

Subject Code	ENGL4005
Subject Title	English for Science and Technology
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject aims to equip students with the necessary linguistic knowledge and strategies to (1) understand the discourse features of scientific and technical texts; (2) produce reader-oriented, engaging, and persuasive scientific and technical texts; and (3) to achieve clarity, accuracy, conciseness and overall effectiveness in writing for science and technology.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. understand and analyse linguistic and discourse features of scientific and technological texts; b. develop and produce scientific and technological texts with appropriate linguistic and discourse features; c. guide readers through a text and engage with them effectively using the appropriate choice of linguistic strategies. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> d. extend and enhance strategies for learning autonomously and collaboratively; e. increase their global outlook and an awareness of cultural diversity constructed through English for science and technology texts.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Linguistic features of scientific and technical texts (e.g., vocabulary, syntax and organization) 2. Discourse features of scientific and technical texts for specific communicative purposes 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

Teaching/ Learning Methodology	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.																																																				
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="500 447 1349 1045"> <thead> <tr> <th data-bbox="500 447 743 646" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="743 447 906 646" rowspan="2">% weighting</th> <th colspan="6" data-bbox="906 447 1349 583">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="906 583 979 646">a</th> <th data-bbox="979 583 1052 646">b</th> <th data-bbox="1052 583 1125 646">c</th> <th data-bbox="1125 583 1198 646">d</th> <th data-bbox="1198 583 1271 646">e</th> <th data-bbox="1271 583 1349 646"></th> </tr> </thead> <tbody> <tr> <td data-bbox="500 646 743 716">1. Presentation</td> <td data-bbox="743 646 906 716">30%</td> <td data-bbox="906 646 979 716">✓</td> <td data-bbox="979 646 1052 716">✓</td> <td data-bbox="1052 646 1125 716">✓</td> <td data-bbox="1125 646 1198 716">✓</td> <td data-bbox="1198 646 1271 716">✓</td> <td data-bbox="1271 646 1349 716"></td> </tr> <tr> <td data-bbox="500 716 743 785">2. Technical Report</td> <td data-bbox="743 716 906 785">35%</td> <td data-bbox="906 716 979 785">✓</td> <td data-bbox="979 716 1052 785">✓</td> <td data-bbox="1052 716 1125 785">✓</td> <td data-bbox="1125 716 1198 785">✓</td> <td data-bbox="1198 716 1271 785">✓</td> <td data-bbox="1271 716 1349 785"></td> </tr> <tr> <td data-bbox="500 785 743 982">3. Popular science article</td> <td data-bbox="743 785 906 982">35%</td> <td data-bbox="906 785 979 982">✓</td> <td data-bbox="979 785 1052 982">✓</td> <td data-bbox="1052 785 1125 982">✓</td> <td data-bbox="1125 785 1198 982">✓</td> <td data-bbox="1198 785 1271 982">✓</td> <td data-bbox="1271 785 1349 982"></td> </tr> <tr> <td data-bbox="500 982 743 1045">Total</td> <td data-bbox="743 982 906 1045">100 %</td> <td colspan="6" data-bbox="906 982 1349 1045"></td> </tr> </tbody> </table> <p data-bbox="500 1087 1349 1182">The assessment will be based on a variety of activities, which demonstrate student understanding of specialised discourse and critical thinking, as follows:</p> <p data-bbox="500 1220 1349 1350">1) a presentation on the analysis of the linguistic and discourse features of scientific and technical texts on a topic of their own choice; 2) an individually assessed task for producing a technical report; and 3) writing a popular science article on a social issue.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Presentation	30%	✓	✓	✓	✓	✓		2. Technical Report	35%	✓	✓	✓	✓	✓		3. Popular science article	35%	✓	✓	✓	✓	✓		Total	100 %						
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Student Study Effort Expected	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.																																														
Reading List	Adel, A. 2006. Metadiscourse in L1 and L2 English.																																																				

<p>and References</p>	<p>Amsterdam/Philadelphia: John Benjamins Publishing Company.</p> <p>Halliday, M. & Martin, J. 1993. <i>Writing Science: Literacy and Discursive Power</i>. Pittsburgh: University of Pittsburgh Press.</p> <p>Hyland, K. 2005. <i>Metadiscourse</i>. London & New York: Continuum.</p> <p>Markel, M. 2015. <i>Technical Communication</i>. Boston: Bedford/St. Martins.</p> <p>Mitra, B. 2006. <i>Effective Technical Communication: A Guide for Scientists and Engineers</i>. Oxford: Oxford University Press.</p> <p>Neuen, S. & Tebeaux E. (2018). <i>Writing Science Right: Strategies for Teaching Scientific and Technical Writing</i>. New York & London: Routledge.</p> <p>Penrose, A. M. & 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 will be provided by the subject teacher</p>
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Prepared by Victor Ho, February 2018