The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC2021
Subject Title	Advanced English Reading and Writing Skills
Credit Value	3
Level	2
Pre-requisite / Co-requisite	Co-requisite: LEI1101 or LEI1102
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: a. reflect on and critically analyze texts of different genres and styles, identifying the writer's aims and stance b. identify and evaluate language used to make claims and support these with valid arguments c. 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	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. 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.
Teaching/Learning Methodology	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 online resources to engage in discussions and to reflect on their learning. Learning materials developed by the English Language Centre are used throughout the course. Students will be referred to online learning resources and the ELC's Centre for Independent Language Learning. Additional reference materials will be recommended as required. Students' personal integrity in the fast-changing technological landscape is also nurtured. In addition, the course incorporates the pedagogical use of artificial intelligence (AI) to support students' development as independent and critical communicators. Students engage with AI tools for idea generation, planning, drafting and revision in a range of communication contexts, and are guided in designing and refining AI-supported approaches to reading and writing tasks. Emphasis is placed on the critical evaluation of AI-generated content, including its accuracy, bias, underlying assumptions and linguistic appropriacy. Students are also expected to use AI responsibly and transparently, with attention to verification, attribution, plagiarism awareness and data privacy. Reflection on the use of AI forms an integral part of the learning process,

	ensuring that students maintain authorial voice and uphold academic integrity while benefiting from technological support.

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. Analyzing genres of writing	40%	✓	✓	
2. Multimodal Opinion / Feature Article	45%		✓	✓
3. Pre-and-post assessment tasks	15%	✓	✓	✓
Total	100%			

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Assessment 1 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 2 requires students to first conduct research and gain some insight into a particular topic; then produce a multimodal article which can inform and impress readers through its substance, structure and language; and is aligned with ILO (b) and (c). The pre-and-post assessment tasks are designed to ensure that academic integrity is maintained, and are aligned with all three ILOs. Through these assessments, students will be able to develop and demonstrate more advanced reading and writing skills.

Student Study Effort Expected

Class contact:	
Seminars	39 Hrs.
Other student study effort:	
Reflections and discussions Readings and sharing session preparation Research and drafting/revising of texts	78 Hrs.
Total student study effort:	117 Hrs.

Reading List and References

Course material
Learning materials developed by the English Language Centre

Recommended references

Best, J. (2012). *Damned lies and statistics: Untangling numbers from the media, politicians, and activists.* Berkeley, CA: University of California Press.

Cooper, S. & Patton, R. (2015). *Writing logically, thinking critically* (8th ed.). Boston, MA: Pearson.

Damer, T. E. (2013). *Attacking faulty reasoning: A practical guide to fallacy-free arguments* (7th ed.). Boston, MA: Wadsworth Cengage Learning.

Kennedy, X. J. & Gioia, D. (2016). *Literature: An introduction to fiction, poetry, drama, and writing* (13th ed.). Boston, MA: Pearson.

Metcalfe, M. (2006). *Reading critically at university.* London: Sage.