

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	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 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. <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>
Contribution to Programme Outcomes (Refer to Part I Section 10)	<ul style="list-style-type: none"> ▪ 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	<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"> 1. Introducing a study in technical reports and proposals <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ Describing and interpreting results; explaining causal relationships; discussing implications; presenting conclusions.

	<p>3. Organizing scientific reports and proposals</p> <ul style="list-style-type: none"> ▪ Organizing the content logically and systematically; maintaining coherence and cohesion. <p>4. Using appropriate style and tone in scientific reports and proposals</p>																																													
<p>Teaching/Learning Methodology</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>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="441 714 1446 1192"> <thead> <tr> <th data-bbox="441 714 740 848">Specific assessment methods/tasks</th> <th data-bbox="740 714 906 848">% weighting</th> <th colspan="5" data-bbox="906 714 1446 848">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <td data-bbox="441 848 740 915"></td> <td data-bbox="740 848 906 915"></td> <th data-bbox="906 848 1019 915">a</th> <th data-bbox="1019 848 1133 915">b</th> <th data-bbox="1133 848 1247 915">c</th> <td data-bbox="1247 848 1312 915"></td> <td data-bbox="1312 848 1377 915"></td> <td data-bbox="1377 848 1446 915"></td> </tr> </thead> <tbody> <tr> <td data-bbox="441 915 740 1024">1. Scientific report writing</td> <td data-bbox="740 915 906 1024">45%</td> <td data-bbox="906 915 1019 1024">✓</td> <td data-bbox="1019 915 1133 1024">✓</td> <td data-bbox="1133 915 1247 1024"></td> <td data-bbox="1247 915 1312 1024"></td> <td data-bbox="1312 915 1377 1024"></td> <td data-bbox="1377 915 1446 1024"></td> </tr> <tr> <td data-bbox="441 1024 740 1125">2. Project proposal writing</td> <td data-bbox="740 1024 906 1125">55%</td> <td data-bbox="906 1024 1019 1125">✓</td> <td data-bbox="1019 1024 1133 1125"></td> <td data-bbox="1133 1024 1247 1125">✓</td> <td data-bbox="1247 1024 1312 1125"></td> <td data-bbox="1312 1024 1377 1125"></td> <td data-bbox="1377 1024 1446 1125"></td> </tr> <tr> <td data-bbox="441 1125 740 1192">Total</td> <td data-bbox="740 1125 906 1192">100 %</td> <td data-bbox="906 1125 1019 1192"></td> <td data-bbox="1019 1125 1133 1192"></td> <td data-bbox="1133 1125 1247 1192"></td> <td data-bbox="1247 1125 1312 1192"></td> <td data-bbox="1312 1125 1377 1192"></td> <td data-bbox="1377 1125 1446 1192"></td> </tr> </tbody> </table> <p data-bbox="441 1192 1446 1570">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="441 1192 1446 1570">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>Student Study Effort Expected</p>	Class contact:																																													
<ul style="list-style-type: none"> ▪ Seminars 							26 Hrs.																																							
Other student study effort:																																														
<ul style="list-style-type: none"> ▪ Classwork-related and assessment related preparation and self-access work 							52 Hrs.																																							
<ul style="list-style-type: none"> ▪ Total student study effort 							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.