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

FACULTY OF HEALTH SCIENCES AND SPORTS

BACHELOR OF SCIENCE IN SPEECH-LANGUAGE THERAPY

LEARNING MODULE OUTLINE

Academic Year	2024/2025	Semester	2
Module Code	STEC 1102		
Learning Module	English Communication		
Pre-requisite(s)	Nil		
Medium of Instruction	English		
Credits	3	Contact Hours	45
Instructor	Michelle Lam	Email	silam@mpu.edu.mo
Office	Main Campus Meng Tak Building M311	Office Phone	85993181

MODULE DESCRIPTION

This is a semester course which is built on the English skills and learning strategies acquired from the previous English training. The course aims to further advance students' language skills for communication purpose. 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, to equip students with the language proficiency for daily-life communication purpose, especially in the context of healthcare practice.

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 in English 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.

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 knowledge in behavioural sciences, speech and hearing sciences, as well as speech and hearing disorders	✓	✓	✓	✓		✓
P2. To demonstrate understanding of knowledge in assessment, treatment, counselling and other professional knowledge related to speech, language and swallowing impairment	✓	✓	✓	✓		✓
P3. To employ professional techniques in assessment and intervention in language, speech and swallowing disorders						
P4. To demonstrate effective communication and teamwork skills	✓	✓	✓	✓	✓	✓
P5. To demonstrate a high standard of professional ethics and attitudes of holistic care, respect and compassion	✓	✓	✓	✓		✓
P6. To recognise the international trend of speech and hearing disorders and develop the spirits of social involvement and lifelong learning	✓	✓	✓	✓		✓

MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Date	Time	Week	Content Coverage	Contact Hours
7 Jan	10:00-13:00	1	Introduction, diagnostic activities	3
14 Jan	10:00-13:00	2	Building Relationships 1	3
21 Jan	10:00-13:00	3	Building Relationship 1 & In touch with your feelings 1	3
11 Feb	10:00-13:00	4	Speaking Assessment 1	3
18 Feb	10:00-13:00	5	In touch with your feelings 2	3
25 Feb	10:00-13:00	6	Effective communication 1	3
4 Mar	10:00-13:00	7	Effective communication 2	3
11 Mar	10:00-13:00	8	Time management 1	3
18 Mar	10:00-13:00	9	Time management 2	3
25 Mar	10:00-13:00	10	"for and against"	3
1 Apr	10:00-13:00	11	Speaking Assessment 2	3
8 Apr	10:00-13:00	12	Writing Assessment	3
15 Apr	10:00-13:00	13	Revision of written test; Preparation of group presentation	3
22 Apr	10:00-13:00	14	Written test	3
TBC	10:00-13:00	15	Group Presentation	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. 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. Coursework & Attendance	20%	M1, 2, 3, 4, 5 & 6
A2. Written Test	25%	M3, 4, 5 & 6
A3. Speaking Assessments	30%	M1, 2, 3, 5 & 6
A4. Writing Assessment	15%	M3, 4, 5 & 6
A5. Presentation	10%	M1, 2, 3, 4, 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.

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 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	68-72 (all features strongly represented) 63-67 (most features well represented)	- 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	- 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

C-	58-62 (features present but weak)	- Task input poorly used or slightly misunderstood/misused - 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) 50-52 (most features well represented)	- Task is achieved only at the most basic level and uses often inappropriate language - Poor development and/or tangential irrelevance - Weak command of text type - Tone / style / register often inappropriately used - Task input not used at all or misunderstood/misused - No evidence of planning	- No complex sentences used - Spelling is often inaccurate - Punctuation/capitalization seem random / are not reliably accurate - 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

REQUIRED READINGS

Not required.

REFERENCES

Moor, S. C. P., & Bygrave, J. (2014). *Cutting Edge: Upper intermediate (3rd ed.)*. Pearson Education Limited.

Barber, D., Lansford, L., & Jeffries, A. (2018). *Perspectives: Intermediate.* National geographic learning.

Houghton Mifflin Co. (2006). *College Reading Series Book 1*. Boston, MA: Houghton Mifflin Co.

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

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/.