

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2020/2021**

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**Part I Course Overview**

**Course Title:** English for Engineering

**Course Code:** GE2410

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B2

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

**Proposed Area:**  
*(for GE courses only)*

GE English

**Medium of Instruction:** English

**Medium of Assessment:** English

Grade D in HKAL Use of English or Grade 4 in HKDSE or;  
successful completion of English Academic Proficiency Courses  
(EL0220, EL0222, EL0223 and EL0225 – 6 credits) or;  
English for Academic Purposes (EL0200 – 6 credits) or;  
English for Academic Purposes 2 (LC0200B/EL0200B – 3 credits) or;  
Grade B or above in English for Academic Purposes 1 (LC0200A/EL0200A – 3  
credits)

**Prerequisites:**  
*(Course Code and Title)* \_\_\_\_\_

**Precursors:**  
*(Course Code and Title)* None

**Equivalent Courses:**  
*(Course Code and Title)* None

**Exclusive Courses:**  
*(Course Code and Title)* None

## Part II Course Details

### 1. Abstract

This course is designed to provide engineering students with the necessary oral and written skills required for effective communication in academic and workplace contexts, both with experts in their field and lay persons. It begins by introducing them to the principles of good academic practice, which are also presented as a model for ethical workplace practice, and thus help them to avoid issues such as plagiarism. The main part then leads on to developing research and summarising skills that form the basis for the later activities. Students next learn to apply these skills to conducting technical presentations, as well as in group discussions that culminate in project planning activities. After this predominantly oral part of the course, the focus shifts to developing an understanding of and practicing various types of written communication, such as reports and other types of business communication.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs <sup>#</sup>   | Weighting*<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|--|-------------------------------|---|----|----|
|     |  |                               | A1  | A2 | A3 |
| 1.  | Identify various reading skills and apply them in reading, referencing and summarising literature on engineering.  | 5%                            | √   | √  |    |
| 2.  | Identify various skills of technical presentation and apply them in conducting short technical presentations based on information extracted from readings.   | 10%                           |   | √  |    |
| 3.  | Identify technical discussion skills and apply these in planning and conducting simulated technical discussions characteristic of those that go on in engineering contexts.  | 30%                           |   | √  |    |
| 4.  | Identify and compare the structures and language characteristics of various types of written study and workplace reports characteristic of those produced by engineering students and practicing engineers (e.g., incident reports and progress reports) mainly, and applying this knowledge in writing one of the latter. | 20%                           |   | √  |    |
| 5.  | Identify the text structures and language features characteristic of generic business correspondence (e.g., emails), and apply them in producing texts of the kinds.   | 25%                           |   | √  | √  |
| 6.  | Develop communication skills through active participation in class and group activities.   | 10%                           | √   | √  |    |
|     |  | 100%                          |   |    |    |

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description   | CILO No. |   |   |   |   |   | Hours/week (if applicable) |
|-----|---|----------|---|---|---|---|---|----------------------------|
|     |   | 1        | 2 | 3 | 4 | 5 | 6 |                            |
| 1.  | <p><b>Conducting technical presentations</b></p> <p>Students will be engaged in a range of exploratory activities to search for and extract relevant technical information. They will also be guided to identify language as well as delivery skills needed in creative and effective presentations. They will in particular examine the logic behind structuring presentation effectively, sensible use of animations in order to present and enhance important points, to using appropriate linguistic formulae and strategies that ensure a cohesive and coherent presentation style. Each student then applies the techniques learnt in first choosing and evaluating suitable sources critically, selecting the most appropriate ones, and identifying main points from the technical texts to incorporate them into a short presentation that also demonstrates an adequate use of the acquired referencing skills.</p> | √        | √ |   |   |   |   | 4weeks                     |
| 2.  | <p><b>Conducting technical discussions about engineering projects</b></p> <p>Students will be guided to identify technical discussion skills through various types of exploratory and/or consciousness-raising activities, such as watching sample discussions and evaluating their effectiveness. They learn how to discuss with a client the customised technical design of a solution that can address a context-specific problem facing the client. They then apply these skills in conducting simulated technical team discussions, according to the roles assigned to them, and drawing on the materials produced for the earlier presentations.</p>  |          |   | √ |   |   |   | 4weeks                     |
| 3.  | <p><b>Writing technical documents</b></p> <p>Some of the teaching activities in this part draw on and extend the structural descriptions of the earlier oral presentations, and elaborate on the differences between oral and written communication in terms of general structure and communication strategies. Through various guided activities and discussions, students then identify the structure and language characteristics of different</p>   |          |   |   | √ |   |   | 3weeks                     |

|    |   |  |  |  |  |   |   |             |
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|    | types of technical documents. This includes discussions of the roles writers of these types of documents play within organisations, what types of responsibilities are associated with them, and how an appropriate degree of initiative can be demonstrated in such document-writing activities. Students also apply the knowledge gained in this way in producing a standard technical documents.   |  |  |  |  |   |   |             |
| 4. | <b>Writing business correspondence</b><br>Teaching activities will include a relatively brief coverage of the aims and purposes of business communication through interactive tutorials. Students will then work alone or in groups to identify the text structures and language features characteristic of business correspondence (e.g., emails and letters) typical of a technical setting through inquiry and self-discovery. They then apply these in producing simulated business correspondence on technical matters, again also applying the principles learnt in the preceding CILO. |  |  |  |  | √ |   | 2weeks      |
| 5. | <b>Participation in TLAs</b><br>Students participate and communicate actively in all TLAs using English.  |  |  |  |  |   | √ | Each lesson |

