

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2016/17

Part I Course Overview

Course Title: English for Engineering

Course Code: GE2410

Course Duration: One semester

Credit Units: 3

Level: B2

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:
(for GE courses only)

GE English

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Grade D in HKAL Use of English or Grade 4 in HKDSE or;
successful completion of English Academic Proficiency Courses
(EL0220, EL0222, EL0223 and EL0225 – 6 credits) or;
English for Academic Purposes (EL0200 – 6 credits) or;
English for Academic Purposes 2 (EL0200B – 3 credits) or;
Grade B or above in English for Academic Purposes 1 (EL0200A – 3 credits)

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) None

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

This course is designed to provide engineering students with the necessary oral and written skills required for effective communication in academic and workplace contexts, both with experts in their field and lay persons. It begins by introducing them to the principles of good academic practice, which are also presented as a model for ethical workplace practice, and thus help them to avoid issues such as plagiarism. The main part then leads on to developing research and summarising skills that form the basis for the later activities. Students next learn to apply these skills to conducting technical presentations, as well as in group discussions that culminate in project planning activities. After this predominantly oral part of the course, the focus shifts to developing an understanding of and practicing various types of written communication, such as reports and other types of business communication.

2. Course Intended Learning Outcomes (CILOs)

(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.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify various reading skills and apply them in reading, referencing and summarising literature on engineering.		√	√	
2.	Identify various skills of technical presentation and apply them in conducting short technical presentations based on information extracted from readings.			√	
3.	Identify technical discussion skills and apply these in planning and conducting simulated technical discussions characteristic of those that go on in engineering contexts.			√	
4.	Identify and compare the structures and language characteristics of various types of written study and workplace reports characteristic of those produced by engineering students and practicing engineers (e.g., incident reports and progress reports) mainly, and applying this knowledge in writing one of the latter.			√	
5.	Identify the text structures and language features characteristic of generic business correspondence (e.g., emails), and apply them in producing texts of the kinds.			√	√
6.	Develop communication skills through active participation in class and group activities.		√	√	

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
1.	<p>Conducting a Short Technical Presentation Students will be engaged in a range of exploratory activities to search for and extract relevant technical information. They will also be guided to identify language as well as delivery skills needed in creative and effective presentations. They will in particular examine the logic behind structuring presentation effectively, sensible use of animations in order to present and enhance important points, to using appropriate linguistic formulae and strategies that ensure a cohesive and coherent presentation style. Each student then applies the techniques learnt in first choosing and evaluating suitable sources critically, selecting the most appropriate ones, and identifying main points from the technical texts to incorporate them into a short presentation that also demonstrates an adequate use of the acquired referencing skills.</p>	√	√					4weeks
2.	<p>Conducting a Technical Discussion about a Blueprint Students will be guided to identify technical discussion skills through various types of exploratory and/or consciousness-raising activities, such as watching sample discussions and evaluating their effectiveness. They learn how to present a technical design from a blueprint to a client and show the client how problems were solved in the proposed blueprint. They then apply these skills in conducting simulated technical team discussions, according to the roles assigned to them, and drawing on the materials produced for the earlier presentations.</p>			√				4weeks
3.	<p>Writing Progress Reports Some of the teaching activities in this part draw on and extend the structural descriptions of the earlier oral presentations, and elaborate on the differences between oral and written communication in terms of general structure and communication strategies. Through various guided activities and discussions, students then identify the structure and language characteristics of different types of academic and workplace reports. This includes discussions of</p>				√			3weeks

	the roles writers of these types of reports play within organisations, what types of responsibilities are associated with them, and how an appropriate degree of initiative can be demonstrated in such report-writing activities. Students also apply the knowledge gained in this way in producing a standard written incident report.							
4.	Writing Business Correspondence Teaching activities will include a relatively brief coverage of the aims and purposes of business communication through interactive tutorials. Students will then work alone or in groups to identify the text structures and language features characteristic of business correspondence (e.g., emails and letters) typical of a technical setting through inquiry and self-discovery. They then apply these in producing simulated business correspondence on technical matters, again also applying the principles learnt in the preceding CILO.					√		2weeks
5.	Participation in TLAs Students participate and communicate actively in all TLAs using English.						√	Each lesson

