

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.

Part I

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|--|-------------------------------------|
| Course Title: | Acquisition of Specialist Discourse |
| Course Code: | EN6951 |
| Course Duration: | 1 semester |
| Credit Units: | 3 |
| Level: | P6 |
| Medium of Instruction: English | |
| 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) | NIL |

Part II

1. Course Aims:

The purpose of this course is two-fold. First, it aims to develop students' understanding of specialist discursive competence. Second, drawing on theoretical, conceptual and methodological frameworks developed in the fields of language acquisition, genre acquisition, genre analysis and socio-cognitive psychology of learning, the course aims to guide students to examine the specialist discursive practices in various workplace communities and how members of the communities develop their specialist discursive competence.

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. | describe a range of key notions relating to specialist discursive practices, specialist discursive competence and major theories of learning | 25% |
| 2. | apply the notions and theories described in CILO1 to explain specialist discursive practices, specialist discursive competence and acquisition of specialist discursive competence required in various workplace settings (see also CILO3) | 45% |
| 3. | describe and apply basic procedures to investigate the nature of specialist discursive practices, specialist competence required in specific workplace settings and how specialists in such settings acquire the specialist discursive competence (see also CILOs1 and 2) | 15% |
| 4. | describe and apply theory-/empirically-driven ESP instruction to help learners develop the necessary abilities to cope with the specialist discursive practices in specific workplace settings, and to develop the specialist discursive competence required in such settings. | 15% |

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

| CILO No | TLAs | Hours/week (if applicable) |
|---------|--|----------------------------|
| CILO 1 | Students will learn the set of concepts and theories and ultimately describe them through interactive lectures delivered by the instructor, completing in-class guided discussion tasks and take-home reading tasks. They will also be provided short revision tasks to help them recall and describe the concepts and theories learned in each unit concerned. | |
| CILO 2 | Students will learn how to apply the notions and theories relating to specialist discursive practices and | |

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| | acquisition of specialist discursive practices through various in-class discussion tasks and take-home reading tasks. | |
| CILO 3 | Students will learn and ultimately describe the basic investigation procedures described in CILO3 through interactive lectures delivered by the instructor, completing guided in-class discussion tasks and take-home reading tasks | |
| CILO 4 | Students will learn and ultimately describe and apply theory-/empirically-driven ESP instruction through interactive lectures delivered by the instructor, completing guided in-class discussion tasks and take-home reading tasks | |

4. Assessment Tasks/Activities

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

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

| CILO No | Type of assessment tasks/activities | Weighting (if applicable) | Remarks |
|-------------|--|-------------------------------------|---------|
| CILOs 1 & 2 | Students will take a 45-minute mid-term test in which they will be required to describe and apply the concepts and theories relating to specialist discursive practices and acquisition of specialist discursive practices. | 20% | |
| CILOs 1 & 2 | Students will read assigned literature to extend their understanding/learning of some of the theories or concepts discussed in the lectures and in-class tasks. They will also need to write a review of the reading to describe their understanding gained and discuss how the understanding can be applied to the group project described in the following ATA designed for CILOs 1-4. | 30% (See also ATA for CILOs 1-4) | |
| CILOs 1-4 | Students will form groups to complete a project in which they will investigate the specialist discursive practices of a particular workplace community and how informants of the community acquire the practices. They will also need to design some theory-/empirically driven instruction that can prepare novices of the community to develop their competence required of them in the various discursive practices of the community. To complete the project, students need to produce a 3000-word report that describes and discuss the investigation. The project as well as the written report will need to draw on the various concepts, theories and investigation procedures described in CILOs 1-4. | 50% (See also ATA for CILOs 1-2) | |

- 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.

Please see provided assessment grids for ATA (CILOs2 & 3).