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities   | CILO No. |   |   |   |   |   | Weighting* | Remarks                   |
|---|----------|---|---|---|---|---|------------|---------------------------|
|   | 1        | 2 | 3 | 4 | 5 | 6 |            |                           |
| Continuous Assessment: 100%   |          |   |   |   |   |   |            |                           |
| <p><b>A technical presentation</b><br/>Students will perform various secondary research skills acquired to extract information of an engineering topic from different sources. They will then conduct a short technical presentation based on this information, using the presentation skills learnt.</p>   | √        | √ |   |   |   |   | 20%        | Individual and group work |
| <p><b>Technical discussions and proposal writing</b><br/><br/>Incorporating research results from the previous activities, students will develop a customised solution to address a context-specific problem facing a client's organization. The solution will need to be written in a recognized proposal format (e.g., a blueprint). Each student will craft one section of the document according to her/his role on the project team.<br/><br/>Students will also plan and conduct a simulated technical team meeting with the client team to explain and discuss the solution by applying various planning and discussion skills learnt.</p> |          |   | √ | √ |   |   | 20%        | Individual and group work |
| <p><b>A technical report</b><br/>Each student produces a technical report by applying the knowledge gained in the related TLAs.</p>   |          |   |   | √ |   |   | 20%        | Individual work           |
| <p><b>Writing business correspondence</b><br/>Students will produce a business email, based on the results of the previous activities, and by applying the textual features learnt.</p>   |          |   |   |   | √ |   | 10%        | Individual work           |
| <p><b>Active participation</b><br/>Students need to participate actively in all TLAs. Their attendance, punctuality, and</p>  |          |   |   |   |   | √ | 10%        | Individual work           |

|   |  |  |  |  |  |  |      |  |
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| participation in TLAs, using English, are assessed. |  |  |  |  |  |  |      |  |
| Examination: 0%                                     |  |  |  |  |  |  |      |  |
| <i>* The weightings should add up to 100%.</i>      |  |  |  |  |  |  | 100% |  |

## 5. Assessment Rubrics

### Assessment Task 1 A technical presentation

| Criteria   | Excellent<br>(A+, A, A-)   | Good<br>(B+, B, B-)   | Fair<br>(C+, C, C-)   | Marginal<br>(D)  | Failure<br>(F)   |
|--|--|---|---|--|--|
| <b>Group Coherence and overall performance (group)</b> | <ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of the topic.</li> <li>• Smooth and effective transitions among all members.</li> <li>• A strong sense of group coherence and identity</li> <li>• Demonstrates professionalism and team spirit/effort.</li> <li>• All Q &amp; A responses are confidently, precisely and appropriately handled, and equally shared among all members.</li> <li>• The seminar is very professionally delivered</li> <li>• All the goals of the seminar are effectively achieved.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates some knowledge of the topic</li> <li>• Smooth and effective transitions among most members.</li> <li>• A sense of group coherence and identity.</li> <li>• Often demonstrates team spirit/effort.</li> <li>• Q &amp; A responses are generally accurate and appropriate among most members.</li> <li>• Quite/fairly professionally delivered</li> <li>• All the goals of the seminar are generally achieved.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates little knowledge of the topic</li> <li>• Effective transitions among some members.</li> <li>• Some members are not enthusiastic.</li> <li>• Minimal group coherence and/or identity.</li> <li>• Q &amp; A responses are mostly appropriate among one or two members.</li> <li>• Somewhat professionally in some parts</li> <li>• Some goals of the seminar are achieved.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates no tangible knowledge of the topic</li> <li>• Ineffective transitions among members.</li> <li>• Most members are not enthusiastic.</li> <li>• Q &amp; A responses are inaccurate and inappropriate among all members.</li> <li>• Quite unprofessionally delivered</li> <li>• Only one or two goals of the seminar are achieved.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates inaccurate knowledge of the topic</li> <li>• Lack of transitions among members.</li> <li>• Lack of team spirit/effort.</li> <li>• Lack of coherence and/or identity.</li> <li>• Avoidance of Q &amp; A responses among all members.</li> <li>• Very unprofessionally delivered</li> <li>• Fail to achieve the goals of the seminar.</li> </ul> |
| <b>Content (individual)</b>                            | <ul style="list-style-type: none"> <li>• Ideas presented are very educational, insightful and concise</li> <li>• Very clearly presented</li> </ul>   | <ul style="list-style-type: none"> <li>• Ideas presented are generally educational, insightful and concise.</li> <li>• Quite/fairly clearly presented</li> </ul>  | <ul style="list-style-type: none"> <li>• Some ideas presented are educational, insightful and concise.</li> <li>• Some ideas are not clearly presented</li> </ul>   | <ul style="list-style-type: none"> <li>• Few ideas presented are educational, insightful and concise.</li> <li>• Many are not clearly presented</li> </ul>   | <ul style="list-style-type: none"> <li>• Ideas presented are boring and not educational.</li> <li>• Very unclear and difficult to understand</li> </ul>  |
| <b>Organisation (individual)</b>                       | <ul style="list-style-type: none"> <li>• A clear and logical progression at all times</li> <li>• Effective use of sign-posted main points with coherent elaboration</li> </ul>   | <ul style="list-style-type: none"> <li>• A logical progression of each/all sections quite often.</li> <li>• Good use of sign-posted main points with some elaboration</li> </ul>  | <ul style="list-style-type: none"> <li>• Some progression of each/all sections.</li> <li>• Some use of sign-posted main points with few elaboration</li> </ul>  | <ul style="list-style-type: none"> <li>• Little control of organizational features.</li> <li>• Little use of sign-posted main points without elaboration</li> </ul>  | <ul style="list-style-type: none"> <li>• Lack of overall progression of each/all sections.</li> <li>• Lack of sign-posted main points without elaboration</li> </ul>   |