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
<p>A technical presentation Students will perform various secondary research skills acquired to extract information of an engineering topic from different sources. They will then conduct a short technical presentation based on this information, using the presentation skills learnt.</p>	√	√					15%	Individual work
<p>Technical Discussion Students will plan and conduct a simulated technical team discussion by applying various planning and discussion skills learnt, incorporating research results from the previous activities.</p> <p>Students will also produce blueprint of a new technology to present to the client team. Each student will craft one section of the blueprint according to her/his role on the project team.</p>			√	√			20%	Group and individual work
<p>Progress Report Each student produces an incident report by applying the knowledge gained in the related TLAs.</p>				√			15%	Individual work
<p>Writing Business Correspondence Students will produce a business email, based on the results of the previous activities, and by applying the textual features learnt.</p> <p>Students will also produce an individual rhetorical analysis explaining her/his approach, tone, arrangement in the email.</p>					√		10%	Individual work
<p>Active Participation Students need to participate actively in all TLAs. Their attendance, punctuality, and participation in TLAs, using English, are assessed.</p>						√	10%	Individual work
Examination: 0%								
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. A technical presentation (Group Performance)	Content & achievement of seminar goals	<p>An excellent selection of ideas relating to the topic</p> <p>Demonstrating an excellent grasp and excellent insights of the topic</p> <p>All the goals of the seminar achieved very effectively</p>	<p>A good selection of ideas relating to the topic</p> <p>Demonstrating a good grasp and some good insights of the topic</p> <p>Demonstrating a good understanding of the goals of the seminar</p> <p>Goals of the seminar achieved somewhat effectively</p>	<p>An average selection of ideas relating to the topic</p> <p>Demonstrating an adequate grasp and some adequate insights of the topic</p> <p>Demonstrating an average understanding of the goals of the seminar</p> <p>Goals of the seminar achieved adequately</p>	<p>An inadequate selection of ideas</p> <p>Demonstrating an inadequate understanding of the topic</p> <p>Some of the goals of the seminar not achieved</p>	<p>An inappropriate selection of ideas</p> <p>Showing very little understanding of the topic</p> <p>The goals of the seminar not achieved at all.</p>
	Collaboration & connections among presentations	<p>Presentations all very well facilitated (chaired).</p> <p>An excellent distribution of duties</p> <p>Excellent support for each other throughout</p> <p>Excellent and effective connections created among presentations</p> <p>Presentations all very well sequenced No major overlaps in ideas presented</p>	<p>Presentations somewhat well facilitated (chaired).</p> <p>A good distribution of duties</p> <p>Good support for each other</p> <p>Good connections created among presentations</p> <p>Presentations somewhat well sequenced Some minor</p>	<p>The presentations were inadequately facilitated (chaired).</p> <p>An adequate distribution of duties</p> <p>Some support for each other</p> <p>Adequate connections created among presentations</p> <p>Presentations adequately sequenced Some major overlaps in ideas presented</p>	<p>The presentations were poorly facilitated (chaired).</p> <p>A poor distribution of duties</p> <p>Little support for each other</p> <p>Presentations poorly connected</p> <p>Presentations poorly sequenced Many major overlaps in ideas presented</p>	<p>The presentations not facilitated (chaired) at all.</p> <p>A very poor distribution of duties</p> <p>No support for each other</p> <p>Presentations not connected at all</p>

