

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC3621			
Subject Title	Professional English for Social Sciences			
Credit Value	2			
Level	3			
Pre-requisite	LCR English subjects			
Objectives	<p>This subject aims to:</p> <ol style="list-style-type: none"> 1. develop students' awareness of professional English and their confidence to use English in professional contexts 2. enhance students' skills to express themselves clearly, appropriately, and persuasively in English within their professional field 3. improve students' critical thinking and communication skills through effective written and oral communication 			
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. apply discipline knowledge in analysing and addressing a social issue b. communicate ideas and discipline concepts clearly and concisely in written and spoken formats c. pitch messages to specialist and non-specialist audiences using appropriate language and text / presentation structures d. employ persuasive language and communication strategies to influence audiences to adopt a proposal or viewpoint 			
Subject Synopsis/ Indicative Syllabus	<p><i>Synopsis</i></p> <p>This subject enables students to develop the transferrable thinking, language, and communication skills that they will employ as aspiring professionals in their field. Through a project in which they analyse a social issue and develop solutions, students will produce a funding proposal and deliver a presentation.</p> <p><i>Indicative syllabus</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; vertical-align: top;">1. Funding proposals</td> <td> <ul style="list-style-type: none"> - understanding and analysing funders' requirements - discussing project ideas with the teacher and peers - analysing the structure and language of funding proposals - writing a problem statement, goals, and objectives - developing and writing informed solutions based on critical analysis - organising content logically and coherently - integrating evidence and discipline specific concepts appropriately and convincingly - employing advanced language and communication strategies to convey meaning accurately, appropriately, and persuasively - producing a professional-looking and reader-friendly multimodal document - reflecting on their proposal topic </td> </tr> </table>		1. Funding proposals	<ul style="list-style-type: none"> - understanding and analysing funders' requirements - discussing project ideas with the teacher and peers - analysing the structure and language of funding proposals - writing a problem statement, goals, and objectives - developing and writing informed solutions based on critical analysis - organising content logically and coherently - integrating evidence and discipline specific concepts appropriately and convincingly - employing advanced language and communication strategies to convey meaning accurately, appropriately, and persuasively - producing a professional-looking and reader-friendly multimodal document - reflecting on their proposal topic
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	2. Presentations in specific contexts	<ul style="list-style-type: none"> - having a clear presentation purpose - selecting appropriate content/evidence - adapting language and style appropriate to the purpose, context and intended audience - employing advanced language and communication strategies to convey meaning accurately, appropriately, and persuasively - speaking with clarity (including clear pronunciation) - speaking with fluency and confidence - using effective verbal and non-verbal interactive strategies - using visuals and text to support the spoken message - handling questions professionally - establishing rapport and connection with the audience
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Teaching/Learning Methodology

Classes are seminar / workshop based. The lessons and materials help students to articulate and pitch their ideas in professionally acceptable language structures, text formats and registers. Activities include discussions, text analysis, student-led investigations, process writing, mini-presentations, role plays, and small-group conferencing. Online resources are integrated into the course for in-class and out-of-class learning.

Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="456 891 788 1093" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="788 891 979 1093" rowspan="2">% weighting</th> <th colspan="4" data-bbox="979 891 1453 1025">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="979 1025 1099 1093">a</th> <th data-bbox="1099 1025 1197 1093">b</th> <th data-bbox="1197 1025 1305 1093">c</th> <th data-bbox="1305 1025 1453 1093">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1093 788 1160">1. Funding Proposal</td> <td data-bbox="788 1093 979 1160">50%</td> <td data-bbox="979 1093 1099 1160" style="text-align: center;">✓</td> <td data-bbox="1099 1093 1197 1160" style="text-align: center;">✓</td> <td data-bbox="1197 1093 1305 1160" style="text-align: center;">✓</td> <td data-bbox="1305 1093 1453 1160" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="456 1160 788 1227">2. Presentation</td> <td data-bbox="788 1160 979 1227">50%</td> <td data-bbox="979 1160 1099 1227" style="text-align: center;">✓</td> <td data-bbox="1099 1160 1197 1227" style="text-align: center;">✓</td> <td data-bbox="1197 1160 1305 1227" style="text-align: center;">✓</td> <td data-bbox="1305 1160 1453 1227" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="456 1227 788 1294">Total</td> <td data-bbox="788 1227 979 1294">100 %</td> <td colspan="4" data-bbox="979 1227 1453 1294"></td> </tr> </tbody> </table>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Funding Proposal	50%	✓	✓	✓	✓	2. Presentation	50%	✓	✓	✓	✓	Total	100 %				
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<p><i>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</i></p>																																		
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<p>The funding proposal assignment enables students to develop essential writing skills relevant to their field. These skills include using discipline specific concepts and knowledge to justify their rationale and approach, writing with clarity and purpose by adopting a style, structure and design which meets the funder’s requirements, and using persuasive language, communication and writing strategies to win support. Embedded into this task is a consultation in which students explain their working ideas, and a reflective element in which students provide a rationale for their topic choice. These process components carry a small weighting of the assignment grade.</p>																																		
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<p>The presentation assignment enables students to build confidence and skills in speaking influentially to an audience relevant to the social sciences field. The assignment requires students to justify their arguments and approach, and call on the audience to take action. Students will need to speak with fluency, clarity and purpose, pitch ideas in a style and structure appropriate to the specific audience, engage the audience, and use persuasive language and communication strategies.</p>																																		

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	<p>Required resources</p> <p>Course materials prepared by the English Language Centre.</p> <p>Recommended resources</p> <p>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.</p> <p>Markel, M. (2016). <i>Practical Strategies for Technical communication</i> (2nd ed.). Boston – New York: Bedford/St. Martin’s. PolyU link.</p> <p>Rajan, R., & Tomal, D. (2015). <i>Grant writing</i>. Lanham, Maryland: Rowman & Littlefield.</p> <p>Stewart, J. P., & Fulop, D. (2019). <i>Mastering the Art of Oral Presentations</i>. John Wiley & Sons, Incorporated.</p> <p>Theobald, T. (2019). <i>Develop your presentation skills: how to inspire and inform with clarity and confidence</i> (4th ed.) Kogan Page.</p> <p>Ward, D. (2012). <i>Writing grant proposals that win</i> (4th ed.). Jones & Bartlett Learning.</p> <p>Worsfold, D. (2019). <i>From behind the desk to the front of the stage: how to enhance your presentation skills</i> (1st ed.). Business Expert Press.</p>	