<table>
<thead>
<tr>
<th>Subject Code</th>
<th>ELC2401</th>
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<tbody>
<tr>
<td>Level</td>
<td>2</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>Seminars: 42</td>
</tr>
<tr>
<td>Student Effort Hours</td>
<td>120</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Coursework 100%</td>
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<tr>
<td>Credit Value</td>
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</tr>
<tr>
<td>Pre-requisites</td>
<td>Nil</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>Nil</td>
</tr>
<tr>
<td>Exclusions</td>
<td>Nil</td>
</tr>
<tr>
<td>Subject Leader/ Lecturer/Dept.</td>
<td>Robert Yiu (ELC)</td>
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**UNIVERSITY ENGLISH FOR THE FACULTY OF THE CONSTRUCTION AND LAND USE**

**Subject Aim:**

This subject is intended to:

This subject aims to help students to 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 working towards the achievement of the two interrelated objectives, attention will be given to helping students develop the core competencies identified by the University as vital to the development of effective life-long learning strategies and skills.

**Learning Outcomes:**

Students will demonstrate their ability to:-

At the end of the subject, students should be able to:

- take part in seminar discussions
- write academic texts such as problem-solution essays
- deliver effective oral presentations

**Brief Syllabus Content:**

This syllabus is indicative. The balance of the components, and the weighting accorded to each will be based on the specific needs of the students.

1. **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.

2. **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.

3. **Reading and listening in academic contexts**

   Understanding the content and structure of information delivered both orally and in print form; 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 students’ grammar, vocabulary and pronunciation.

**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 based on seminars and these will involve interactive learning activities such as discussions and role-plays. Use will also be made of audio and video recordings, relevant web-based materials and the ELC’s Centre for Independent Language Learning.

Learning and teaching materials developed by the ELC will be used throughout this course. Teachers will recommend additional reference materials as required.

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

100% Continuous Assessment

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

**Reading List:**

**Recommended:**


