

**City University of Hong Kong**

**Information on a Course  
offered by Department of English  
with effect from Semester A in 2009 / 2010**

This form is for completion by the Course Co-ordinator/Examiner. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the Explanatory Notes attached to this Form on the various items of information required.

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**Part I**

Course Title: English Communication Skills for Computing I

Course Code: EN2261

Course Duration: 1 semester

No. of Credit Units: 3

Level: B2

Medium of Instruction: English

Prerequisites: *(Course Code and Title)*: Nil

Precursors: *(Course Code and Title)*: Nil

Equivalent Courses: *(Course Code and Title)*: Nil

Exclusive Courses: *(Course Code and Title)*: Nil

**Part II**

**1. Course Aims:**

This course aims to develop students' ability in conducting meetings, producing written minutes, memorandum reports, technical proposals, letters, and giving oral presentations, all related to computing and information technology topics.

## 2. Course Intended Learning Outcomes (CILOs)

(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	identify the language characteristics of and skills related to meetings and apply them in conducting simulated meetings;	2
2.	identify the structure and language characteristics of minutes and apply them in writing minutes;	1
3.	identify the structure and language characteristics of a memorandum report and apply them in writing short memorandum reports;	1
4.	identify the structure and language characteristics of a technical proposal and a letter and apply them in writing simple technical proposals and letters of transmittal;	3
5.	identify the language characteristics of and skills related to oral presentations and discussions, and apply them in delivering presentations and engaging in discussions to clarify ambiguities;	2
6.	participate actively in class and group activities	1

## 3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

ILO No	TLAs	Hours/week (if applicable)
CILO 1	<i>Conducting a simulated meeting</i> Through various guided activities and discussions, students identify the language characteristics of and skills related to meetings. They also apply the knowledge gained in conducting simulated meetings.	4 weeks  (3 weeks' teaching + 1 week's assessment)
CILO2	<i>Writing minutes</i> Through various guided activities and discussions, students identify the structure and language characteristics of minutes. They also apply the knowledge gained in producing the minutes of the simulated meetings.	1 hour within the first 3 weeks' teaching
CILO 3	<i>Writing a memorandum report</i>	

	Through various guided activities and discussions, students identify the structure and language characteristics of a memorandum report. They also apply the knowledge gained in producing written memorandum reports.	1 week
CILO 4	<i>Writing a proposal and a letter of transmittal</i> Through various guided activities and discussions, students identify the structure and language characteristics of a technical proposal and a letter. They also apply the knowledge gained in producing short technical proposals and letters of transmittal.	4 weeks
CILO 5	<i>Giving an oral presentation and engaging in a discussion</i> Through various guided activities and discussions, students identify the language characteristics of and skills related to oral presentations. In groups, students also apply the knowledge gained in giving oral presentations and engaging in discussions to clarify ambiguities.	4 weeks (2 weeks' teaching + 2 weeks' assessment)
CILO6	<i>Participating in each TLA</i> Students participate actively in all TLAs using English.	In each lesson

#### 4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

ILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILO 1	<i>Coursework: Conduct a meeting</i> Each consultant team conducts a simulated meeting to discuss how to solve the client's problems by applying the knowledge gained in the related TLAs.	20%	Group work but assessed individually
CILO2	<i>Coursework: Write minutes</i> Each student plays the role of the secretary of the consultant team and produces the minutes of the meeting by applying the knowledge gained	10%	Individual work, assessed individually

	in the related TLAs.		
CILO 3	<i>Coursework: Write a memorandum report</i> Each consultant team writes a memorandum report to the supervisor by applying the knowledge gained in the related TLAs.	10%	Group work but assessed individually and as a group
CILO 4	<i>Coursework: Write a technical proposal and a letter of transmittal</i> Each consultant team writes a short technical proposal and a letter of transmittal to be sent to the client by applying the knowledge gained in the related TLAs.	30%	Group work but assessed individually and as a group
CILO 5	<i>Coursework: Give an oral presentation and engage in a discussion</i> Each consultant team gives an oral presentation of the proposal and engages in a discussion with the client to clarify ambiguities.	20%	Group work but assessed individually
CILO6	<i>Course work: Participation</i> Students need to participate proactively in all TLAs. Their attendance, punctuality and participation in TLAs using English are assessed.	10%	Individual work; assessed individually

5. **Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading pattern: Standard (A+, A, A-....F). Grading is based on student performance in assessment tasks/activities.

