

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC2011
Subject Title	Advanced English Reading and Writing Skills
Credit Value	3
Level	2
Pre-requisite / Co-requisite	Pre-requisite: ELC1014 Advanced English for University Studies
Objectives	This subject aims to help students become more effective readers and writers. It focuses on developing students' facility to read a variety of texts in a critical manner, both intensively and extensively; and to write texts that demonstrate knowledge and insight.
Intended Learning Outcomes	Upon successful completion of the subject, students will be able to examine a variety of texts, including literary texts, and: <ul style="list-style-type: none">a. reflect on and critically analyze texts of different genres and styles, identifying the writer's aims and stanceb. identify and evaluate language used to make claims and support these with valid argumentsc. write a text on a chosen topic that includes their opinion and interpretation of some key issues and demonstrates critical thinking and creativity
Subject Synopsis / Indicative Syllabus	<p>Reading strategies Reading extensively to appreciate the use of language, acquire information, promote understanding, and develop empathy. Reading intensively to investigate a particular topic and develop an in-depth understanding of issues and stances. Reading critically to extract implications, identify writers' assumptions and purposes, and analyze issues raised in texts written from different perspectives.</p> <p>Writing strategies Describing and analyzing the structure, meaning and characteristics of a variety of texts. Presenting views and arguments to educated readers with sophisticated language and appropriate visual images and formats.</p>
Teaching/Learning Methodology	<p>The study method is primarily seminar-based. Following a blended learning approach, activities include teacher input as well as in- and out-of-class work involving sharing and discussion of reading experiences; and reading, evaluating and drafting texts. The process approach to writing is adopted, and students make use of e-learning resources to engage in discussions and to reflect on their learning.</p> <p>Learning materials developed by the English Language Centre are used throughout the course. Students will be referred to learning resources on the Internet and in the ELC's Centre for Independent Language Learning. Additional reference materials will be recommended as required.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)		
			a	b	c
	1. Reflective writing	20%	✓		
	2. Analyzing genres of writing	40%	✓	✓	
	3. Feature article writing	40%			✓
Total	100%				
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment 1 requires students to write a reflection after reading a range of literary genres and sharing their ideas in class; and is aligned with ILO (a). Assessment 2 (an in-class assessment) requires students to employ effective critical reading and thinking skills to interpret texts, identify the writer's style and stance, and evaluate the choice of language used; and is aligned with ILOs (a) and (b). Assessment 3 requires students to first conduct research and gain some insight into a particular topic, then produce an article which can inform and impress readers through its substance, structure and language; and is aligned with ILO (c). Through these assessments, students will be able to develop and demonstrate more advanced reading and writing skills.</p>				
Student Study Effort Expected	Class contact:				
	Seminars		39 Hrs.		
	Other student study effort:				
	Online forums and blogs Readings and sharing session preparation Research and drafting/revising of texts		78 Hrs.		
	Total student study effort:		117 Hrs.		
Reading List and References	<p><i>Course material</i> Learning materials developed by the English Language Centre</p> <p><i>Recommended references</i> Best, J. (2001). <i>Damned lies and statistics: Untangling numbers from the media, politicians, and activists</i>. Berkeley, CA: University of California Press.</p> <p>Cooper, S. & Patton, R. (2010). <i>Writing logically, thinking critically</i>. New York, NY: Longman.</p> <p>Damer, T. E. (2009). <i>Attacking faulty reasoning: A practical guide to fallacy-free arguments</i>. Belmont, CA: Wadsworth Cengage Learning.</p> <p>Kennedy, X. J. & Gioia, D. (2010). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (11th ed.). New York, NY: Longman.</p> <p>Mefcalfe, M. (2006). <i>Reading critically at university</i>. Thousand Oaks, CA: Sage.</p>				