澳門理工大學
Universidade Politécnica de Macau
Macao Polytechnic University

**FACULTY OF HEALTH SCIENCES AND SPORTS**

**BACHELOR OF SCIENCE IN BIOMEDICAL TECHNOLOGY (MEDICAL LABORATORY TECHNOLOGY)**

**LEARNING MODULE OUTLINE**

| Academic Year | 2023/2024 | Semester | 2 |
|---|---|---|---|
| Module Code | ENGL4102 | | |
| Learning Module | English VIII | | |
| Pre-requisite(s) | Nil | | |
| Medium of Instruction | English | | |
| Credits | 2 | Contact Hours | 30 |
| Instructor | Gabriel Roth Soares | Email | t1339@mpu.edu.mo |
| Office | Room B201 | Mobile Phone | -- |

**MODULE DESCRIPTION**

The aims of this course are to improve the students' knowledge of health-related vocabulary, develop students' reading skills and ability to speak in the language, as appropriate to the level.

**MODULE INTENDED LEARNING OUTCOMES (ILOS)**

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

| M1. | Increase their vocabulary relevant to their field of study |
|---|---|
| M2. | Comprehend audio materials/information related to their field of study |
| M3. | Comprehend, evaluate and synthesize written information/data related to field of study |
| M4. | Explain and discuss verbally topics related to their field of study |
| M5. | Write a short news article reporting new information related to their field of study |
| M6. | Write an short report on a topic/issue related to their field of study |

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

| PILOs | M1 | M2 | M3 | M4 | M5 | M6 |
|---|---|---|---|---|---|---|
| P1. To demonstrate understanding of a range of subjects, fields, principles and approaches relevant to medical laboratory technology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| P2. To demonstrate understanding of theories, analytical approaches and practices that underpin medical laboratory operations and management | | | | ✓ | ✓ | ✓ |

| PILOs | M1 | M2 | M3 | M4 | M5 | M6 |
|---|---|---|---|---|---|---|
| P3. To demonstrate understanding of major trends and issues related to medical laboratory technology | | | | ✓ | ✓ | ✓ |
| P4. To apply professional knowledge and skills to analyse, interpret and solve problems, challenges and risks in medical laboratory practice | | | | | ✓ | ✓ |
| P5. To critically appraise and interpret scientific and clinical literature and apply evidence-based practice | | | | | ✓ | ✓ |
| P6. To acquire and apply research skills in medical laboratory technology | | | | | | |
| P7. To demonstrate effective communication and teamwork skills | | | | ✓ | ✓ | ✓ |
| P8. To maintain professional and ethical standards in medical laboratory practice and research | | | | | | |

**MODULE SCHEDULE, COVERAGE AND STUDY LOAD**

| Week | Content Coverage | Contact Hours |
|---|---|---|
| 1 | Course introduction and oral discussion | 2 |
| 2 | Reading of medical related news + vocabulary expansion | 2 |
| 3 | News article writing structure and analysis | 2 |
| 4 | Grammar focus: narrative tenses, passive voice, sentence structure | 2 |
| 5 | **Writing Assessment 1** – News story | 2 |
| 6 | News reports listening exercises, note taking and discussion + reported speech | 2 |
| 7 | Group discussion language and practice + pronunciation training | 2 |
| 8 | **Speaking Assessment 1** – Group discussion | 2 |
| 9 | Report writing structure + deconstruction of example reports | 2 |
| 10 | Gathering of data + vocabulary expansion | 2 |
| 11 | Grammar focus: paragraph structure and transitions | 2 |
| 12 | **Writing Assessment 2** – Written report | 2 |
| 13 | Speaking exercises + pronunciation training | 2 |
| 14 | Presentation structure + public speaking exercises | 2 |
| 15 | **Speaking Assessment 2** – Presentation with Q&A | 2 |

## 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.  Readings from internet sources | ✓ |  | ✓ | ✓ | ✓ |  |
| T2.  Listening exercises from internet sources |  | ✓ |  | ✓ |  |  |
| T3.  Model reports and writing examples | ✓ |  |  |  | ✓ | ✓ |
| T4.  Task based activities integrating writing skills |  |  | ✓ | ✓ | ✓ | ✓ |
| T5.  Task based activities integrating speaking skills |  |  |  | ✓ |  | ✓ |

## 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.  Writing Assessment 1 | 20 | M1, M3, M5 |
| A2.  Speaking Assessment 1 | 20 | M1, M2, M4 |
| A3.  Writing Assignment 2 | 30 | M1, M3, M6 |
| A4.  Speaking Assessment 2 | 30 | M1, M2, M4 |

This learning module is graded on a 100 point scale, with 100 being the highest possible score and 50 being the passing score.

This course will have no final exam, so marks will be based on the continuous assessment. There will be no re-sit exam.

