

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 to be completed by the *Course Co-ordinator*. 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.

Part I

Course Title:	<u>English Communication Skills for Electronic Engineering 1</u>
Course Code:	<u>EN2271</u>
Course Duration:	<u>1 semester</u>
Credit Units:	<u>3</u>
Level:	<u>B2</u>
Medium of Instruction:	<u>English</u>
Prerequisites: (<i>Course Code and Title</i>)	<u>Nil</u>
Precursors: (<i>Course Code and Title</i>)	<u>Nil</u>
Equivalent Courses: (<i>Course Code and Title</i>)	<u>Nil</u>
Exclusive Courses: (<i>Course Code and Title</i>)	<u>Nil</u>

Part II

Course Aims

This course aims to develop and improve students' reading, listening, writing and speaking skills relevant to studying and communicating professionally in the Electronic Engineering discipline. It also aims to increase students' command of engineering/scientific vocabulary and to introduce some basic business communication skills.

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.	a. Identify various reading skills and apply them in reading literature on electronic engineering; b. Identify various skills of technical presentation and apply them in conducting short technical presentations based on information extracted from readings;	3
2.	Identify the text structures and the language features characteristic of written descriptions of processes, and apply the knowledge in producing written descriptions of processes;	1.5
3.	Identify technical discussion skills and apply the skills in planning and conducting simulated technical discussions characteristic of those in electronic engineering firms;	3
4.	Identify the text structures and language features characteristic of business correspondence, and apply the knowledge in producing business correspondence (email and letter) typical of technical settings;	1.5
5.	Participate actively in class and group activities.	1

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLAs	Hours/week (if applicable)
CILO 1	Conducting a short technical presentation Each student applies the learned reading techniques in identifying main points from selected technical texts and conducts a short presentation of the main points by incorporating the presentation skills learned.	4 weeks
CILO 2	Describing a Process Students work alone or in groups to identify English language features characteristic of process descriptions. Each student applies the knowledge gained in producing a written description of an electronic engineering process.	2.5 weeks
CILO 3	Conducting a Technical Discussion Students work alone or in groups to identify technical discussion skills. Students apply the skills in planning and conducting a simulated technical team discussion according to the roles assigned to them.	4 weeks

CILO 4	<p>Writing business correspondence</p> <p>Students will work alone or in groups to identify the text structures and language features characteristic of business correspondence (emails and letters) typical of a technical setting. They will also apply the knowledge in producing simulated business correspondence on technical matters.</p>	2.5 weeks
CILO5	<p>Participation in TLA</p> <p>Students participate actively in all TLAs using English.</p>	In each lesson

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILO 1	<p>Course Work:</p> <p>Conducting a short technical presentation</p> <p>Students will extract information from selected technical texts by applying the reading skills learned. They will then conduct a short technical presentation based on the information extracted from the readings by incorporating the presentation skills learned.</p>	30%	Individual work; assessed individually
CILO 2	<p>Course Work:</p> <p>Describing a Process</p> <p>Students will produce a written description of electronic engineering process by applying the various textual features learned.</p>	15%	Individual work; assessed individually
CILO 3	<p>Course Work:</p> <p>Conducting a Technical Discussion</p> <p>Students will plan and conduct a simulated technical team discussion by applying various planning and discussion skills learned.</p>	30%	Group work but assessed individually
CILO 4	<p>Course Work:</p> <p>Writing Business Correspondence</p> <p>Students will produce business correspondence (emails and letters) by applying the textual features learned.</p>	15%	Individual work; assessed individually
CILO5	<p>Course Work: Participation</p> <p>Students need to participate proactively in all TLAs. Their attendance, punctuality, and participation in TLAs using English are assessed.</p>	10%	Individual work; assessed individually

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.

