

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Subject Code</b>	ENGL6016
<b>Subject Title</b>	Advanced Academic English for Research Students: Publishing and Presenting
<b>Credit Value</b>	3
<b>Level</b>	6
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	The objective of the subject is to enable research postgraduate students to publish successfully in international journals and deliver effective conference presentations. This is achieved by equipping students with the essential English language skills and linguistic knowledge to effectively communicate the background, rationale, findings, and significance of their research. Students will be guided systematically to (1) improve their academic English; (2) acquire and apply knowledge of the generic and linguistic features of conference presentations and research articles; and (3) increase the persuasiveness of their spoken and written discourse. The primary focus will be on writing research articles.
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a. Be familiar with the differences between spoken and written academic English;</li> <li>b. Analyze and apply generic structures and linguistic features in research writing;</li> <li>c. Write research articles in clear, accurate and appropriate English;</li> <li>d. Prepare articles for publication in light of comments from editors and reviewers;</li> <li>e. Structure and deliver clear and persuasive presentations in English.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>  <i>(Note 2)</i>	<p>Part 1 – Publishing in international journals: (2/3)</p> <ul style="list-style-type: none"> <li>▪ Interacting with readers;</li> <li>▪ Writing effective introductions and literature reviews;</li> <li>▪ Describing research methods;</li> <li>▪ Discussing the implications and significance of the findings;</li> <li>▪ Drawing conclusions;</li> <li>▪ Writing abstracts; and</li> <li>▪ Addressing editors’ and reviewers’ comments.</li> </ul> <p>Part 2 – Delivering an effective conference presentation: (1/3)</p> <ul style="list-style-type: none"> <li>▪ Structuring and delivering conference presentations in clear and appropriate academic English;</li> <li>▪ Interacting with an audience and responding to questions.</li> </ul>

<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>A learner-centered and highly interactive mode of teaching will be adopted. Students will engage in activities where they can share their experience and concerns, put forth their own thinking and comment on each other's research ideas, and critique each other's academic writings. Students will be encouraged and guided to discover for themselves the various language linguistic and generic features of successful presentations and academic writing through intellectually challenging tasks.</p>						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<p>Specific assessment methods/tasks</p>	<p>% weighting</p>	<p>Intended subject learning outcomes to be assessed (Please tick as appropriate)</p>				
			<p>a</p>	<p>b</p>	<p>c</p>	<p>d</p>	<p>e</p>
<p>1. Individual presentation</p>		<p>30%</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>		
<p>2. Term paper</p>		<p>50%</p>			<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>3. Class participation</p>		<p>20%</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Total</p>		<p>100 %</p>					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Individual presentation</u></p> <p>Students will prepare a 15-minute conference presentation in which they demonstrate their ability to use appropriate academic English and engage effectively with the audience.</p> <p><u>Term paper</u></p> <p>This assignment requires students to critique a research article to demonstrate their knowledge of the generic and linguistic features of research articles. Their ability to present ideas and arguments coherently and persuasively using appropriate academic English will also be assessed. The term paper could be in the form of a research article from the student's field.</p> <p><u>Class participation</u></p> <p>Students' active participation and engagement with the learning activities will be part of the assessment of the subject.</p>							

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Interactive lectures	39 Hrs.
	▪	Hrs.
	Other student study effort:	
	▪ Reading	42 Hrs.
	▪ Preparation for assignments	30 Hrs.
	Total student study effort	111 Hrs.
<b>Reading List and References</b>	<p>Hyland, K. (2006). English for Academic Purposes: An Advanced Resource Book. Oxon; New York: Routledge.</p> <p>Jalongo, M., and Machado, C. (2016). Making effective presentations at professional conferences: a guide for teachers, graduate students and professors. Cham: Springer.</p> <p>Kline, J. A. (2004). Speaking Effectively: Achieving Excellence in Presentations, Upper Saddle River, N.J.: Pearson/Prentice Hall.</p> <p>Reinhart, S. M. (2002). Giving Academic Presentations, Ann Arbor, Michigan: University of Michigan Press.</p> <p>Strunk, W. &amp; White, E.B. (2000) The Elements of Style, New York: Pearson.</p> <p>Swales, J. &amp; Christine, F. (2012). Academic writing for graduate students: Essentials tasks and skill (3rd ed.) Ann Arbor: University of Michigan.</p> <p>Wallace, M. &amp; Wray, A. (2011). Critical Reading and Writing for Postgraduates. London; California; New Delhi; Singapore: SAGE.</p>	

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.