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| <b>Delivery (individual)</b>    | <ul style="list-style-type: none"> <li>• Communication with audience is consistently sustained and spontaneous without lifted verbatim from slides/notes.</li> <li>• Clear signs of preparation and rehearsal including non-verbal language and use of visuals.</li> <li>• Very confident throughout</li> </ul>  | <ul style="list-style-type: none"> <li>• Communication with audience is generally; sustained and spontaneous without lifted verbatim from slides/notes.</li> <li>• Signs of preparation and rehearsal including non-verbal language and use of visuals.</li> <li>• Quite/fairly confident</li> </ul>  | <ul style="list-style-type: none"> <li>• Communication with audience is often lifted verbatim from slides/notes</li> <li>• Adequate ability to participate in sustained discussions</li> <li>• Some signs of preparation and rehearsal including non-verbal language and use of visuals.</li> <li>• Lacks confidence somewhat</li> </ul> | <ul style="list-style-type: none"> <li>• Communication with audience is often hesitant and lifted verbatim from slides/ notes.</li> <li>• Not quite able hold sustained discussions with audience</li> <li>• Few signs of preparation and rehearsal.</li> <li>• Lacks confidence in general</li> </ul> | <ul style="list-style-type: none"> <li>• Failure to communicate with audience.</li> <li>• No sustained discussions with audience at all</li> <li>• Lack of rehearsal and confidence.</li> </ul>                                 |
| <b>Language (individual)</b>    | <ul style="list-style-type: none"> <li>• Use of a wide range of grammatical forms and vocabulary with flexibility without non-intrusive errors.</li> <li>• Phonological features* are used effectively to convey and enhance meaning.</li> <li>• Totally intelligible with no systemic errors in individual sounds/word and sentence stress/intonation.</li> </ul> | <ul style="list-style-type: none"> <li>• Use of a range of simple and some complex grammatical forms and appropriate vocabulary with a few intrusive and/or non-intrusive errors.</li> <li>• Phonological features* are generally used to convey and enhance meaning.</li> <li>• Generally intelligible with few systemic errors in individual sounds/word and sentence stress/intonation.</li> </ul> | <ul style="list-style-type: none"> <li>• Use of simple grammatical forms and attempts some complex structures (despite some inaccuracies) and appropriate vocabulary.</li> <li>• Some control of phonological features* at sentence and word levels.</li> <li>• Intelligible despite occasional errors.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Only use of simple grammatical forms and basic vocabulary to convey very basic meaning.</li> <li>• Mostly intelligible despite limited control of phonological features* and L1 features.</li> </ul>  | <ul style="list-style-type: none"> <li>• Only use of very limited grammatical forms and a vocabulary of isolated words and phrases.</li> <li>• Often unintelligible with communication breakdown due to L1 features.</li> </ul> |
| <b>Overall task achievement</b> | <ul style="list-style-type: none"> <li>• The speech is very professionally delivered</li> </ul>  | <ul style="list-style-type: none"> <li>• quite professionally</li> </ul>  | <ul style="list-style-type: none"> <li>• Somewhat professionally in some parts only</li> </ul>   | <ul style="list-style-type: none"> <li>• quite unprofessionally</li> </ul>   | <ul style="list-style-type: none"> <li>• very unprofessionally</li> </ul>   |



## Assessment Task 2 A technical discussion and proposal writing

### Part 1: Technical discussion

| Criteria   | Excellent<br>(A+, A, A-)   | Good<br>(B+, B, B-)  | Fair<br>(C+, C, C-)  | Marginal<br>(D)   | Failure<br>(F)  |
|--|--|--|--|---|---|
| <b>Team effort and overall performance (group)</b> | <ul style="list-style-type: none"> <li>Both the agenda and the proposal are present.</li> <li>All agenda items are specific, outcome-oriented and realistic.</li> <li>All items are effectively discussed and the meeting is on the whole very productive</li> <li>Time is very well managed.</li> <li>Very collegial/supportive to team members.</li> <li>Demonstrates professionalism and team spirit/effort.</li> <li>Meeting executed very professionally</li> </ul> | <ul style="list-style-type: none"> <li>Both the agenda and the proposal are present.</li> <li>Most agenda items are specific, outcome-oriented and realistic.</li> <li>Most/some items are quite/fairly effectively discussed and the meeting is on the whole quite/fairly productive</li> <li>Time is generally well managed.</li> <li>Often demonstrates team spirit/effort.</li> <li>Meeting executed quite professionally</li> </ul> | <ul style="list-style-type: none"> <li>Either the agenda or the proposal is present.</li> <li>Some agenda items are outcome-oriented and realistic despite some are not specific.</li> <li>Though some of the items are discussed, the meeting is not quite productive.</li> <li>Slightly runs out of time.</li> <li>Some members are not enthusiastic.</li> <li>Meeting executed somewhat professionally</li> </ul> | <ul style="list-style-type: none"> <li>Either the agenda or the proposal is present.</li> <li>Most agenda items have no clear focus.</li> <li>Some agenda items are not covered due to ineffective time management.</li> <li>The meeting is not productive.</li> <li>Most members are not enthusiastic.</li> <li>Meeting executed quite unprofessionally</li> </ul> | <ul style="list-style-type: none"> <li>Neither the agenda nor the proposal is present.</li> <li>Most agenda items are not covered due to time.</li> <li>The meeting is not productive at all.</li> <li>Lack of team spirit/effort.</li> <li>Meeting executed very unprofessionally</li> </ul> |
| <b>Participation and interaction (Individual)</b>  | <ul style="list-style-type: none"> <li>Impressive ability to participate in a wide range of sustained interactions</li> <li>Impressive and meaningful contributions to the negotiated outcomes of the meeting.</li> <li>Use of a wide range of expressions and discussion strategies* to initiate and maintain interactions with others.</li> <li>Use of body language to facilitate communications.</li> </ul>  | <ul style="list-style-type: none"> <li>Ability to participate in some sustained interactions</li> <li>Quite/fairly meaningful contributions made to the outcomes of the meeting.</li> <li>Use of a range of expressions and discussion strategies* to maintain interactions with others.</li> <li>Use of some features of body language to support communication.</li> </ul>   | <ul style="list-style-type: none"> <li>Very few meaningful contributions made to the outcomes of the meeting</li> <li>Use of a rather limited range of expressions and discussion strategies* to respond purposefully to others.</li> <li>Minimal use of body language to support communication.</li> </ul>  | <ul style="list-style-type: none"> <li>Only one/two turns taken.</li> <li>Use of very basic expressions and discussion strategies* to respond purposefully to others.</li> <li>Unnatural use of body language.</li> </ul>   | <ul style="list-style-type: none"> <li>Very passive</li> <li>Only one/two isolated words used</li> <li>Appears unnatural at all times</li> </ul>  |

