

# The Hong Kong Polytechnic University

## Subject Description Form

<b>Subject Code</b>	ELC3524
<b>Subject Title</b>	Professional Communication for Computing Students
<b>Credit Value</b>	2
<b>Level</b>	3
<b>Pre-requisite</b>	LCR English subjects
<b>Objectives</b>	<p>This subject develops the English language skills and communication skills required to communicate effectively in professional contexts. The subject aims to enhance students' ability to express themselves clearly, select language appropriate to the context, and influence opinions persuasively.</p> <p>In striving to achieve the interrelated objectives, attention will be given to the university's goal of developing students as critical thinkers, effective communicators, innovative problem solvers and socially responsible global citizens.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) Apply appropriate language and communication strategies when communicating discipline knowledge to different technical / professional audiences</li> <li>b) Present ideas clearly, persuasively and professionally in both spoken and written discourses</li> <li>c) Demonstrate critical analysis and reflection on the use of language and communication strategies through reviewing written and spoken output</li> </ol> <p>To achieve the above outcomes, students are expected to use language and writing style appropriate to the context, and the wider professional context, select information critically, and present and support knowledge, stance and opinion in a persuasive way.</p>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>This content is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students.</p> <ol style="list-style-type: none"> <li>1. <b>Video Portfolio</b> <ul style="list-style-type: none"> <li>• having a clear presentation purpose;</li> <li>• presenting personal stories and achievements using storytelling skills, communication strategies and persuasive language features;</li> <li>• selecting appropriate content and evidence;</li> <li>• employing advanced language and communication strategies to convey meaning clearly, accurately, appropriately and persuasively;</li> <li>• speaking with clarity (including clear pronunciation)</li> <li>• speaking with fluency and confidence</li> <li>• using effective verbal and non-verbal interactive strategies</li> <li>• using multimedia elements and audio-visual editing to enhance the effectiveness of the message</li> </ul> </li> </ol>

	<p><b>2. Project Proposal</b></p> <ul style="list-style-type: none"> <li>• understanding and analysing problems, needs and requirements</li> <li>• analysing the structure and language of project proposals</li> <li>• extracting and evaluating information</li> <li>• discussing project ideas with the teacher and peers</li> <li>• developing and writing goals, objectives, and informed solutions based on critical analysis</li> <li>• integrating well-researched evidence and discipline specific knowledge clearly and convincingly</li> <li>• organising content logically and coherently</li> <li>• employing advanced language and communication strategies to convey meaning clearly, accurately, appropriately, and persuasively</li> <li>• producing a professional and reader-friendly document</li> <li>• peer-reviewing other proposals and reflecting on their project proposal</li> </ul> <p><b>3. Milestone Achievements</b></p> <ul style="list-style-type: none"> <li>• consolidating subject knowledge and skills through completing individual progress check tasks including in-class pitches, in-class reflections and proposal drafts</li> <li>• revising tasks based on feedback received</li> <li>• achieving the intended learning outcomes through a step-by-step process</li> </ul>																																																				
<b>Teaching/Learning Methodology</b>	<p>The study method is primarily seminar-based. Students will engage in project-based learning using scenarios relevant to computing professionals. Activities include discussions, sample analysis, student-led investigations, process writing, peer review mini- presentations, and student-teacher conferencing. 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 Learning.</p>																																																				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="504 1122 1449 1505"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Video Portfolio</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Project Proposal</td> <td>45%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Milestone Achievements</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:  The assessments will arise from a course-long computing-related project. This subject adopts the method of 100% continuous assessment. Students' oral and 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, organisation and presentation of ideas.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to Be assessed (Please tick as appropriate)						a	b	c				1. Video Portfolio	40%	✓	✓	✓				2. Project Proposal	45%	✓	✓	✓				4. Milestone Achievements	15%	✓	✓	✓				Total	100%						
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<p><b>Reading List and References</b></p>	<p><b>Required resources</b></p> <p>Course materials prepared by the English Language Centre.</p> <p><b>Recommended resources</b></p> <p>Students are encouraged to use the range of services and initiatives provided by the ELC including our <a href="#">Speaking Assistance Programme</a>, <a href="#">Writing Assistance Programme</a>, <a href="#">workshops</a>, and <a href="#">Open Online Courses</a>.</p> <p>Coughter, P. (2012). <i>The art of the pitch: persuasion and presentation skills that winbusiness</i>. New York : Palgrave Macmillan.</p> <p>Dawson, C. W. (2015). <i>Projects in computing and information systems : a student'sguide</i> (Third edition..). Pearson Education Limited.</p> <p>Houp, K. W. (2006). <i>Reporting technical information</i> (11th ed..). Oxford UniversityPress.</p> <p>Johnson-Sheehan, R. (2008). <i>Writing proposals</i> (2nd ed..). Pearson/Longman.</p> <p>Northey, Jewinski, &amp; Jewinski, Judi. (2016). <i>Making sense : a student's guide to research and writing : engineering and the technical sciences</i> (Fifth edition..).Oxford University Press.</p> <p>Reep, D. C. (2011). <i>Technical writing : principles, strategies, and readings</i> (8th ed..). Longman.</p> <p>Van Emden, J., &amp; Becker, L. (2016). <i>Presentation skills for students</i>. Macmillan International Higher Education.</p>
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