

**The Hong Kong Polytechnic University**  
**Subject Description Form (2024)**

<b>Subject Code</b>	ELC3626
<b>Subject Title</b>	Professional English for HTI Students
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	LCR English subjects
<b>Objectives</b>	This subject aims to prepare and enhance students' professional communication skills in health related work settings. Students learn to develop and present their written and verbal messages clearly, credibly and effectively, in ways appropriate to the context, audience, and purpose of the communication. Students will gain experience of employing effective language skills to write laboratory reports and health related project proposals, and skillfully demonstrate their competence communicate with a technical/professional audience via written and spoken discourses.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: a. apply appropriate language and strategies when communicating to health science specialists; b. present themselves clearly, professionally, and persuasively in written and spoken formats related to the health sciences field; c. use analytic language for integrating data and sources critically and coherently in scientific communication.
	The content is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students. <ul style="list-style-type: none"> <li>• Introducing a study in laboratory reports and proposals explaining the background to a study; reviewing, synthesising and critiquing sources and previous studies; stating objectives; describing the methodology; justifying a proposed project.</li> <li>• Presenting study results in laboratory reports describing and interpreting results; explaining causal relationships; discussing implications; presenting conclusions.</li> <li>• Organising laboratory reports and proposals organising the content logically and systematically; maintaining coherence and cohesion.</li> <li>• Using appropriate style and tone in laboratory reports and proposals</li> <li>• Catering for the purposes of professional presentations and the audience recognising differences in language style between spoken language and formal written language; using support materials effectively</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicating clearly in professional presentations identifying and practising verbal and non-verbal interaction strategies; improving pronunciation, accuracy and appropriateness of language</li> <li>• Dealing with controversy presenting issues and controversial aspects in a critical manner; developing strategies to respond to challenging questions</li> </ul>																												
<b>Teaching/Learning Methodology</b>	<p>The study method is primarily seminar-based. Activities include teacher input as well as individual and group work using scenarios relevant to professionals in the health related field. Activities include discussions, text analysis, process writing, role-plays and mini-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 will also be referred to the services and initiatives of the ELC's Centre for Independent Language Learning.</p>																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="512 853 1369 1496"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Laboratory report writing</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Project proposal writing</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Oral presentation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The ELC will design and use assessment tasks that incorporate the task requirements of scientific writing and oral presentations in the discipline of health technology to assess students' ability in achieving the learning outcomes of this subject.</p> <p><b>1. Laboratory report and project proposal</b></p> <p>Writing laboratory reports and project proposal are common tasks for graduates in the health related field. These two assignments provide students report and project writing experience to identify a health related problem and write up a laboratory report and project proposal. Students are required to analyse a problem and collected data critically, and develop a clear, concise, well-structured laboratory report with concise conclusion for intended readers. The project proposal serves to help students connect their learning</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Laboratory report writing	25%	✓	✓	✓	2. Project proposal writing	35%	✓	✓	✓	3. Oral presentation	40%	✓	✓		Total	100 %			
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																									
		a	b	c																									
1. Laboratory report writing	25%	✓	✓	✓																									
2. Project proposal writing	35%	✓	✓	✓																									
3. Oral presentation	40%	✓	✓																										
Total	100 %																												

	<p>from their discipline to pave the road for writing the final year project in year four.</p> <p><b>2. Oral Presentations</b></p> <p>The oral presentation assignment enables students to build confidence and skills in speaking influentially to an audience relevant to the health related field. Students are encouraged to present their final year project proposal and justify their arguments and approach. 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> <p>Assessment 1 – Project Proposal 35% (out-of-class individual writing task; Students are encouraged to use their own ideas though they are allowed to use GenAI to generate ideas. Reflection is incorporated as part of the writing process to ensure that students are less likely to rely on GenAI to write the proposal at the last minute. They are required to report their writing process in a reflection form and submit it together with their proposal in Week 7. The reflection should be based on their writing experience of the project proposal.</p> <p>Assessment 2 – Lab Report 25% (individual task; in-class)</p> <p>Assessment 3 – Individual Presentation 40% (Students are required to use cue cards instead of reading aloud from a presentation script which may be generated from GenAI)</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>■ Seminars</li> </ul>	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>■ Classwork-related and assessment related preparation and self-access work</li> </ul>	78 Hrs.
	Total student study effort	117 Hrs.
<b>Reading List and References</b>	<p><b>Required reading</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>Alley, M. (2013). <i>The craft of scientific presentations: Critical steps to succeed and critical errors to avoid</i>. New York, NY: Springer</p> <p>Beer, D. F. (Ed.) (2015). <i>Writing and speaking in the technology professions: A practical guide</i>. Hoboken, NJ: Wiley.</p> <p>Leedy, P. D. (2019). <i>Practical research: Planning and design</i>. Upper Saddle River, NJ: Merrill. [Chapter 6: proposal writing with example extracts]</p> <p>Lobban, C. S., &amp; Schefter, M. (2017). <i>Writing Undergraduate Lab Reports: A Guide for Students</i>. Cambridge University Press. <a href="https://doi.org/10.1017/9781316338575">https://doi.org/10.1017/9781316338575</a></p> <p>Locke, L. F. (2009). <i>Proposals that work: A guide for planning dissertations and grant proposals</i> (5<sup>th</sup> ed.). Thousand Oaks, CA: Sage. (Chapter 7 on oral presentation of proposals)</p> <p>Tebeaux, S. (2018). <i>Writing science right: strategies for teaching scientific and technical writing</i>. New York: Routledge.</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--