<table>
<thead>
<tr>
<th>Subject Code</th>
<th>ENGL217</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>English for Advanced Academic Writing</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>2</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite/ Exclusion</td>
<td>None</td>
</tr>
</tbody>
</table>

**Objectives**

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 *English for Academic Communication*, 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.

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.

**Intended Learning Outcomes**

Upon completion of the subject, students will be able to:

**Category A: Professional/academic knowledge and skills**

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 discoursal sophistication.

**Category B: Attributes for all-roundedness**

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

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

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.

### Assessment Methods in Alignment with Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seminar Presentation</td>
<td>15%</td>
<td>a b c d e f g h i j k</td>
</tr>
<tr>
<td>2. Seminar Participation</td>
<td>5%</td>
<td>☑ ☑ ☑</td>
</tr>
<tr>
<td>3. Research Paper Critique</td>
<td>15%</td>
<td>☑ ☑ ☑</td>
</tr>
<tr>
<td>4. Presentation of Findings</td>
<td>10%</td>
<td>☑ ☑ ☑</td>
</tr>
<tr>
<td>5. Academic Research Report (+ questionnaire)</td>
<td>40% (10% for questionnaire)</td>
<td>☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑ ☑</td>
</tr>
<tr>
<td>6. Self-access Work</td>
<td>15%</td>
<td>☑ ☑ ☑</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
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 for learning as well as of 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.

<table>
<thead>
<tr>
<th>Student Study Effort Required</th>
<th>Class contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Lectures</td>
<td>0 Hrs.</td>
</tr>
<tr>
<td>Seminars</td>
<td>39 Hrs.</td>
</tr>
</tbody>
</table>

Other student study effort:

| Private study                 | 58Hrs.        |
| Take-home assignments         | 29 Hrs.       |

Total student study effort 126 Hrs.

### Reading List


Harmon, C. (2000). *Using the Internet, online services, and CD-ROMs for writing research and term papers* (2nd ed.).
New York: Neal-Schuman.

Authentic materials produced by the English Department

Prepared by Mable Chan and David Qian; Revised by David Qian March 2008; Updated by Mable Chan, June 2014