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|--|--|--|--|--|--|
| <b>Pronunciation and delivery (individual)</b> | <ul style="list-style-type: none"> <li>Phonological features** are used effectively to convey and enhance meaning.</li> <li>Totally intelligible with no systemic errors in individual sounds/word and sentence stress/intonation.</li> <li>Speech is consistently coherent, sustained and spontaneous without lifted verbatim from the blueprint or the notes.</li> </ul> | <ul style="list-style-type: none"> <li>Phonological features** are generally used to convey and enhance meaning.</li> <li>Generally intelligible with few systemic errors in individual sounds/word and sentence stress/intonation.</li> <li>Speech is generally coherent, sustained and spontaneous without lifted verbatim from the blueprint or the notes.</li> </ul> | <ul style="list-style-type: none"> <li>Some control of phonological features** at sentence and word levels.</li> <li>Intelligible despite occasional errors.</li> <li>Speech is coherent but often slow and often lifted verbatim from the blueprint or the notes</li> </ul> | <ul style="list-style-type: none"> <li>Mostly intelligible despite limited control of phonological features** and L1 features.</li> <li>Speech is often hesitant and lifted verbatim from the blueprint or the notes.</li> </ul> | <ul style="list-style-type: none"> <li>Often unintelligible with communication breakdown due to L1 features.</li> </ul>                      |
| <b>Grammar and Vocabulary (individual)</b>     | <ul style="list-style-type: none"> <li>Use of a wide range of grammatical forms and vocabulary with flexibility to give and exchange views.</li> </ul>   | <ul style="list-style-type: none"> <li>Use of a range of simple and some complex grammatical forms and appropriate vocabulary to give and exchange views.</li> </ul>   | <ul style="list-style-type: none"> <li>Use of simple grammatical forms and attempts some complex structures (despite some inaccuracies) and appropriate vocabulary to give and exchange views.</li> </ul>  | <ul style="list-style-type: none"> <li>Only use of simple grammatical forms and basic vocabulary to convey very basic meaning.</li> </ul>  | <ul style="list-style-type: none"> <li>Only use of very limited grammatical forms and a vocabulary of isolated words and phrases.</li> </ul> |
| <b>Overall performance (individual)</b>        | <ul style="list-style-type: none"> <li>Very impressive</li> </ul>  | <ul style="list-style-type: none"> <li>Good/quite good</li> </ul>  | <ul style="list-style-type: none"> <li>Average</li> </ul>  | <ul style="list-style-type: none"> <li>Marginal</li> </ul>   | <ul style="list-style-type: none"> <li>Very poor</li> </ul>  |

