

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 <i>(Note 1)</i>	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 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 <i>(Note 2)</i>	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 • integrating evidence and discipline-specific knowledge in discussions convincingly 2. Workplace correspondence • critically extracting and analysing relevant information from different sources for writing • adapting language, tone and style appropriate to the purpose, context and intended audience • using appropriate email etiquette and design for the intended audience • employing advanced language and communication strategies to convey meaning accurately, appropriately, and persuasively • writing with clarity • establishing rapport and connection with the audience 3. Professional report • conducting a study to address an issue related to construction and /or environment • developing a clear problem statement, along with defined goals and objectives • fostering teamwork and collaborative experience • critically analysing the collected data to derive meaningful insights • examining the structure and language of technical reports • integrating evidence and discipline-specific knowledge effectively and convincingly • organising content logically and coherently • employing advanced language and communication strategies to convey meaning accurately, appropriately and persuasively • producing a professional, visually appealing, and reader-friendly multimodal document
Teaching/Learning Methodology <i>(Note 3)</i>	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. Students' personal integrity in the fast-changing technological landscape is also nurtured.

Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th></tr><tr><td>Assessment 1</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td> a. AI interview</td><td>5%</td><td></td><td></td><td></td><td></td></tr><tr><td> b. In-person job interview</td><td>25%</td><td></td><td></td><td></td><td></td></tr><tr><td> c. Professional discussion</td><td>20%</td><td></td><td></td><td></td><td></td></tr><tr><td>Assessment 2 (out-of-class) Workplace correspondence</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Assessment 3</td><td>35%</td><td></td><td></td><td></td><td></td></tr><tr><td>Two in-class progress reports</td><td>3% each</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Professional report</td><td>29%</td><td></td><td></td><td></td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="4"></td></tr></table> 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. Workplace correspondence Email is the most common form of workplace communication in the digital age. This assignment enables students to develop essential email etiquette and writing skills. These skills include setting a clear purpose in writing that balances the interest of various stakeholders, providing relevant information to justify a proposition, employing language and strategies appropriate to intended readers, and presenting in a style, structure and design which best deliver the message. 3. Professional report Writing professional reports is a common task for graduates in the construction field. This assignment provides students with practical experience in identifying construction-related problems, collecting relevant data, and composing technical reports. Students are required to analyse a problem and discuss	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	Assessment 1	50%	✓	✓	✓	✓	a. AI interview	5%					b. In-person job interview	25%					c. Professional discussion	20%					Assessment 2 (out-of-class) Workplace correspondence	15%	✓	✓	✓	✓	Assessment 3	35%					Two in-class progress reports	3% each	✓	✓	✓	✓	Professional report	29%					Total	100 %				
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	collected data critically, and to develop a clear, concise, and well-structured report with feasible recommendations for the intended audience. To monitor report progress and support students' learning, two consultations in the form of oral reports will be conducted. During these sections, students will present updates on their project progress and receive feedback on their work. Each consultation will be assessed and will contribute 3% to the overall grade.	
Student Study Effort Expected	Class contact:	
	▪ Seminars	39 hrs.
	Other student study effort:	
	▪ Classwork-related, assessment-related, and self-access work	78 hrs.
	Total student study effort	117 hrs.
Reading List and References	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 Beer, D. F. (2015). <i>Writing and speaking in the technology professions: A practical guide</i> (2nd ed.). Wiley. https://doi.org/10.1002/9781119134633 Hoevenever, V. A. & Falcone, Paul. (2017). <i>High-Impact Interview Questions</i>. AMACOM Houp, K. W., Pearsall, T. E., Tebeaux, E. & Dragga, S. (2006). <i>Reporting technical information</i> (11th ed.). New York: Oxford University Press. Kupchik, K. (2022). <i>I hope this email finds you never: The official guide to blissfully surviving the modern workplace</i>. Nashville, TN: HarperCollins Leadership. Lindsell-Roberts, S. (2024). <i>Business Writing with AI for Dummies</i> (1st ed). John Wiley & Sons, Incorporated. Markel, M. (2016). <i>Practical Strategies for Technical communication</i> (2nd ed.). Boston – New York: Bedford/St. Martin's McWhir, C., Scudamore, C., & Scudamore, P. (2018). <i>The ultimate job hunting book: Write a killer CV, discover hidden jobs, succeed at interview</i> (Second ed., Teach yourself books). London: Hodder & Stoughton Northey, M. & Jewinski, J. (2009). <i>Making sense: A student's guide to research and writing: Engineering and the technical sciences</i> (3rd ed.). Don Mills, Ontario: Oxford University Press. Serula, D. (2020). <i>LinkedIn profile optimization for dummies</i> (2nd ed., For dummies). Newark: Wiley.	