Subject Description Form

Subject Code	ELC3523
Subject Title	**Scientific Writing for BME Students**
Credit Value	2
Level	3
Pre-requisite	LCR English subjects
Objectives	This subject aims to develop the English language and communication skills required by students to discuss, propose and report scientific studies in writing.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Describe and integrate data and sources in scientific writing critically and coherently b. Organize and produce scientific reports coherently and in a scientific manner c. Plan, organize and produce clearly written, logically developed and convincing proposals of scientific projects. To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present and support stance and opinion.
Contribution to Programme Outcomes (Refer to Part I Section 10)	▪ Programme Outcome 11: Demonstrate an ability to communicate effectively and advise clients, professional colleagues and other members of the community. (Teach and Practice)
Subject Synopsis/ Indicative Syllabus	The content is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students. 1. Introducing a study in technical reports and proposals ▪ Explaining the background to a study; reviewing, synthesizing and critiquing sources and previous studies; stating objectives; describing the methodology; justifying a proposed project. 2. Presenting study results in scientific reports ▪ Describing and interpreting results; explaining causal relationships; discussing implications; presenting conclusions.

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<tr><td></td><td>
3. Organizing scientific reports and proposals
Organizing the content logically and systematically; maintaining coherence and cohesion.
4. Using appropriate style and tone in scientific reports and proposals
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<tr><td>Teaching/Learning Methodology</td><td>
The study method is primarily seminar-based. Activities include teacher input as well as individual and group work involving drafting and improving texts. 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.
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<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td>Specific assessment methods/tasks</td><td>% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td></td><td></td><td>a</td><td>b</td><td>c</td><td></td><td></td><td></td></tr>
<tr><td>1. Scientific report writing</td><td>45%</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>2. Project proposal writing</td><td>55%</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>
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Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

This subject adopts the method of 100% continuous assessment. Students' writing skills are evaluated through assessment tasks designed to achieve 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 organization of ideas. The persuasiveness of the project proposal will also be assessed.
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<tr><td>Student Study Effort Expected</td><td>
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<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 assessment 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>
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Reading List and References	**Required reading** Course materials prepared by the English Language Centre **Recommended readings** ▪ 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.