

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.

Part I

Course Title: English Language Skills for Technology Studies I

Course Code: EN2281

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' academic reading skills, advanced listening comprehension skills, and language skills necessary for data collection, data analysis, proposal writing, and oral proposals in relation to the topic of Industrial Engineering and Information Engineering.

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.	carry out investigations of engineering problems in that students will be able to <ul style="list-style-type: none">• identify relevant data to collect for the investigations;• analyze the data collected;• identify the gist of the problems;• propose solutions to the problems;	1
2.	produce written technical proposals in discussing the investigations and in particular students will be able to <ul style="list-style-type: none">• describe the gist of the problems;• present the solutions to the problems;• provide evidence to bear out the solutions;	2
3.	identify, describe and edit language errors common in their writing;	1
4.	plan and make oral presentations of proposals by applying various verbal and non-verbal skills.	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>a) Identifying and collecting relevant data in investigating engineering problems</i> Each group of students first selects an area for proposal writing by watching and listening to a series of video tapes and holding group discussions. Then they select the relevant information and write a summary of their chosen problem. Secondly, after a library research, students read articles related to their selected topic, identify relevant information and write a summary of solutions.	3 weeks

	<p><i>b) Analyzing data, identifying the gist of the problems and proposing solutions to the problems</i></p> <p>Through discussions, each group of students analyses the data, identifies the gist of the problem and offers their own feasible solutions to tackle the problem.</p>	2 weeks
CILO 2	<p><i>Writing technical proposals</i></p> <p>Each group of students writes their proposal by applying the identified structure and language characteristics of a technical proposal.</p>	3 weeks
CILO 3	<p><i>Identifying, describing and editing common language errors</i></p> <p>Through guided discussions, students are led to identify, describe and edit language errors commonly found in their writing. Students are given proofreading exercises to apply the knowledge gained to identify and correct errors in the tasks.</p>	0.5 hour per week
CILO 4	<p><i>Planning and making oral presentations</i></p> <p>Through guided discussions and tasks, students identify, describe and apply various techniques needed in planning and making oral presentations.</p>	3 weeks

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 1a	<p><i>Identifying the gist of an engineering problem</i></p> <p>Students will watch a video about an engineering problem. They are required to identify the gist of the problem and write a summary of the problem.</p>	10%	individual work
	<p><i>Identifying solutions to the problem</i></p> <p>Students are required to consult the literature to identify some possible solutions to the problems and write a</p>	10%	individual work

	summary of the solutions.		
CILO 1b	<i>Investigating a self-selected engineering problem</i> Students in their own groups carry out an investigation into an engineering problem and come up with a solution to the problem in preparing for a written proposal (see the assessed task for CILO2). Students are required to sketch out their ideas in form of an outline of a technical proposal.	10%	group work
CILO 2	<i>Producing a written technical proposal</i> By following the outline prepared in the task for CILO1b, students are required to write a complete, formal technical proposal.	30%	Group work
CILO 3	<i>A test of common errors</i> Students are required to identify and correct common errors in a group of sentences.	20%	individual work; individually assessed
CILO 4	<i>A group/individual presentation</i> Students are required to plan and present the group proposals.	20%	group work but individually assessed

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.

Summary of 'Air is foul' (10%)			
Items to be assessed	Content (4%)	Organization (3%)	Language and style (3%)
A	Has reported the problem and all its factors discussed in the video tape; very concise and precise; all information is accurate and complete	Has a very well- organized structure – the problem and all factors are logically developed	Language (sentence structure, word order, use of tenses, articles, prepositions, parts of speech, etc.) is accurate;
B	Has reported the problem and	Has a generally organized	Some mistakes of word order,

	most of its factors discussed in the video tape; to a certain extent concise and precise; most information is accurate and complete	structure - the problem, and most factors are logically developed	choice of words, use of tenses, articles, prepositions, and parts of speech are found
C	Has reported the problem and some of its factors discussed in the video tape; with some detailed explanation or/and unnecessary information; some key points are accurate and complete	Shows some signs of a summary structure – the problem, and some factors are mentioned	Some incomplete sentences, some wrong sentence structure, some wrong use of tenses, articles, prepositions, parts of speech are found
D	Has reported the problem and one or two factors discussed in the video tape; with unnecessary information, detailed explanation, and statistics; only little information is accurate and complete	Shows some signs of a summary structure – the problem, and only one factor is mentioned	About 50% of the sentences are incorrect
F	Has only reported the problem discussed in the video tape; with background information, detailed explanation, statistics, opinions & direct quotes	Shows no signs of a summary structure – the problem is mentioned	No correct sentence is found