## Part 2: Proposal writing

| Criteria                  | Excellent<br>(A+, A, A-)  | Good<br>(B+, B, B-)   | Fair<br>(C+, C, C-)   | Marginal<br>(D)   | Failure<br>(F)  |
|---------------------------|---|---|---|---|---|
| <b>Task fulfillment</b>   | <ul style="list-style-type: none"> <li>Goals of the project are very effectively presented</li> <li>Client's specifications as discussed in the info gap activity are fully and accurately summarized.</li> <li>Essential as well as very sensible details/ideas are effectively presented in writing.</li> <li>Ideas are fully illustrated and supported by creatively, professionally designed images, figures, tables.</li> <li>All non-text/graphic elements are effectively referred to and commented on.</li> </ul> | <ul style="list-style-type: none"> <li>Goals of the project are quite/fairly effectively presented</li> <li>Client's specifications as discussed in the info gap activity are mostly summarized</li> <li>Essential as well as sensible ideas are provided in writing, most of which are effectively/fairly effectively presented.</li> <li>Ideas are illustrated and supported by some good design of graphics, figures, tables and images</li> <li>Most non-text/graphic elements are quite/fairly effectively referred to and/or commented on.</li> </ul> | <ul style="list-style-type: none"> <li>Goals of the project are stated satisfactorily</li> <li>Client's specifications as required in the info gap activity are generally summarized despite some inaccuracies and/or omissions.</li> <li>Some of the essentials details/ideas are provided in writing (despite some inaccuracies or ambiguity).</li> <li>Some graphics, figures, tables and images (despite some lack of clarity) are provided.</li> <li>Non-text elements are not effectively referred to or commented on.</li> </ul> | <ul style="list-style-type: none"> <li>Goals of the project are ineffectively stated</li> <li>Client's specifications as required are omitted.</li> <li>Inclusion of many inaccurate essential details/summary</li> <li>Graphics on the whole are incomprehensible, not referred to, and/or not commented on at all.</li> </ul> | <ul style="list-style-type: none"> <li>Failure to summarise essential details/ideas and goals.</li> <li>Failure to support the text with graphics.</li> </ul> |
| <b>Style &amp; format</b> | <ul style="list-style-type: none"> <li>A controlled writing style used is fully appropriate to audience, purpose and tone.</li> <li>The format and conventions are fully appropriate to the requirement of the task</li> </ul>  | <ul style="list-style-type: none"> <li>A controlled writing style used is appropriate to audience, purpose and tone</li> <li>The format and conventions are appropriate to the task</li> </ul>  | <ul style="list-style-type: none"> <li>A controlled writing style used, which is somewhat appropriate to audience, purpose and/or tone</li> <li>The format and conventions are somewhat appropriate to the task</li> </ul>  | <ul style="list-style-type: none"> <li>A controlled writing style used but it is inappropriate to the audience and the, purpose and/or the purpose of the task</li> <li>The format and conventions are inappropriate to the task</li> </ul>   | <ul style="list-style-type: none"> <li>The style and/or the format is very inappropriate to the audience and the purpose of the task</li> </ul>               |
| <b>Organisation</b>       | <ul style="list-style-type: none"> <li>Ideas in general cohere well.</li> <li>The report is skillfully and effectively paragraphed and sectioned</li> <li>Cohesive devices are used effectively</li> </ul>  | <ul style="list-style-type: none"> <li>Ideas in general cohere quite well despite only minor topical and/or logical jumps</li> <li>The report is well paragraphed and sectioned with effective use of cohesive devices</li> </ul>   | <ul style="list-style-type: none"> <li>There are quite a few minor topical and/or logical jumps.</li> <li>The report is satisfactorily paragraphed and sectioned with some use of cohesive devices though some are not used effectively</li> </ul>  | <ul style="list-style-type: none"> <li>There are some major topical and/or logical jumps</li> <li>The report is somewhat paragraphed and sectioned with incorrect use of cohesive devices.</li> </ul>   | <ul style="list-style-type: none"> <li>The reader finds it difficult to follow</li> <li>The report lacks paragraphing and sectioning</li> </ul>               |

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|---------------------------------|--|---|---|--|---|
| <b>Grammar</b>                  | <ul style="list-style-type: none"> <li>A flexible use of a wide range of sentence structures.</li> <li>Non-intrusive errors in grammar and punctuation occur as slips.</li> </ul>                          | <ul style="list-style-type: none"> <li>A wide range of sentence structures.</li> <li>A few intrusive and/or non-intrusive errors in grammar and punctuation.</li> </ul>                           | <ul style="list-style-type: none"> <li>A range of sentence structures.</li> <li>Quite a few intrusive errors are present in grammar and punctuation.</li> </ul>   | <ul style="list-style-type: none"> <li>A limited range of structures.</li> <li>Many intrusive errors in grammar and punctuation.</li> </ul>            | <ul style="list-style-type: none"> <li>Intrusive errors frequently exist in grammar and punctuation.</li> <li>Errors detract from the overall meaning.</li> </ul>           |
| <b>Vocabulary</b>               | <ul style="list-style-type: none"> <li>A wide range of vocabulary.</li> <li>Effective use of dictions and collocation.</li> <li>Very few non-intrusive errors in spelling/dictions/collocation.</li> </ul> | <ul style="list-style-type: none"> <li>A good range of vocabulary.</li> <li>Good use of dictions and collocation.</li> <li>Some non-intrusive errors in spelling/dictions/collocation.</li> </ul> | <ul style="list-style-type: none"> <li>A fairly limited range of vocabulary.</li> <li>Some incorrect use of dictions and collocation.</li> <li>Some intrusive errors in spelling/dictions/collocation.</li> </ul> | <ul style="list-style-type: none"> <li>A limited range of vocabulary.</li> <li>Many intrusive errors in diction, collocation, and spelling.</li> </ul> | <ul style="list-style-type: none"> <li>Basic words/heavy reliance on the input used repeatedly.</li> <li>Frequent intrusive errors impede overall communication.</li> </ul> |
| <b>Overall task performance</b> | <ul style="list-style-type: none"> <li>Very professionally written</li> <li>Task objectives achieved very effectively</li> </ul>   | <ul style="list-style-type: none"> <li>Quite/fairly professionally written</li> <li>Task objectives achieved quite effectively</li> </ul>   | <ul style="list-style-type: none"> <li>Task objectives achieved somewhat effectively</li> </ul>   | <ul style="list-style-type: none"> <li>Task objectives marginally achieved</li> </ul>  | <ul style="list-style-type: none"> <li>Task objectives fail to be achieved at all</li> </ul>  |

### Assessment Task 3 A technical report

| <b>Criteria</b>     | <b>Excellent (A+, A, A-)</b>  | <b>Good (B+, B, B-)</b>   | <b>Fair (C+, C, C-)</b>  | <b>Marginal (D)</b>   | <b>Failure (F)</b>   |
|---------------------|---|---|--|---|--|
| <b>Content</b>      | <ul style="list-style-type: none"> <li>All five items of information required are provided</li> <li>Information provided is all very sensible.</li> </ul>   | <ul style="list-style-type: none"> <li>Four items of the information required are provided</li> <li>Most of the information provided is quite sensible.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Three items of the information required are provided</li> <li>Some of the information provided is not quite sensible.</li> </ul>                  | <ul style="list-style-type: none"> <li>Two items of the information required are provided</li> <li>Information provided is not very sensible.</li> </ul>  | <ul style="list-style-type: none"> <li>One item of the information required provided</li> <li>The information provided is not sensible at all.</li> </ul>                            |
| <b>Organization</b> | <ul style="list-style-type: none"> <li>The report is very sensibly sectioned with very effective headings provided.</li> <li>Ideas cohere very well and are very appropriately paragraphed</li> </ul> | <ul style="list-style-type: none"> <li>The report is sectioned.</li> <li>Section headings are quite effective.</li> <li>Ideas cohere quite well and are quite appropriately paragraphed.</li> </ul> | <ul style="list-style-type: none"> <li>A few intrusive problems with sectioning and/or section headings.</li> <li>A few intrusive problems with coherence and/or paragraphing</li> </ul> | <ul style="list-style-type: none"> <li>Many major problems with sectioning and/or section headings.</li> <li>Many major problems with coherence and/or paragraphing</li> <li>Some parts of the report is quite difficult to follow</li> </ul> | <ul style="list-style-type: none"> <li>No sectioning</li> <li>Ideas do not cohere and are poorly paragraphed.</li> <li>The report in general is very difficult to follow.</li> </ul> |

