The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC3422
Subject Title	Professional English Communication for Construction and Environment Students
Credit Value	2
Level	3
Pre-requisite	LCR English subjects
Objectives	This subject develops students' professional English communication skills within the construction and environment context. Students learn to develop their written and verbal messages critically, clearly, effectively and credibly, in ways appropriate to the context, audience, and purpose of the communication. Topics include job application and interview skills in the digital age and professional and technical report.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. employ appropriate language and communication strategies to achieve specific objectives in professional and technical context in the workplace. b. deliver clear, concise, and persuasive messages that are pitched for professional audiences and workplace contexts. c. critically analyse construction-related issues and develop suitable solutions based on research and discipline knowledge for professional report writing. To achieve the above outcomes, students will be engaged in a variety of discipline-specific tasks including interviews, discussions and professional report writing. They are expected to use language and writing style appropriate to the construction and environment field, and the wider professional context, select information critically, and present and support knowledge, stance and opinion in a convincing way.

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. 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 - integrating evidence and discipline-specific knowledge in discussions convincingly 2. **Professional report** - conducting a study to address an issue related to construction and /or environment - developing a clear problem statement, along with defined goals and objectives - fostering teamwork and collaborative experience - critically analysing the collected data to derive meaningful insights - examining the structure and language of technical reports - integrating evidence and discipline-specific knowledge effectively and convincingly - organising content logically and coherently - employing advanced language and communication strategies to convey meaning accurately, appropriately and persuasively - producing a professional, visually appealing, and reader-friendly multimodal document
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. Learning materials developed by the English Language Centre are used throughout this course. Online resources are integrated into the course for in-class and out-of-class learning. Students' personal integrity in the fast-changing technological landscape is also nurtured.

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
Assessment 1	**55%**	✓	✓	
a. AI Interview	5%			
b. In-person interview	30%			

c. Professional discussion	20%				
Assessment 2 a & b. Two sub-tasks on oral report c. Professional report	45 % 3% each 39%	✓	✓	✓	
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. Professional report

Writing professional reports is a common task for graduates in the construction field. This assignment provides students with practical experience in identifying construction-related problems, collecting relevant data, and composing technical reports. Students are required to analyse a problem and discuss collected data critically, and to develop a clear, concise, and well-structured report with feasible recommendations for the intended audience.
To monitor report progress and support students' learning, two consultations in the form of oral reports will be conducted. During these sections, students will present updates on their project progress and receive feedback on their work. Each consultation will be assessed and will contribute 3% to the overall grade.

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 resources** Course materials prepared by the English Language Centre. **Recommended resources** 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	

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.

Lindsell-Roberts, S. (2024). Business Writing with AI for Dummies (1st ed). John Wiley & Sons, Incorporated.

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, Catt, Scudamore, Catt, Hilton, & Scudamore, Patricia. (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.

Pietrucha, F. (2014). *Supercommunicator: Explaining the complicated in a digital age* (1st ed.). New York: American Management Association.

Serula, D. (2020). *LinkedIn profile optimization for dummies* (2nd ed., For dummies). Newark: Wiley.