



FACULTY OF HUMANITIES AND SOCIAL SCIENCES
BACHELOR OF SOCIAL SCIENCES IN PUBLIC ADMINISTRATION

LEARNING MODULE OUTLINE

Academic Year	2023/2024	Semester	2
Module Code	ENGL2133		
Learning Module	English IV		
Pre-requisite(s)	ENGL2132 - English III		
Medium of Instruction	English		
Credits	3	Contact Hours	45 hours
Instructor	Dr. Janice S.W Lo	Email	swlo@mpu.edu.mo
Office	M508, Meng Tak Building, Main Campus	Office Phone	8599 3264

MODULE DESCRIPTION

This course aims to strengthen students' academic reading, writing, listening and speaking skills at the intermediate level, while giving systematic attention to grammar and course-related vocabulary. Substantial emphasis will be placed on language skills and strategies used in academic readings and writings. Assessment is based on class participation, discussions, assignments, test(s), an oral presentation, and a final examination.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

On completion of this learning module, students will be able to:

M1.	Demonstrate increasing accuracy in using (i) gerunds/infinitives, (ii) modals, (iii) relative clauses, (iv) conditionals, and (v) reported speech.
M2.	Develop increasing ability in (i) summarizing an article with coherence and (ii) reading and writing descriptive reports.
M3.	Use a wide range of course-related vocabulary at the intermediate level.
M4.	Develop increasing ability in listening tasks at the intermediate level.
M5.	Develop increasing ability in speaking tasks at the intermediate level.
M6.	Deliver a 3-minute presentation on course-related topics with clarity and fluency.



These ILOs aims to enable students to attain the following Programme Intended Learning Outcomes (PILOs):

PILOs	M1	M2	M3	M4	M5	M6
P1. Specialised knowledge in public administration			✓			
P2. Knowledge and understanding of analytical tools used to analyse and interpret administrative problems			✓			
P3. Critical understanding of the political, economic, social, cultural, legal and technological environments of Macao and beyond	✓	✓	✓	✓		
P4. Develop an understanding of the theories, analytical approaches, methodologies and practices in public administration						
P5. Evaluate, extrapolate and synthesise relevant literature and empirical data, applying these to various contexts	✓		✓	✓		
P6. Possess an ability to apply public administration theories to the analysis of actual administrative problems						
P7. To be capable to learn continuously in academic and professional contexts	✓	✓	✓	✓	✓	✓
P8. To demonstrate good communication skills, teamwork spirit and management skills	✓	✓	✓	✓	✓	✓
P9. To demonstrate international vision and enthusiasm in serving the local community while abiding by professional ethics	✓	✓	✓	✓	✓	
P10. To demonstrate research skills in public administration and commitment to lifelong learning	✓	✓	✓	✓	✓	✓

MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1	Reading & Writing I: Summarizing an article and linking ideas Key Focus: Develop increasing ability in summarizing an article with coherence and clarity.	3
2	<i>Language Review I: Gerund/ To-infinitives</i> Key Focus: Review the form and function of gerund/to-infinitives and examine how they are applied in authentic scenarios.	3
3	<i>Language Review II: Modals and past modals</i> Key Focus: Review the form and function of modals and past modals and examine how they are applied in authentic scenarios.	3
4	<i>Oral/Aural Activity I</i> Key Focus: Develop increasing ability in understanding colloquial English in daily conversations/media/the workplace	3



5	<i>Oral/aural Activity II</i> Key Focus: Develop increasing ability in understanding colloquial English in daily conversations/media/the workplace.	3
6	<i>Language Review III: Relative clauses</i> Key Focus: Review the form and function of relative clauses and examine how they are applied in authentic scenarios.	3
7	<i>Language Review IV: Conditionals</i> Key Focus: Review the form and function of different conditional sentences and examine how they are applied in authentic scenarios.	3
8	<i>Reading & Writing II: Descriptive report (I)</i> Key Focus: Increasing ability in reading and writing descriptive reports, with focus on (i) understanding the structures and language features of descriptive reports and (ii) recognizing common phrases and expressions in descriptive reports.	3
9	<i>Language Review V: Reported speech</i> Key Focus: Review the form and function of reported speech and examine how it is applied in authentic scenarios.	3
10	MIDTERM TEST Key Focus: Test students on their understanding of the lectures, case studies and assignments throughout Week 1-8.	3
11	<i>Reading & Writing III: Descriptive report (II)</i> Key Focus: Increasing ability in reading and writing descriptive reports, with focus on developing increasing accuracy in writing descriptive reports.	3
12	<i>Oral/aural Activity III</i> Key Focus: Develop increasing ability in understanding colloquial English in daily conversations/media/the workplace.	3
13	<i>Oral presentation</i> Key Focus: Encourage students to practice speaking in English clearly and coherently in front of the class.	3
14	<i>Writing analysis & revision</i> Key Focus: Analyse common mistakes found in students' work and clear queries about the format and requirement(s) of the exam.	3