|                   |  |   |  |   |  |
|-------------------|--|---|--|---|--|
| <b>Vocabulary</b> | <ul style="list-style-type: none"> <li>A wide range of vocabulary</li> <li>Very appropriate and effective diction</li> <li>Very few non-intrusive collocation errors</li> </ul>  | <ul style="list-style-type: none"> <li>A range of vocabulary</li> <li>Diction quite appropriate</li> <li>A few intrusive-collocation errors</li> <li>A few intrusive spelling errors</li> </ul>                                 | <ul style="list-style-type: none"> <li>A fairly limited range of vocabulary</li> <li>Quite a few intrusive errors in diction</li> <li>collocation</li> <li>spelling</li> </ul>   | <ul style="list-style-type: none"> <li>A limited range of vocabulary</li> <li>Many intrusive errors in diction</li> <li>collocation</li> <li>spelling</li> </ul>  | <ul style="list-style-type: none"> <li>An extremely limited range of vocabulary (only basic words are used)</li> <li>Frequent intrusive errors</li> </ul>  |
| <b>Grammar</b>    | <ul style="list-style-type: none"> <li>A very advanced mastery of grammar.</li> <li>An effective use of a wide range of sentence structures.</li> <li>Very few <i>non</i>-intrusive errors in grammar</li> <li>Error-free in punctuation</li> </ul>          | <ul style="list-style-type: none"> <li>A fairly advanced mastery of grammar.</li> <li>A wide range of sentence structures used.</li> <li>A few intrusive and/or non-intrusive errors in grammar</li> <li>punctuation</li> </ul> | <ul style="list-style-type: none"> <li>An intermediate mastery of grammar.</li> <li>A range of structures used.</li> <li>Quite a few intrusive errors in grammar</li> <li>punctuation</li> </ul>   | <ul style="list-style-type: none"> <li>An elementary mastery of grammar</li> <li>Many intrusive errors in Grammar</li> <li>Punctuation</li> </ul>   | <ul style="list-style-type: none"> <li>A very poor mastery of grammar</li> <li>Frequent intrusive errors in grammar</li> <li>punctuation</li> </ul>  |
| <b>Style</b>      | <ul style="list-style-type: none"> <li>A controlled writing style is used, which is fully appropriate to audience, purpose and tone.</li> </ul>  | <ul style="list-style-type: none"> <li>A controlled writing style is used, which is appropriate to audience, purpose and tone.</li> </ul>   | <ul style="list-style-type: none"> <li>A controlled writing style is used, which is somewhat inappropriate to audience, purpose and/or tone.</li> </ul>  | <ul style="list-style-type: none"> <li>A controlled writing style used, which is inappropriate to audience, purpose and/or tone.</li> </ul>   | <ul style="list-style-type: none"> <li>The writing style is very inappropriate to audience, purpose and/or tone.</li> </ul>  |
|                   | <ul style="list-style-type: none"> <li>The header (date, subject line, writer, audience, etc.) is provided.</li> <li>The report is paginated.</li> <li>Appropriate section breaks are applied.</li> <li>Appropriate paragraph breaks are applied.</li> </ul> | <ul style="list-style-type: none"> <li>N/A</li> </ul>   | <ul style="list-style-type: none"> <li>The header is provided.</li> <li>Appropriate section breaks are applied.</li> <li>Appropriate paragraph breaks are appropriately applied.</li> <li>Inappropriate font sizes/font types</li> <li>The report is not paginated.</li> </ul> | <ul style="list-style-type: none"> <li>The header is provided.</li> <li>Section breaks are appropriately applied.</li> <li>Ineffective paragraph breaks.</li> <li>Inappropriate font sizes/types</li> <li>The report is not paginated.</li> </ul> | <ul style="list-style-type: none"> <li>No header is provided.</li> <li>Ineffective section breaks</li> <li>Ineffective paragraph breaks</li> <li>Inappropriate font sizes/font types</li> <li>No pagination</li> </ul> |

