FACULTY OF HEALTH SCIENCES AND SPORTS

BACHELOR OF SCIENCE IN BIOMEDICAL TECHNOLOGY (PHARMACY TECHNOLOGY)

LEARNING MODULE OUTLINE

Academic Year	2024/2025	Semester	1
Module Code	ENGL 4101		
Learning Module	English VII		
Pre-requisite(s)	---		
Medium of Instruction	English		
Credits	2	Contact Hours	30
Instructor	Gabriel Roth Soares	Email	t1339@mpu.edu.mo
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MODULE DESCRIPTION

The aims of this course are to increase students' knowledge of health-related English vocabulary; develop students' reading, writing, listening and speaking skills in English (as appropriate to their level); and improve students' general teamwork, research, critical thinking, and communication skills/abilities.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

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

M1.	Read, comprehend and utilize information from English language texts effectively
M2.	Listen and comprehend English language discussions and audio-visual materials effectively
M3.	Increase English vocabulary relevant to their field of study
M4.	Speak English with more confidence and fluency
M5.	Write formal letters and persuasive essays in English
M6.	Give oral presentations and interviews effectively in English

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 pharmacy technology	✓	✓	✓	✓	✓	✓
P2. To demonstrate understanding of theories, analytical approaches and practices that underpin pharmacy operations and management					✓	✓

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

MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1	- Course introduction - Video and class discussion on AI, technology and work in the pharmacy technology field - Job listings & discussion of job applications	3
2	- Formal letter & cover letter writing - **Writing Assessment 1**: job application cover letter first draft submission - Cover letter peer review	3
3	- **Writing Assessment 1**: job application cover letter final draft submission - Job interview discussion, interview questions, and example videos	3
4	- **Speaking Assessment 1**: Job interviews	3
5	- Introduction to persuasive essays - Analysis and deconstruction of example persuasive essay - Discussion and evaluation of different types of argumentative thesis statements - Persuasive essay structure and essay outlines	3
6	- Finding evidence: types of argumentative support and source evaluation - Paragraph structure, and transition/organization words and phrases	3
7	- **Writing Assessment 2**: persuasive essay first draft submission, and - Persuasive essay peer review	3
8	- **Writing Assessment 2**: persuasive essay final draft submission	3
9	- Discussion of effective persuasive presentations techniques and strategies - Public speaking practice	3
10	- **Speaking Assessment 2**: Final Presentations - Course review	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. Readings from internet sources	✓		✓		✓	
T2. Listening exercises from internet sources		✓	✓			✓
T3. Model essays and writing examples	✓		✓		✓	
T4. Task based activities integrating skills	✓	✓	✓	✓	✓	✓
T5. Speaking activities			✓	✓		✓

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	M2, M3, M4, M6
A3. Writing Assignment 2	25	M1, M3, M5
A4. Speaking Assessment 2	25	M4, M3, M6
A5. Class Participation	10	M2, M3, 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/.

ENGL4101: Rubrics for English Writing

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

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ENGL4101: Rubrics for English Job Interviews

Grade range	Percentage range	Content & Task achievement	Language	Delivery
A A-	93-100 (all features well represented) 88-92 (features present but weak)	- Illustrates a clear understanding of the company, position and requirements - Asks original questions and gives well-constructed, confident responses with excellent examples that are genuine	- A variety of grammar was used to communicate effectively. Student used extensive vocabulary and expressions from syllabus - Pronunciation was clear and inflection and expressions were used to enhance communication. Student acted as a facilitator, helping the conversation flow and develop	- Speaks at an effective rate and volume - no hesitation - good gestures and posture - good eye contact with audience
B+ B B-	83-87 (all features strongly represented) 78-82 (most features well represented) 73-77 (features present but weak)	- Illustrates some general knowledge about the company, position and requirements - Asks appropriate and original questions and give well-constructed responses with specific examples	- A few minor difficulties arose from not using appropriate grammar and vocabulary - No serious problems arose, but better pronunciation, inflection, and/or non-verbal communication could have made communication more efficient. Some minor difficulties maintaining the conversation were evident	- Speaks at a fairly effective rate and volume - Occasional hesitation - Fairly natural gestures and posture - Occasional eye contact
C+ C C-	68-72 (all features strongly represented) 63-67 (most features well represented) 58-62 (features present but weak)	- Illustrates a poor understanding the company, position and requirements - Asks some questions for information or answered questions with limited answers that need further elaboration or gives well-constructed responses but sounds rehearsed or unsure	- Grammatical errors led to many minor difficulties or one major breakdown in communication - Some communication problems arose due to unclear pronunciation and/or lack of inflection and/or expression. Student may have been difficult to hear. Some effort was required to maintain the conversation. There may have been a few long pauses.	- Some degree of nervousness - Speaks too slowly or quickly, too loudly or softly - Noticeable hesitations - Not enough eye contact

D+	53-57 (all features strongly represented) 50-52 (most features well represented)	- Does not illustrate knowledge about the company and position, or seems to make up information as he/she goes along - Answers with "yes" or "no" and fails to elaborate or explain - Asked very few questions during interview	- Grammatical errors severely hampered communication - Pronunciation, inflection, and/or expression confused communication. Student may have been very difficult to hear. Was dependent on interviewer to keep the conversation going	- Speaker seems uncomfortable - Speaking much too slowly or quickly, too loudly or softly - Noticeable hesitations - Not enough eye contact
F	0-49	- Questions and answers are not relevant to the company or position; or responses are non-existent	- Language was inappropriate or non-existent - There was a total breakdown in communication due to poor pronunciation and/or communication skills	- Speaker is unable to participate in the interview coherently - Distracting non-verbal language - No eye contact

ENGL4101: Rubrics for English Presentations

Grade range	Percentage range	Content & Task achievement	Structure	Delivery
A A-	93-100 (all features well represented) 88-92 (features present but weak)	- 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
B+ B B-	83-87 (all features strongly represented) 78-82 (most features well represented) 73-77 (features present but weak)	- Objective is clear - Content supports objective. -Content related to audience.	- Clear organization - Relationship between ideas identifiable - Introduction and conclusion presented - Argument is supported by some evidence	- Fluent language - Speaks at a fairly effective rate and volume - occasional hesitation - fairly natural gestures and posture - occasional eye contact
C+ C C-	68-72 (all features strongly represented) 63-67 (most features well represented) 58-62 (features present but weak)	- 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
D+	53-57 (all features strongly represented) 50-52	- Objective is difficult to determine, more content needed. - A large portion of content required by audience is missing	- Organization is confusing/unclear - Weak introduction or conclusion	- Speaker seems uncomfortable - Speaking much too slowly or quickly, too loudly or softly

D	(most features well represented)	- Language use is inappropriate or ineffective.	- Evidence is but not relevant	- Noticeable hesitations - Not enough eye contact
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