Short Technical Presentation – 30% of course work

	Content and Organisation (40%)	Outline (20%)	Delivery (40%)
A	Very interesting Topic. Very good selection of articles. Show complete understanding of the passage(s). Facts explained fully. Comprehensible to the audience. Effective structure. Ideas arranged in a logical manner. Each section effectively develops one topic. Very logically organised and well-balanced in terms of time and information presented. Very natural and smooth transitions between sections	Very clear outline. All sections are well defined and illustrated.	Very suitable body language. Very good eye contact. Effective and natural interactions with the audience. Accurate and very clear pronunciation. Very fluent in spoken English. Very good intonation, very accurate word stress patterns and very good voice quality. Audience understands the presentation fully.
B	Interesting Topic. Good selection of articles. Show good understanding of the passage(s). Facts explained quite well. Noticeable problems but not affecting the comprehensibility of the talk. Suitable structure. Ideas mostly arranged in logical manner. Each section develops one topic. Logically organised and well-balanced in terms of time and information presented. Natural and smooth transitions between sections	Clear outline. All sections are fairly well defined and illustrated.	Suitable body language. Good eye contacts. Good and natural interactions with the audience. Accurate and quite clear pronunciation. Fluent in spoken English. Unnecessary pauses occasionally. Good intonation, accurate word stress patterns in general and good voice quality. Audience understands the presentation without much difficulty.
C	Somewhat interesting topic. Average selection of articles. Show some understanding of the passage(s). Facts explained adequately. Some parts are incomprehensible. Acceptable structure. Lacking logical arrangement in some parts. Not all sections are well developed. Somewhat logically organised and well-balanced in terms of time and information presented. Somewhat natural and smooth transitions between sections	Somewhat clear outline. Some sections may need improvement.	Somewhat suitable body language. Reading from notes at times. Somewhat adequate interaction with the audience. At times, inaccurate and unclear pronunciation. Somewhat fluent in spoken English with unnecessary pauses and self correction at times. Acceptable intonation, stress and voice quality. Audience may have some difficulties in understanding the presentation in parts.
D	Topic of limited interest. Show	Not clear	Unsuitable body language at

	<p>little effort in article selection. Show little understanding of the passage(s). Facts explained inadequately. Most parts of the talk are incomprehensible. Little structure. Lacking logical arrangement in most parts. Most sections not developed adequately. Not very logically organised and not so balanced in terms of time and information presented. Not very natural and smooth transitions between sections</p>	<p>outline. Many sections need improvement</p>	<p>times. Reading from notes often. Not adequate interaction with the audience. Inaccurate and unclear pronunciation most of the time Not fluent in spoken English with many unnecessary pauses and self corrections. Poor intonation, word stress patterns and voice quality. Audience needs some effort in understanding the presentation.</p>
F	<p>Very limited interest on the topic. Show very little effort in article selection. Show very little understanding of the passage(s). The talk is in general incomprehensible. Poorly structured. No logical arrangement of ideas. Poorly developed sections. Poorly organised and poorly-balanced in terms of time and information presented. Lacks natural and smooth transitions between sections</p>	<p>Unacceptable outline. Most sections need be rewritten.</p>	<p>Poor body language. Very limited eye contacts. Very little interaction with the audience. Inaccurate and unclear pronunciation throughout the discussion Not fluent in spoken English with frequent unnecessary pauses and self corrections. Very poor intonation, word stress patterns and voice quality. Audience has difficulties in understanding the presentation fully.</p>

Describing a Process – 15% of course work

	Content and Organisation (50%)	Use of Diagram (10%)	Style and Mechanics (40%)
A	<p>Facts explained fully. Writing is very comprehensible. Effective transitions create a highly readable passage. Sections arranged in a logical manner. Each paragraph effectively develops one topic Effective use of time sequence words and clauses to clearly demonstrate the process.</p>	<p>Effective use of Diagrams in each section.</p>	<p>Hardly any mechanical errors: exhibits 80-100% accuracy Written with flair, using a variety of sentence types Writing style appropriate for the genre</p>
B	<p>Facts explained quite well. Some parts are unclear but the overall comprehensibility is not affected. Suitable transitions create a readable passage. Each paragraph develops one topic. Good use of time sequence words and clauses. The process is quite well-described.</p>	<p>Diagrams are used and mostly effective</p>	<p>Some noticeable mechanical errors: exhibits 65-79% accuracy Tries to use a variety of sentence types: very little copied from assignment paper In parts, writing style somewhat not appropriate for the genre</p>

C	Facts explained adequately. Some parts of the writing are incomprehensible. Transitions in some parts lacking. Not all paragraphs are well developed. Some use of time sequence words and clauses. The process is quite sufficiently described.	Diagrams are used but lacking some parts	Many mechanical errors: exhibits 50-64% accuracy In parts, sentences very similar to those in the assignment paper In some parts, writing style not appropriate for the genre
D	Facts explained inadequately. Many parts of the writing are incomprehensible. Transitions lacking in many parts. Most paragraphs not developed adequately. Very few uses of time sequence words and time clauses. The process is adequately described.	Some diagrams are used but not effective	So many mechanical errors that it affects readers' comprehension of the message: exhibits 40-49% accuracy In parts, sentences copied directly from those in the assignment paper In most parts, writing style not appropriate for the genre
F	The writing is in general incomprehensible. No transitions in many parts. No paragraphs developed adequately. Fail to use time sequence words and time clauses. The process is poorly described.	Fail to use diagram	So many mechanical errors that it is very difficult for readers to understand the message: exhibits below 39% accuracy Most sentences copied directly from assignment paper Writing style totally not appropriate for the genre

