

Subject Code	ENGL217
Subject Title	English for Advanced Academic Writing
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	<p>This is the second 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 Academic Communication</i>, and will have Proficiency*-level language skills in listening, speaking, reading and writing, in both academic and business contexts. This subject will elevate students to an advanced standard 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>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. analyze academic composition processes; b. understand different models/genres of academic writing; c. utilise techniques of drafting and revising appropriately; d. attend to textual organization, style, correctness, and visual layout according to the needs of different academic contexts; e. formulate research problems and questions clearly; f. select, organize and present research ideas and arguments in a logical and effective manner; g. write an academic research report based on data collected through purpose-made interview protocols or questionnaires; h. produce academic texts with appropriate linguistic and discursal sophistication. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> i. derive enjoyment and self-satisfaction through the self-study of English; j. display critical and creative thinking; k. pursue life-long learning for personal and professional development;

Subject Synopsis	<ol style="list-style-type: none"> 1. Critical reading skills 2. Knowledge and information search 3. Academic writing skills (e.g. abstracting, paraphrasing, summarizing and referencing) 4. Argument development processes 5. Reviewing the literature 6. Writing extended academic texts such as academic research reports, literature reviews and term papers 7. Data collection from primary sources 8. Graphic / statistical data analysis and presentation 																																																																																																																												
Teaching/ Learning Methodology	<p>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.</p>																																																																																																																												
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 20%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="10">Intended subject learning outcomes to be assessed (Please tick as appropriate)</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. Seminar Presentation</td> <td>15%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>2. Seminar Participation</td> <td>5%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>3. Research Paper Critique</td> <td>15%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>4. Presentation of Findings</td> <td>10%</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>5. Academic Research Report (+ questionnaire)</td> <td>40% (10% for questionnaire)</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>6. Self-access Work</td> <td>15%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="10"></td> </tr> </tbody> </table>												Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)										a	b	c	d	e	f	g	h	i	j	k	1. Seminar Presentation	15%	✓	✓		✓						✓	✓	2. Seminar Participation	5%	✓	✓		✓						✓	✓	3. Research Paper Critique	15%	✓	✓		✓					✓	✓	✓	4. Presentation of Findings	10%					✓	✓				✓	✓	5. Academic Research Report (+ questionnaire)	40% (10% for questionnaire)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6. Self-access Work	15%									✓	✓	✓	Total	100 %										
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	<p>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 an academic research report 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 seminar presentation allows students the opportunity to read a variety of research papers and be more familiar with academic research paper writing; both the seminar presenters and the participants will be involved in appreciating, analyzing and discussing the research papers chosen. Research paper critique permits individual reflection, analysis and application of understanding; the academic research report provides the chance for students to identify and research an area of interest concerning academic or social issues while the presentation of findings helps students reflect on the rationale of conducting the research and spell out their understanding of the research paper writing process. The self-learning component is a continuation of the learning contract assignment in ENGL216; the purpose is to encourage self-directed study, foster enjoyment and self satisfaction through the study of English, and develop students' self-directed learning skills which help improve their English language proficiency.</p>	
<p>Student Study Effort Required</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lectures 	<p>0 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Seminars 	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Private study 	<p>58Hrs.</p>
	<ul style="list-style-type: none"> ▪ Take-home assignments 	<p>29 Hrs.</p>
	<p>Total student study effort</p>	<p>126 Hrs.</p>
<p>Reading List and References</p>	<p>Reading List</p> <p>Bailey, S. (2011). <i>Academic writing: A handbook for international students</i> (3rd ed.). Milton Park, Abingdon, Oxon/New York Routledge.</p> <p>Bell, J. (2010). <i>Doing your research project: A guide for first-time researchers in education, health and social science</i> (5th ed.). Maidenhead: McGraw-Hill Open University Press.</p> <p>Cooper, S., & Patton, R. (2012). <i>Writing logically, thinking critically</i> (7th ed.). Boston: Pearson.</p> <p>Craswell, G., & Poore, M. (2012). <i>Writing for academic success</i> (2nd ed.). London: Sage.</p> <p>Hahn, L. & Dickerson, W. (1999). <i>Speechcraft workbook for academic discourse</i>. Ann Arbor: 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> (2nd ed.).</p>	

	<p>New York: Neal-Schuman.</p> <p>McIlroy, D. (2003). <i>Studying @ university: How to be a successful student</i>. London/Thousand Oaks, CA: SAGE.</p> <p>Merrigan, G, & Huston, C. L. (2009). <i>Communication research methods</i> (2nd ed.). New York: Oxford University Press.</p> <p>Mitchell, S. & Andrews, R. (Eds.) (2000). <i>Learning to argue in higher education</i>. Portsmouth, NH: Boynton/Cook.</p> <p>Murray, N. (2012). <i>Writing essays in English language and linguistics: Principles, tips and strategies for undergraduates</i>. Cambridge/ New York: Cambridge University Press.</p> <p>Oshima, A. & Hogue, A. (2006). <i>Writing academic English</i> (4th ed.). New York: Addison-Wesley.</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> (6th ed.). Belmont, CA: Wadsworth Thomson Learning.</p> <p>Swales, J. M. & 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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Prepared by Mable Chan and David Qian; Revised by David Qian March 2008; Updated by Mable Chan, June 2014