Report of Solutions (10%)			
Items to be assessed	Content (4%)	Organization (3%)	Language (3%)
A	Has reported all solutions discussed in articles, and all information is accurate and complete	All solutions are logically developed and well-organized	Sentence structures, the use of tenses and the use of parts of speech are accurate
B	Has reported most of the solutions discussed in articles, and most of the information is accurate and complete	Most solutions are logically developed and generally organized	Most of the sentence structures, the use of tenses and the use of parts of speech are accurate
C	Has reported some solutions discussed in articles, and some information is inaccurate and incomplete	Some solutions are not logically developed and organized	Some incorrect sentence structures, some incorrect use of tenses and some incorrect use of parts of speech

D	Has only reported a few solutions discussed in articles with much unnecessary detail	Shows a few signs of an organized structure	A few correct sentences
F	Has reported solutions which are inaccurate and incomplete	Shows no sign of an organized structure	No correct sentences

An outline of a technical proposal (10%)

Items to be assessed	Format, Content, Organization & Language (10%)		
A	Has a very well-organized structure; all main sections and sub-sections are logically developed; all headings and sub-headings are informative, comprehensive & grammatically correct; format is accurate and complete		
B	Generally has a well-organized structure; generally main sections and sub-sections are logically developed; generally headings and sub-headings are informative, comprehensive and grammatically correct; generally format is accurate and complete		
C	Shows some signs of an organized structure; only some main sections and sub-sections are logically developed; only some headings and sub-headings are informative, comprehensive and grammatically correct; to a certain extent, format is accurate and complete		
D	Shows a few signs of an outline structure; a few main sections and sub-sections are logically developed; a few headings and sub-headings are informative, comprehensive and grammatically correct; only a few parts of format are accurate and complete		
F	Shows no signs of an outline structure; no sections and sub-sections are logically developed; no headings and sub-headings are informative, comprehensive and grammatically correct; no part of format is accurate and complete		

Technical Proposal (30%)

Items to be assessed	Content (14%)	Organization (8%)	Language and style (8%)
A	Has addressed all the problems mentioned; and all solutions are feasible & profitable; and very informative & comprehensive; and all information is accurate & complete	It has a clear & appropriate overall text structure; and there is a logical progression of ideas within sections & subsections with introductory statements wherever appropriate; and all ideas are well supported by data & appropriate graphics; and all sections, sub-sections & pages are numbered correctly	No or only infrequent minor mistakes in grammar & vocabulary which never affect ease of understanding; and consistent use of objective & technical style

B	Has addressed most of the problems mentioned; and/or most solutions are feasible & profitable; and/or generally informative & comprehensive; and/or most information is accurate & complete	A few minor problems in overall text structure ; and/or in a few sections or subsections the progression of ideas is not entirely logical or a few introductory statements are missing when needed; and/or a few ideas are not sufficiently supported by data & appropriate graphics; and/or a few sections, sub-sections & pages are numbered incorrectly	Contains some mistakes in grammar & vocabulary but these never interfere with intelligibility; and/or despite occasional use of inappropriate language (e.g. not too promotional; certain or imprecise language), the style remains objective, & technical throughout most of the report
C	Has addressed some of the problems mentioned; and/or some solutions are feasible & profitable; and/or informative & comprehensive to a certain extent; and/or some information is accurate & complete	In some parts of the report there is no clear logical overall structure; and/or in some sections or subsections the progression of ideas is not entirely logical or some introductory statements are missing when needed; and/or some ideas are not sufficiently supported by data & appropriate graphics; and/or some sections, sub-sections & pages are numbered correctly	Includes some major mistakes which sometimes make it difficult to follow the meaning; and/or throughout most of the report the style is inappropriate (e.g. not too promotional; certain or imprecise language)
D	Has only addressed a few problems mentioned; and/or only a few solutions are feasible & profitable; and/or not quite informative & comprehensive; and/or only little information is accurate & complete	There is hardly any sign of a logical overall structure in the report and/or in most of the sections or subsections the progression of ideas is not entirely logical or most introductory statements are missing when needed and/or most ideas are not sufficiently supported by data and appropriate graphics; and/or most sections, sub-sections & pages are numbered incorrectly	Includes frequent major mistakes in grammar & vocabulary which often make it impossible to follow the meaning.
F	Has almost not addressed any problems mentioned; and/or almost no solutions are feasible & profitable; and/or not informative & comprehensive; and/or almost no information is accurate & complete	There is no clear logical organization either at the text level or at the levels of sections & subsections; and the ideas are not supported by data or graphics	Such frequent major mistakes in grammar & vocabulary that large sections of the report are impossible or difficult to understand.

