Subject Code	FH6901
Subject Title	Advanced Academic English Literacy: Reading and Writing
Credit Value	Non-credit bearing
Level	6
Pre-requisite/ Co-requisite/ Exclusion	No pre-requisite
Objectives	This subject aims to support doctoral students' advanced academic literacy with a focus on reading and writing. The subject is specifically designed for doctoral students in applied language sciences and aims to enhance students' understanding of and approaches to reading and writing effectively at the doctoral level.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: **Category A: Professional/academic knowledge and skills** a. read and take notes more effectively; b. express ideas and arguments in writing using an appropriate register for academic contexts; c. acknowledge, synthesise and incorporate sources to support a written argument; d. understand the overall structure, coherence and logico-semantical development and cohesion of an academic thesis;and e. identify, analyse and use the appropriate register and argumentative and persuasive language found in EAP texts. By participating in the subject, students will also: **Category B: Attributes for all-roundedness** f. develop analytical reasoning, critical thinking, and problem-solving skills and a sense of belonging to the academic discourse community via: ● analytical reasoning: thinking in a logical manner and supporting ideas with well-reasoned arguments and evidence; ● critical thinking: evaluating information and evidence critically, being able to recognize flaws or inconsistencies in an argument; and ● problem solving: understanding the problem, exploring plausible answers, and selecting the most appropriate decision/solution.

Subject Synopsis/ Indicative Syllabus *(Note 2)*	**Session 1** Introduction to academic writing: Focus on register The structure of academic DALS thesis and a general research paper Writing the Introduction **Session 2** Writing the Literature Review: Focus on patterns of argumentation Synthesizing references. The organization of the literature review Patterns of argumentation: cause and effect, discussion-evaluation, problem-solution, persuasive resources in academic writing, etc. Using sources: summarizing and synthesizing information Citation of sources **Session 3** Writing the Methodology section: Focus on coherence With a focus on coherence at a macro and paragraph level Lexico-grammatical patterns and choices in academic text **Session 4** Writing the Results section Focus on cohesion Theme and Rheme cohesion in academic writing Improving the flow of information in academic thesis **Session 5** Writing the Discussion and Conclusions: Focus on nominal and verbal group Drawing ideas together in the conclusion Understanding and using persuasive arguments in academic English
Teaching/Learning Methodology *(Note 3)*	The teaching and learning approach will be task-based, student-centred, interactive, and reflective. Students will learn how to become competent writers. This subject requires critical and creative thinking, problem-solving, and attention to detail.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		A	b	c	d	e	f
1. Literature Review	100%	✓	✓	✓	✓	✓	✓
Total	100 %						

	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The assessment directly reflects academic writing and will be a valuable skill that can be applied to many assignments and written tasks beyond this subject. Though the subject is non-credit-bearing, all students will be expected to complete the assignment	
Student Study Effort Expected	Class contact:	
	▪ Seminar	15Hrs.
	Other student study effort:	
	▪ Read, prepare and draft a literature review.	30Hrs.
	▪ Review websites and resources that support EAP.	15Hrs.
	Total student study effort	60Hrs.
Reading List and References	Cilesiz, S. (2009). Educational computer use in leisure contexts: A phenomenological study of adolescents' experiences at internet cafés. *American Educational Research Journal, 46*(1), 232-274. Evans, S. (2006). The beginnings of English language teaching in China. *Asian Englishes, 9*(1), 42-63. Evans, S. (2013). The long march to bilteracy and trilingualism: Language policy in Hong Kong education since the handover. *Annual Review of Applied Linguistics, 33*, 302-324. Evans, S. & Morrison, B. (2010). The first term at university Implications for EAP. *ELT Journal, 65*(4), 387-397. Evans, S. & Morrison, B. (2011). The student experience of English-medium higher education in Hong Kong. *Language and Education, 25*(2), 147-162 Glasman-Deal, H. (2010). *Science research writing for non-native speakers of English*. Imperial College Press. Ho, V. (2018). Exploring the effectiveness of hotel management's responses to negative online comments. *Lingua,* 216, 47-63. Hood, S. (2012) *Academic encounters: Life in society.* Cambridge University Press. Hood. S. (2010) *Appraising research: Evaluation in academic writing*. London Palgrave Macmillan. Hood, S. (2006) The persuasive power of prosodies: Radiating values in academic writing. *Journal of English for Academic Purposes*, 5(1), 37-49. Hood, S. (2005) The co-patterning of attitude and field in academic writing: what gets evaluated how?..*Australian Review of*

	Applied Linguistics, *S*(19), 23-40.
	Hyland, K. (2015). *Academic written English*. Shanghai Foreign Language Education Press.
	Hyland,K. (2009). *Academic discourse*. Continuum.
	Hyland, K. (2006). *English for academic purposes: An advanced resource book*. Routledge.
	Hyland, K. & Shaw, P. (Eds). *The Routledge handbook of English for academic purposes*. Routledge.
	Jenks, C.J. (2019). Talking trolls into existence: On the floor management of trolling in online forums. *Journal of Pragmatics, 143*, 54-64
	Lin, L. and Evans, S. (2012). Structural patterns in empirical research articles: A cross-disciplinary study. *English for Specific Purposes*, 31(3), 150-160.
	Slade, D., Scheeres, H., Manidis, M., Iedema, R., Dunston, R., Stein-Parbury, J., Matthiessen, C., Herke, M., & McGregor, J. (2008). Emergency communication: the discursive challenges facing emergency clinicians and patients in hospital emergency departments. *Discourse & Communication, 2*(3), 271-298.
	Swales, J. & Feak, C. (2012). *Academic writing for graduate students*. University of Michigan Press.
	Tay, D. (2018). Metaphors of movement in psychotherapy talk. *Journal of Pragmatics, 125*, 1–12.

Key Journals
Journal of English for Academic Purposes
Journal of English for Specific Purposes