			(unnecessary) major overlaps in ideas presented			
1. A technical presentation (Individual Performance)	Content	Ideas very clearly presented. Very impressive and very effective verbal strategies applied to explain technical concepts	Ideas quite clearly presented Fairly effective verbal strategies applied to explain technical concepts	Ideas presented somewhat clearly with a few major parts somewhat incomprehensible Adequate verbal strategies applied to explain technical concepts	Ideas presented were barely comprehensible Few attempts made to explain technical concepts	Ideas presented were all incomprehensible.
	Overall structure/coherence	Very well-organized with an effective opening remark an effectively sectioned body a thoughtful conclusion The ideas very logically developed and well-connected	Quite well-organized with a fairly effective opening remark a fairly well-sectioned body a fairly thoughtful conclusion Ideas fairly logically developed with some minor digression	Adequately organized with an adequate opening remark a body a very short conclusion. Some major ideas not logically developed or not connected	Poorly structured No opening remark No thoughtful conclusion Ideas mostly poorly developed or not logically connected	Not structured at all Ideas are not logically connected at all
	Design of visuals& non-verbal delivery	A variety of visuals/media used. Very concise Very focused Appropriate sizes of images/texts used Effectively illustrating, supporting or complementing what the presenter orally presents Creatively designed	A fair amount/variety of visuals/media used A few visuals somewhat wordy cluttered Somewhat appropriate sizes of images/texts Somewhat redundant Visuals fairly creatively designed Quite assertive and	A very limited variety used Few images/graphics used A noticeable number of visuals somewhat wordy cluttered Somewhat inappropriate sizes images/ texts. Visuals mostly	Variety lacking in general Few images/graphics used Visuals mostly wordy cluttered Very inappropriate sizes of images / texts Many visuals carrying mostly the presenter's script.	Few visuals/media used. No images or graphics used Visuals all very wordy extremely cluttered Sizes of images and texts too small/inappropriate Visuals all redundant

		<p>Very professionally designed</p> <p>Very assertive, relaxed and natural throughout</p> <p>Effective and explicit reference made to specific parts of visuals</p> <p>Audience allowed enough time to browse crucial parts of the visuals</p> <p>Natural /sufficient eye contact and body language</p> <p>Very effective non-verbal communication throughout</p>	<p>natural most of the time</p> <p>Explicit references made to their specific parts somewhat frequently</p> <p>Rushing through some visuals.</p> <p>Attempts made to communicate with the audience through eye contact and body language</p> <p>Somewhat effective non-verbal communication in certain parts</p>	<p>redundant</p> <p>Little creativity reflected</p> <p>Somewhat nervous and quite unnatural</p> <p>Reading somewhat frequently from slides / notes</p> <p>Occasional explicit references made to specific parts of visuals</p> <p>Rushing through most visuals</p> <p>Infrequent eye contact and little body language</p> <p>Somewhat ineffective non-verbal communication in a noticeable number of parts</p>	<p>Very little creativity reflected</p> <p>Very nervous and very unnatural</p> <p>Quite frequent reading from slides / notes</p> <p>Very few explicit references made to specific parts of visuals</p> <p>Lacking eye contact and body language</p> <p>Very ineffective non-verbal communication throughout</p>	<p>No creativity reflected</p> <p>Presenter seriously lacking confidence and appearing extremely uneasy</p> <p>Reading from slides / notes throughout</p> <p>No explicit reference made to specific parts of visuals A severe lack of eye contact and body language</p> <p>Lacking non-verbal communication with the audience throughout.</p>
	Language	<p>Very spontaneous (not scripted)</p> <p>Audible</p> <p>Very fluent throughout</p> <p>Demonstrating a close-to-perfect and very sophisticated mastery of the following aspects of</p>	<p>Very spontaneous (not scripted)</p> <p>Quite audible</p> <p>Quite fluent throughout.</p> <p>Demonstrating an intermediate to somewhat advanced mastery of the</p>	<p>The presentation somewhat spontaneous; occasional reading from notes/slides</p> <p>Inaudible in some parts</p> <p>Lacking fluency in a number of parts</p>	<p>The presentation not very spontaneous; frequent reading from notes/slides</p> <p>Inaudible in many parts</p> <p>Lacking fluency in most parts</p> <p>Displaying a poor</p>	<p>Reciting a pre-scripted speech</p> <p>Reading from notes or slides all the time</p> <p>Inaudible throughout</p> <p>Lacking fluency throughout</p> <p>Displaying an</p>

