

**City University of Hong Kong**

**Information on a Course  
offered by Department of English  
with effect from Semester A in 2009 / 2010**

This form is for completion by the *Course Co-ordinator*. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

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**Part I**

**Course Title:** Advanced Reading and Writing Skills

**Course Code:** EN2405

**Course Duration:** One Semester

**No. of Credit Units:** 3

**Level:** B3

**Medium of Instruction:** English

**Prerequisites:** (Course Code and Title) None

**Precursors:** (Course Code and Title) None

**Equivalent Courses:** (Course Code and Title) None

**Exclusive Courses:** (Course Code and Title) None

**Part II**

**1. COURSE AIMS**

**This course aims to:**

- Enhance your pre-reading and critical reading strategies including, predicting, skimming, scanning, making inferences, distinguishing facts and opinion, and

responding critically to texts.

- Familiarize you with the structures and language patterns of academic and analytical writing and develop your skills in effectively presenting your findings
- Enhance your critical thinking through researching into major social, economic and political issues
- Raise your awareness of academic honesty and develop your citation skills
- Improve your language proficiency in terms of grammatical accuracy, style and editing skills

## **2. COURSE INTENDED LEARNING OUTCOMES**

Upon completing this course, you should be able to:

No	CILOs
1	Present critical thought both verbally and orally in an argument
2	Describe and interpret graphic information/ data in academic writing
3	Systematically plan, produce and revise pieces of writing through a process approach
4	Read critically and be able to evaluate the style, structure and arguments in writing
5	Conduct research (e.g. library and the Internet) to gather material for your writing
6	Quote and cite sources properly in your writing

## **3. TEACHING & LEARNING ACTIVITIES**

*(designed to facilitate students' achievement of the CILOs - Some TLAs may address more than one CILO.)*

ILO No.	TLAs	Hours/week (if applicable)
1-3, 5, 6	Extensive reading & small group discussions Each week, you will be reading articles on specific topics/issues.	

	You will form small groups and research for additional information on the topic before coming to class. During tutorial workshop, you will discuss the issue within your group and summarize your points to the class. These activities will enable you to think critically about specific topics of interest, put forward your arguments and present them to the class.	
1-3, 6	<p>Writing activities</p> <p>You will be given a range of writing activities, including paraphrasing and summarizing skills, constructing a questionnaire, and describing and interpreting data.</p>	
3-4	<p>Reviewing drafts</p> <p>During tutorial workshops, you will be required to bring in your draft work for peer review. As a writer, you will explain your ideas to your peers and get feedback from them. As a reviewer, you will think critically about the writing of others and give feedback.</p>	
2 & 5	<p>Out-of-class activity</p> <p>You will be conducting field interviews on a chosen issue/ topic, compile data in graphic format, and finally give a short presentation reporting the findings to the class.</p>	

#### **4. ASSESSMENT TASKS/ACTIVITIES**

*(designed to assess how well the students achieve the CILOs –Some assessment tasks/activities may address more than one CILO.)*

<b>Type of Assessment Tasks/Activities</b>	<b>Weighting</b>	<b>ILOs to be addressed</b>	<b>Remarks</b>
<p><b>A1: Field research &amp; A2: presentation</b></p> <p>You will form groups of 2-3 and choose a topic of interest, devise a questionnaire (10%), and conduct face-to-face or online interviews. You will report your findings in a 12-min oral presentation (20%).</p>	30%	1-2, 5	
<p><b>A3: Academic Essay</b></p> <p>You will write an individual academic essay on an approved topic.</p> <p>a. You are required to submit a <b><u>detailed outline</u></b> of your academic essay. The outline should be of 2-3</p>	40%	1, 3-6	

<p>pages. A reference list should also be included.</p> <p>b. The <b>final essay</b> should be of 1500-1800 words. You are expected to demonstrate the ability to incorporate relevant sources to support and illustrate your arguments. You must include <b>5 different references</b> in your essay. All references <b>must be English sources</b>.</p>			
<p><b>A4: Reading &amp; Writing Test</b></p> <p>There will a Reading &amp; Writing Test in Week 12. You will be given a reading article and you are expected to paraphrase ideas from the article, and comment and write about the specific issues concerned.</p>	20%	1 & 6	
<p><b>A5: Participation &amp; Attendance</b></p> <p>You are encouraged to actively engage in the workshops, small group discussion, writing activity, and group presentation sessions. Your active participation can enhance interactive and collaborative teaching and learning, which are all essential elements to enhance your critical reading and thinking skills, and writing.</p> <p>You are encouraged to attend classes because the theoretical principles are introduced during lectures and critical issues are discussed during small group discussion sessions. Regular attendance and active participation is an essential part of the learning process of this course.</p>	10%	1-6	

**5. Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading pattern: Standard (A+, A, A-....F). Grading is based on student performance in assessment tasks/activities.

