

# The Hong Kong Polytechnic University

## Subject Description Form

<b>Subject Code</b>	ELC3822
<b>Subject Title</b>	Professional English for Interactive Media Design Students
<b>Credit Value</b>	2
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This subject aims to develop the English language and communication skills required by students to communicate effectively in the context of their future professions in interactive media design.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to communicate effectively in their future professions through</p> <ol style="list-style-type: none"> <li>a. participating and interacting professionally in pitch presentations, and</li> <li>b. writing effective interactive media design related project proposals.</li> </ol> <p>To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, justify design strategies, and analyse the impact and significance of the projects.</p>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>This syllabus 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>Written Project Proposal</b> Reading intensively to investigate a particular topic and develop an in-depth understanding of design-related research. Using their reading to identify a creative direction for a project and establish a research gap. Writing a clearly-organised proposal in an appropriate tone with accurate language.</li> <li>2. <b>Project Proposal Presentation</b> Developing and practising the specific oral skills required in giving a professional and engaging presentation in the interactive media design field.</li> <li>3. <b>Language development</b> Improving and extending relevant features of grammar, vocabulary and pronunciation in order to communicate clearly.</li> </ol>
<b>Teaching/Learning Methodology</b>	<p>The subject is designed to introduce students to the communication skills, both oral and written, that they may need to function effectively in their future professions in interactive media design.</p> <p>The study method is primarily seminar-based. Activities include teacher input as well as individual and group work involving drafting and evaluating texts, mini-presentations, discussions and simulations. Students will be referred to information on the Internet and the ELC's Centre for Independent Language Learning.</p>

	Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required.																																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="459 284 1481 728"> <thead> <tr> <th data-bbox="467 295 786 452" rowspan="2">Specific assessment methods/tasks ( continuous assessment)</th> <th data-bbox="794 295 946 452" rowspan="2">% weighting</th> <th colspan="6" data-bbox="954 295 1473 385">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="954 396 1034 452">a</th> <th data-bbox="1042 396 1121 452">b</th> <th data-bbox="1129 396 1209 452"></th> <th data-bbox="1217 396 1297 452"></th> <th data-bbox="1305 396 1385 452"></th> <th data-bbox="1393 396 1473 452"></th> </tr> </thead> <tbody> <tr> <td data-bbox="467 463 786 553">1. Written Project Proposal</td> <td data-bbox="794 463 946 553">40%</td> <td data-bbox="954 463 1034 553"></td> <td data-bbox="1042 463 1121 553">✓</td> <td data-bbox="1129 463 1209 553"></td> <td data-bbox="1217 463 1297 553"></td> <td data-bbox="1305 463 1385 553"></td> <td data-bbox="1393 463 1473 553"></td> </tr> <tr> <td data-bbox="467 564 786 654">2. Project Proposal Presentation</td> <td data-bbox="794 564 946 654">60%</td> <td data-bbox="954 564 1034 654">✓</td> <td data-bbox="1042 564 1121 654"></td> <td data-bbox="1129 564 1209 654"></td> <td data-bbox="1217 564 1297 654"></td> <td data-bbox="1305 564 1385 654"></td> <td data-bbox="1393 564 1473 654"></td> </tr> <tr> <td data-bbox="467 665 786 721">Total</td> <td data-bbox="794 665 946 721">100 %</td> <td colspan="6" data-bbox="954 665 1473 721"></td> </tr> </tbody> </table> <p data-bbox="459 779 1481 1003">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Students’ oral and writing skills are evaluated through assessment tasks related to the learning outcomes. Students are assessed on the accuracy and the appropriacy of the language used in fulfilling the assessment tasks, as well as the selection and organisation of ideas.</p>							Specific assessment methods/tasks ( continuous assessment)	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b					1. Written Project Proposal	40%		✓					2. Project Proposal Presentation	60%	✓						Total	100 %						
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<b>Reading List and References</b>	<p data-bbox="459 1406 1481 1507"><b>Course materials</b> Learning materials prepared by the English Language Centre</p> <p data-bbox="459 1552 1481 1597"><b>Recommended readings</b></p> <p data-bbox="459 1641 1481 1709">Cobb, N., &amp; Divine, C. (2016). <i>Writing business bids &amp; proposals for dummies</i>. Chichester: John Wiley &amp; Sons.</p> <p data-bbox="459 1753 1481 1821">Coughter, P. (2012). <i>The Art of the Pitch: Persuasion and Presentation Skills that Win Business</i>. New York: Palgrave Macmillan</p> <p data-bbox="459 1865 1481 1955">Garrand, T. P., &amp; Garrand, T. P. (2024). <i>Writing for interactive media : social media, websites, applications, e-learning, games</i> (Fourth edition.). New York, NY: Routledge.</p> <p data-bbox="459 2000 1481 2089">Gatrell, J. D., Bierly, G., Jensen, R. R., &amp; Thakur, R. R. (2020). <i>Research design and proposal writing in spatial science</i> (Third edition.). Springer. <a href="https://doi.org/10.1007/978-3-030-60019-8">https://doi.org/10.1007/978-3-030-60019-8</a></p>																																												

McGowan, B. (2014). *Pitch Perfect: How to Say It Right the First Time, Every Time*. New York: Harper Business.

Pinvidic, B. (2019). *The 3-minute rule : saying less to get more out of any pitch or presentation*. Portfolio/Penguin.

Theobald, T. (2022). *Develop Your Presentation Skills: How to Inspire and Inform with Clarity and Confidence* (Fifth edition, Vol. 170). Kogan Page.