Technical Discussion – 30% of course work

	Content (30%)	Interaction (30%)	Delivery (30%)	Work Schedule (10%)
A	Very interesting technical information and well researched relevant ideas. Valuable contribution to the team and the problem solving process. Acting out the role fully.	Very suitable body language. Very effective and natural interaction with other team members. Very good eye contact with everyone in the team	Hardly any language errors: exhibits 80-100% accuracy Effective use of technical discussion functional phrases Accurate and very clear pronunciation and enunciation Very fluent in spoken English	Effective work schedule. Concise entries with all relevant information. Team members' activities are clearly defined and presented in appropriate format.
B	Interesting technical information and well-researched relevant ideas. Adequate contribution to the team and the	Suitable body language. Effective and natural interaction with other team members most of the times. Good eye contact with	Some noticeable language errors: exhibits 65-79% accuracy Good use of technical discussion functional phrases Accurate and quite clear pronunciation and	Good work schedule. Concise entries with relevant information. Team members' activities are defined and

	problem solving process. Acting out the role well.	everyone in the team most of the time. Reading out from the notes occasionally.	enunciation Fluent in Spoken English	presented in appropriate format but some minor information may be missing.
C	Somewhat interesting technical information and relevant ideas. Somewhat adequate contribution to the team and the problem solving process. Acting out the role adequately but somewhat compromised.	Somewhat suitable body language. Somewhat effective but unnatural interaction with other team members at times. Limited eye contact in parts - over dependence on notes	Many language errors: exhibits 50-64% accuracy Some use of technical discussion functional phrases At times, inaccurate and unclear pronunciation and enunciation Somewhat fluent in spoken English with unnecessary pauses and self correction at times.	Satisfactory work schedule. Entries with relevant information. Team members' activities are defined and presented. Some information may be missing. Inconsistent format.
D	Inadequate technical information and relevant ideas. Inadequate contribution to the team and the problem-solving process. Acting out the role poorly.	Unsuitable body language at times. Ineffective and unnatural interaction with other team members at times. Very little eye contact - reading from notes most of the time	Many language errors that it affects listeners' comprehension of the message: exhibits 40-49% accuracy Very few use of technical discussion functional phrases Inaccurate and unclear pronunciation and enunciation in many occasions Not fluent in spoken English with many unnecessary pauses and self corrections.	Poor work schedule. Some entries may not be relevant. Team members' activities are defined but some activities are missing. Inappropriate format in some cases.
F	Poor technical information and ideas. Hardly any contribution to the team and the problem solving process. Fail to act out the assigned role.	Unsuitable body language most of the times. Ineffective and unnatural interaction with other team members throughout the discussion. No eye contact - reading from the notes throughout	Many language errors that it is very difficult for listeners to understand the message: exhibits below 39% accuracy Fail to use technical discussion functional phrases Inaccurate and unclear pronunciation and enunciation throughout the discussion Not fluent in spoken	Very poor work schedule. Insufficient entries. Some team members' activities are defined but some crucial ones are missing. Inappropriate format.

		the discussion	English with frequent unnecessary pauses and self corrections	
--	--	----------------	---	--

