



FACULTY OF HEALTH SCIENCES AND SPORTS
BACHELOR OF SCIENCE IN BIOMEDICAL TECHNOLOGY (PHARMACY TECHNOLOGY)
LEARNING MODULE OUTLINE

Academic Year	2023/2024	Semester	1
Module Code	ENGL3101		
Learning Module	English V		
Pre-requisite(s)	Nil		
Medium of Instruction	English		
Credits	2	Contact Hours	30
Instructor	Michelle Lam	Email	silam@mpu.edu.mo
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MODULE DESCRIPTION

This is a semester course which is built on the English skills and learning strategies acquired from the previous English training in the previous English courses (English III and English IV). The course aims to further advance students' abilities in two aspects: language skills and soft skills. Through engaging various types of course work including individual tasks, pair work, and project, the course is designed to advance and strengthen students' language competencies including receptive skills (i.e. reading and listening) as well as productive skills (i.e. writing and speaking). These languages skills will be practiced during the course and applied them to everyday applications. For the soft skills, the course also targets to help students develop four major skills, namely, critical thinking, independent learning, creativity, and communication, that are deemed essentially important to both tertiary and general education nowadays.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

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

M1.	improve their listening by being immersed in English-medium lessons and drills of authentic materials.
M2.	apply the gist and skills in delivering speeches publicly with more confidence.
M3.	apply effective reading skills including skimming, scanning, and extensive reading.
M4.	produce different types of writing in both academic and everyday settings.
M5.	be more aware of applying proper grammar to their productive skills such as writing and speaking.
M6.	increase their volume of vocabulary and terminology and apply them to various topics as introduced in the learning materials.
M7.	practice the soft skills: critical thinking, independent learning, creativity, and communication.



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

PILOs	M1	M2	M3	M4	M5	M6	M7
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	✓	✓	✓	✓		✓	✓
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 diagnostic activity	2
2	Systems, diseases and symptoms	2
3	Laboratory tests	2
4	Medical treatments	2
5	Speaking for systems, diseases and symptoms, laboratory tests and medical treatments	2
6	Writing for systems, diseases and symptoms, laboratory tests and medical treatments	2
7	Medical ethics and giving news	2
8	Research studies	2
9	Presentation	2
10	Speaking for medical ethics, giving news and research studies	2
11	Writing for medical ethics, giving news and research studies	2
12	Follow-up exercise of Writing 2 & Group Presentation Preparation	2
13	Group Presentation	2



14	Revision for examination	2
15	Final Exam	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	M7
T1. Reading Practice			✓			✓	✓
T2. Listening Practice	✓					✓	✓
T3. Writing Practice				✓	✓	✓	✓
T4. Speaking Practice		✓			✓	✓	✓
T5. Content-based practices integrating different 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. Attendance & Coursework	10 %	M1, 2, 3, 4, 5, 6 & 7
A2. Speaking assessments	20%	M1, 2, 3, 5, 6 & 7
A3. Writing assessments	30%	M2, 3, 4, 5 & 6
A4. Presentation	10%	M1, 2, 3, 4, 5, 6 & 7
A5. Final Exam	30%	M1, 3, 5 & 6

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

Any students scoring less than 35% of the total mark in the final examination will be given an "F" grade for the module even if the overall grade is 50% or higher.

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

A1. Attendance & Coursework

Descriptor	Percentages	Letter Grade	Grading Criteria
Excellent	83%--100%	A+, A, A-	Extremely well prepared for class discussion, submit all coursework, very active and effective in sharing views. Attend at least 95% of class.
Good	68%--82%	B+, B, B-	Well prepared for class discussion, submit at least 80% of all coursework, active in and able to express opinions. Attend at least 90% of class.
Satisfactory	53%--67%	C+, C, C-	Not well prepared for class discussion, submit at least 60% of all coursework, limited activeness or ability in sharing opinions. Attend at least 80% of class.
Pass	50%--52%	D	Not well prepared for class discussion, submit at least 50% of all coursework, not active in sharing of views. Attend at least 70% of class.
Fail	Less than 50%	O and F	Poorly prepared for class discussion, submit less than 50% of all assignments, no sharing views. Attend less than 70% of class.

A2 Speaking assessment (Specific rubric of each speaking assessment will be given to students in due course.)

Category	Scoring Criteria	Points
Content (50 points)	Material included is relevant to the overall message/purpose.	10
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10
	Information contained is accurate.	10
	Technical terms are well-defined in language appropriate for the target audience.	5
	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	10
	There is an obvious conclusion summarizing the presentation.	5
Presentation (50 points)	Speaker speaks clearly and audibly, maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	10
	Length is within the assigned time limits and appropriately paced.	10
	Information was well communicated and appropriately organized for the topic and audience.	10
	Good language skills and pronunciation are used.	10
	Visual aids are well prepared, informative, effective, and not distracting.	5
	Delivery is poised, controlled, and smooth. Acting appropriately in role-play dialogues.	5



A3. Writing assessment

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



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

A4. Presentation

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



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



A5 Final Exam

Descriptor	Percentages	Letter Grade
Excellent	88% - 100%	A, A-
Very Good	83%--87%	B+
Good	73%--82%	B, B-
Satisfactory	58%--72%	C+, C, C-
Pass	50%--57%	D+, D
Fail	Less than 50%	F

REQUIRED READINGS

Not required

REFERENCES

Glendinning & Howard (2007) *Professional English in Use: Medicine*. Cambridge University: England.

Houghton Mifflin College Reading Series. (2006). Boston, MA: Houghton Mifflin Co.

Kipfer, B.A. (2006). *Rogets 21st century thesaurus in dictionary form*. A Dell Book.

McIntosh, C., Poole, R., & Francis, B. (2009). *Oxford collocations dictionary for students of English*. Oxford: Oxford University Press.

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/.