		the English language: syntax, phonological rules, vocabulary, language use in presentations	following aspects of the English language: grammar, pronunciation, vocabulary, language use in presentations	Displaying a fairly acceptable mastery of the following aspects of the English language: grammar, pronunciation, vocabulary, language use in presentations	mastery of the following aspects of the following aspects of the English language: grammar, pronunciation, vocabulary, language use in presentations	extremely poor mastery of the following aspects of the English language: Grammar, pronunciation, vocabulary, language use in presentations
	Handling the question time	Very natural, assertive and well-composed Providing well-elaborated and sensible responses Responses all very sensible Providing very effective back channels (verbal/non-verbal), and doing so in very assertive/sophisticated manner	Quite assertive and well-composed Providing somewhat elaborate and sensible responses Providing somewhat effective back channels	Somewhat uneasy, nervous and defensive at times. Attempts made to provide elaborate and sensible responses but with some struggles Displaying somewhat limited or inappropriate back channels	Very uneasy and nervous Somewhat over-defensive Providing clipped responses. Displaying very few or very inappropriate back channels	Extremely uneasy and nervous Extremely defensive Unable to provide any response Displaying no back channel at all or displaying inappropriate back channels all the time
2. Technical Discussion (Individual Performance, Participation/etiquette)	Participation in discussions and collegiality	Very proactive / involved Not dominating Very meaningful contributions made Very enthusiastic about the blueprint Turn-taking done appropriately Interruptions are meaningful	Quite proactive / involved Not dominating Quite meaningful contributions made Quite enthusiastic about the blueprint Turn-taking done quite appropriately Interruptions are mostly meaningful	Somewhat proactive / involved Somewhat dominating Somewhat meaningful contributions made Somewhat involved Somewhat enthusiastic about the blueprint Turn-taking somewhat appropriately done Inappropriate	Not too proactive / involved Very dominating Few (meaningful) contributions made Not very enthusiastic about the blueprint Turn-taking done quite inappropriately Interruptions are mostly in appropriate	Not proactive / involved at all Dominating throughout No contributions made Not enthusiastic about the blueprint at all Extremely inappropriate turn-taking done Interruptions are all

		Willing to listen to others	Quite willing to listen to others	interruptions in noticeable number of parts Somewhat willing to listen to others	and meaningless Not too willing to listen to others	meaningless Not willing to listen to others at all
2. Technical Discussion (Individual Performance, Verbal and non-verbal communication)	Meeting language	Natural Well-applied	Quite natural Quite well-applied	Somewhat natural	Quite unnatural	Not natural at all
	Mastery of the English language	Very spontaneous (not scripted) Audible Very fluent throughout Demonstrating a close-to-perfect and very sophisticated mastery of the following aspects of the English language: syntax, phonological rules, vocabulary	Very spontaneous (not scripted) Quite audible Quite fluent throughout. Demonstrating an intermediate to somewhat advanced mastery of the following aspects of the English language: grammar, pronunciation, vocabulary	The presentation somewhat spontaneous; occasional reading from notes/slides Inaudible in some parts Lacking fluency in a number of parts Displaying a fairly acceptable mastery of the following aspects of the English language: grammar, pronunciation, vocabulary	The presentation not very spontaneous; frequent reading from notes/slides Inaudible in many parts Lacking fluency in most parts Displaying a poor mastery of the following aspects of the English language: grammar, pronunciation, vocabulary	Reciting a pre-scripted speech Reading from notes or slides all the time Inaudible throughout Lacking fluency throughout Displaying an extremely poor mastery of the following aspects of the English language: grammar, pronunciation, vocabulary
	Comprehensibility of speech	Very easy to comprehend	Quite easy to comprehend	Somewhat difficult to comprehend in some important parts	Quite difficult to comprehend in a number of parts	Very difficult to comprehend
	Body language/eye contact	Sufficient Effective Very natural	Sufficient Quite effective Quite natural	Somewhat sufficient Somewhat effective Somewhat natural	Not sufficient Not very effective Not quite natural	Insufficient Not effective at all Not natural at all

