

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/ Exclusion	Pre-requisite: Advanced English for University Studies (ELC1014)
Objectives	<p>This subject aims to help students become more effective readers. It focuses on developing students' facility to read a variety of texts in a critical manner, and to be able to discuss the stance of the writer as well as their own reflective response to a text.</p>
Intended Learning Outcomes	<p>Upon successful completion of the subject, students will be able to examine a variety of texts, including literary texts, and:</p> <ul style="list-style-type: none">a. identify salient ideas and implications, and distinguish unsupported claims from supported ones, and fallacies from valid argumentsb. produce critical or interpretative texts which discuss and evaluate texts and writer positionsc. write and discuss critical responses to various texts <p>To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present and support stance and opinion.</p>
Subject Synopsis/ Indicative Syllabus	<p>1. Reading strategies Reading intensively to investigate a particular topic and develop an in-depth understanding of issues and stances; reading critically to extract implications, distinguish fact from opinion and fallacies from valid arguments, and to identify writers' assumptions and purposes; analysing issues raised in texts written from different perspectives, including literary texts; reading extensively to appreciate the use of language, acquire information, promote understanding and develop empathy.</p> <p>2. Writing strategies Presenting views and arguments to educated readers; describing and analysing the structure, meaning and characteristics of a variety of texts; discussing writer intentions.</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 individual and group work involving drafting and evaluating texts, mini-presentations and discussions. The process approach to writing is adopted, and students make use of elearning resources to engage in academic 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	<table border="1"> <thead> <tr> <th data-bbox="520 645 906 808" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="922 645 1106 808" rowspan="2">% weighting</th> <th colspan="3" data-bbox="1114 645 1465 752">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1114 763 1230 808">a</th> <th data-bbox="1238 763 1355 808">b</th> <th data-bbox="1362 763 1465 808">c</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 819 906 864">1. Reflective writing</td> <td data-bbox="922 819 1106 864">20%</td> <td data-bbox="1114 819 1230 864"></td> <td data-bbox="1238 819 1355 864"></td> <td data-bbox="1362 819 1465 864">✓</td> </tr> <tr> <td data-bbox="520 875 906 992">2. Analysing texts written in different styles and from various perspectives</td> <td data-bbox="922 875 1106 992">40%</td> <td data-bbox="1114 875 1230 992">✓</td> <td data-bbox="1238 875 1355 992"></td> <td data-bbox="1362 875 1465 992">✓</td> </tr> <tr> <td data-bbox="520 1003 906 1059">3. Writing a feature article</td> <td data-bbox="922 1003 1106 1059">40%</td> <td data-bbox="1114 1003 1230 1059">✓</td> <td data-bbox="1238 1003 1355 1059">✓</td> <td data-bbox="1362 1003 1465 1059">✓</td> </tr> <tr> <td data-bbox="520 1070 906 1126">Total</td> <td data-bbox="922 1070 1106 1126">100%</td> <td data-bbox="1114 1070 1230 1126"></td> <td data-bbox="1238 1070 1355 1126"></td> <td data-bbox="1362 1070 1465 1126"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Reflective writing	20%			✓	2. Analysing texts written in different styles and from various perspectives	40%	✓		✓	3. Writing a feature article	40%	✓	✓	✓	Total	100%							
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Student Study Effort Expected	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment 1 requires students to write reflective responses to texts and/or books they have read, and is aligned with LO (c). Assessments 2 and 3 assess LO (a) and involve students employing effective critical reading and thinking skills. Assessment 3 requires students to conduct library/online search and produce a critical text, thus integrating the receptive critical reading skills with the production of a written text which critically assesses the texts they have read. All three assessments assess students' abilities with regard to LO (c) but in different ways, and require students to present and support their interpretation of their reading.</p> <table border="1"> <tr> <td data-bbox="520 1619 1190 1664">Class contact:</td> <td data-bbox="1198 1619 1460 1664"></td> </tr> <tr> <td data-bbox="520 1675 1190 1731">▪ Seminars</td> <td data-bbox="1198 1675 1460 1731">39 Hrs.</td> </tr> <tr> <td data-bbox="520 1742 1190 1798">Other student study effort:</td> <td data-bbox="1198 1742 1460 1798"></td> </tr> <tr> <td data-bbox="520 1809 1190 1865">▪ Self study/preparation</td> <td data-bbox="1198 1809 1460 1865">78 Hrs.</td> </tr> <tr> <td data-bbox="520 1877 1190 1926">Total student study effort</td> <td data-bbox="1198 1877 1460 1926">117 Hrs.</td> </tr> </table>				Class contact:		▪ Seminars	39 Hrs.	Other student study effort:		▪ Self study/preparation	78 Hrs.	Total student study effort	117 Hrs.																			
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**Reading List and
References**

Course material

Learning materials developed by the English Language Centre

Recommended references

Best, J. (2001). *Damned lies and statistics: Untangling numbers from the media, politicians, and activists*. Berkeley, CA: University of California Press.

Cooper, S. & Patton, R. (2010). *Writing logically, thinking critically*. New York, NY: Longman.

Damer, T. E. (2009). *Attacking faulty reasoning: A practical guide to fallacy-free arguments*. Belmont, CA: Wadsworth Cengage Learning.

Kennedy, X. J. & Gioia, D. (2010). *Literature: An introduction to fiction, poetry, drama, and writing* (11th ed.). New York, NY: Longman.

Mefcalfe, M. (2006). *Reading critically at university*. Thousand Oaks, CA: Sage.