#### Meeting (20%)

Grades	Content & Organization	Meeting skills and language
A	Has achieved all objectives; has great contribution to the discussion; has good organization of work among members; has strictly followed the agenda; has good time management at every stage	Very competently carried out role as chair / participant; very clear and effective presentation of ideas; very effective and natural interaction; very adequate use of meeting language; hardly any language errors; pronunciation is correct; very fluent;
B	Has achieved most objectives; has	Competently carried out role as chair /

	adequate contribution to the discussion; has organization of work though the method may not be the best; has followed most parts of the agenda; has good time management at most stages	participant; clear and effective presentation of ideas; effective and natural interaction; mostly adequate use of meeting language; some noticeable language errors; most pronunciation is correct; fluent most of the time
C	Has achieved some objectives; has somewhat adequate contribution to the discussion; can see some traits of organization of work among members; has followed some parts of the agenda; has good time management at some stages	Satisfactorily carried out role as chair / participant; somewhat unclear and ineffective presentation of ideas; somewhat effective and natural interaction; some use of meeting language; many language errors; some pronunciation is incorrect; fluent from time to time
D	Has achieved one objective or less; has inadequate contribution to the discussion; almost no organization of work among members; has not followed most parts of the agenda; has overrun and cannot finish on time	Incompetently carried out role as chair / participant; unclear and ineffective presentation of ideas; ineffective and unnatural interaction; hardly any use of meeting language; so many language errors that comprehension of the message is affected; most pronunciation is incorrect; not fluent most of the time
F	Has achieved no objectives; has hardly any contribution to the discussion; has no organization of work at all; has not followed the agenda at all; has no sign of time management at all	Very incompetently carried out role as chair / participant; completely unclear and ineffective presentation of ideas; very ineffective and unnatural interaction; no use of meeting language; so many language errors that it is impossible to understand the message; pronunciation is incorrect; not fluent all the time

### Minutes (10%)

Grades	Content & Organization	Language
A	Purpose of the minutes is completely achieved; all relevant information is included; headings very effectively used; format of the minutes is correctly and effectively used	Completely appropriate choice and use of reporting verbs; completely correct use of reported speech; almost no language errors so that the message is very clearly conveyed; tone and style are highly appropriate
B	Purpose of the minutes is achieved to a large extent; most of the information included is relevant; headings effectively used; format of the minutes is correctly used	Appropriate choice and use of reporting verbs; correct use of reported speech; some noticeable language errors so that the message is generally clear but unclear in some parts; tone and style are appropriate
C	Purpose of the minutes is partially achieved; only part of information is relevant; headings somewhat effectively used; format of the minutes is somewhat correctly used	Somewhat appropriate choice and use of reporting verbs; somewhat correct use of reported speech; a number of language errors so that the message is not clear in many parts; tone and style are somewhat appropriate
D	Purpose of the minutes is only achieved to a limited extent; only limited information is relevant; headings ineffectively used; format of the minutes is incorrectly used	Somewhat inappropriate choice and use of reporting verbs; somewhat incorrect use of reported speech; many language errors so that the whole message is very difficult to understand; tone and style are generally inappropriate
F	Purpose of the minutes is not achieved; very limited information is relevant; headings very ineffectively used; format of the minutes is incorrectly and	Totally inappropriate choice and use of reporting verbs/ Hardly any use of reporting verbs; totally incorrect use of reported speech; so many language errors that the

	ineffectively used	message is incomprehensible; tone and style are totally inappropriate
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### Memorandum Report (10%)

Grades	Content & Organization	Language
A	Purpose of the report is completely achieved; all relevant information is included ; ideas are very well organized and logically developed; memo report format is correctly and effectively used	Use of sentences and vocabulary is very concise; tone is very polite and appropriate; almost no language errors so that the message is very clearly conveyed
B	Purpose of the report is achieved to a large extent; most information included is relevant; ideas are well organized and logically developed; memo report format is correctly used	Use of sentences and vocabulary is concise; tone is polite and appropriate; Some noticeable language errors so that the message is generally clear but unclear in some parts.
C	Purpose of the report is partially achieved; only part of information is relevant; ideas are somewhat well organized and logically developed; memo report format is somewhat correctly used	Use of sentences and vocabulary is somewhat concise; tone is fairly polite and appropriate; a number of language errors so that the message is not clear in many parts
D	Purpose of the report is only achieved to a limited extent; only limited information is relevant; ideas are not well organized and logically developed; most parts of the memo report format are incorrectly used	Use of sentences and vocabulary is mostly not concise; tone is generally impolite and inappropriate; many language errors so that the whole message is very difficult to understand
F	Purpose of the report is not achieved; very limited information is relevant; there is no sign of organization and logical development of ideas; memo report format is incorrectly used throughout	Use of sentences and vocabulary is not concise; tone is totally impolite and inappropriate; so many language errors that the message is not comprehensible