2. Technical Discussion (Group Performance , Participation/ etiquette)	Participation in discussions and collegiality	<p>Very proactive / involved as a group</p> <p>Worked together – No single person dominating</p> <p>Very meaningful contributions made by everyone</p> <p>Very enthusiastic about the blueprint</p> <p>Turn-taking done appropriately</p> <p>Interruptions are meaningful</p> <p>Willing to listen to others in the group and good dynamic between group and client</p>	<p>Quite proactive / involved</p> <p>Overall, worked together -Not dominating</p> <p>Quite meaningful contributions made by all group members</p> <p>Quite enthusiastic about the blueprint</p> <p>Turn-taking done quite appropriately</p> <p>Interruptions are mostly meaningful</p> <p>Quite willing to listen to others in the group and fairly good dynamic between group and client</p>	<p>Somewhat proactive / involved</p> <p>Some group members were somewhat dominating</p> <p>Somewhat meaningful contributions made by most group members Somewhat involved</p> <p>Somewhat enthusiastic about the blueprint</p> <p>Turn-taking somewhat appropriately done</p> <p>Inappropriate interruptions in noticeable number of parts</p> <p>Somewhat willing to listen to others but has some difficulty in group or with client</p>	<p>Not too proactive / involved</p> <p>Very dominating</p> <p>Few (meaningful) contributions made by group members or uneven across the group</p> <p>Not very enthusiastic about the blueprint</p> <p>Turn-taking done quite inappropriately</p> <p>Interruptions are mostly in appropriate and meaningless</p> <p>Not too willing to listen to others, some conflict in the group or between the client and group</p>	<p>Not proactive / involved at all</p> <p>Dominating throughout</p> <p>No contributions made – group not all involved</p> <p>Not enthusiastic about the blueprint at all</p> <p>Extremely inappropriate turn-taking done</p> <p>Interruptions are all meaningless</p> <p>Not willing to listen to others at all, poor dynamic</p>
2. Technical Discussion (Group Performance, Blueprint)	Content	<p>Summarized essential details and goals of the project</p> <p>Ideas summarized accurately and in a way that was easy to understand</p> <p>Aided the client team and proved visually compelling as a document, including appropriate charts and</p>	<p>Summarized most of the essential details and goals</p> <p>Ideas mostly summarized accurately and in a way that was easy to understand</p> <p>Aided the client team and proved visually compelling as a document with a few exceptions - including</p>	<p>Inaccurately summarized or failed to summarize all of the essential details and goals</p> <p>Ideas mostly summarized but not always accurately / in a way that was easy to understand</p> <p>At some points, did not aid the client team</p>	<p>Inaccurately summarized or failed to summarize many of the essential details and goals</p> <p>Ideas mostly summarized inaccurately / not easy to understand</p> <p>At several points, did not aid the client team and may not prove</p>	<p>Inaccurately summarized or failed to summarize the essential details and goals</p> <p>Ideas not summarized inaccurately / not easy to understand</p> <p>Did not aid the client team and did not prove visually compelling as a document</p>

		graphs as required by lessons	graphs and charts lacking few needed elements	and may not always prove visually compelling as a document - including graphs and charts that were sometimes unclear or needed more elements	visually compelling as a document - including few or flawed charts and graphs	
	Organization	Contained needed guide-posting / organization info Very well-sectioned and well-paragraphed Ideas very well-organized	Contained basic guide-posting methods Fairly well-sectioned and fairly well-paragraphed Ideas fairly well-organized	Lacked an effective method to guidepost the section Not too effectively sectioned or paragraphed Ideas somewhat organized	Guide-posting severely lacking, difficult to follow Poorly sectioned Poorly paragraphed Poorly organized	No guideposts or organizational methods No sectioning No paragraphing Very disorganized
	Clarity	Very easy to follow/comprehend	Quite easy to follow/comprehend	Some parts are difficult to follow / comprehend	Quite difficult to follow/comprehend	Extremely difficult to follow/comprehend.
	Language style in the blueprint	Very natural and appropriate throughout	Quite natural and appropriate in most parts	Somewhat unnatural Quite inappropriate in some important parts	Quite unnatural Inappropriate in most parts	Very unnatural Very inappropriate throughout
	Mastery of the English syntax	Very sophisticated and close-to-perfect	Intermediate to advanced and somewhat sophisticated Noticeable minor errors made	Unsophisticated A noticeable number of errors made	Very unsophisticated Many errors made	Very unsophisticated Many errors made
	Vocabulary/word choice (esp. speech verbs)	Very sophisticated and close-to-perfect	Intermediate to advanced and somewhat sophisticated Some minor errors made	Somewhat unsophisticated A noticeable number of errors made	Very unsophisticated Many errors made	Very unsophisticated Many errors made

