

<b>Subject Code</b>	ENGL309
<b>Subject Title</b>	Understanding English Scientific and Technical Texts
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	This subject aims to help language students with no scientific or technical training to understand the linguistic and discourse features of scientific and technical texts. The students are also expected to achieve clarity, accuracy, conciseness and overall effectiveness in writing for science and technology.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <ol style="list-style-type: none"> <li>a. understand and analyse linguistic and discourse features of scientific and technological texts;</li> <li>b. develop and produce scientific and technological texts with appropriate linguistic and discourse features;</li> <li>c. create scientific and technological documents such as summaries and abstracts, popular science articles, scientific editorials, procedural texts and technical reports.</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>d. extend and enhance strategies for learning autonomously and collaboratively;</li> <li>e. increase their global outlook and an awareness of cultural diversity constructed through English for science and technology texts.</li> </ol>
<b>Subject Synopsis</b>	<ol style="list-style-type: none"> <li>1. Linguistic features of scientific and technical texts (e.g., vocabulary, syntax and organization)</li> <li>2. Discourse features of scientific and technical texts for specific communicative purposes</li> <li>3. Critical and creative writing of various types of scientific and technical texts, including abstracts and summaries, procedural texts, scientific editorials, technical reports, and popular science articles</li> </ol>
<b>Teaching/ Learning Methodology</b>	The learning and teaching will be in the form of task-based, interactive seminars in classrooms and computer laboratories. Students are exposed to various types of scientific and technical texts to investigate their linguistic features with the support of analytical

	computer software, and to produce scientific and technical texts by themselves.									
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks		% weighting		Intended subject learning outcomes to be assessed (Please tick as appropriate)					
					a	b	c	d	e	f
	1. Presentation		20%		✓	✓	✓	✓	✓	✓
	2. Mid-Term		40%		✓	✓	✓	✓	✓	✓
	3. Technical Report		25%		✓	✓	✓	✓	✓	✓
	4. Editorial		15%		✓	✓	✓	✓	✓	✓
	Total		100 %							
<p>The assessment will be based on a variety of activities as follows: 1) a presentation on the analyses of linguistic and discourse features of scientific and technical texts on a topic of their own choice, 2) A Mid-Term which includes the creation of an abstract based on a given scientific paper and also questions requiring short answers, 3) an individually assessed task for producing a technical report based on a group project to analyse scientific and technical texts, and 4) writing an editorial on a social issue related to science and technology.</p>										
<b>Student Study Effort Required</b>	Class contact:									
	▪ Lectures								26 Hrs.	
	▪ Seminars								13 Hrs.	
	Other student study effort:									
	▪ Private study								58 Hrs.	
	▪ Take-home assignments								29 Hrs.	
	Total student study effort								126 Hrs.	
<b>Reading List and References</b>	<p>Alley, M. 1996. <i>The Craft of Scientific Writing</i> (3<sup>rd</sup> ed.). New York: Springer.</p> <p>Kirkman, J. 1992. <i>Good style: Writing for science and technology</i>. London: E &amp; FN Son.</p> <p>Kress, G. Jewitt, C., Ogborn and Tsatsarelis, C. 2001. <i>Multimodal teaching and Learning: The Rhetorics of the Science Classroom</i>. London: Continuum.</p>									

	<p>Myers, G. 1994. Narratives of science and nature in popularizing molecular genetics. In Coulthard, M. (Ed.) <i>Advances in Written Text Analysis</i> (pp. 179-190). London: Routledge.</p> <p>Penrose, A. M. &amp; Kats, S. B. 2004. <i>Writing in the science: Exploring conventions of scientific discourse</i>. New York: St. Martin's Press.</p> <p>Silyn-Roberts, H. 2000. <i>Writing for science and engineering: Papers, presentations and reports</i>. Oxford, U.K.: Butterworth Heinemann.</p> <p>Woolever, K. R. 2002. <i>Writing for the Technical Professions</i>. New York: Longman.</p> <p>Relevant websites and up-to-date learning materials provided by the subject teacher</p>
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Prepared by David Qian, June 2014