### Technical Proposal (20%)

Grades	Content & Organization	Language & Style
A	Has addressed all the problems mentioned; all solutions are feasible and profitable; very informative and comprehensive; all information is accurate and complete; it has a clear and appropriate overall text structure; there is a logical progression of ideas within sections and subsections with introductory statements wherever appropriate; all ideas are well supported by data and appropriate graphics; all sections, sub-sections & pages are numbered correctly	No or only infrequent minor mistakes in grammar & vocabulary which never affect ease of understanding; consistent use of objective & technical style
B	Has addressed most of the problems mentioned; most solutions are feasible and profitable; generally informative and comprehensive; most information is accurate and complete; only a few minor problems in overall text structure; in a few sections or subsections, the progression of ideas is not entirely logical; a few introductory statements are	Contains some mistakes in grammar & vocabulary but these never interfere with intelligibility; despite occasional use of inappropriate language (e.g. too promotional, uncertain or imprecise language), the style remains objective, & technical throughout most of the proposal

	missing when needed; a few ideas are not sufficiently supported by data and appropriate graphics; most sections, sub-sections & pages are numbered correctly	
C	Has addressed some of the problems mentioned; some solutions are feasible and profitable; informative and comprehensive to a certain extent; some information is accurate and complete; in some parts of the report there is no clear logical overall structure; in some sections or subsections, the progression of ideas is not entirely logical; some introductory statements are missing when needed; some ideas are not sufficiently supported by data and appropriate graphics; some sections, sub-sections and pages are numbered correctly	Includes some major mistakes which sometimes make it difficult to follow the meaning; in some parts of the proposal, the style is inappropriate (e.g. too promotional; uncertain or imprecise language)
D	Has only addressed a few problems mentioned; only a few solutions are feasible and profitable; not quite informative and comprehensive; only little information is accurate and complete; there is hardly any sign of a logical overall structure in the report; in most of the sections or subsections, the progression of ideas is not entirely logical; most introductory statements are missing when needed; most ideas are not sufficiently supported by data and appropriate graphics; a few sections, sub-sections & pages are numbered correctly	Includes frequent major mistakes in grammar & vocabulary which often make it impossible to follow the meaning; in most parts of the report, the style is inappropriate (e.g. too promotional; uncertain or imprecise language)
F	Has almost not addressed any problems mentioned; almost no solutions are feasible and profitable; not informative and comprehensive; almost no information is accurate and complete; there is no clear logical organization either at the text level; at the levels of sections or subsections, introductory statements are missing when needed; the ideas are not supported by data or graphics; no sections, sub-sections and pages are numbered correctly	Such frequent major mistakes in grammar & vocabulary that large sections of the proposal are impossible or difficult to understand; in all parts of the proposal, the style is inappropriate (e.g. too promotional; uncertain or imprecise language)

### Letter of transmittal (10%)

Grades	Content & Organization	Language and style
A	Purpose of the letter is completely achieved; all relevant information is included ; ideas are very well organized and logically developed; letter format is correctly and effectively used	Almost no language errors so that the message is very clearly conveyed; tone and style are highly appropriate
B	Purpose of the letter is achieved to a large extent; most information included is relevant; ideas are well organized and logically developed; letter format is correctly used	Some noticeable language errors so that the message is generally clear but unclear in some parts; tone and style are appropriate
C	Purpose of the letter is partially achieved; only part of information is	A number of language errors so that the message is not clear in many parts; tone and

	relevant; ideas are somewhat well organized and logically developed; letter format is somewhat correctly used	style are somewhat appropriate
D	Purpose of the letter is only achieved to a limited extent; only limited information is relevant; ideas are not well organized and logically developed; most parts of the letter format are incorrectly used	Many language errors so that the whole message is very difficult to understand; tone and style are generally inappropriate
F	Purpose of the letter is not achieved; very limited information is relevant; there is no sign of organization and logical development of ideas; letter format is incorrectly used throughout	So many language errors that the message is incomprehensible; tone and style are totally inappropriate