TEACHING AND LEARNING ACTIVITIES

In this learning module, students will work towards attaining the ILOs through the following teaching and learning activities:

Teaching and Learning Activities	M1	M2	M3	M4	M5	M6
T1. Language Review I-V	✓	✓	✓			
T2. Reading & writing activities I-III	✓	✓	✓			
T3. Oral/Aural activities I-III			✓	✓	✓	
T4. Test	✓	✓	✓	✓		
T5. Oral presentation						✓



ATTENDANCE

Attendance requirements are governed by the Academic Regulations Governing Bachelor's Degree Programmes of the Macao Polytechnic University. Students who do not meet the attendance requirements for the learning module shall be awarded an 'F' grade.

ASSESSMENT

In this learning module, students are required to complete the following assessment activities:

Assessment Activities	Weighting (%)	ILOs to be Assessed
A1. Test	20%	M1, M2, M3, M4
A2. Assignments	20%	M1, M2, M3, M4
A3. Oral presentation	10%	M5, M6
A4. Class participation	10%	M4, M5
A5. Final exam	40%	M1, M2, M3, M4

**NOTE: Students with a score of less than 35 in the final examination must take the re-sit examination even if the overall score for the learning module is 50 or above.*

The assessment will be conducted following the University's Assessment Strategy (see www.mpu.edu.mo/teaching_learning/en/assessment_strategy.php). Passing this learning module indicates that students will have attained the ILOs of this learning module and thus acquired its credits.

MARKING SCHEME

All assessments receive a percentage mark between 0 and 100, depending on the number of correct responses. The pass-mark is 50 for all assignments. Assignments and test(s) are assessed according to the corresponding marking criteria. Oral presentation is assessed based on task fulfilment, organisation, and language proficiency. Class participation is assessed based on (i) students' attendance in classes and (ii) students' participation and contribution in class discussions.

REQUIRED READINGS

Raymond, M. (2012). *Essential Grammar in Use: A Self-Study Reference and Practice Book for elementary students of English*. Cambridge University Press.

Cunningham, S. & Moor, P. (2007). *New Cutting Edge, Upper-Intermediate, Students Book*. Longman.

REFERENCES

Book(s)

Barry, R. Scholten, L. & Cochrane, D.J. (1995). *Applied English: Language Skills for Business and Everyday Use*. Prentice Hall

Bilbow, G.T. (2001). *Write for Modern Business*, Longman

Blau, S. & Burak, K. (2016). *Writing in the Works, 2016 MLA Update*. Cengage Learning.



- Fitzpatrick, M. (2011). *Engaging Writing 2: Essential Skills for Academic Writing*. Pearson Education ESL.
- Harrison, M., Jakeman, V. & Paterson, K. (2012). *Improve Your Grammar*. Palgrave Macmillan.
- Maurer, J. (2011). *Focus on Grammar 5*. Pearson Education ESL.
- Holt, R. & Sampson, N.(2008). *International Business Correspondence Handbook*. Foreign Language Teaching and Research Press
- Young, R. & Strauch, A. (2006). *Nitty Gritty Grammar: Sentence Essentials for Writers*. United Kingdom: Cambridge University Press

Website(s)

- <http://owl.english.purdue.edu/owl/resource>
- <http://www.laflemm.com/RfT/RfTPpracticeContents.html>
- <http://www2.elc.polyu.edu.hk/CILL/eiw/repliestoenquiries.htm>
- http://writing.colostate.edu/guides/documents/business_writing/business_letter/response_letter/
- <http://www.writingcentre.uottawa.ca/hypergrammar/modifier.html>
- <https://learnenglish.britishcouncil.org/en/english-grammar/determiners-and-quantifiers/definite-article>
- <http://academicguides.waldenu.edu/writingcenter/grammar/prepositions>

STUDENT FEEDBACK

At the end of every semester, students are invited to provide feedback on the learning module and the teaching arrangement through questionnaires. Your feedback is valuable for instructors to enhance the module and its delivery for future students. The instructor and programme coordinators will consider all feedback and respond with actions formally in the annual programme review.

ACADEMIC INTEGRITY

The Macao Polytechnic University requires students to have full commitment to academic integrity when engaging in research and academic activities. Violations of academic integrity, which include but are not limited to plagiarism, collusion, fabrication or falsification, repeated use of assignments and cheating in examinations, are considered as serious academic offenses and may lead to disciplinary actions. Students should read the relevant regulations and guidelines in the Student Handbook which is distributed upon the admission into the University, a copy of which can also be found at www.mpu.edu.mo/student_handbook/.