The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC3522
Subject Title	English for Technical Project Writing
Credit Value	2
Level	3
Pre-requisite	LCR English subjects
Objectives	This subject aims to develop the English language skills required by students to communicate effectively in professional contexts.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. plan, organise and produce logically-developed and convincing project proposals; and b. organise and produce technical documents such as manuals and guidelines. To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, present ideas systematically and logically, and provide support for stance and opinion.
Subject Synopsis/ Indicative Syllabus	This content is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students. 1. **Project proposals** Selecting and organising relevant content; referring to source information for support; applying appropriate paraphrasing, summarising and referencing skills; maintaining cohesion and coherence; referring to visuals and numerical data; achieving appropriate tone and style; using appropriate format; improving editing and proofreading skills. 2. **Technical writing** Identifying and practising writing functions in technical discourse such as user manuals and procedure guidelines; understanding and applying principles of technical text structure; selecting relevant content; achieving appropriate style and tone; using appropriate format.
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. These skills will be necessary for successful employment in any organisation where internal and/or external communication is conducted in English. The study method is primarily seminar-based. Activities include teacher input as well as individual and group work involving drafting and evaluating

<table>
<tr><td></td><td>texts, mini-presentations and discussions. 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.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td></td><td></td><td></td><td></td></tr>
<tr><td>1. Proposal</td><td>40%</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2. Technical writing</td><td>60%</td><td></td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
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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.</td></tr>
<tr><td>Student Study Effort Required</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Seminars</td><td>26 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Classwork-related and project-related preparation and self-access work</td><td>52 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>78 Hrs.</td></tr>
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</td></tr>
<tr><td>Reading List and References</td><td>
Barker, T. T. (2005). Writing software documentation: A task-oriented approach (2nd ed.). New York, NY: Longman.

Dawson, C. W. (2000). The essence of computing projects: A student's guide. New York, NY: Prentice Hall.

Johnson-Sheehan, R. (2008). Writing proposals (2nd ed.). New York, NY: Pearson/Longman.

Houp, K. W., Pearsall, T. E., Tebeaux, E. & Dragga, S. (2006). Reporting technical information (11th ed.). New York, NY: Oxford University Press.

Northey, M. & Jewinski, J. (2007). Making sense: A student's guide to
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</table>

	research and writing: engineering and the technical sciences (2nd ed.). Don Mills, ON: Oxford University Press. Reep, D. C. (2006). *Technical writing: Principles, strategies and readings* (6th ed.). New York, NY: Pearson/Longman.