

Course Description

MEDD8843 Textual Analysis I: Academic Literacies in Science and Mathematics

Course description & objectives		
<p>This course focuses on raising both content teachers' and English teachers' academic language awareness. Specifically it aims to introduce course participants to different kinds of academic genres characteristic of the disciplines of science and mathematics. The genre patterns as well as the grammatical and lexical features specific to different kinds of academic genres in science and mathematics are systematically analysed. The ultimate aim is to equip course participants with the knowledge and skills needed to identify and describe the various language demands of academic texts and tasks in the disciplines of sciences and mathematics and to develop and design language support to better scaffold learners' understanding of the academic content in English.</p> <p>Coursework / Examination ratio: <u>100</u> % Coursework, <u>0</u> % Examination</p>		
Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)	
1. explain with examples key theories and concepts in the field of academic literacy and content and language integrated learning (CLIL): e.g. genre theory, register, field, tenor, mode, academic genres, everyday genres, classroom scaffolding	PLOs 1, 2, 3	
2. describe and analyse the linguistic patterns in key academic genres in the disciplines of science and mathematics	PLOs 1, 2	
3. identify and analyse the language demands of recurrent texts and tasks in science and mathematics lessons	PLOs 1, 2	
4. apply the above knowledge to the design and development of language support materials to assist teachers and students to teach and learn content subjects in English	PLOs 1-5	
5. design school-based initiatives for trying out and evaluating CLIL	PLOs 1-5	
Course assessment methods		
Assessment method	Weighting (%)	Aligned course learning outcome(s)
Textual Analysis (Task 1A)	30	CLOs 1, 2, 3
Textual Analysis (Task 1B)	30	CLOs 1, 2, 3
Mini-Teaching	20	CLOs 1 – 5
Material and Task Design	20	CLOs 2, 3, 4, 5
Course content and topics		
<p>Course overview Academic Genres in Mathematics I – The Written Language of Maths Academic Genres in Mathematics II – The Spoken Language of Maths: Understanding Maths Talk The Academic Register of Mathematics – Pedagogic Strategies for CLIL Task Design Academic Genres in Science I Academic Genres in Science II Academic Genres in Science III Implementation of CLIL in the Classroom Mini-Teaching I Mini-Teaching II</p>		
Required / recommended readings and online materials		
<ol style="list-style-type: none"> Derewianka, B. (1990). Exploring how texts work. Sydney, NSW: Primary English Teaching Association. Martin, J. R. & Rose, D. (2012). Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney school. Bristol, CT: Equinox. Lin, A. M. Y. (2016). Language across the curriculum & CLIL in English as an additional language (EAL) 		

contexts. Singapore: Springer.

4. Rose, D. (2010). Reading to learn teacher resource package. Sydney, NSW.
5. Swain, M., Kirkpatrick, A., & Cummins, J. (2011). How to have a guilt-free life using Cantonese in the English class. A handbook for the English language teacher in Hong Kong. Hong Kong: Research Centre into Language Acquisition and Education in Multilingual Societies, Hong Kong Institute of Education.
6. Turnbull, M. & Dailey-O'Cain, J. (Eds.) (2009). First language use in Second and Foreign language learning. Bristol, UK: Multilingual Matters.

Other additional course information

Nil