Part III

Keyword syllabus by units of learning:

Specialist discursive competence: genres, genre knowledge, declarative knowledge, procedural knowledge, rhetorical knowledge, situated knowledge

Learning theories: behaviourism, reinforcement, punishment, schedule of reinforcement, cognitivism, Active Control of Thought (ACT), Information Processing Model (IPM), socio-cultural theory, social mediation, mediation tools, scaffolding, inter-/intra-mental learning, appropriation, situated learning theory, legitimate peripheral participation, community of practice, discourse community, identity, agency, power, institutional structure, access to resources

Inquiry procedures: narrative inquiries, triangulation, artefacts, on-site visits, interviews, text-based interviews

ESP instruction: syllabuses, classroom instruction, tasks, internship, attachment, collaboration with industry, faculty members, industry mentors

Recommended readings by units of learning:

Introduction to Specialist Discourse

Beaufort, A. (2000). *Writing in the real world: Making the transition from school to work*. New York: Teachers College Press. (5-9).

Hyland, K. (2004). *Genre and second language writing*. (Chapter 3: Genre Knowledge) Ann Arbor: The University of Michigan Press.

Bhatia, V. K. (2004). *Worlds of written discourse: A genre-based view*. (pp.1-26, and pp. 142-152). London: Continuum.

Patterns of genre knowledge/competence development

Beaufort, A. (2000). *Writing in the real world: Making the transition from school to work*. (Chapter 5, pp.103-137). New York Teachers College press.

Tardy, C. (2006). Researching first and second language genre learning: A comparative review and a look ahead. *Journal of Second Language Writing*, 15, 79-101.

Cheng, W. & Mok, E. (in press). Discourse processes and products: Land surveyors in Hong Kong. *English for Specific Purposes*.

Behaviorism

[Mitchell, R.](#) & Myles, F. (1998). *Second language learning theories* / Rosamond Mitchell, Florence Myles. (2nd ed.) (pp.30-33). London : Hodder Arnold.

Cognitivism

[Mitchell, R.](#) & Myles, F. (1998). *Second language learning theories* / Rosamond Mitchell, Florence Myles. (2nd ed.) (pp.99-105). London : Hodder Arnold.

Learner factors

MacKeracher, D. (2004). *Making sense of adult learning*. (2nd ed.). (Chapter 4). Toronto: University of Toronto Press.

Socio-cultural learning theory and situated learning theory and inquiry procedures

[Mitchell, R.](#) & Myles, F. (1998). *Second language learning theories* / Rosamond Mitchell, Florence Myles. (2nd ed.) (Chapter 3, pp.193-218). London : Hodder Arnold.

Beaufort, A. (1997). Operationalizing the concept of discourse community: A case study of one institutional site. *Research in Teaching English*, 31, 4, 486-529.

Beaufort, A. (2000). Learning the trade: A social apprenticeship model for gaining writing expertise. *Written Communication*, 17, 2, 185-223.

Freedman, A. & Adam, C. (1996). Learning to write professionally: "Situated learning" and the transition from university to professional discourse. *Journal of Business and Technical Communication*, 10, 4, 395-427.

Li, Y. Y. (2006). A doctoral student of physics writing for international publication: A sociopolitically-oriented case study. *English for Specific Purposes*, 25, 456-478.

Cheng, W. & Mok, E. (in press). Discourse processes and products: Land surveyors in Hong Kong. *English for Specific Purposes*.

ESP instruction

Bremner, S. (in press). Intertextuality and business communication textbooks: Why students need more textual support. *English for Specific Purposes*. doi:10.1016/j.esp.2008.01.001.

Hyland, K. (2004). *Genre and second language writing*. (Chapters 5 & 6) Ann Arbor: The University of Michigan Press.

Pang, T. T. T. (2002). Textual analysis and contextual awareness building: A comparison of two approaches to teaching genre. In Ann M. Johns (ed.), *Genre in the classroom: Multiple perspectives*, pp. 145-162. Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Purcell-Gates, V., Duke, N.K. & Martineau, J.A. (2007). Learning to read and write genre-specific text: roles of authentic experience and explicit teaching. *Reading Research Quarterly*, 42, 1, 8-45.

Dovey, T. (2006). What purposes, specifically? Re-thinking purposes and specificity in the context of the 'new vocationalism'. *English for Specific Purposes*, 25, 387-402.

Online Resources:

Nil

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