#### Assessment Task 4 Business correspondence

| Criteria       | Excellent (A+, A, A-)  | Good (B+, B, B-)  | Fair (C+, C, C-)  | Marginal (D)   | Failure (F)   |
|----------------|--|---|---|--|---|
| <b>Content</b> | <ul style="list-style-type: none"> <li>Both requests are addressed.</li> <li>An appropriate amount of details is supplied in the response.</li> <li>The response is very sensible and very appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>Both requests are addressed.</li> <li>A few details are over/under-supplied.</li> <li>The response is sensible and appropriate in most parts.</li> </ul> | <ul style="list-style-type: none"> <li>Addressing both requests</li> <li>Details in general are over/under-supplied.</li> <li>The response is somewhat sensible in most parts.</li> </ul> | <ul style="list-style-type: none"> <li>Only one request is addressed.</li> <li>Details in general are over/under-supplied.</li> <li>A few parts of the response are not quite sensible.</li> </ul> | <ul style="list-style-type: none"> <li>Neither of the requests is addressed.</li> <li>The response is not sensible at all.</li> </ul> |

|                     |   |  |   |   |  |
|---------------------|---|--|---|---|--|
| <b>Organization</b> | <ul style="list-style-type: none"> <li>• Ideas cohere very well.</li> <li>• Paragraphs <ul style="list-style-type: none"> <li>○ sensibly developed</li> <li>○ appropriate length</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• Ideas cohere in general</li> <li>• Paragraphs <ul style="list-style-type: none"> <li>○ quite sensibly developed</li> <li>○ fairly appropriate length</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• A few intrusive problems with coherence</li> <li>• Some lengthy paragraphs</li> </ul>  | <ul style="list-style-type: none"> <li>• Many intrusive problems with coherence and paragraphing</li> <li>• Some lengthy paragraphs</li> </ul>  | <ul style="list-style-type: none"> <li>• Ideas do not cohere</li> <li>• Serious problems with paragraphing</li> </ul>  |
| <b>Format</b>       | <ul style="list-style-type: none"> <li>• Header elements (i.e., sender, recipient, subject line, date, etc.) all provided properly</li> <li>• Formatted as an embedded email</li> </ul>   | <ul style="list-style-type: none"> <li>• Missing one header element</li> <li>• Formatted as an embedded email</li> </ul>   | <ul style="list-style-type: none"> <li>• N/A</li> </ul>   | <ul style="list-style-type: none"> <li>• Missing two header elements.</li> <li>• Formatted as an embedded email</li> </ul>  | <ul style="list-style-type: none"> <li>• Missing three or more header elements</li> <li>• Not formatted as an embedded email</li> </ul>  |
| <b>Language</b>     | <ul style="list-style-type: none"> <li>• Very appropriate opening close/closing</li> </ul>  | <ul style="list-style-type: none"> <li>• Quite appropriate opening/closing</li> </ul>  | <ul style="list-style-type: none"> <li>• Partly inappropriate opening/closing</li> </ul>  | <ul style="list-style-type: none"> <li>• Inappropriate opening/closing</li> </ul>   | <ul style="list-style-type: none"> <li>• No salutation is used.</li> </ul>   |
|                     | <ul style="list-style-type: none"> <li>• A wide range of vocabulary</li> <li>• Very appropriate and effective diction</li> <li>• Very few non-intrusive collocation errors</li> </ul>   | <ul style="list-style-type: none"> <li>• A range of vocabulary</li> <li>• Diction quite appropriate</li> <li>• A few intrusive-collocation errors</li> <li>• A few intrusive spelling errors</li> </ul>  | <ul style="list-style-type: none"> <li>• A fairly limited range of vocabulary</li> <li>• Quite a few intrusive errors in <ul style="list-style-type: none"> <li>• diction</li> <li>• collocation</li> <li>• spelling</li> </ul> </li> </ul>                   | <ul style="list-style-type: none"> <li>• A limited range of vocabulary</li> <li>• Many intrusive errors in <ul style="list-style-type: none"> <li>○ diction</li> <li>○ collocation</li> <li>○ spelling</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• An extremely limited range of vocabulary (only basic words are used)</li> <li>• Frequent intrusive errors</li> </ul>  |
|                     | <ul style="list-style-type: none"> <li>• A very advanced mastery of grammar.</li> <li>• An effective use of a wide range of sentence structures.</li> <li>• Very few <i>non</i>-intrusive errors in grammar</li> <li>• Error-free in punctuation</li> </ul> | <ul style="list-style-type: none"> <li>• A fairly advanced mastery of grammar.</li> <li>• A wide range of sentence structures used.</li> <li>• A few intrusive and/or non-intrusive errors in <ul style="list-style-type: none"> <li>○ grammar</li> <li>○ punctuation</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• An intermediate mastery of grammar.</li> <li>• A range of structures used.</li> <li>• Quite a few intrusive errors in <ul style="list-style-type: none"> <li>○ grammar</li> <li>○ punctuation</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• An elementary mastery of grammar</li> <li>• Many intrusive errors in <ul style="list-style-type: none"> <li>○ Grammar</li> <li>○ Punctuation</li> </ul> </li> </ul>                  | <ul style="list-style-type: none"> <li>• A very poor mastery of grammar</li> <li>• Frequent intrusive errors in <ul style="list-style-type: none"> <li>○ grammar</li> <li>○ punctuation</li> </ul> </li> </ul> |
|                     | <ul style="list-style-type: none"> <li>• Style</li> </ul>   | <ul style="list-style-type: none"> <li>• A controlled writing style is used, which is fully appropriate to audience, purpose and tone.</li> </ul>  | <ul style="list-style-type: none"> <li>• A controlled writing style is used, which is appropriate to audience, purpose and tone.</li> </ul>   | <ul style="list-style-type: none"> <li>• A controlled writing style is used, which is somewhat inappropriate to audience, purpose and/or tone.</li> </ul>   | <ul style="list-style-type: none"> <li>• A controlled writing style used, which is inappropriate to audience, purpose and/or tone.</li> </ul>  |