Oral Presentation (20%)					
Items to be assessed	A	B	C	D	F
Content + Organization (10%)					
Introduction: greeting, topic, preview	Has 3 elements – very clear & effectively	Has 3/2 elements – clear	Has 1 elements missing	Has only 1 element	3 elements missing
Body	Stressed all the main points	Stressed most of the main points	Stressed some main points	Stressed a few main points	Confusing content
Conclusion	Very clear and effective	Clear	Incomplete / unclear	Missing	Missing
Transitional sentences	Are used adequately	Some are used	A few are used	Rarely used	Never used
Delivery Skills (6%)					
Naturalness	Spoke naturally without notes & power-points	Most of the time - spoke naturally but occasionally read notes / power-points	Sometimes read notes / power-points or both	Most of the time read notes & power-points	Completely read notes & power-points
Eye contact	Good eye contact with audience	Most of the time - eye contact with audience	From time to time - eye contact with audience	Very little - eye contact with audience	NO eye contact with audience
Gestures	Very appropriate	Very few inappropriate	From time to time - inappropriate gestures	Most of the time - inappropriate gestures	All the time - inappropriate gestures
Accuracy	NO grammatically inaccurate sentences	Very few grammatically inaccurate sentences	Some grammatically inaccurate sentences	A lot of grammatically inaccurate sentences	NO grammatically accurate sentences
Articulation	Are correct	Most are correct	Some are incorrect	Most are incorrect	Are incorrect
Rhythm + intonation	Are correct	Most are correct	Some are incorrect	Most are incorrect	Are incorrect
Fluency	Very fluent	Most of the time – fluent	From time to time - fluent	Most of the time – not fluent	All the time – not fluent
Design + use of visuals (4%)	Are appropriate, clear and useful	Most are appropriate, clear and useful	Half are appropriate, clear and useful	Most are inappropriate, unclear and not useful	NO visual aids

Part III

Keyword Syllabus:

Reading skills : reading skills, note-taking skills

Listening skills : listening skills, summary writing skills.

Technical proposals: format, content and language of proposals, planning and writing proposals, and documentation.

Common errors : common grammatical errors

Oral proposals: planning a presentation as a team, oral persuasion, asking and answering questions.

Recommended Reading:

Text(s):

Alfred, G.J., Brusaw, C.T. & Oliu, W.E. (2006). 8th edition. The Handbook of Technical Writing, St. Martin's Press.

Blake, G. & Bly, R.W. (2000). The Elements of Technical Writing. MacMillan, Inc..

Blicq, R.S. (1986). 3rd edition. Technically-Write! Prentice Hall: London.

Brinegar, B.C., & Skates, C.B. (1983). Technical Writing: A Guide with Models. Glenview, IL:Scott, Foresman and Company.

Bunton, D. (2004). Common English Errors in Hong Kong. Longman: Hong Kong.

Burnett, R.E. (1990). Technical Communication. Belmont, California: Wadsworth Publishing Company.

Collins (2006) paperback thesaurus. HarperCollinsPublishers.

Collins Cobuild (2006). English Language Dictionary, HarperCollinsPublishers.

Finkelstein, L. (2007) 2nd edition. Pocket Book of Technical Writing for engineers & Scientists. McGraw-Hill's BEST.

Gerson, S.M. (2005). 5th edition. Technical Writing: Process and Product. New Jersey: Prentice-Hall: London.

Greenbaum, S. & Nelson, G. (2007) 2nd edition. An Introduction to English Grammar. Pearson: London.

Guffey, M.E. & Du-babcock (2008). Essentials of Business Communication (Asian edition). Singapore: Thomson Learning.

Harty, K.J. (2007). 6th edition. Strategies for Business and Technical Writing. Longman: London.

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

Jenkins, G. (1992). English Problem Words: Better English Series. The Commercial Press: Hong Kong.

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

Longman Dictionary of Contemporary English (2006). Longman: London.

Pickett, N.A., Leaster, A.A. & Staples, K.E. (2000). 8th edition. Technical English: Writing, Reading, and Speaking. Longman: London.

Pringle, A.S. (2003). 2nd edition. Technical Writing. Scriptorium Press.

Reep, D.C. (2008). 7th edition. Technical Writing: Principles, Strategies, and Reading. Longman: London.

Rosenberg, B. J. (2005). Spring into Technical Writing for Engineers and Scientists. Longman: London.

VanAlstyne, J.S. (2004). 6th edition. Professional and Technical Writing Strategies: Communication and Science. Longman.

Weissberg, R. & Buker, S. (1990) Writing Up Tresearch: Experimental Research Report Writing for Students of English. Prentice-Hill: London.

Woolever, K.R. (2007). 4th edition. Writing for the Technical Professions. Prentice Hall: London.

Video tapes:

- (1) 'The air is foul' – Air Pollution of China and Hong Kong (2000). Radio Television of Hong Kong.
- (2) 'Global warming – What's up with the weather' (2007). WGBH Boston Video.
- (3) 'Planet earth' – BBC series (2007). DVD Video, Deltamac.
- (4) 'Effective Presentation Skills: The structure of effective presentations, verbal and non-verbal communication, the language of presentations' (2000). The English Department of City University of Hong Kong.

Online Resources:

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