

<b>Subject Code</b>	ENGL2003
<b>Subject Title</b>	English for Advanced Academic Writing
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>This is one of the core English proficiency subject which explicitly focuses on developing students' academic writing skills. Students taking this subject will already have followed the subjects <i>English for Effective Communication</i>, <i>English for Academic Communication</i>, and will have an advanced level in listening, speaking, reading and writing, in both academic and business contexts. This subject will elevate students to an advanced level in academic writing.</p> <p>The subject aims to develop students' advanced literacy skills and a critical understanding of the nature and function of academic discourse in the context of research reports. Students will learn to construct texts that deal with supporting or conflicting points of views on issues of academic and research interest.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <ol style="list-style-type: none"> <li>a. analyze academic composition processes;</li> <li>b. understand different models and genres of academic writing;</li> <li>c. utilize techniques of drafting and revising;</li> <li>d. attend to textual organization, style, correctness, and visual layout according to the needs of different academic contexts;</li> <li>e. formulate research problems and questions;</li> <li>f. select, organize and present research ideas and arguments in a logical and effective manner;</li> <li>g. write academic research papers with appropriate means of argumentation;</li> <li>h. produce academic texts with appropriate linguistic and discoursal sophistication.</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>i. derive enjoyment and self-satisfaction through the self-study of English;</li> <li>j. display critical and creative thinking; and</li> </ol>

	k. pursue life-long learning for personal and professional development.																																																																																																										
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Critical academic reading skills</li> <li>2. Knowledge and information search</li> <li>3. Writing with sources</li> <li>4. Abstracting, paraphrasing, summarizing and referencing</li> <li>5. Drafting and revising</li> <li>6. Academic discourse structure and organization</li> <li>7. Argument development processes</li> <li>8. Academic language: vocabulary choice, tense and sentence structure</li> <li>9. Academic language: tone and style</li> </ol>																																																																																																										
<b>Teaching/ Learning Methodology</b>	The teaching and learning approach is task-based, student-centered, interactive, and reflective. There is a balance of individual effort and cooperative inter-dependent learning. Academic texts and professional reports in visual and print forms, major local and overseas social/political/economic issues, as well as audio-visual aids of diverse interests will be widely used to stimulate thinking and discussions.																																																																																																										
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1"> <thead> <tr> <th rowspan="2">Specific Assessment methods/ tasks</th> <th rowspan="2">% weigh-ting</th> <th colspan="11">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> <th>i</th> <th>j</th> <th>k</th> </tr> </thead> <tbody> <tr> <td>1. Writing Task 1</td> <td>25%</td> <td>✓</td> </tr> <tr> <td>2. Peer Feedback Task</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Writing Task 2</td> <td>35%</td> <td>✓</td> </tr> <tr> <td>4. Attendance and participation in classwork</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> </tr> </tbody> </table>													Specific Assessment methods/ tasks	% weigh-ting	Intended subject learning outcomes to be assessed											a	b	c	d	e	f	g	h	i	j	k	1. Writing Task 1	25%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2. Peer Feedback Task	20%	✓	✓	✓	✓					✓	✓	✓		3. Writing Task 2	35%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	4. Attendance and participation in classwork	20%	✓	✓	✓						✓	✓	✓		Total	100%												
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The main purpose of the assessed tasks is to measure students' understanding of the course and their ability to apply what they have learned to produce academic research papers on topics of academic and research interest. The syllabus writer wants to ensure that assessment is <i>for</i> learning as well as <i>of</i> learning. The assessment tasks reflect this philosophy in the way they meet ILOs: the two writing tasks require																																																																																																											

	<p>students to produce academic essays on given topics in 800-1,300 words (Task 1) and 1,500-1,800 words (Task 2). These tasks give students opportunities to demonstrate their mastery of academic writing techniques and their understanding of the academic paper writing process. In the peer feedback task, students will review the draft of a peer's essay, identify strengths and weaknesses of the draft and offer suggestions for improvement. This task requires the application of revising techniques introduced in the subject and facilitates students' reflection upon the importance of the drafting process. Students will complete short in-class writing and discussion tasks in the seminars so as to consolidate their understanding of instructional input. Their performance in the tasks will count towards their attendance and participation component of the assessment.</p>	
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> <li>▪ Seminars</li> </ul>	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Private study</li> </ul>	<p>58 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Take-home assignments</li> </ul>	<p>29 Hrs.</p>
	<p>Total student study effort</p>	<p>126 Hrs.</p>
<p><b>Reading List and References</b></p>	<p><b>Reading List</b></p> <p>Bell, J. (2005). <i>Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science</i> (4<sup>th</sup> Ed.). Philadelphia: Open University Press.</p> <p>Cooper, S. (2004). <i>Writing Logically, Thinking Critically</i> (4<sup>th</sup> edition). New York: Pearson/Longman.</p> <p>Hahn, L. &amp; Dickerson, W. (1999). <i>Speechcraft Workbook for Academic Discourse</i>. Ann Arbor, MI: The University of Michigan Press.</p> <p>Harmon, C. (2000). <i>Using the Internet, Online Services, and CD-ROMs for Writing Research and Term Papers</i> (2<sup>nd</sup> edition). New York; London: Neal-Schuman.</p> <p>McIlroy, D. (2003). <i>Studying @ University: How To Be a Successful Student</i>. London &amp; Thousand Oaks, CA: SAGE.</p> <p>Merrigan, G. (2004). <i>Communication Research Methods</i>. Belmont, CA: Wadsworth/Thomson Learning.</p> <p>Mitchell, S. &amp; Andrews, R. (Eds.) (2000). <i>Learning to Argue in Higher Education</i>. Portsmouth, NH: Boynton/Cook: Heinemann.</p>	

	<p>Ruane, J. M. (2005). <i>Essentials of Research Methods: A Guide to Social Science Research</i>. Malden, MA: Blackwell.</p> <p>Sotiriou, P. E. (2002). <i>Integrating College Study Skills: Reasoning in Reading, Listening, and Writing</i> (6<sup>th</sup> edition). Belmont, CA: Wadsworth Thomson Learning.</p> <p>Swales, J. M. &amp; Feak, C. B. (2000). <i>English in Today's Research World: A Writing Guide</i>. Ann Arbor, MI: University of Michigan Press.</p> <p>Upton, T. A. (2004). <i>Reading Skills for Success: A Guide to Academic Texts</i>. Ann Arbor, MI.: University of Michigan Press.</p> <p>Wingersky, J. (2004). <i>Writing Sentences and Paragraphs: Integrating Reading, Writing, and Grammar Skills</i>. Boston, MA: Thomson Wadsworth.</p> <p>Authentic materials produced by the English Department</p>
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Revised by David Qian, December 2011, revised by Nicholas Sampson, June 2014 and revised by Marvin Lam, Jan 2016