Letter Writing – 15% of course work

	Format (15%)	Content and Organisation (45%)	Style and Mechanics (40%)
A	Includes all parts of letter format. Subject line fully describe the topic of the letter	An excellent letter, requiring no revision – your supervisor would send this document without any changes/with very minimal changes; he/she would be impressed Purpose of letter is very clear Contains only relevant facts. Facts explained fully. The letter is very comprehensible. Highly appropriate and concise - clearly states the action the reader has to take Effective transitions create a highly readable passage. Sections arranged in a logical manner. Each paragraph effectively develops one topic	Hardly any mechanical errors: exhibits 80-100% accuracy Written with flair, using a variety of sentence types Writing style appropriate for the genre
B	One to two errors in letter format. Subject line mostly describes the topic of the letter	Requires minor revision – your supervisor would send this letter back to you for minor editing; it would get the job done; he/she would be quite satisfied. Purpose of letter is clear Contains relevant facts. Facts explained quite well. Some parts are not clear but the overall comprehensibility is not affected. Appropriate - states the action the reader has to take Suitable transitions create a readable passage. Each paragraph develops one topic	Some noticeable mechanical errors: exhibits 65-79% accuracy Tries to use a variety of sentence types: very little copied from assignment paper In parts, writing style somewhat not appropriate for the genre
C	Three to four errors in letter format. Subject line attempts to describe the topic of the letter	Requires considerable revision – your supervisor would be disappointed with your work and would ask you to revise it before allowing those outside the department to see it. Purpose of the letter is unclear Contains some relevant facts. Facts explained adequately. Some parts are incomprehensible. Not very appropriate - the action the reader has to take is not clearly stated Transitions in some parts lacking. Not all paragraphs are well developed	Many mechanical errors: exhibits 50-64% accuracy In parts, sentences very similar to those in the assignment paper In some parts, writing style not appropriate for the genre
D	Five to six errors in letter format.	Requires a major overhaul – your supervisor would be troubled by the poor quality of your work or by the sloppiness and would not	So many mechanical errors that it affects readers'

	Subject line fails to describe the topic of the letter	consider you for any promotion; the document must be rewritten before he/she would send it. Purpose of letter is very unclear Contains few relevant facts. Facts explained inadequately. Most parts are incomprehensible. Unacceptable to some extent - the action the reader has to take is either not included or quite ineffectively stated Transitions in many parts lacking. Most paragraphs not developed adequately	comprehension of the message: exhibits 40-49% accuracy In parts, sentences copied directly from those in the assignment paper In most parts, writing style not appropriate for the genre
F	More than six errors in letter format. No subject line	Requires complete rewriting – your supervisor would start looking for someone to replace you; the document does not show an understanding of the assignment. Purpose of letter is not stated Does not contain relevant facts. The letter is in general incomprehensible. Unacceptable - the action the reader has to take is not included No transitions in many parts. No paragraphs developed adequately	So many mechanical errors that it is very difficult for readers to understand the message: exhibits below 39% accuracy Most sentences copied directly from assignment paper Writing style totally not appropriate for the genre

Participation – 10% of course work

Criteria	Attendance*	Punctuality	Participation	Use of English
Grade A	Attended all classes	Always punctual for classes	Always participated actively in class and group activities	Always spoke in English in class
Grade 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
Grade C	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
Grade D	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
Grade F	Attended less	Less than 70%	Never	Always spoke in

	than 70% of the classes	punctual for class	participated actively in class and group activities	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.

Mark–grade Conversion Table for EN2271

Grade	Marks
A+	100
A	95–99
A–	90–94
B+	85–89
B	76-84
B–	70–75
C+	60–69
C	55–59
C–	50–54
D	40–49
F	0–39

Part III

Keyword Syllabus

Reading Strategies: understanding text structures, interpreting technical data.

Presentation Skills: planning and structuring presentations, understanding and practising verbal and non-verbal communication skills.

Vocabulary: classification, functions, operation, process, system.

Technical Writing: definitions, physical descriptions, process, instructions.

Technical Discussion: preparing a technical discussion, asking and answering questions, expressing degree of certainty, active listening techniques, negotiation skills, informal meeting language conventions.

Business Communication: basic business communication principles, practical business writing.

Recommended Reading

Text(s)

Blicq, R. (1986) *Technically. Write! 3rd Edition*. Englewood Cliffs, NJ: Prentice-Hill

Burnett, Rebecca E. (1997) *Technical Communication. 4th Edition*. Belmont, CA: Wadsworth.

Glendinning, E.H. & Glendinning, N. (1995) *Oxford English for Electrical and Mechanical Engineer*. Hong Kong: OUP

Guffey, M.E. & Lamonte, R. (2004) *Essentials of Business Communication*. Toronto: Nelson.

Huckin, T.N. (1991) *Technical Writing and Professional Communication for Nonnative Speakers of English. 2nd Edition*. New York: McGraw-Hill

Swan, M. (1980) *Practical English Usage*. Oxford: OUP/ELBS

Trzyna, T.N. (1987) *Writing for the Technical Professions*. Belmont, CA: Wadsworth

Online Resources

Returned by

Name: Jon Hui

Department: EN

Tel: 27844534

Date: 22 November 2008