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

Please find attached at the end of the course outline

**REQUIRED READINGS**

None

**REFERENCES**

None

**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/.

# ENGL4102: Rubrics for English Writing

| Grade range | Marks range | Content and Task achievement | Effective and accurate use of grammar, lexis and mechanics |
|---|---|---|---|
| A<br><br><br>A- | 93-100<br>(all features well represented)<br><br>88-92<br>(features present but weak) | - Task is fully achieved using appropriate language<br><br>- All points are fully developed<br><br>- No irrelevant information<br><br>- Evidence of a strong command of the text type<br><br>- Style, tone and register are appropriate and effective<br><br>- All task inputs effectively used<br><br>- Strong evidence of planning | - An appropriate mix of simple, complex and compound sentences<br><br>- Spelling is accurate except for rare/ specialized vocabulary<br><br>- Punctuation/capitalization are almost entirely accurate<br><br>- Effective & logical organization, paragraphing and referencing<br><br>- An appropriate variety/range of language with little repetition<br><br>- Advanced and basic structures (grammar / vocabulary) used accurately and effectively |
| B+<br><br><br>B<br><br><br>B- | 83-87<br>(all features strongly represented)<br><br>78-82<br>(most features well represented)<br><br>73-77<br>(features present but weak) | - Task is mostly achieved using generally appropriate language<br><br>- Some points developed<br><br>- Possible minor irrelevance<br><br>- Text type effectively used<br><br>- Possible minor problems with style, tone or register<br><br>- Task inputs are used fairly effectively<br><br>- Some evidence of planning | - A mix of simple and complex sentences, not always used accurately or appropriately<br><br>- Mostly accurate spelling<br><br>- Lapses in capitalization/punctuation<br><br>- Text is organized and cohesive overall, possible referencing errors<br><br>- Some variety of language/possible repetition of key vocabulary<br><br>- Some errors in advanced structures, few if any basic errors. **Errors do not impede overall understanding** |
| C+<br><br><br>C | 68-72<br>(all features strongly represented)<br><br>63-67<br>(most features well represented)<br><br>58-62 | - Task is achieved overall, but language may be inappropriate<br><br>- Points not fully developed and/ or major irrelevance<br><br>- Evidence of a limited command of the text type<br><br>- Some inappropriate use of tone, style or register<br><br>- Task input poorly used or slightly misunderstood/misused | - Relies mostly on simple sentences<br><br>- Simple words may be misspelt<br><br>- Punctuation/capitalization often inaccurate<br><br>- Text is minimally paragraphed with weak organization/cohesion and poor linking/referencing<br><br>- Limited language variety |

| C- | (features present but weak) | - Little evidence of planning | - Limited command of advanced structures and some basic **errors which impede understanding** despite overall coherence |
|---|---|---|---|
| D+<br><br>D | 53-57<br><br>(all features strongly represented)<br><br>50-52<br><br>(most features well represented) | - Task is achieved only at the most basic level and uses often inappropriate language<br><br>- Poor development and/or tangential irrelevance<br><br>- Weak command of text type<br><br>- Tone / style / register often inappropriately used<br><br>- Task input not used at all or misunderstood/misused<br><br>- No evidence of planning | - No complex sentences used<br><br>- Spelling is often inaccurate<br><br>- Punctuation/capitalization seem random / are not reliably accurate<br><br>- Text is poorly paragraphed/ organized and/or lacks cohesion<br><br>- Weak command of advanced structures<br><br>- Frequent repetition/ no variety<br><br>- **Basic errors which could impede communication** |
| F | 0-49 | -Task **not** understood/ achieved: unrelated/ plagiarized. | - Grossly inaccurate / incoherent / completely copied |

# ENGL4101: Rubrics for English Presentations

| Grade range | Percentage range | Content & Task achievement | Structure | Delivery |
|---|---|---|---|---|
| A<br><br><br>A- | 93-100<br><br>(all features well represented)<br><br><br><br>88-92<br><br>(features present but weak) | - Objective of the presentation is easily identified<br><br>- Content fully supports objective<br><br>-Content totally geared to intended audience | - Presentation organized according to audience's needs<br><br>- Clear links between ideas<br><br>- Strong introduction and conclusion<br><br>- Argument is clearly supported by evidence | - Fluent and poised language<br><br>- Speaks at an effective rate and volume<br><br>- no hesitation<br><br>- good gestures and posture<br><br>- good eye contact with audience<br><br>- Excellent group collaboration |
| B+ | 83-87<br><br>(all features strongly represented) | - Objective is clear<br><br>- Content supports objective. | - Clear organization<br><br>- Relationship between ideas identifiable | - Fluent language<br><br>- Speaks at a fairly effective rate and volume<br><br>- occasional hesitation |

| | | | | |
|---|---|---|---|---|
| B<br><br>B- | 78-82<br><br>(most features well represented)<br><br>73-77<br><br>(features present but weak) | -Content related to audience. | - Introduction and conclusion presented<br><br>- Argument is supported by some evidence | - fairly natural gestures and posture<br><br>- occasional eye contact<br><br>- Good team work |
| C+<br><br>C<br><br>C- | 68-72<br><br>(all features<br><br>strongly represented)<br><br>63-67<br><br>(most features well represented)<br><br>58-62<br><br>(features present but weak) | - Objective is not immediately clear; some additional content needed.<br><br>- Some content required by audience is missing. | - Organization is<br><br>be weakened by poor transitions or occasional digressions<br><br>- Introduction<br><br>or conclusion does not accomplish its intended function.<br><br>- Argument is not fully supported | - Some degree of nervousness<br><br>- Speaks too slowly or quickly, too loudly or softly<br><br>- noticeable hesitations<br><br>- not enough eye contact<br><br>- Some collaboration |
| D+<br><br>D | 53-57<br><br>(all features<br><br>strongly represented)<br><br>50-52<br><br>(most features well represented) | - Objective is difficult to determine, more content needed.<br><br>- A large portion of content required by audience is missing<br><br>- Language use is inappropriate or ineffective. | - Organization is confusing/unclear<br><br>- Weak introduction or conclusion<br><br>- Evidence is but not relevant | - Speaker seems uncomfortable<br><br>- Speaking much too slowly or quickly, too loudly or softly;<br><br>- Noticeable hesitations<br><br>- Not enough eye contact<br><br>- Poor team work |
| F | 0-49 | - Objective cannot be determined.<br><br>- Content not relevant to audience<br><br>- Inappropriate use of language. | - Poor organization<br><br>- Little connection between ideas.<br><br>- No evidence to support argument | - Speaker is unable to deliver presentation coherently.<br><br>- Distracting non-verbal language<br><br>- No eye contact<br><br>- No team collaboration |