The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	ELC2024
Subject Title	Advanced English for University Studies
Credit Value	3
Level	2
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 *(Note 1)*	Upon successful completion of the subject, students will be able to: a) research relevant academic texts for a topic and integrate the sources into a position argument essay appropriately and effectively; b) plan, research for, write and revise a position argument essay; and c) present and justify views effectively in a mini oral defence. 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 logically and persuasively.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	1. Written communication Developing logical and persuasive arguments; applying a variety of organisation patterns in discursive writing, including the writing of explanatory and evaluative texts; selecting information from academic texts critically; supporting stance; maintaining cohesion and coherence in discursive writing; achieving appropriate style and tone. 2. Spoken communication Enhancing and practising the specific oral and aural skills required to participate effectively in an academic discussion and to present and justify views in an oral defence. 3. Reading and listening Understanding the content and structure of information in oral and written texts; comprehending, inferring and evaluating messages and attitude. 4. Language development Improving and extending relevant features of grammar, vocabulary and pronunciation.

Teaching/Learning Methodology

(Note 3)

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 in research and academic communication skills. Students engage with AI tools to streamline the research process, using them to generate and refine complex keywords, discover academic sources, and explore diverse perspectives on debatable topics. They are guided in using AI to evaluate the validity of arguments, identify logical fallacies, and practise appropriate use of hedging in academic claims. Students use AI to prepare for an oral defence by simulating Q&A sessions and addressing potential counter-arguments. Emphasis is placed on the critical verification of AI-generated content against peer-reviewed literature to ensure the credibility of evidence. 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

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)		
		a	b	c
1. Position Argument Essay (draft)	15%	✓	✓	
2. Academic Presentation & discussion	40%	✓		✓
3. Position Argument Essay (final)	45%	✓	✓	
Total	100 %			

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

Assessments 1 and 3 assess students' abilities to produce a coherent academic text which requires research, and effective use and referencing of sources (ref. LOs (a) and (b)). Assessment 2 assesses their abilities to plan, present and justify their views in an oral defence (ref. LOs (a) and (c)).

In addition to their assessments, students complete further language training by carrying out academic research and by completing a variety of independent-learning tasks focusing on grammar and academic skills such as paraphrasing and discussion strategies.

Student Study Effort Expected	Class contact:	
	▪ Seminars	39 Hrs.
	Other student study effort:	
	▪ Self study/preparation	78 Hrs.
	Total student study effort	117 Hrs.

Reading List and References

Course material

Learning materials developed by the English Language Centre

Recommended references

Davies, B. (2012). *Reading research: A user friendly guide for health professionals* (5th ed.). Toronto, ON: Elsevier Canada.

Faigley, L. (2012). *Backpack writing: Reflecting, arguing, informing, analyzing, evaluating* (3rd ed.). Boston, MA: Pearson.

Madden, C. and Rohlck, T. N. (1997). *Discussion and interaction in the academic community*. Ann Arbor, MI: University of Michigan Press.

McWhorter, K. T. (2007). *Academic reading* (6th ed.). New York, NY: Pearson/Longman

Oshima, A. & Hogue, A. (2006). *Writing academic English* (4th ed.). White Plains, NY: Pearson/Longman.

Reinhart, S. M. (2013). *Giving academic presentations* (2nd ed.). Ann Arbor, MI: University of Michigan Press.

Rost, M. (2013). *Active listening.* Harlow, England: Pearson.

Wood, N. V. (2012). *Perspectives on argument* (7th ed.). Boston, MA: Pearson.

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

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