

# The Hong Kong Polytechnic University

## Subject Description Form

<b>Subject Code</b>	ELC3628			
<b>Subject Title</b>	Professional English for Applied Ageing Studies and Service Management Students			
<b>Credit Value</b>	2			
<b>Level</b>	3			
<b>Pre-requisite</b>	LCR English subjects			
<b>Objectives</b>	<p>This subject aims to:</p> <ol style="list-style-type: none"> <li>1. develop students' awareness of professional English and their confidence to use English in professional contexts</li> <li>2. enhance students' skills to express themselves clearly, appropriately, and persuasively in English within the ageing and service management field</li> <li>3. improve students' critical thinking and communication skills through effective written and oral communication</li> </ol>			
<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 discipline knowledge in analysing and addressing a social issue in meeting the emerging needs of ageing populations</li> <li>b. communicate ideas and discipline concepts clearly and concisely in written and spoken formats</li> <li>c. pitch messages to specialist and non-specialist audiences using appropriate language and text / presentation structures</li> <li>d. employ persuasive language and communication strategies to influence readers / audiences to adopt a proposal or viewpoint</li> </ol>			
<b>Subject Synopsis/ Indicative Syllabus</b>	<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 the ageing and service management field. Through a project in which they analyse a social issue related to the emerging needs of ageing populations 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: 30%; padding: 5px;">1. Writing funding proposals</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>- understanding and analysing funders' requirements</li> <li>- analysing the structure and language of funding proposals</li> </ul> </td> </tr> </table>		1. Writing funding proposals	<ul style="list-style-type: none"> <li>- understanding and analysing funders' requirements</li> <li>- analysing the structure and language of funding proposals</li> </ul>
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		<ul style="list-style-type: none"> <li>- writing a problem statement, goals, and objectives</li> <li>- developing and writing informed solutions based on critical analysis</li> <li>- organising content logically and coherently</li> <li>- integrating evidence and discipline specific concepts appropriately and convincingly</li> <li>- employing advanced language and communication strategies to convey meaning accurately, appropriately, and persuasively</li> <li>- producing a professional-looking and reader-friendly document</li> </ul>
	<p>2. Delivering presentations in specific contexts</p>	<ul style="list-style-type: none"> <li>- having a clear presentation purpose</li> <li>- selecting appropriate content/evidence</li> <li>- adapting language and style appropriate to the purpose, context and intended audience</li> <li>- employing advanced language and communication strategies to convey meaning 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 visuals and text to support the spoken message</li> <li>- handling questions professionally</li> <li>- establishing rapport and connection with the audience</li> </ul>
<p><b>Teaching/Learning Methodology</b></p>	<p>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.</p>	

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	1. Funding Proposal	55%	✓	✓	✓	✓
	2. Presentation	45%	✓	✓	✓	✓
Total	100 %					
<p><i>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</i></p> <p><b>1. Funding proposal</b></p> <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.</p> <p><b>2. Presentations in Specific Contexts</b></p> <p>The presentation assignment enables students to build confidence and skills in speaking influentially to an audience relevant to the ageing and service management 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>						
<b>Student Study Effort Expected</b>	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.

<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>Markel, M. (2016). <i>Practical Strategies for Technical communication</i> (2<sup>nd</sup> ed.). Boston – New York: Bedford/St. Martin's. PolyU link.</p> <p>Rajan, R., &amp; Tomal, D. (2015). <i>Grant writing</i>. Lanham, Maryland: Rowman &amp; Littlefield.</p> <p>Stewart, J. P., &amp; Fulop, D. (2019). <i>Mastering the Art of Oral Presentations</i>. John Wiley &amp; Sons, Incorporated.</p> <p>Theobald, T. (2019). <i>Develop your presentation skills: how to inspire and inform with clarity and confidence</i> (4<sup>th</sup> ed.) Kogan Page.</p> <p>Ward, D. (2012). <i>Writing grant proposals that win</i> (4<sup>th</sup> ed.). Jones &amp; 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> (1<sup>st</sup> ed.). Business Expert Press.</p>
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