

## Subject Description Form

<b>Subject Code</b>	ELC3523
<b>Subject Title</b>	<b>Scientific Writing for BME Students</b>
<b>Credit Value</b>	2
<b>Level</b>	3
<b>Pre-requisite</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.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Describe and integrate data and sources in scientific writing critically and coherently</li> <li>b. Organize and produce scientific reports coherently and in a scientific manner</li> <li>c. Plan, organize and produce clearly written, logically developed and convincing proposals of scientific projects.</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 and support stance and opinion.</p>
<b>Contribution to Programme Outcomes (Refer to Part I Section 10)</b>	<ul style="list-style-type: none"> <li>▪ Programme Outcome 11: Demonstrate an ability to communicate effectively and advise clients, professional colleagues and other members of the community. (Teach and Practice)</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<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> <ol style="list-style-type: none"> <li>1. Introducing a study in technical reports and proposals <ul style="list-style-type: none"> <li>▪ Explaining the background to a study; reviewing, synthesizing and critiquing sources and previous studies; stating objectives; describing the methodology; justifying a proposed project.</li> </ul> </li> <li>2. Presenting study results in scientific reports <ul style="list-style-type: none"> <li>▪ Describing and interpreting results; explaining causal relationships; discussing implications; presenting conclusions.</li> </ul> </li> </ol>

	<p>3. Organizing scientific reports and proposals</p> <ul style="list-style-type: none"> <li>▪ Organizing the content logically and systematically; maintaining coherence and cohesion.</li> </ul> <p>4. Using appropriate style and tone in scientific reports and proposals</p>																																														
<p><b>Teaching/Learning Methodology</b></p>	<p>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.</p> <p>Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required.</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="440 722 1435 1192"> <thead> <tr> <th data-bbox="440 722 740 848">Specific assessment methods/tasks</th> <th data-bbox="745 722 907 848">% weighting</th> <th colspan="6" data-bbox="912 722 1435 848">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <td data-bbox="440 854 740 915"></td> <td data-bbox="745 854 907 915"></td> <th data-bbox="912 854 1021 915">a</th> <th data-bbox="1026 854 1135 915">b</th> <th data-bbox="1140 854 1248 915">c</th> <th data-bbox="1253 854 1312 915"></th> <th data-bbox="1317 854 1375 915"></th> <th data-bbox="1380 854 1435 915"></th> </tr> </thead> <tbody> <tr> <td data-bbox="440 921 740 1020">1. Scientific report writing</td> <td data-bbox="745 921 907 1020">45%</td> <td data-bbox="912 921 1021 1020">✓</td> <td data-bbox="1026 921 1135 1020">✓</td> <td data-bbox="1140 921 1248 1020"></td> <td data-bbox="1253 921 1312 1020"></td> <td data-bbox="1317 921 1375 1020"></td> <td data-bbox="1380 921 1435 1020"></td> </tr> <tr> <td data-bbox="440 1026 740 1125">2. Project proposal writing</td> <td data-bbox="745 1026 907 1125">55%</td> <td data-bbox="912 1026 1021 1125">✓</td> <td data-bbox="1026 1026 1135 1125"></td> <td data-bbox="1140 1026 1248 1125">✓</td> <td data-bbox="1253 1026 1312 1125"></td> <td data-bbox="1317 1026 1375 1125"></td> <td data-bbox="1380 1026 1435 1125"></td> </tr> <tr> <td data-bbox="440 1131 740 1192">Total</td> <td data-bbox="745 1131 907 1192">100 %</td> <td data-bbox="912 1131 1021 1192"></td> <td data-bbox="1026 1131 1135 1192"></td> <td data-bbox="1140 1131 1248 1192"></td> <td data-bbox="1253 1131 1312 1192"></td> <td data-bbox="1317 1131 1375 1192"></td> <td data-bbox="1380 1131 1435 1192"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>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.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								a	b	c				1. Scientific report writing	45%	✓	✓					2. Project proposal writing	55%	✓		✓				Total	100 %						
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1. Scientific report writing	45%	✓	✓																																												
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<p><b>Student Study Effort Expected</b></p>	Class contact:																																														
<ul style="list-style-type: none"> <li>▪ Seminars</li> </ul>							26 Hrs.																																								
Other student study effort:																																															
<ul style="list-style-type: none"> <li>▪ Classwork-related and assessment related preparation and self-access work</li> </ul>							52 Hrs.																																								
<ul style="list-style-type: none"> <li>▪ Total student study effort</li> </ul>							78 Hrs.																																								

**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.