	Format	Well-paginated Title, dates, etc. are all very well-formatted Section headings all very effectively formatted Paragraph breaks are appropriately applied.	Well-paginated Title, dates, etc. are fairly well-formatted Section headings fairly effectively-formatted Paragraph breaks are fairly appropriately applied.	Paginated Title, dates, etc. are all fairly formatted Section headings and paragraph breaks not very effectively formatted.	(N.A.)	Not paginated Title, dates, etc. are all poorly formatted Section headings and paragraph breaks all poorly formatted.
3. Progress Report	Content (The five items of information specified in the task instruction)	All five items of information required provided Information provided is all very sensible.	Four items of the information required provided Most of the information is quite sensible.	Three items of the information provided Some of the information is not quite sensible.	Two items of the information required provided Information provided is not very sensible.	One item of the information required provided The information provided is not sensible at all.
	Organization	Information is very well-sectioned and well-paragraphed. Information is presented in a logical order.	Information is fairly well-sectioned and fairly well-paragraphed. Information is presented in quite a logical order.	Information is sectioned and paragraphed but some of the sectioning and the paragraphing is not too sensible. Information is presented in a somewhat logical order though some parts may need to be re-ordered.	Information is poorly sectioned and poorly paragraphed. Information is presented in quite an illogical order	Information is not sectioned. Paragraphing is not sensible. Information is presented in a very illogical order.
	Mastery of the English syntax	Very sophisticated Close to perfect and very few minor errors made Very natural and appropriate throughout	Intermediate to advanced and somewhat sophisticated Some minor errors made Quite natural and appropriate in most	Unsophisticated A noticeable number of minor errors made Quite inappropriate in some important parts	Very unsophisticated A noticeable number of major and minor errors made Inappropriate in most parts	Extremely unsophisticated Many major and minor errors made Very inappropriate throughout

			parts			
	Vocabulary/word choice	Very sophisticated Close-to-perfect and very few minor errors made	Intermediate to advanced Somewhat sophisticated Some minor errors made	Somewhat unsophisticated A noticeable number of minor errors made	Very unsophisticated A noticeable number of major and minor errors made	Extremely unsophisticated Many major and minor errors made
	Format	The report is well-paginated. Title, dates, etc. are all very well-formatted. Section headings are appropriately formatted. Paragraph breaks are appropriately applied.	Pagination is provided. Title, dates, etc. are fairly well-formatted. Section headings are fairly appropriately formatted. Paragraph breaks are fairly appropriately applied.	N.A.	N.A.	Pagination is not provided. Title, dates, etc. are all poorly formatted. Section headings are and paragraph breaks are poorly formatted.
4. Writing Business Correspondence	Response to the instructions	Responding to all instructions Responses all very sensible	Responding to most of the instructions Responses quite sensible	Responding to some of the instructions only Responses somewhat sensible	Missing many instructions Responses not very sensible	Responses not sensible at all
	Organization	Very well-paragraphed and very well-organized	Fairly well-paragraphed and fairly well-organized	Re-paragraphing or re-organizing needed in some parts	Poorly paragraphed or poorly organized	Very disorganized
	Format	Header elements (i.e., sender, recipient, subject line, date, etc.) all provided properly Both the opening and the closing salutations provided	Missing one header element Both the opening and the closing salutations provided	Missing two header elements. Missing one salutation.	N.A.	Missing three or more header elements Missing both salutations

