

Subject Code	ENGL4005
Subject Title	English for Science and Technology
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject aims to equip students with the necessary linguistic knowledge and strategies to (1) understand the discourse features of scientific and technical texts; (2) produce reader-oriented, engaging, and persuasive scientific and technical texts; and (3) to achieve clarity, accuracy, conciseness and overall effectiveness in writing for science and technology.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. understand and analyse linguistic and discourse features of scientific and technological texts; b. develop and produce scientific and technological texts with appropriate linguistic and discourse features; c. guide readers through a text and engage with them effectively using the appropriate choice of linguistic strategies. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> d. extend and enhance strategies for learning autonomously and collaboratively; e. increase their global outlook and an awareness of cultural diversity constructed through English for science and technology texts.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Linguistic features of scientific and technical texts (e.g., vocabulary, syntax and organization) 2. Discourse features of scientific and technical texts for specific communicative purposes 3. Critical and creative writing of various types of scientific and technical texts, including abstracts and summaries, procedural texts, scientific editorials, technical reports and popular science articles

Teaching/ Learning Methodology	The learning and teaching will be in the form of task-based, interactive seminars in classrooms and computer laboratories. Students are exposed to various types of scientific and technical texts to investigate their linguistic features with the support of analytical computer software, and to produce scientific and technical texts by themselves.																																																					
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="464 479 1377 1048"> <thead> <tr> <th data-bbox="464 479 724 689" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="724 479 895 689" rowspan="2">% weighting</th> <th colspan="6" data-bbox="895 479 1377 622">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="895 622 975 689">a</th> <th data-bbox="975 622 1054 689">b</th> <th data-bbox="1054 622 1134 689">c</th> <th data-bbox="1134 622 1214 689">d</th> <th data-bbox="1214 622 1294 689">e</th> <th data-bbox="1294 622 1377 689"></th> </tr> </thead> <tbody> <tr> <td data-bbox="464 689 724 763">1. Presentation</td> <td data-bbox="724 689 895 763">30%</td> <td data-bbox="895 689 975 763">✓</td> <td data-bbox="975 689 1054 763">✓</td> <td data-bbox="1054 689 1134 763">✓</td> <td data-bbox="1134 689 1214 763">✓</td> <td data-bbox="1214 689 1294 763">✓</td> <td data-bbox="1294 689 1377 763"></td> </tr> <tr> <td data-bbox="464 763 724 869">2. Technical Report</td> <td data-bbox="724 763 895 869">35%</td> <td data-bbox="895 763 975 869">✓</td> <td data-bbox="975 763 1054 869">✓</td> <td data-bbox="1054 763 1134 869">✓</td> <td data-bbox="1134 763 1214 869">✓</td> <td data-bbox="1214 763 1294 869">✓</td> <td data-bbox="1294 763 1377 869"></td> </tr> <tr> <td data-bbox="464 869 724 974">3. Popular science article</td> <td data-bbox="724 869 895 974">35%</td> <td data-bbox="895 869 975 974">✓</td> <td data-bbox="975 869 1054 974">✓</td> <td data-bbox="1054 869 1134 974">✓</td> <td data-bbox="1134 869 1214 974">✓</td> <td data-bbox="1214 869 1294 974">✓</td> <td data-bbox="1294 869 1377 974"></td> </tr> <tr> <td data-bbox="464 974 724 1048">Total</td> <td data-bbox="724 974 895 1048">100 %</td> <td colspan="6" data-bbox="895 974 1377 1048"></td> </tr> </tbody> </table> <p data-bbox="464 1088 1377 1193">The assessment will be based on a variety of activities, which demonstrate student understanding of specialised discourse and critical thinking, as follows:</p> <p data-bbox="464 1229 1377 1373">1) a presentation on the analysis of the linguistic and discourse features of scientific and technical texts on a topic of their own choice; 2) an individually assessed task for producing a technical report; and 3) writing a popular science article on a social issue.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Presentation	30%	✓	✓	✓	✓	✓		2. Technical Report	35%	✓	✓	✓	✓	✓		3. Popular science article	35%	✓	✓	✓	✓	✓		Total	100 %						
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																				
		a	b	c	d	e																																																
1. Presentation	30%	✓	✓	✓	✓	✓																																																
2. Technical Report	35%	✓	✓	✓	✓	✓																																																
3. Popular science article	35%	✓	✓	✓	✓	✓																																																
Total	100 %																																																					
Student Study Effort Expected	Class contact:																																																					
	▪ Lectures							26 Hrs.																																														
	▪ Seminars							13 Hrs.																																														
	Other student study effort:																																																					
	▪ Private study							58 Hrs.																																														
	▪ Take-home assignments							29 Hrs.																																														
	Total student study effort							126 Hrs.																																														
Reading List and References	Ädel, A. 2006. <i>Metadiscourse in L1 and L2 English</i> . John Benjamins Publishing Company.																																																					

	<p>Halliday, M. A. K., & Martin, J. R. (2004). <i>Writing science: Literacy and discursive power</i>. The Falmer Press.</p> <p>Hyland, K. (2018). <i>Metadiscourse: Exploring interaction in writing</i>. Bloomsbury Publishing.</p> <p>Markel, M. & Selber, S. A. (2020). <i>Technical communication</i>. Bedford/St. Martins.</p> <p>Mitra, B. (2006). <i>Effective technical communication: A guide for scientists and engineers</i>. Oxford University Press.</p> <p>Neuen, S. & Tebeaux E. (2018). <i>Writing science right: Strategies for teaching scientific and technical writing</i>. Routledge.</p> <p>Penrose, A. M. & Kats, S. B. (2010). <i>Writing in the sciences: Exploring conventions of scientific discourse</i>. St. Martin's Press.</p> <p>Silyn-Roberts, H. (2012). <i>Writing for science and engineering: Papers, presentations and reports</i>. Elsevier.</p> <p>Woolever, K. R. (2007). <i>Writing for the technical professions</i>. Longman.</p> <p>Relevant websites and up-to-date learning materials will be provided by the subject teacher</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Prepared by Victor Ho, February 2018. Updated by Max Diaz, December 2022.