

# The Hong Kong Polytechnic University

## Subject Description Form

<b>Subject Code</b>	ELC3626
<b>Subject Title</b>	Professional English for HTI Students
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	LCR English subjects
<b>Objectives</b>	This subject aims to develop the English language and communication skills required by students to discuss, propose and report scientific studies in writing and in oral presentations.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: a. describe and integrate data and sources in scientific writing critically and coherently b. organise and produce scientific reports coherently and in a scientific manner c. plan, organise and produce clearly written, logically developed and convincing proposals of scientific projects d. organise and deliver professional presentations confidently and effectively, using appropriate and effective verbal and non-verbal communication skills e. interact appropriately and confidently in the question-and-answer session of professional presentations
	<p>The content is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students.</p> <ul style="list-style-type: none"><li>• Introducing a study in technical reports and proposals explaining the background to a study; reviewing, synthesising and critiquing sources and previous studies; stating objectives; describing the methodology; justifying a proposed project.</li><li>• Presenting study results in scientific reports describing and interpreting results; explaining causal relationships; discussing implications; presenting conclusions.</li><li>• Organising scientific reports and proposals organising the content logically and systematically; maintaining coherence and cohesion.</li><li>• Using appropriate style and tone in scientific reports and proposals</li><li>• Catering for the purposes of professional presentations and the audience recognising differences in language style between spoken language and formal written language; using support materials effectively</li></ul>

	<ul style="list-style-type: none"> <li>• Communicating clearly in professional presentations identifying and practising verbal and non-verbal interaction strategies; improving pronunciation, accuracy and appropriateness of language</li> <li>• Dealing with controversy presenting issues and controversial aspects in a critical manner; developing strategies to respond to challenging questions</li> </ul>																																															
<b>Teaching/Learning Methodology</b>	<p>The study method is primarily seminar-based. Activities include teacher input as well as individual and group work. Students will be referred to information on the Internet and the ELC’s Centre for Independent Language Learning.</p> <p>Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required.</p>																																															
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="499 752 1353 1408"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Scientific report writing</td> <td>25%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Project proposal writing</td> <td>35%</td> <td>✓</td> <td></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> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The ELC will design and use assessment tasks that incorporate the task requirements of scientific writing and oral presentations in the discipline of health technology to assess students’ ability in achieving the learning outcomes of this subject.</p>		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Scientific report writing	25%	✓	✓					2. Project proposal writing	35%	✓		✓				3. Oral presentation	40%				✓	✓		Total	100 %						
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<b>Student Study Effort Expected</b>	Class contact:																																															
	<ul style="list-style-type: none"> <li>■ Seminars</li> </ul>	39 Hrs.																																														
	Other student study effort:																																															
	<ul style="list-style-type: none"> <li>■ Classwork-related and assessment related preparation and self-access work</li> </ul>	78 Hrs.																																														
	Total student study effort																																															
		117 Hrs.																																														

**Reading List and  
References**

**Required reading**

Course materials prepared by the English Language Centre

**Recommended readings**

Alley, M. (2003). *The craft of scientific presentations: Critical steps to succeed and critical errors to avoid*. New York, NY: Springer

Anholt, R. R. H. (2006). *Dazzle 'em with style: The art of oral scientific presentation* (2nd ed.). Philadelphia, PA: Elsevier Academic Press.

Beer, D. F. (Ed.) (2003). *Writing and speaking in the technology professions: A practical guide* (2nd ed.). Hoboken, NJ: Wiley.

Delaware Technical and Community College. (2004). *Writing skills for technical students* (5th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Ingre, D. (2003). *Technical writing: Essentials for the successful professional*. Mason, OH: Thomson.

Kynell, T. C. (1999). *Scenarios for technical communication: Critical thinking and writing*. Boston, MA: Allyn and Bacon.

Leedy, P. D. (1997). *Practical research: Planning and design*. Upper Saddle River, NJ: Merrill. [Chapter 6: proposal writing with example extracts]

Leiner, F. (2003). *Medical data management: A practical guide*. New York, NY: Springer.

Letendre, P. (1991). *Fundamentals of writing for the biomedical sciences*. Edmonton, Alta: University of Alberta.

Locke, L. F. (2000). *Proposals that work: A guide for planning dissertations and grant proposals*. Thousand Oaks, CA: Sage. [Chapter 7 on oral presentation of proposals]

Smith, F. G. (2003). *Key topics in clinical research: A user guide to researching, analyzing, and publishing clinical data*. Oxford: BIOS Scientific Pub.

VanAlstyne, J.S. & Tritt, M.D. (2002). *Professional and technical writing strategies: Communicating in technology and science*. Upper Saddle River, NJ: Prentice Hall.

Williams, K. (1996). *Scientific & technical writing*. Oxford: Oxford Centre for Staff Development.