# The Hong Kong Polytechnic University

## Subject Description Form

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| **Subject Code** | ELC3824 |
| **Subject Title** | Professional English for Design Communication |
| **Credit Value** | 3 |
| **Level** | 3 |
| **Pre-requisite / Co-requisite/ Exclusion** | Nil |
| **Objectives** | 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 social design. |
| **Intended Learning Outcomes** | Upon completion of the subject, students will be able to:<br><br>a. read and analyse texts critically, identify and evaluate language used to make claims and support these with valid assumptions,<br>b. conduct professional creative presentations, and<br>c. write about design work reflectively.<br><br>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 designs. |
| **Subject Synopsis/ Indicative Syllabus** | This syllabus is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students.<br><br>1. **Written project proposal**<br>Reading intensively to investigate a particular topic and develop an in-depth understanding of social design issues. Using their reading to identify a social need and establish a research gap. Writing a clearly-organised proposal in an appropriate tone with accurate language.<br><br>2. **Project presentation**<br>Developing and practicing the specific oral skills required to give a professional and engaging presentation in the social design ield.<br><br>3. **Reflective writing**<br>Developing and practicing the specific written skills required to write reflectively in the social design field.<br><br>4. **Language appropriacy**<br>Using context-sensitive language in spoken and written English.<br><br>5. **Language development**<br>Improving and extending relevant features of grammar, vocabulary and pronunciation in order to communicate clearly. |

| Teaching/Learning Methodology | 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. |
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| | 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. |
| | Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required. |

**Assessment Methods in Alignment with Intended Learning Outcomes**

| Specific assessment methods/tasks (continuous assessment) | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | |
|---|---|---|---|---|---|---|---|
| | | a | b | c | | | |
| 1. Written Project Proposal | 40% | ✓ | | | | | |
| 2. Project Presentation | 40% | | ✓ | | | | |
| 3. Reflective Writing | 20% | | | ✓ | | | |
| Total | 100 % | | | | | | |

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.

**Student Study Effort Required**

| Class contact: | |
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| ▪ Seminars | 39 Hrs. |
| Other student study effort: | |
| ▪ Classwork-related, meeting preparation, project-related preparation and self-access work | 78 Hrs. |
| Total student study effort | 117 Hrs. |

**Reading List and References**

**Course materials**

Learning materials prepared by the English Language Centre

**Recommended readings**

Cobb, N., & Divine, C. (2016). *Writing business bids & proposals for dummies*. Chichester: John Wiley & Sons.

Coughter, P. (2012). The Art of the Pitch: *Persuasion and Presentation Skills that Win Business*. New York: Palgrave Macmillan

Guffey, M. E. (2010). *Essentials of business communication* (8th ed.). Mason, OH: South-Western Cengage Learning.

Freddi, A., & Salmon, M. (2019). *Design principles and methodologies : from conceptualization to first prototyping with examples and case studies*. Cham, Switzerland: Springer.

Gibson, P. (2016). *Social (Media) by Design: A social media how-to guide that teachers the simple steps to a successful social presence*. New York: CreateSpace Independent Publishing Platform

Goldstein, E. (2015). *Social Media: How you can dominate Twitter, Facebook, Instagram and Youtube and make passive income*. New York: CreateSpace Independent Publishing Platform

Gatrell, J. D., Bierly, G., Jensen, R. R., & Thakur, R. R. (2020). *Research design and proposal writing in spatial science* (Third edition.). Springer. https://doi.org/10.1007/978-3-030-60019-8

Hinchcliffe, D. (2012). *Social Business By Design: Transformative Social Media Strategies for the Connected Company*. London: Jossey-Bass

Jacobson, T. (2014). *Graphic Design for Social Media Marketing: How to Knock Their Socks Off With Pictures, Fonts and Layout.* Amazon Digital Services.

Lehman, C. M. & DuFrene, D. D. (2011). *Business communication* (16th ed.). Mason, OH: South-Western/Cengage Learning.

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

Thompson, L. L. (2012). *The mind and heart of the negotiator* (5th ed.). Upper Saddle River, NJ: Prentice Hall.