### Oral Presentation and Discussion (20%)

Grades	Content & Organization of presentation	Verbal and non-verbal delivery skills	Design + use of visuals	Discussion
A	Very informative with appropriate details provided; transitional sentences are used adequately and appropriately; excellent time management	Speaks naturally without reading from notes / Power-Point slides; good eye contact with audience; very appropriate gestures; hardly any language errors; very clear and accurate pronunciation; correct rhythm and intonation ; very fluent throughout;	All visual aids are appropriate, clear, useful and effective	All questions and answers are sensible; Very appropriate use of functional phrases
B	Informative with basic information provided but not all details; most transitional sentences are used appropriately; good time management	Speaks naturally but occasionally reads from notes / Power-Point slides; has eye contact with audience most of the time; generally appropriate gestures; some noticeable language errors; clear and accurate pronunciation ; most rhythm and intonation are correct; fluent most of the time	Most visual aids are appropriate, clear, useful and effective	Most questions and answers are sensible; appropriate use of functional phrases most of the time
C	Has given the basic information without the details; a few transitional sentences are used appropriately; almost over-runs	Sometimes reads from notes / Power-Points slides or both; has eye contact with audience from time to time; inappropriate gestures from time to time; many language errors; sometimes unclear and inaccurate pronunciation; some rhythm and intonation	Some visual aids are appropriate, clear, useful and effective	Some questions and answers are sensible; sometimes inappropriate use of functional phrases

		are incorrect; fluent from time to time		
<b>D</b>	Has not given all basic information; transitional sentences are rarely and inappropriately used; over-runs slightly	Most of the time reads from notes / Power-Point slides; very little eye contact with audience; inappropriate gestures most of the time; so many language errors that comprehension of the message is affected; unclear and inaccurate pronunciation most of the time; most rhythm and intonation are incorrect; not fluent most of the time	Most visual aids are inappropriate, unclear, not useful and ineffective	Very few questions and answers are sensible; inappropriate use of functional phrases most of the time
<b>F</b>	Only very little basic information provided; transitional sentences are never used; over-runs seriously	Completely reads from notes / Power-Point slides; no eye contact with audience; inappropriate gestures all the time; so many language errors that it is impossible to understand the message; unclear and inaccurate pronunciation throughout; rhythm and intonation are incorrect; not fluent all the time	No visual aids	Questions and answers are not sensible; No use of functional phrases throughout

### Participation (10%)

<b>Grades</b>	<b>Attendance*</b>	<b>Punctuality</b>	<b>Participation</b>	<b>Use of English</b>
<b>A</b>	Attended all classes	Always punctual for class	Always participated actively in class and group activities	Always spoke in English in class
<b>B</b>	Attended 90-99% of the classes	90-99% punctual for class	Frequently participated actively in class and group activities	Frequently spoke in English and seldom spoke in languages other than English in class
<b>C</b>	Attended 80 to 89 % of the classes	80-89% punctual for class	Occasionally participated actively in class and group activities	Often spoke English and occasionally spoke in languages other than English in class
<b>D</b>	Attended 70-79% of the classes	70-79% punctual for class	Almost never participated actively in class and group activities	Frequently spoke in languages other than English and some use of English in class
<b>F</b>	Attended less than 70% of the classes	Less than 70% punctual for class	Never participated actively in class and group activities	Always spoke in languages other than English and never spoke in English in class

\* Students are required to attend at least 9 out of 13 regular classes (or at least 70% of regular classes).

Students who fail to meet this requirement will be given an overall 'F' grade for the course.

### **Part III**

#### **Keyword Syllabus:**

Meeting: basic meeting skills and language of meetings.

Minutes writing: format, content and language of minutes.

Memorandum report writing: format, content and language of a short memorandum report.

Technical proposal writing: format, content and language of proposals, writing proposals.

Letter writing: format, content and language of a letter of transmittal.

Oral proposals: oral presentation, asking and answering questions.

#### **Recommended Reading:**

Markel, M.H. Technical Communication. Bedford: St. Martin's (2004)

Holloway, B. R. Technical Writing Basics: A Guide to Style and Form (2<sup>nd</sup> ed. Prentice Hall (2001)

Blicq, R.S. Technically-Write!, 3<sup>rd</sup> ed. Prentice Hall (1986)

Leonard, D.C. & McGuire, P.J. Readings in Technical Writing. Macmillan (1983)

Van Duyn, J. The DP Professional's Guide to Writing Effective Technical Communications. John Wiley and Sons (1982)

Hornsby, A.S. Oxford Advanced Learner's Dictionary of Current English, 3<sup>rd</sup> ed. OUP (1980)

#### **Returned by:**

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