

## Subject Description Form

<b>Subject Code</b>	ELC1012/ELC1013
<b>Subject Title</b>	<p><b>English for University Studies</b></p> <p>(This subject will be offered in two versions for students who will primarily be using (1) APA/Harvard referencing styles or (2) IEEE/Vancouver referencing styles in their university studies.)</p>
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Students entering the University with Level 3 – 5** from the HKDSE will be required to take this course.
<b>Objectives</b>	This subject aims to help students study effectively in the University’s English medium learning environment, and to improve and develop their English language proficiency within a framework of university study contexts.
<b>Intended Learning Outcomes</b>	<p>Upon successful completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Refer to sources in written texts and oral presentations</li> <li>▪ Paraphrase and summarise materials from written and spoken sources</li> <li>▪ Plan, write and revise expository essays with references to sources</li> <li>▪ Deliver effective oral presentations</li> </ul> <p>To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present information logically and coherently.</p>
<b>Contribution to Programme Outcomes (Refer to Part I Section 10)</b>	<ul style="list-style-type: none"> <li>▪ Programme Outcome 11: Demonstrate an ability to communicate effectively and advise clients, professional colleagues and other members of the community. (Teach and Practice)</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>1. Written communication</p> <ul style="list-style-type: none"> <li>▪ Analysing and practicing common writing functions; improving the ability of writing topic sentences and strategies for paragraph development; understanding common patterns of organization in expository writing; taking notes from written and spoken sources; practicing summarizing and paraphrasing skills; improving coherence and cohesion in writing; developing revision and proofreading skills.</li> </ul>

	<p>2. Spoken communication</p> <ul style="list-style-type: none"> <li>▪ Recognising the purposes of and differences between spoken and written communication in English in university study contexts; identifying and practicing the verbal and non-verbal interaction strategies in oral presentations; developing and applying critical thinking skills to discussions of issues.</li> </ul> <p>3. Language development</p> <ul style="list-style-type: none"> <li>▪ Improving and extending relevant features of grammar, vocabulary and pronunciation.</li> </ul>																																		
<p><b>Teaching/Learning Methodology</b></p>	<p>The study method is primarily seminar-based. Following a blended delivery approach, activities include teacher input as well as in- and out-of-class individual and group work involving drafting and evaluating texts, mini-presentations, discussions and simulations. The process approach to writing is adopted, and students make use of eLearning resources to engage in academic discussions and to reflect on their learning.</p> <p>Learning materials developed by the English Language Centre are used throughout the course. Students will be referred to learning resources on the Internet and in the ELC’s Centre for Independent Language Learning. Additional reference materials will be recommended as required.</p>																																		
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="469 1016 1450 1480"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Academic essay 1</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Academic essay 2</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Oral presentation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessments 1 and 2 necessitate achievement of LOs (a), (b) and (c) in order to write an effective academic essay via the process of extending and improving the essay for assessment 1. In order for students to present an effective academic oral presentation, as demanded in assessment 3, they will need to read, note and synthesize from a variety of sources, and refer to those sources in their presentation (ref. LOs (a), (b) and (d)).</p> <p>In addition to these assessments, students are required to complete further language training, through web-based language work, reading tasks and</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Academic essay 1	30%	✓	✓	✓		2. Academic essay 2	30%	✓	✓	✓		3. Oral presentation	40%	✓	✓		✓	Total	100 %				
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																															
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1. Academic essay 1	30%	✓	✓	✓																															
2. Academic essay 2	30%	✓	✓	✓																															
3. Oral presentation	40%	✓	✓		✓																														
Total	100 %																																		

	online reflections. The additional language training offered in online tasks is aligned with all the four LOs. In some of the tasks, students to critically read and summarize information contained in a variety of sources, as required in LOs (a) and (b).	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Seminars	39 Hrs.
	Other student study effort:	
	▪ Self-study / Preparation	78 Hrs.
	Total student study effort	117Hrs.
<b>Reading List and References</b>	<p><b><u>Course material</u></b> Learning materials developed by the English Language Centre</p> <p><b><u>Recommended references</u></b></p> <ul style="list-style-type: none"> <li>▪ Bailey, S. (2014). <i>Academic writing: a handbook for international students</i>. Abingdon: Routledge.</li> <li>▪ Comfort, J. (2001). <i>Effective presentations</i>. Oxford: Cornelsen &amp; Oxford University Press.</li> <li>▪ Hung, T. T. N. (2005). <i>Understanding English grammar: A course book for Chinese learners of English</i>. Hong Kong: Hong Kong University Press.</li> <li>▪ Tang, R. (2012). <i>Academic writing in a second or foreign language: Issues and challenges facing ESL/EFL academic writers in higher education contexts</i>. London: Continuum International Pub.</li> <li>▪ Zwier, L. J. (2002). <i>Building academic vocabulary</i>. Ann Arbor, MI: University of Michigan Press.</li> </ul>	

**Note 1: Intended Learning Outcomes**

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

**Note 2: Subject Synopsis/ Indicative Syllabus**

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

**Note 3: Teaching/Learning Methodology**

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

**Note 4: Assessment Method**

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.