

Subject Description Form

Subject Code	ELC1013
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	Students entering the University with Level 5 from the HKDSE will be exempted from this subject. They can proceed to Advanced English for University Studies (ELC1014).
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 Subject Learning Outcomes	Upon successful completion of the subject, students will be able to: <ol style="list-style-type: none">1. Refer to sources in written texts and oral presentations2. Paraphrase and summarise materials from written and spoken sources3. Plan, write and revise expository essays with references to sources4. Deliver effective oral presentations <p>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.</p>
Subject Synopsis/ Indicative Syllabus	Syllabus: <ol style="list-style-type: none">1. Written communication Analysing and practising common writing functions; improving the ability of writing 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.

<p>Teaching/Learning Methodology</p>	<p>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.</p> <p>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.</p>																																							
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="515 517 1428 958"> <thead> <tr> <th rowspan="2">Specific Assessment Methods/Tasks</th> <th rowspan="2">% Weighting</th> <th colspan="4">Intended Subject Learning Outcomes to be Assessed (Please tick as appropriate)</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>1. Academic essay 1</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Academic essay 2</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Oral presentation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessments 1 and 2 necessitate achievement of LOs (1), (2) and (3) in order to write an effective academic essay via the process of extending and improving the essay for assessment 1. In order for students to present an effective academic oral presentation, as demanded in assessment 3, they will need to read, note and synthesise from a variety of sources, and refer to those sources in their presentation (ref. LOs (1), (2) and (4)).</p> <p>In addition to these assessments, students are required to complete further language training, through web-based language work, reading tasks and online reflections. The additional language training offered in online tasks is aligned with all the four LOs. In some of the tasks, students to critically read and summarise information contained in a variety of sources, as required in LOs (1) and (2).</p>						Specific Assessment Methods/Tasks	% Weighting	Intended Subject Learning Outcomes to be Assessed (Please tick as appropriate)				1	2	3	4	1. Academic essay 1	30%	✓	✓	✓		2. Academic essay 2	30%	✓	✓	✓		3. Oral presentation	40%	✓	✓		✓	Total	100 %				
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<p>Student Study Effort Expected</p>	<p>Class contact:</p>																																							
	<ul style="list-style-type: none"> Seminars 					<p>39 Hours</p>																																		
	<p>Other student study effort:</p>																																							
	<ul style="list-style-type: none"> Self study/preparation 					<p>78 Hours</p>																																		
	<p>Total student study effort</p>					<p>117 Hours</p>																																		

Reading List and References	<p>Course material Learning materials developed by the English Language Centre</p> <p>Recommended references</p> <ol style="list-style-type: none"> 1. Bailey, S. (2014). <i>Academic writing: a handbook for international students</i>. Abingdon: Routledge. 2. Comfort, J. (2001). <i>Effective presentations</i>. Oxford: Cornelsen & Oxford University Press. 3. Hung, T. T. N. (2005). <i>Understanding English grammar: A course book for Chinese learners of English</i>. Hong Kong: Hong Kong University Press. 4. Swales, J. M., & Feak, C. B. (2004). <i>Academic writing for graduate students: Essential tasks and skills</i>. Ann Arbor, MI: University of Michigan Press. 5. Tang, R. (2012). <i>Academic writing in a second or foreign language: Issues and challenges facing ESL/EFL academic writers in higher education contexts</i>. London: Continuum International Pub. 6. Zwier, L. J. (2002). <i>Building academic vocabulary</i>. Ann Arbor, MI: University of Michigan Press.
Last Updated	July 2016
Prepared by	English Language Centre