

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2016 /17**

Part I Course Overview

Advanced Academic Writing

Course Title:

EN3308

Course Code:

1 semester

Course Duration:

3

Credit Units:

B3

Level:

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:

(for GE courses only)

English

Medium of Instruction:

English

Medium of Assessment:

Nil

Prerequisites:

(Course Code and Title)

Nil

Precursors:

(Course Code and Title)

Nil

Equivalent Courses:

(Course Code and Title)

Nil

Exclusive Courses:

(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course allows students to analyse and develop their advanced academic reading skills and enables them to develop skills in writing academic texts in various genres including an abstract, a review article, and a research proposal. It also gives them the experience of applying library and Internet resources to the creation of an extensive research plan on a given topic, and gives them the opportunity to develop strategies for understanding the function of large-scale academic writing projects. It also creates opportunities for students to evaluate and apply the forms and conventions of quotation and citation in academic prose.

2. Course Intended Learning Outcomes (CILOs)

(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.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Evaluate and analyse the structure and conventions of academic prose in a number of disciplines.		√	√	
2.	Understand and analyse with a high degree of comprehension academic prose in a variety of disciplines.		√	√	
3.	Interpret, critique, and summarize an academic article by understanding the structure of the argument and difference between main and subordinate ideas.		√	√	
4.	Gather information through library and internet research on a given topic and evaluate sources in terms of relevance and reliability.		√	√	
5.	Create academic prose in an appropriate style and using appropriate structures.		√	√	√
6.	Consolidate information from sources into a coherent and convincing argument in an academic paper.			√	√
7.	Integrate the words and ideas of others in their writing and cite them appropriately.		√		√
8.	Understand and evaluate the academic writing of others.		√	√	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.								Hours/week (if applicable)
		1	2	3	4	5	6	7	8	
1.	Students attend lectures in which the process and conventions associated with academic writing are illustrated.	√	√	√	√	√	√	√	√	
2.	Students take part in editing sessions in which they understand, evaluate, analyse, and comment on other's work.	√							√	
3.	Students take part in interactive hands-on activities focusing on finding, evaluating and using electronic resources.				√					
4.	Students take part in small group discussions during which they understand and analyse sample texts of academic writing from different disciplines.	√	√						√	
5.	Students conduct a research project in which they gather, consolidate, and integrate information from relevant sources about their topic, interpret, critique, and summarize related articles, write an abstract, and create a research proposal regarding a project that they might carry out.		√	√	√	√	√	√		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.								Weighting*	Remarks
	1	2	3	4	5	6	7	8		
Continuous Assessment: 100 %										
Article Summary and Critique Students read, understand, evaluate, and comment on an academic article.	√	√			√			√	20%	
Review Article Students use electronic resources to find, understand, evaluate, analyse, and comment on information on a given topic. They then integrate it into a coherent literature review.	√	√		√	√	√	√	√	40%	

Abstract Students write an abstract of their review article.	√		√		√				10%	
Research Proposal Based on the topic in their literature review, students write a proposal on a possible research project related to their topic.	√	√	√	√	√	√			30%	
Examination: <u> 0 </u> % (duration: _____, if applicable)										
<i>* The weightings should add up to 100%.</i>									100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Article Summary and Critique	(These are explained in the following five columns)	Able to choose a suitable article, identify and describe the key points and sections, apply appropriate principles to evaluate the study, make reasoned and supported criticism and recommendations, make links with their own research, and express ideas in appropriate academic style with proper attribution and citation and accurate English.	Able to choose a suitable article, identify and describe the key points and sections, apply principles to evaluate the study, make reasoned and supported criticism, and express ideas in appropriate academic style with proper attribution and citation and accurate English.	Able to choose a suitable article, identify and describe the key points and sections, make reasoned criticism, and express ideas in moderately appropriate academic style with moderately accurate attribution and citation and moderately accurate English.	Able to choose a suitable article, and identify and describe the key points and sections.	Unable to choose a suitable article and/or identify key points.
1. Review Article	(These are explained in the following five columns)	Able to demonstrate the ability to choose appropriate sources, read them with a high degree of understanding, and consolidate information into an insightful and well reasoned argument in which the words and ideas of others are effectively and properly integrated, and which is written in clear and accurate English and in the appropriate style and format.	Able to demonstrate the ability to choose appropriate sources, read them with a moderately high degree of understanding, and consolidate information into an reasoned argument in which the words and ideas of others are properly integrated, and which is written in clear and accurate English and in the appropriate style and format.	Able to demonstrate the ability to choose appropriate sources, read them with a moderate degree of understanding, and consolidate information into an argument in which the words and ideas of others are integrated, and which is written in clear and moderately accurate English and a moderately appropriate style and format.	Able to demonstrate the ability to choose appropriate sources, read them with some degree of understanding, and describe them in understandable English.	Unable to choose appropriate articles, understand them, and/or explain them in accurate English.

2. Abstract	(These are explained in the following five columns)	Able to write an abstract clearly and succinctly which contains all necessary parts and summarizes the main ideas of the paper.	Able to write an abstract clearly and succinctly which contains most necessary parts and summarizes most of the main ideas of the paper.	Able to write an abstract which contains most necessary parts and summarizes most of the main ideas of the paper.	Able to write an abstract which contains some necessary parts and summarizes some of the main ideas of the paper.	Unable to summarize ideas correctly and/or use accurate English.
3. Research Proposal	(These are explained in the following five columns)	Able to formulate a well-designed project with clear research questions, an appropriate methodology, and an appropriate theoretical framework, able to justify the project by situating it in the context of previous research, and able to write the proposal in clear and accurate English in an appropriate style using the proper formatting and citation conventions.	Able to formulate a project with clear research questions, an appropriate methodology, and an appropriate theoretical framework, able to justify the project by situating it in the context of previous research, and able to write the proposal in moderately clear and accurate English in an appropriate style using the proper formatting and citation conventions.	Able to formulate a project with clear research questions and a moderately appropriate methodology, and able to write the proposal in moderately clear and accurate English in an appropriate style using the proper formatting and citation conventions.	Able to formulate a project with moderately clear research questions and a moderately appropriate methodology.	Unable to formulate an appropriate project and/or describe it using accurate English.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

- an overview of the genre
- an overview of literature reviews in research proposals (structure & themes)
- the connection between a research proposal and a research report
- setting your reading directions (research topics & research design)
- searching for sources
- documenting bibliographies of sources (a revisit)
- reading academic literature: elaborative / inter-textual reading
- managing and recording insights from extensive readings
- summarizing others' works for one's own research purposes
- integral vs non-integral citations the APA style
- critical thinking as an integral part of research activities
- critical reading for research purposes
- critical thinking and critiquing in literature reviews for research purposes
- claim-hedging and claim-moderating
- organizing ideas and forming writing plans: an introduction to argumentation structure
- macro-structuring in literature reviews
- micro-structuring (synthesizing ideas to make knowledge claims)
- acknowledging sources of ideas
- in-text citation
- producing introductory texts in academic writing: strategic justification topic value + meta-pragmatics
- compiling lists of references
- basics of the academic register

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	(none)
2.	
3.	
...	

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Kennedy, M. L. and Smith, H. M. (2010) <i>Reading and Writing in the Academic Community (4th Edition)</i> . Prentice Hall.
2.	
3.	
...	