	Opening/closing salutations	Both very appropriate	Both are quite appropriate	One is quite appropriate while the other is quite inappropriate	Both are very inappropriate	No salutation is used.
	Mastery of the English syntax	Very sophisticated Close to perfect and very few minor errors made	Intermediate to advanced and somewhat sophisticated Some minor errors made	Unsophisticated A noticeable number of minor errors made	Very unsophisticated A noticeable number of major and minor errors made	Extremely unsophisticated Many major and minor errors made
	Vocabulary/word choice	Very sophisticated Close-to-perfect and very few minor errors made	Intermediate to advanced Somewhat sophisticated Some minor errors made	Somewhat unsophisticated A noticeable number of minor errors made	Very unsophisticated A noticeable number of major and minor errors made	Extremely unsophisticated Many major and minor errors made
5. Active Participation	Participation	Always participated actively in class and group activities. Made excellent contributions in class discussions	Frequently participated actively in class and group activities. Made good contributions in class discussions	Occasionally participated actively in class and group activities. Made adequate contributions in class discussions	Almost never participated actively in class and group activities. Made few contributions in class discussions	Never participated actively in class and group activities. Made no contributions in class discussions
	Attendance	Attended all classes. Always punctual for classes.	Attended 90-99% of the classes. 90-99% punctual for class.	Attended 80-89 % of the classes. 70-89% punctual for class.	Attended 80 to 89 % of the classes. 50-69% punctual for class.	Attended less than 80% of the classes Less than 50% punctual for class.
	Use of English	Always spoke in English in class.	Frequently spoke in English and seldom spoke in languages other than English in class.	Often spoke English and occasionally spoke in languages other than English in class.	Frequently spoke in languages other than English and some use of English in class.	Always spoke in languages other than English and never spoke in English in class.

General Criteria for Assessment of Language Proficiency

Proficient User	Can understand with ease virtually everything heard or read. Can summarise and analyze information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. Can create new and creative insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can create new insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. Can create insights and texts by reflecting and thinking critically from reading and comprehending texts.
	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

English for Engineering, Academic literacy & writing, Reading strategies, Hedging, Oral presentation, Verbal & non-verbal delivery skills, Discourse conventions, Organization and structure, Citation and referencing.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Beer, D. & McMurrey, D. 2004, <i>A Guide to Writing as an Engineer</i> (2 nd ed), New York: Wiley.
2.	Blicq, Ron S., 1999, <i>Technically Write!</i> (5th ed), New Jersey: Prentice Hall.
3.	Borowick, Jerome N., 2002, <i>Technical Communication and its Applications</i> (2nd ed), New Jersey: Prentice-Hall, Inc.
4.	Burnett, Rebecca E., 1997, <i>Technical Communication</i> (4th ed), International Thomson Publishing.
5.	Glendinning, E.H. & Glendinning, N. 1995, <i>Oxford English for Electrical and Mechanical Engineering</i> , Oxford: OUP
6.	Hering, L. & Hering, H. 2007/2010, <i>How to Write Technical Reports</i> , New York: Springer.
7.	Huckin, Thomas N., & Olsen, Leslie A., 1991, <i>Technical Writing and Professional Communication for Non-Native Speakers of English</i> (2nd ed), New York: MacGraw Hill.
8.	Owl Purdue Writing for Engineerss, https://owl.english.purdue.edu/owl/resource/647/01/ .

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	All CILOs, as well as the initial introduction to good academic practice, encourage independent learning and critical thinking/evaluation.
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	
PILO 3: Demonstrate critical thinking skills	Students evaluate, summarise, and discuss technical information throughout all activities, especially in CILO 3.
PILO 4: Interpret information and numerical data	Students evaluate, summarise, and discuss technical information throughout all activities, especially in CILO 3.
PILO 5: Produce structured, well-organised and fluent text	CILOs 2-5: Students develop presentation and communication skills relevant to their discipline in simulated contexts throughout all TLAs.
PILO 6: Demonstrate effective oral communication skills	CILOs 2 & 3 encourage students to develop and apply their communication skills in producing presentations on individual topics and simulated group discussions.
PILO 7: Demonstrate an ability to work effectively in a team	CILOs 3 & 6: Throughout the course, students are encouraged to work in teams in order to develop their communication skills, with a special emphasis on team discussions & project planning in CILO 3.
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILOs 2 & 3. Students are required to develop technical solutions to real life problems by drawing on the knowledge gained from their readings

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Meeting report