**Grading Criteria**

**A1: Questionnaire Design (10%)**

Marks	Content & design	Organization & Coherence	Language
9 – 10pts	Clear and effective instructions and aims of questionnaire given to respondents. Questions are carefully and effectively devised.	Questions are presented in a very logical sequence and there is strong correlation between the questions.	All questions are effectively and correctly formed. Demonstrate a wide range of structures and flexible use lexical resources

6 – 8pts	Clear instructions and aims given to respondents. Questions are well set and help to achieve the purpose of research.	Questions are logically organized. Show an overall progression of ideas	Most of the questions are correctly formed. Demonstrate a good variety of structures, and good range of lexical resources
4 – 5pts	No aims or instructions given to respondents. Questions are limited in scope and do not help to achieve purpose of the research.	Questions are sequenced in a haphazard manner.	A lot of the questions need reformulation. Demonstrate repetitive question structures and limited lexical resources.
0 – 3pts	Half of the questions are not appropriate for the research or ill-conceived.	Questions are organized illogically. No or little relation between questions.	Poor language use and weak lexical resources. Frequent inappropriate word choice.

## A2: Group presentation of field research<sup>1</sup> (20%)

<b>Comprehensibility (use of vocabulary, accuracy, and fluency) 5 pts</b>	<b>Content (presentation of data) 10 pts</b>	<b>Interaction (listens and handles questions from audience. Able to give additional information) 5 pts</b>
5 pts Entire message understood. All speakers notably good.	9 – 10 pts Findings are very well selected and presented very clearly. All findings presented show evident importance of the study and are very coherently organized. Interpretation on data shows thorough understanding of the issue. Visual aids are effective and add comprehension.	5 pts Students are active listeners and provide thoughtful and accurate follow up responses to questions.
4 pts Entire message understood. Most speakers notably good. Some weaknesses in one area of comprehensibility.	6 – 8pts Findings are well selected and clearly presently. Findings show some significance of the study and are coherently organized. Interpretation on data shows good understanding of the issue. Visual aids are fairly effective and add comprehension.	4 pts Students are able to understand most of the questions and deal with them appropriately. Some disagreement or confusion in answering questions.
2 – 3 pts Message sometimes hard to understand.	4 – 5pts Not all findings are well selected. Findings do not always support the study.	2 – 3 pts Students do not demonstrate an ability to handle

<sup>1</sup> Grading form adapted from Alice Chik's Popular Culture

Speakers not notably good in most areas.	There may be some problems with data interpretation. Visual aids may be confusing at times.	questions well. After some time can give responses.
0 – 1 pt  Message hard to understand. Lots of breakdowns and/or hesitations in pronunciation, accuracy or vocabulary.	0 – 3pts  Findings do not show any significance of the study. Interpretation does not show any understanding of the issue. Visual aids are confusing.	0 – 1 pt  Students confused when asked questions. Are not able to give adequate replies to the questions.

NB: The presentation should be within 10-12 minutes (including a 2-min Q&A session). 2 pts will be deducted from your total scores if you run over the time. limit.

