The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC2020
Subject Title	English for University Studies (This subject will be offered in two versions for students who will primarily be using (1) APA/Harvard referencing styles or (2) IEEE/Vancouver referencing styles in their university studies.)
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Co-requisite: LEI1101 or LEI1102
Objectives	This subject aims to help students study effectively in the University's English medium learning environment, and to improve and develop their English language proficiency within a framework of university study contexts.
Intended Learning Outcomes	Upon successful completion of the subject, students will be able to: a. refer to sources in written texts and oral presentations b. paraphrase and summarise materials from written and spoken sources c. plan, write and revise expository essays with references to sources d. deliver effective oral presentations To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present information logically and coherently.
Subject Synopsis/ Indicative Syllabus	1. Written communication Analysing and practising common writing functions; improving the ability to write topic sentences and strategies for paragraph development; understanding common patterns of organisation in expository writing; taking notes from written and spoken sources; practising summarising and paraphrasing skills; improving coherence and cohesion in writing; developing revision and proofreading skills. 2. Spoken communication Recognising the purposes of and differences between spoken and written communication in English in university study contexts; identifying and practising the verbal and non-verbal interaction strategies in oral presentations; developing and applying critical thinking skills to discussions of issues. 3. Language development Improving and extending relevant features of grammar, vocabulary and pronunciation.

Teaching/Learning Methodology

The study method is primarily seminar-based. Following a blended delivery approach, activities include teacher input as well as in- and out-of-class individual and group work involving drafting and evaluating texts, mini-presentations, discussions and simulations. The process approach to writing is adopted, and students make use of elearning resources to engage in academic discussions and to reflect on their learning.

Learning materials developed by the English Language Centre are used throughout the course. Students will be referred to learning resources on the Internet and in the ELC's Centre for Independent Language Learning. Additional reference materials will be recommended as required. Students' personal integrity in the fast-changing technological landscape is also nurtured.

In addition, the course incorporates the pedagogical use of artificial intelligence (AI) to support students' development as effective academic communicators within a university context. Students engage with AI tools to brainstorm ideas, narrow down research topics, and explore concepts for the planning, drafting and revision of expository texts and oral presentations. Emphasis is placed on the critical evaluation of AI-generated content, with a focus on ensuring the accuracy of information, the credibility of cited sources, and the logical coherence of reasoning. Students are expected to use AI responsibly and transparently, with attention to verification of sources, appropriate attribution, plagiarism awareness, and data privacy. Reflection on the use of AI is embedded throughout the course to ensure that students maintain credibility, authorial voice and academic integrity while making informed use of technological support.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
1. Extended proposal	5%	✓			
2. Academic essay	45%	✓	✓	✓	
3. Oral presentation	50%	✓	✓		✓
Total	100 %				

The extended proposal assesses students' ability to formulate draft arguments based on analysis and evaluation of academic texts: ref. ILO (a)

The essay assesses students' ability to produce longer written texts, in which credible source material is integrated: ref. ILOs (a), (b) and (c)

The presentation assesses students' ability to deliver persuasive and engaging digital texts and to discuss credible arguments in negotiated spoken interactions: ref ILOs (a), (b) and (d)

Students also complete independent learning components, which are a collection of compulsory activities designed to help students achieve the LOs and complete the assessments step-by-step. Activities include a range of reflective tasks, peer review activities and recorded interactive tasks. Further language training is required through web-based language work aligned with the four LOs.

Class contact:	
▪ Seminars	39 hrs.

Student Study Effort Expected	Other student study effort:	
	▪ Self-study/preparation	78 hrs.
	Total student study effort	117 hrs.
Reading List and References	**Course materials** Learning materials developed by the English Language Centre **Recommended references** Bailey, S. (2014). *Academic writing: a handbook for international students*. Abingdon: Routledge. Comfort, J. (2001). *Effective presentations.* Oxford: Cornelsen & Oxford University Press. Hung, T. T. N. (2005). *Understanding English grammar: A course book for Chinese learners of English*. Hong Kong: Hong Kong University Press. Tang, R. (2012). *Academic writing in a second or foreign language: Issues and challenges facing ESL/EFL academic writers in higher education contexts*. London: Continuum International Pub. Zwier, L. J. (2002). *Building academic vocabulary.* Ann Arbor, MI: University of Michigan Press.	

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