

**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/Examiner*. 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:	Developing Reading and Writing Skills
Course Code:	EN2707
Course Duration:	One Semester
No. of Credit Units:	3
Level:	B2
Medium of Instruction:	English
Pre-requisites: <i>(Course Code and Title)</i>	Nil
Pre-cursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

**Part II**

**1. Course Aims:**

*This course aims to*

- raise students' proficiency in written English
- make students aware of the conventions of a variety of academic genres including descriptive essays, narrative essays, expository essays
- introduce students to the conventions of a variety of professional genres in journalistic and business writing
- help students master the process of writing from the generation of ideas to the drafting stage to the editing and proofreading stage
- help students to learn how to evaluate written work and make

- suggestions for improvement
- improve the accuracy of students' written English
- improve students reading speed and comprehension

• **2. Course Intended Learning Outcomes (CILOs)**

*(state what the student is expected to be able to do at the end of the course according to a given standard of performance)*

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	<b>Produce</b> effective writing in a range of genres (descriptive, narrative, analytical, persuasive) through a <b>process of planning, drafting and editing</b>	----
2.	<b>Understand and critically evaluate</b> written texts in a range of genres and analyze their own and others' written English for accuracy and effectiveness.	----
3.	<b>Read</b> faster with better comprehension.	---
4	<b>Conduct</b> library and internet research and effectively integrate the words and ideas of others into their own writing	

**3. Teaching and learning Activities (TLAs)**

*(designed to facilitate students' achievement of the CILOs)*

CILO No	TLAs	Hours/week (if applicable)
CILO 1-4	Lectures about key concepts, including: <ul style="list-style-type: none"> <li>• Theoretical approaches to critical and effective multimodal reading</li> <li>• Languages in multimodal texts</li> <li>• Consuming, producing and reproducing multimodal texts</li> </ul> Assigned reading	---
CILO 1-4	Workshops and discussions <ul style="list-style-type: none"> <li>• Theoretical approaches to multimodal reading</li> <li>• Analysis of multimodal texts</li> <li>• Consuming, producing and reproducing multimodal texts</li> <li>• Languages in multimodal texts</li> </ul> Assigned reading	---
CILO 1-4	Computer Lab session <ul style="list-style-type: none"> <li>• Consumption and production of online writing</li> <li>• Peer feedback and support on reading</li> </ul>	

	and writing • Library and web-based research on relevant topic	
CILO 1-4	Collaborative projects to investigate language use in Hong Kong and a special feature report.	---

#### 4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

CILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILO 1-2	The setting up and maintenance of group wiki	10%	---
CILO 1-2	Personal English learning history	10%	---
CILO 1-4	Collaborative writing (40%) <ul style="list-style-type: none"> <li>○ Group work on Langscape of Hong Kong (20%)</li> <li>○ Group work on a feature report (20%)</li> </ul>	40%	---
CILO 1-4	Individual writing (40%) <ul style="list-style-type: none"> <li>○ 3 short pieces of writing on your group wiki (30%)</li> <li>○ participation in discussion on classmates' wiki (10%)</li> </ul>	40%	

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

A	Student has completed all assessment tasks. Student is able to produce multimodal texts critically with reference to theoretical understanding. Student is able to account for and assess personal learning history critically. The student is also able to communicate his/her reflection and analysis in fluent and competent language. The student collaborates the reading and writing efficiently and effectively with his/her groupmates.
B	Student has completed all assessment tasks. Student is able to produce multimodal texts critically with some reference to theoretical understanding. Student is able to account for and assess personal learning history somewhat critically. The student is also able to communicate his/her reflection and analysis in fairly fluent and competent language. The student collaborates the reading and writing fairly efficiently and effectively with his/her groupmates.
C	Student has completed most of the assessment tasks. Student is able to produce multimodal texts relatively critically with some reference to theoretical understanding. Student is able to account for and assess personal learning history somewhat critically. The student has shown some difficulties in communicating his/her reflection and analysis in reasonably fluent and competent language. The student collaborates the reading and writing with limited efficiency and effectiveness with his/her groupmates.
D	Student has completed most of the assessment tasks. Student is able to produce multimodal texts relatively critically with limited reference to

	theoretical understanding. Student demonstrated limited ability to account for and assess personal learning history critically. The student has shown difficulties in communicating his/her reflection and analysis in reasonably fluent and competent language. The student collaborates the reading and writing with very limited efficiency and effectiveness with his/her groupmates.
F	Student has failed to complete most of the assessment tasks.

### Part III

Keyword Syllabus: Process writing, genre based approach, academic writing, descriptive writing, narrative writing, expository writing, reading skills, research skills

Recommended Reading:

#### Essential reading

- Backhaus, P. (2006). Multilingualism in Tokyo: a look into the linguistic landscape. In D. Gorter (Ed.), *Linguistic landscape: a new approach to multilingualism* (pp.52-66). Clevedon, UK: Multilingual Matters.
- Curtin, M. (2003). Television and trustworthiness in Hong Kong. In L. Parks & S. Kumar (Eds.), *Planet TV: a global television reader* (pp. 243-261). NY: New York University Press.
- Cuthbert, A. (1995). Under the volcano: postmodern space in Hong Kong. In S. Watson & K. Gibson (Eds.), *Postmodern cities and spaces* (pp.138-148). Oxford: Blackwell.
- Huang, M. (2004). *Walking between slums and skyscrapers: illusions of open space in Hong Kong, Tokyo, and Shanghai*. Hong Kong: Hong Kong University Press.
- Kress, G., & van Leeuwen, T. (2002). Colour as a semiotic mode: notes for a grammar of colour. *Visual Communication*, 1 (3), 343 - 368.
- Kress, G., & van Leeuwen, T. (2006). *Reading images: the grammar of visual design* (2nd Ed.). London: Routledge.
- Lo, K-C. (2004). Muscles and subjectivity: a short history of the masculine body in Hong Kong popular culture. In L. Fischer & M. Landy (Eds.), *Stars: the film reader* (pp. 115-126).
- Ma, E. K-W. (1999). *Culture, politics, and television in Hong Kong*. London: Routledge.
- Wong, S. (2001). Colonialism, power, and the Hongkong and Shanghai Bank. In I. Borden, J. Kerr, J. Rendell & A. Pivarro (Eds.), *The unknown city: contesting architecture and social space* (pp. 160-174). Cambridge, MA: MIT Press.

#### Supplementary Reading

- Fletcher, R. (1996) *A writer's notebook: Unlocking the writer within*. Harper.
- Hall, D. et al. (1997) *Writing well*. Addison-Wesley.
- Olson. C.B. (1991) *Thinking/Writing: Fostering critical thinking through writing*. Addison-Wesley.
- Collins Cobuild (1990) *Collins Cobuild English Grammar*. Harper-Collins.

**Returned by:**

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Date: 22 Sept, 08