

## Subject Description Form

<b>Subject Code</b>	ELC291 (This subject is offered to students in AMA, ITC, FB, FH, FHSS, SD and SHTM)
<b>Subject Title</b>	English for University Studies
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<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> <ol style="list-style-type: none"> <li>a. refer to sources in written texts and oral presentations</li> <li>b. paraphrase and summarise materials from written and spoken sources</li> <li>c. plan, write and revise expository essays with references to sources</li> <li>d. deliver effective oral presentations</li> </ol> <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>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Written communication Analysing and practising common writing functions; improving the ability of writing topic sentences and strategies for paragraph development; understanding common patterns of organisation in expository writing; taking notes from written and spoken sources; practising summarising and paraphrasing skills; improving coherence and cohesion in writing; developing revision and proofreading skills.</li> <li>2. Spoken communication Recognising the purposes of and differences between spoken and written communication in English in university study contexts; identifying and practising the verbal and non-verbal interaction strategies in oral presentations; developing and applying critical thinking skills to discussions of issues.</li> <li>3. Language development Improving and extending relevant features of grammar, vocabulary and pronunciation.</li> </ol>

<b>Teaching/Learning Methodology</b>	<p>The study method is primarily seminar-based. 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>																																																		
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="443 611 1417 1153"> <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>24%</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>30%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>4. Web-based language work</td> <td>8%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>5. Reading tasks and reflections</td> <td>8%</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 synthesise from a variety of sources, and refer to those sources in their presentation (ref. LOs (a), (b) and (d)). Assessment 4 will provide further assessment of the students' abilities with regard to all four LOs in a variety of online tasks. Finally, assessment 5 will require critical reading and summarising of a variety sources, as required in LOs (a) and (b).</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	24%	✓	✓	✓		2. Academic essay 2	30%	✓	✓	✓		3. Oral presentation	30%	✓	✓		✓	4. Web-based language work	8%	✓	✓	✓	✓	5. Reading tasks and reflections	8%	✓	✓			Total	100 %				
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<b>Student Study Effort Expected</b>	Class contact:																																																		
	<ul style="list-style-type: none"> <li>▪ Seminars</li> </ul>		42 Hrs.																																																
	Other student study effort:																																																		
	<ul style="list-style-type: none"> <li>▪ Self study/preparation</li> </ul>		84 Hrs.																																																
	Total student study effort		126 Hrs.																																																
<b>Reading List and</b>	<b>Required reading</b>																																																		

<p><b>References</b></p>	<p>Course materials prepared by the English Language Centre</p> <p><b>Recommended readings</b></p> <p>Anderson, K., Maclean, J. and Lynch, T. (2004). <i>Study speaking: A course in spoken English for academic purposes</i>. (2nd ed.). Cambridge: Cambridge University Press.</p> <p>Boyle, J. &amp; Boyle, L. (1998). <i>Common Spoken English Errors in Hong Kong</i>. Hong Kong: Longman.</p> <p>Camp, S. and Satterwhite, M. L. (2007). <i>College English and communication</i>. (9th ed.). New York: Mcgraw-Hill/Irwin.</p> <p>Chivers, B. and Shoolbred, M. (2007). <i>A student's guide to presentations: Making your presentation count</i>. Los Angeles; London: Sage.</p> <p>Hung, T. T. N. (2005). <i>Understanding English grammar: A course book for Chinese learners of English</i>. Hong Kong: Hong Kong University Press.</p> <p>Redman, S. (2003). <i>English vocabulary in use: Pre-intermediate and intermediate</i>. Cambridge: Cambridge University Press.</p> <p>Zwier, L. J. (2002). <i>Building academic vocabulary</i>. Ann Arbor, MI: University of Michigan Press.</p>
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