The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC3421
Subject Title	English for Construction and Environmental Professionals
Credit Value	3
Level	3
Pre-requisite	LCR English subjects
Objectives	This subject aims to enhance students' English language and communication skills within the context of construction and environmental fields. Students will learn strategies to express themselves clearly, appropriately and persuasively in both spoken and written forms, demonstrating their competence as entry-level professionals. Topics covered include language skills for workplace presentations, job application and interview techniques in the digital age, discipline-specific report writing, and professional reflection.
Intended Learning Outcomes *(Note 1)*	Upon completing the course, students will be able to: a. communicate ideas clearly and concisely in various written and spoken formats b. employ persuasive language and strategies, including multi-modal means, to influence audiences to adopt a viewpoint c. demonstrate critical analysis and reflection on the problem explored or ideas presented in both written and spoken outputs, and d. apply language and communication strategies appropriate to the target audience, purpose and professional context To achieve the above outcomes, students are expected to use language and writing style appropriate to the context, and the broader professional environment, critically select information, and present and support their knowledge, stance and opinion in a persuasive way.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	The syllabus is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students. **1. Interview and Discussion in Technical Contexts** • analysing employers' needs and expectations • interacting with potential employers and professionals in face-to-face and virtual contexts • employing advanced language and communication strategies to convey meaning accurately, appropriately, and persuasively • using personal stories and achievements to impress audiences • establishing rapport and connection with the audience • analysing and discussing workplace issues with a range of participants such as co-workers, clients and staff of government departments

2. Professional presentation of technical content

- setting a clear presentation purpose
- critically selecting appropriate content/evidence
- adapting language and style appropriate to the purpose, context and intended audience
- employing advanced language and communication strategies to convey meaning accurately, appropriately, and persuasively;
- speaking with clarity (including clear pronunciation)
- speaking with fluency and confidence
- using effective verbal and non-verbal interactive strategies appropriately
- using visuals and text to support the spoken message
- handling questions professionally
- establishing rapport and connection with the audience

3. Professional report

- conducting a study to address an issue relating to construction and /or environment
- writing a problem statement, goals and objectives
- critically analysing the collected data
- analysing the structure and language of a technical report
- integrating evidence and discipline-specific knowledge convincingly
- organising content logically and coherently
- employing advanced language and communication strategies to convey meaning accurately, appropriately and persuasively
- producing a professional-looking and reader-friendly multimodal document

4. Professional reflection

- critically reflecting on team-work experience/ technical skills/communication skills/interpersonal skills/and leadership skills
- showing evidence of growth as a technical professional
- organising content logically and coherently
- employing advanced language and communication strategies to convey meaning accurately, appropriately and persuasively

Teaching/Learning Methodology

(Note 3)

The study method is primarily seminar-based. Students will engage in project-based learning using scenarios relevant to professionals in the construction and environmental industry. Activities include discussions, text analysis, student-led investigations, process writing, mini-presentations, role plays and video presentations. Core materials developed by the ELC will be blended with online activities and additional resources. Students will also be referred to the services and initiatives of the ELC's Centre for Independent Language Learning.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
Assessment 1 a. AI-empowered interview b. Job interview & professional discussion	40% 5% 35%	✓	✓	✓	✓

Assessment 2 (in-class) Professional presentation	20%	✓	✓	✓	✓
Assessment 3 (Out-of-class) a. Professional report (group)	25%	✓	✓	✓	✓
Assessment 4 (Out-of-class) Professional reflection (individual)	15%	✓	✓	✓	✓
Total	100 %				

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. Interview and discussion in technical context

The use of digital tools and social media for recruitment has become increasingly prevalent. This assignment simulates a real-life scenario that enables students to develop essential job application and interview skills for the digital age. These skills include researching current employment trends, adopting appropriate persuasive strategies to influence opinions, and delivering clear, appropriate messages in both virtual and face-to-face interviews, as well as in professional discussions.

2. Professional presentation in technical context

The presentation assignment enables students to build confidence and skills in speaking influentially to an audience in the construction- and environmentally-related field. The assignment requires students to speak with fluency, clarity and purpose, pitch ideas in a style and structure appropriate to the specific audience, engage the audience, and use persuasive language and communication strategies.

3. Professional report

Writing professional reports is a common task for graduates in the construction field. This assignment offers students practical experience by identifying a construction-related problem, collecting relevant data, and writing up a technical report. Students are required to critically analyse the problem and collected data, and develop a clear, concise, well-structured report with feasible recommendations for intended audience.

4. Professional reflection

The reflection process helps students connect their technical and discipline-specific learning to the skills acquired during their studies. By applying their project work and technical experiences, students can reflect on skills like communication, team collaboration, technical proficiency, problem-solving skills, and leadership to showcase their growth within their discipline.

<table>
<tr><td rowspan="5">Student Study Effort Expected</td><td>Class contact:</td><td></td></tr>
<tr><td>▪ Seminars</td><td>39 hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Classwork-related, assessment-related, and self-access work</td><td>78 hrs.</td></tr>
<tr><td>Total student study effort</td><td>117 hrs.</td></tr>
<tr><td>Reading List and References</td><td colspan="2">Required resources

Course materials prepared by the English Language Centre.

Recommended resources

You can update the links in the reading list - copy them from below:
Students are encouraged to use the range of services and initiatives provided by the ELC including our Speaking Assistance Programme, Writing Assistance Programme, workshops, and Open Online Courses

Becker, K. L. & Renger, R. (2017-03), Suggested Guidelines for Writing Reflective Case Narratives: Structure and Indicators. The American journal of Evaluation, 38(1), 138-150. DOI: 10.1177/1098214016664025
Beer, D. F. (2015). Writing and speaking in the technology professions: A practical guide (2nd ed.). Wiley. https://doi.org/10.1002/9781119134633
Hoevemever, V. A. & Falcone, Paul. (2017). High-Impact Interview Questions. AMACOM
Houp, K. W., Pearsall, T. E., Tebeaux, E. & Dragga, S. (2006). Reporting technical information (11th ed.). New York: Oxford University Press.
Kilgore, D., Sattler, B. & Turns, J. (2013). From fragmentation to continuity: engineering students making sense of experience through the development of a professional portfolio. Studies in Higher Education (Dorchester-on-Thames), 38(6), 807–826. https://doi.org/10.1080/03075079.2011.610501

Markel, M. (2016). Practical Strategies for Technical communication (2nd ed.). Boston – New York: Beford/St. Martin’s
Martin, C. (2014). What to say in every job interview: How to understand what managers are really asking and give the answers that land the job (1st ed.). New York: McGraw-Hill Education.
McWhir, C., Scudamore, C., & Scudamore, P. (2018). The ultimate job hunting book: Write a killer CV, discover hidden jobs, succeed at interview (Second ed., Teach yourself books). London: Hodder & Stoughton
Northey, M. & Jewinski, J. (2009). Making sense: A student’s guide to research and writing: Engineering and the technical sciences (3rd ed.). Don Mills, Ontario: Oxford University Press.
Serula, D. (2020). LinkedIn profile optimization for dummies (2nd ed., For dummies). Newark: Wiley.
Theobald, T. (2019). Develop your presentation skills: how to inspire and inform with clarity and confidence (4th ed.) Kogan Page.
Worsfold, D. (2019). From behind the desk to the front of the stage: how to enhance your presentation skills (1st ed.). Business Expert Press.</td></tr>
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