City University of Hong Kong

Information on a Course
offered by Department of <u>English</u>
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 II

Course Code: EN2282

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 provide learners with the opportunity to develop academic writing skills, oral presentation skills, and an awareness of common grammatical errors in English and an ability to correct them.

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.	give a technical briefing on a product which students have investigated;	1
2.	write a briefing paper on a product which students have investigated;	2
3.	edit and proofread the language of their own written texts;	2
4.	a. plan and present an oral report; b. handle the Q/A time in an oral presentation;	2
5.	write an investigative report.	3

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	Giving a technical briefing - a small group activity Each team member investigates an assigned product and briefs their team members on the investigation.	2 weeks
CILO 2	Writing a briefing paper Each team member writes up a briefing paper in preparation for a briefing meeting.	3 weeks
CILO 3	Correcting Common Errors Working in groups, students are guided to identify, discuss and correct language errors commonly found in their writing.	from week 1 to week 8
CILO 4	Planning and presenting an oral report and answering questions In groups, students deliver oral presentations of their investigative reports and address questions raised by their audience.	3 weeks
CILO 5	Writing an investigative report In groups, students produce investigative reports of their investigation projects.	5 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 1	Coursework: Each student gives a technical briefing on the investigation of an assigned product, highlighting in particular the structural and functional features of the product as well as its market position. The briefing will be assessed in terms of its accuracy in its content, structure, and language use.	10%	individual work
CILO 2	Coursework: Each student writes a briefing paper in describing the structural and functional features of the assigned product as well as its market position. The report will be assessed in terms of its content, structure, and language use.	20%	individual work
CILO 3	Final Test of Common Errors: Students write a test in which they are required to identify and correct some common errors. Accuracy in correcting the errors will be assessed.	20%	individual work
CILO 4	Coursework: In groups, students present their investigations to their colleagues. The presentations will be assessed in terms of its clarity, verbal and non-verbal delivery skills, language use and use of A/V aids.	20%	group work but individually assessed
CILO 5	Coursework: In groups, students write up reports of their group investigations. The reports will be assessed in terms of its completeness, content, structure, coherence, format, and language use.	30%	group work

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.

Technical Briefing (10%)		
Items to be assessed	**Content & organization** (6%)	**Discussion** (4%)
A	A well-structured talk of your briefing paper; all ideas are in logical sequences; all information is accurate and complete	Participant always actively takes part in discussion; always listens to other members patiently; always understands other members' points of view
B	Generally a well-structured talk of your briefing paper ; generally ideas are in logical sequences; generally information is accurate and complete	Participant frequently takes part in discussion; frequently listens to other members; frequently understands other members' points of view
C	Shows some signs of a structured talk of your briefing paper; some ideas are in logical sequences; to a certain extent, some information is accurate and complete	Participant sometimes takes part in discussion; sometimes listens to other members; sometimes tries to understand other members' points of view
D	Shows a few signs of a structured talk of your briefing paper; a few ideas are in logical sequences; only little information is accurate and complete	Participant infrequently takes part in discussion; infrequently listens to other members; infrequently tries to understand other members' points of view
F	Shows almost no signs of a structured talk of your briefing paper; almost no ideas are in logical sequences; almost no information is accurate and complete	Participant does not take part in discussion; does not listen to other members; ignores other members' points of view

Briefing Paper (20%)			
Items to be assessed	**Content** (8%)	**Organization** (6%)	**Language and style** (6%)
A	Has described all the structural features, functional features, and process features; has stated clearly all the strengths & weaknesses of the product; has discussed all the possible marketing strategies	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 described most of the structural features,	A few minor problems in overall text structure ;	Contains some mistakes in grammar & vocabulary but

	functional features, and process features; has stated most of the strengths & weaknesses of the product; has discussed most of the possible marketing strategies	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	these never interfere with intelligibility; and/or despite occasional use of imprecise language, the style remains objective, & technical throughout most of the report
C	Has described some of the structural features, functional features, and process features; has stated some of the strengths & weaknesses of the product; to a certain extent has discussed some possible marketing strategies	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. too much imprecise language)
D	Has only described a few structural features, functional features, and process features; has stated only a few strengths & weaknesses of the product; has discussed only a few possible marketing strategies	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 statement 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 described any structural features, functional features, and process features; has stated almost no strengths & weaknesses of the product; has discussed almost no possible marketing strategies	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	Stressed most of	Stressed some	Stressed a few	Confusing content

	main points	the main points	main points	main points	
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

Investigative report (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 &	No or only infrequent minor mistakes in grammar & vocabulary which never affect ease of understanding; and consistent use of objective & technical style

		pages are numbered correctly	
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 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. 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 statement 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

Part III

Keyword Syllabus:
Technical Briefings: structural and functional description, market position.
Briefing Papers: structural and functional features, marketing information.
Common errors : common grammatical errors
Oral reports: planning a presentation as a team, oral persuasion, asking and
answering questions.
Investigative Reports: format, content and language of reports, planning and writing
and documentation.

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 thesanurus. 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 Jersy: 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). <u>Oxford Advanced Learner's Dictionary of Current English</u>, 3rd ed. OUP

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

Leonard, D.C. & McGuire, P.J. (1983) <u>Readings in Technical Writing</u>. 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) 'Meetings – More Bloody Meeting – the human side of meetings' (1976). A video arts production.
(2) 'Meeting the Meeting Challenge' (1986). Beverly Hills: Roundtable Film & video.
(3) '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:

Returned by:

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