yourself books). London: Hodder & Stoughton Northey, M. & Jewinski, J. (2009). *Making sense: A student's guide to research and writing: Engineering and the technical sciences* (3rd ed.). Don Mills, Ontario: Oxford University Press. Serula, D. (2020). *LinkedIn profile optimization for dummies* (2nd ed., For dummies). Newark: Wiley.