## Assessment Task 5 Class participation

| Criteria   | Excellent<br>(A+, A, A-)   | Good<br>(B+, B, B-)  | Fair<br>(C+, C, C-)  | Marginal<br>(D)  | Failure<br>(F)  |
|--|--|--|--|--|---|
| <b>Participation in class and group activities</b> | <ul style="list-style-type: none"> <li>• Very proactive</li> <li>• Very frequent</li> <li>• Made excellent contributions in class discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Quite frequent</li> <li>• Made good contributions in class discussions</li> </ul>                 | <ul style="list-style-type: none"> <li>• Occasional</li> <li>• Made adequate contributions in class discussions</li> </ul>               | <ul style="list-style-type: none"> <li>• Seldom</li> <li>• Made few contributions in class discussions</li> </ul>  | <ul style="list-style-type: none"> <li>• Never</li> <li>• Made no contributions in class discussions including the Information Exchange activity</li> </ul> |
| <b>Use of English</b>                              | <ul style="list-style-type: none"> <li>• Always spoke in English in class.</li> </ul>  | <ul style="list-style-type: none"> <li>• Frequently spoke in English and seldom spoke in languages other than English in class.</li> </ul> | <ul style="list-style-type: none"> <li>• Often spoke English and occasionally spoke in languages other than English in class.</li> </ul> | <ul style="list-style-type: none"> <li>• Frequently spoke in languages other than English and some use of English in class.</li> </ul>   | <ul style="list-style-type: none"> <li>• Always spoke in languages other than English and never spoke in English in class.</li> </ul>                       |
| <b>Attendance* &amp; punctuality</b>               | <ul style="list-style-type: none"> <li>• Attended all classes and punctual all the time</li> </ul>   | <ul style="list-style-type: none"> <li>• Attended all classes</li> <li>• Punctual for 10-12 lessons</li> </ul>                             | <ul style="list-style-type: none"> <li>• Absent in one weekly lesson</li> <li>• Punctual for 7-9 lessons</li> </ul>                      | <ul style="list-style-type: none"> <li>• Absent in the Information Exchange lesson</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Absent in two other weekly lessons</li> <li>• Punctual for 5-8 lessons</li> </ul> | <ul style="list-style-type: none"> <li>• Punctual for 4 or fewer lessons only</li> <li>• Unexcused absence in three or more lessons</li> </ul>              |

\* Unexcused absence in three or more weekly lessons will result in a zero participation mark.

## General Criteria for Assessment of Language Proficiency

|                  |   |
|------------------|---|
| Proficient User  | Can understand with ease virtually everything heard or read. Can summarise and analyze information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. Can create new and creative insights and texts by reflecting and thinking critically from reading and comprehending texts.   |
|                  | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.   |
| Independent User | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can create new insights and texts by reflecting and thinking critically from reading and comprehending texts. |
|                  | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.   |
| Basic User       | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. Can create insights and texts by reflecting and thinking critically from reading and comprehending texts.                              |
|                  | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.   |



**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

English for Engineering, Academic literacy & writing, Reading strategies, Hedging, Oral presentation, Verbal & non-verbal delivery skills, Discourse conventions, Organization and structure, Citation and referencing.

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

|    |   |
|----|---|
| 1. | Beer, D. & McMurrey, D. 2004, <i>A Guide to Writing as an Engineer</i> (2 <sup>nd</sup> ed), New York: Wiley.   |
| 2. | Blicq, Ron S., 1999, <i>Technically Write!</i> (5th ed), New Jersey: Prentice Hall.   |
| 3. | Borowick, Jerome N., 2002, <i>Technical Communication and its Applications</i> (2nd ed), New Jersey: Prentice-Hall, Inc.  |
| 4. | Burnett, Rebecca E., 1997, <i>Technical Communication</i> (4th ed), International Thomson Publishing.   |
| 5. | Glendinning, E.H. & Glendinning, N. 1995, <i>Oxford English for Electrical and Mechanical Engineering</i> , Oxford: OUP   |
| 6. | Hering, L. & Hering, H. 2007/2010, <i>How to Write Technical Reports</i> , New York: Springer.  |
| 7. | Huckin, Thomas N., & Olsen, Leslie A., 1991, <i>Technical Writing and Professional Communication for Non-Native Speakers of English</i> (2nd ed), New York: MacGraw Hill. |
| 8. | Owl Purdue Writing for Engineers, <a href="https://owl.english.purdue.edu/owl/resource/647/01/">https://owl.english.purdue.edu/owl/resource/647/01/</a> .                 |

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

| <b>GE PILO</b>  | <b>Please indicate which CILO(s) is/are related to this PILO, if any<br/>(can be more than one CILOs in each PILO)</b>   |
|---|--|
| PILO 1: Demonstrate the capacity for self-directed learning   | All CILOs, as well as the initial introduction to good academic practice, encourage independent learning and critical thinking/evaluation.   |
| PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology |  |
| PILO 3: Demonstrate critical thinking skills  | Students evaluate, summarise, and discuss technical information throughout all activities, especially in CILO 3.   |
| PILO 4: Interpret information and numerical data  | Students evaluate, summarise, and discuss technical information throughout all activities, especially in CILO 3.   |
| PILO 5: Produce structured, well-organised and fluent text  | CILOs 2-5: Students develop presentation and communication skills relevant to their discipline in simulated contexts throughout all TLAs.  |
| PILO 6: Demonstrate effective oral communication skills   | CILOs 2 & 3 encourage students to develop and apply their communication skills in producing presentations on individual topics and simulated group discussions.  |
| PILO 7: Demonstrate an ability to work effectively in a team  | CILOs 3 & 6: Throughout the course, students are encouraged to work in teams in order to develop their communication skills, with a special emphasis on team discussions & project planning in CILO 3. |
| PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues               |  |
| PILO 9: Value ethical and socially responsible actions  |  |
| PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation  | CILOs 2 & 3. Students are required to develop technical solutions to real life problems by drawing on the knowledge gained from their readings   |

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

| <b>Selected Assessment Task</b> |
|---------------------------------|
| The Blueprint                   |