**A3: Academic Essay (40%) (Points score below doubled to make mark out of 40)**

<b>Content (5 pts)</b>	<b>Citations (5 pts)</b>	<b>Organization (5 pts)</b>	<b>Language (5 pts)</b>
5 pts Very interesting and appropriate topic. A position is clearly established at the start. Logical and in-depth development of all ideas. Thorough discussion on the issue. Ideas are supported with both primary and secondary data	5 pts All citations are relevant and support the development of ideas in the essay. All citations are skillfully incorporated to the text; occasional errors in citation format, but do not hinder reader from locating the source.	5 pts Very effectively structured (strong thesis and support). Paragraphing is effective and each paragraph has a central idea. Cohesion is strong. Conclusion is drawn logically from the arguments.	5 pts Both simple and complex structures flexibly used. Wide range of lexical resources. Very conscious of collocation and idiomatic style. Only a few minor & non-systematic errors.
3-4 pts Fairly interesting and appropriate topic. Position is evident but ideas may not support it at all times. Ideas are generally well developed though some may not be as fully developed as others.	3-4 pts Most citations are relevant to the development of ideas in the essay. Some minor errors in citation techniques (e.g. mistakes in structure introducing the citation, inclusion of author's first name in citation).	3-4 pts Effectively structured (fair thesis and adequate support). Paragraphing is evident but some ideas may be incoherently linked due to misuse of cohesive devices. Max. 3 pts be given if lack of conclusion.	3-4 pts Both simple and complex structures used. Mostly error free sentences; errors tend to be in complex sentences. Fairly good range of lexical resources, though there may be some inappropriate use of vocabulary. Some spelling and punctuation errors.
2 pts Choice of topic may not be appropriate at university level. Position can be located with some effort. Ideas may be illogically developed or insufficiently	1-2 pts Up to half of the citations are not relevant. Major errors in citation techniques (sources can not be located).	2 pts Poor introduction (e.g. insufficient background information, weak thesis statement). Cohesion problems between ideas in and between paragraphs.	2 pts Limited range of structures. No complex sentences. Frequent major grammatical errors and inappropriate/ inadequate use of vocabulary. Lot of spelling

discussed.			and punctuation problems
0-1 pt Topic is inappropriate. Position can hardly be discerned. Minimal development of ideas.	0 pt No citations used.	0-1 pt No introduction. Confusing organization.	0-1 pt Very poor language use. Vocabulary is basic. Errors predominate and seriously impede meaning.

### A5: Participation and Attendance

Marks	CILOs 1-6
8% - 10%	Has made significant contributions to in-class group work and reading workshops. Demonstrates extensive reading about the issues in all reading discussion/workshops. Has attended all classes.
5% - 7%	Has made adequate contributions during the in-class group work & reading workshops. Demonstrates some effort in reading additional articles related to the issues in most reading discussion/workshops. Has missed up to 3 classes.
0% - 4%	Has limited contribution to class discussion & reading workshops. Shows minimal effort in preparing for the reading discussion/workshops. Has missed more than 3 classes

### Part III

#### Keyword Syllabus:

Critical reading and thinking skills  
 The writing process  
 The sentence level  
 Paragraphing and organization  
 Designing questionnaires  
 Describing and Interpreting graphic information  
 Editing and revising  
 Developing ideas  
 Analytical writing  
 Academic writing  
 Academic research  
 Documenting sources  
 Revising research papers

#### **REFERENCES**

Jordan, R. R. (1990). Academic writing course. New Edition. Collins ELT.  
 Clark, V., Rosa, A. and Escholz, P. (2000) Language awareness : Readings for college

writers. Bedford/St. Martin's.

Langan, J. (2001) College writing skills with readings. McGraw-Hill.

Crystal, D. (2004) Making sense of grammar. London: Longman.

Readings from magazines (The Economist, Newsweek & Times) and on-line journal articles and the Internet.

### **On-line resources**

#### **Reading & writing skills**

<http://www.stanford.edu/~arnetha/expowrite/info.html> (information about expository writing)

[http://www.geocities.com/fifth\\_grade\\_tpes/expository.html](http://www.geocities.com/fifth_grade_tpes/expository.html)

<http://www.webenglishteacher.com/expwriting.html> (Web English teacher)

#### **Grammar links**

[Purdue University On-line Writing Lab](#)

[Paragraph Punch](#)

[Resources for Writers](#)

[Writing Help](#)

[Pre-writing Techniques](#)



[Dr. Li and Dr. Chan's Grammar Tips](#)

[Dr. Li and Dr. Chan's 13 Common Errors](#)

[Grammar Resources on the Web](#)

[HyperGrammar](#)

[The American Heritage Book of English Usage](#)

[Grammar Help](#)

[Guide to Grammar and Writing](#)

[The Virtual Language Centre \(Hong Kong Poly U\)](#)

[Grammar Self-Help Handouts](#)

[Linguistics Glossary](#)

[Collins Cobuild Bank of English](#)

[Grammar Questions](#)

[The Grammar Room](#)

[Hypertext writing style](#)

#### **Online dictionaries**

<http://thesaurus.reference.com/>



<http://www.m-w.com/> (Merriam-Webster online dictionary)  
<http://www.thefreedictionary.com/> (dictionary search engine)  
<http://www.edict.com.hk/concordance/> (PolyU concordance)

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