### UNIVERSITY ENGLISH FOR THE FACULTY OF THE CONSTRUCTION AND LAND USE

#### Subject Aim:
This subject aims to help students study effectively in the University’s English medium learning environment and, more specifically, to improve and develop their English language proficiency within a framework of academic contexts. In striving to achieve the two interrelated objectives, attention will be given to developing the core competencies the University has identified as vital to the development of effective life-long learning strategies and skills.

#### Learning Outcomes:
By the end of the subject, students should be able to communicate effectively in academic contexts through
1. writing academic texts using source materials from relevant literature,
2. writing discursive essays with in-text references, and
3. delivering effective oral presentations.

To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present and support stance and opinion.

#### Content:
This content is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students.

1. **Written academic communication**
Identifying and practising writing functions common in written academic discourse; note-taking from reading and listening inputs; understanding and applying principles of academic text structure; developing paraphrasing, summarising and referencing skills; improving editing and proofreading skills; achieving appropriate tone and style in academic writing.

2. **Spoken academic communication**
Recognising the purposes of, and differences between, spoken and written communication in English in academic contexts; identifying and practising the verbal and non-verbal interactional strategies in seminar discussions and oral presentations; discussing issues requiring the development and application of critical thinking.

3. **Reading and listening in academic contexts**
Understanding the content and structure of information delivered orally and in print; reading and listening for different purposes e.g. as input to tasks, and for developing specific reading or listening skills; using a dictionary to obtain lexical, phonological and orthographical information.

4. **Language development**
Improving and extending relevant features of grammar, vocabulary and pronunciation.

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**Teaching activities:** Lecture (LT)/Tutorial (TU)/Seminar (SM)/Drawing (DW)/Laboratory or Practical (LB)/Studio (ST)/Workshop (WS)/Project (PJ)/Field Study (FS)/Guided Study (GS)/Visit (VS)
Learning and Teaching Approach  
(tasks and activities designed to achieve learning outcomes):

The study method is primarily seminar-based. Activities include teacher input as well as individual and group work involving drafting and evaluating texts, mini-presentations, discussions and simulations. Students will be referred to information on the Internet and the ELC’s Centre for Independent Language Learning.

Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required.

Assessment  
(assessment of student performance resulting from learning tasks):

Continuous assessment: 100%

Students’ oral and writing skills will be evaluated through assessment tasks related to the learning outcome areas. Students will be assessed on the accuracy and the appropriacy of the language used in fulfilling the assessment tasks, as well as the selection and organisation of ideas.

Reading List:

Recommended:


