



FACULTY OF BUSINESS
BACHELOR OF BUSINESS ADMINISTRATION IN MARKETING

LEARNING MODULE OUTLINE

Academic Year	25/26	Semester	1
Module Code	ENGL1101-11F		
Learning Module	English I		
Pre-requisite(s)	Nil		
Medium of Instruction	English		
Credits	3	Contact Hours	45
Instructor	Baby Wina U. Alegre	Email	t1744@mpu.edu.mo
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MODULE DESCRIPTION

This module develops learners' skills in reading, writing, listening, and speaking through interactive, real-world tasks enhanced by large language models (LLMs). Students will use AI tools as language partners, editors, and conversation aids to build fluency, accuracy, and confidence in English. The teacher acts as a facilitator and coach, guiding effective and responsible AI use while providing human insight and feedback. Emphasis is placed on critical thinking, collaborative learning, and digital literacy. Instead of exams, students complete portfolio-based assessments, including voice recordings, written projects, and peer-reviewed discussions. By the end of the course, learners will be able to engage effectively in English across contexts, with increased independence, creativity and integrated language competence.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

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

M1.	Use LLM-supported reading strategies such as skimming and scanning to comprehend texts on everyday topics and accurately answer related questions.
M2.	Apply the basic writing process—including organizing, drafting, revising (with LLM assistance), and finalizing—to produce practical written texts for daily communication.
M3.	Apply active listening strategies, supported by AI-generated transcripts or practice dialogues, to understand various listening genres and everyday spoken English.
M4.	Speak fluently and spontaneously for at least one minute and respond to simple questions on familiar topics, using vocabulary and structures practiced with LLM-based conversation tools.



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

Bachelor of Business Administration in Marketing

PILOs	ILOs				
	1	2	3	4	
1. Explain the core concepts, values and skills Students are able to apply the marketing principles, concepts, theories in analyzing the changing business environment.					
2. Apply appropriate tools and technologies Students are able to demonstrate using related tools, technology and skills to generate proposals and solutions.	✓	✓	✓	✓	
3. Proceed lifelong learning Students are able to apply self and independent learning to leverage learned knowledge in practical life.	✓	✓	✓	✓	
4. Adopt leadership approaches Students are able to develop collaborative groups, synergy teams in achieving objectives and shared goals.					
5. Demonstrate and practice legal and ethical values Students are able to identify professional ethics from broad business practices.					
6. Effective communication skills Students are able to communicate and present ideas effectively.	✓	✓	✓	✓	
7. Critical thinking Students are able to apply self-understanding and analysis of critical perspectives to issues in broad conditions for problem solving.	✓	✓	✓	✓	
8. Intercultural competence Students are competent to associate in a diversified social and global community.					

MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Content Coverage	Contact Hours
1. Living Together, Learning Together Main focus: Community, Diversity and Multicultural Life 1.1 Module Introduction -Orientation to course structure -Responsible use of LLM tools 1.2 Reading articles: AI-generated summaries, glossaries, and quizzes -A Whole City on Campus -What Do You Need To Do, to be successful in college...?	15 hours



-The Role of Universities in Fostering Inclusive Communities -Cultural Intelligence in the Workplace: Why It Matters More Than Ever -Festivals That Bring Us Together: Celebrating Cultural Diversity" 1.3 Listening to podcasts and video clips: AI-supported expressions for discussion -A Whole City on Campus -What Do You Need To Do, to be successful in college...? -The Role of Universities in Fostering Inclusive Communities -Cultural Intelligence in the Workplace: Why It Matters More Than Ever -Festivals That Bring Us Together: Celebrating Cultural Diversity" 1.4 Speaking: Role plays and presentation with AI-generated prompts -What similarities do universities and cities share? -What does "success" mean for university students today? -What is "cultural intelligence," and why is it important? -What cultural festivals are celebrated on your campus or in your city? Why? -How do you understand "Living together, learning together" 1.5 Writing blogposts: co-written and revised using AI tools -Blog post one of the discussion topics of sections 1.2 to 1.4: organizing and drafting in class -Peer review with AI-generated feedback and polish the writing drafts continuously in class 1.6 Continuous assessment and self-evaluation of Chapter one	
2. Shop Till You Drop Main focus: Consumer Culture, Advertising and Money Skills 2.1 Reading articles: LLM-supported ads/ infographics / text analysis with vocabulary assistance -Online shopping -Renting, Selling, Sharing, and Swapping on the Internet -The Price of Persuasion: How Advertising Shapes What We Buy -Smart Spending: What Students Should Know About Money -From Student Loans to Spending Habits: Financial Literacy on Campus 2.2 Listening to podcasts and video clips: AI-supported expressions for discussion -Online shopping -Renting, Selling, Sharing, and Swapping on the Internet -The Price of Persuasion: How Advertising Shapes What We Buy -Smart Spending: What Students Should Know About Money -From Student Loans to Spending Habits: Financial Literacy on Campus 2.3 Speaking: Role plays and presentation with LLM fluency feedback -Discuss how online shopping fits into your daily life as a student -Role-play: shopping-related conversations -Explore the benefits and challenges of the sharing economy for students. -Discuss how students can become smarter consumers. -Debate whether financial education should be part of orientation or core curriculum. 2.4 Writing: The Pros and Cons essay	15 hours



-Write the pros and cons of one of the discussion topics of sections 2.1-2.3: organizing and drafting in class -Peer review with AI-generated feedback and polish the writing drafts continuously in class 2.5 Continuous assessment and self-evaluation of Chapter two	
3. Nearest and Dearest Main focus: Family, Relationships and Values 3.1 Reading articles: Family-themed short stories with AI summary and theme extraction -Staying Connected -How phones, social media, and apps impact personal communication -Friends Like Family: Building Support Networks in University Life -Staying Close in a Digital Age: Technology and Relationships -Tradition vs. Freedom: How Family Expectations Shape Student Choices 3.2 Listening to podcasts, video clips and family interviews: AI-supported expressions for discussion -Staying Connected -How phones, social media, and apps impact personal communication -Friends Like Family: Building Support Networks in University Life -Staying Close in a Digital Age: Technology and Relationships -Tradition vs. Freedom: How Family Expectations Shape Student Choices 3.3 Speaking: AI-guided practice on presentation, reflection reports and debates -What Kind of Relationship Do You Have With Your Family Now That You're at University? -Do You Think Young People Today Value Family as Much as Previous Generations? -Can Technology Help Us Stay Emotionally Connected, or Does It Create Distance? -Should Parents Be Involved in Major Decisions After Age 18? -How Do Relationships With Friends and Roommates Shape University Life? 3.4 Writing: Email with AI assistance -Write an email to a former high school teacher, sharing how you've adjusted to university life and built new friendships and networks: organizing and drafting in class -Peer review with AI-generated feedback and polish the writing drafts continuously in class 3.5 Continuous assessment and self-evaluation of Chapter three	15 hours
TOTAL:	45.0 hours



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
T1. Interactive lectures with LLM-powered multimedia prompts	✓	✓	✓	✓
T2. AI-assisted writing and speaking workshops (feedback, scaffolding, revision)	✓	✓		✓
T3. LLM-supported reading and listening tasks (summarization, Q&A, vocabulary)	✓		✓	
T4. Group and pair discussions with LLM-guided preparation or debate prompts	✓	✓	✓	✓
T5. In-class and online activities using LLMs for practice, collaboration, review	✓	✓	✓	✓

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			
		M1	M2	M3	M4
A1. In-class and online learning activities	20%	✓	✓	✓	✓
A2. Writing assessment activities (e.g., email, pros/cons essay and blogposts with AI assistance)	20%	✓	✓		✓
A3. Reading assessment activities (LLM-supported analysis, summaries, comparisons and theme extraction)	20%	✓	✓		✓
A4. Listening assessment activities (note-taking, comprehension, and group discussion via LLM)	20%			✓	✓
A5. Speaking assessment activities (recorded role-plays, descriptions, reports, debates and presentations with LLM preparation)	20%			✓	✓
Total:		100%			

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

Assessment Task	Criteria	Excellent (A, A-) 88–100	Very Good / Good (B+, B, B-) 73–87	Satisfactory (C+, C, C-) 58–72	Pass (D+, D) 50–57	Fail (F) 0–49
1. Class / Online Learning Activities (LLM-based tasks, peer collaboration, AI-supported discussions)	Actively engages with LLM tasks (e.g., prompt responses, collaborative AI-driven discussions), showing clear understanding of topics and active participation.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Writing Assignments (LLM-assisted drafting, peer feedback, AI-guided revisions)	Uses LLM tools effectively for drafting, revising, and improving writing. Shows a clear understanding of the writing task, with sophisticated use of AI feedback to improve coherence, grammar, and style.	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Continuous Speaking Assessment (AI-generated prompts, role-plays, speaking tasks with AI support)	Demonstrates confident, clear verbal communication with AI-supported practice. Ideas are well-organized, and LLM-generated prompts are used to enhance delivery.	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Continuous Listening Assessment (LLM-based vocabulary support, comprehension checks)	Demonstrates excellent understanding of spoken content; uses LLM tools to clarify vocabulary, check comprehension, and answer questions accurately.	High	Significant	Moderate	Basic	Not even reaching marginal levels
5. Continuous Reading Assessment (LLM-assisted text analysis, summarizing, vocabulary check)	Demonstrates mastery of reading comprehension and analysis, leveraging LLM tools to summarize, predict, and clarify difficult content.	High	Significant	Moderate	Basic	Not even reaching marginal levels



TEXTBOOK

- Hartmann, P & Mentel, J. (2020). *New Interactions 1: Reading and Writing*. McGraw Hill.
- Thrush, E. A., Baldwin, R. & Blass L. (2020). *New Interactions 1: Listening and Speaking*. McGraw Hill.

REFERENCES

- Module website (with Turnitin): ENGL1101 2020/21. <https://canvas.ipm.edu.mo/>
- Macmillan Dictionary (with pronunciation): <https://www.macmillandictionary.com/>
- Cambridge English Dictionary: <https://dictionary.cambridge.org/dictionary/english/>

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/.