<u>**Course Description**</u>
<u>**MEDD8844 Textual Analysis II: Academic Literacies in the Social Sciences and Humanities**</u>

Course description
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 social sciences and humanities. The genre patterns as well as the grammatical and lexical features specific to different kinds of academic genres in social sciences and humanities 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 social sciences and humanities, and to develop and design language support to better scaffold learners' understanding of the academic content in English. **Coursework / Examination ratio:** ___**100**___ % Coursework, ___**0**___ % Examination

Course objectives
Please refer to the above course description.

Course learning outcomes	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
2. describe and analyse the linguistic patterns in key academic genres in the disciplines of social sciences and humanities	PLOs 1, 2
3. identify and analyse the language demands of recurrent texts and tasks in social sciences and humanities lessons	PLOs 1, 2, 3
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 and reflect on school based initiatives for trying out and evaluating CLIL	PLOs 1-5

Course assessment methods

Assessment method	Type of assessment (e.g. description of assignment)	Weighting (%)	Aligned course learning outcome(s)
Academic Text Analysis	Individual	40	CLOs 1,2, 3
Material design & Demo-teaching	Group	40	CLOs 1-5
Reflection	Individual	20	CLOs 3, 4, 5

Course content and topics

Session 1	• Course Overview • Overview of the Humanities and Social Science curriculum in Hong Kong schools • More on academic language (Some basic concepts of Systemic Functional Linguistics, BICS & CALP)	

Session 2	• Analysing academic texts
	  ➔ Academic vocabulary
	  ➔ Sentence patterns
	  ➔ Academic functions
	  ➔ Genre family	

Session 3	• Academic genre 1: Recount (personal/ historical recounts) • Academic genre 2: Sequential explanations	
Session 4	• Academic genres 3 & 4: Discussion & Exposition	

	• Academic genre 5: Suggestion/ Recommendation
Session 5	• Academic genre 6: Personal response/ Interpretation
	• Academic genre 7: Comparison and contrast
Session 6	• Pedagogical awareness: integrating academic and language focuses in content subjects
Session 7	• Awareness of assessment genres in the Humanities & Social Science subjects
Session 8	• Reflection on/ sharing of existing practice in schools
	• Consultation for Mini-teaching
Session 9	• Mini-Teaching I (*Assessment Task 2*)
Session 10	• Mini-Teaching II *(Assessment Task 2 cont'd)*
	Course summary/Final Joint Reflections

Required / recommended readings and online materials

1. Dale, L., & Tanner, R. (2012). *CLIL activities: a resource for subject and language teachers.* Cambridge University Press.
2. Derewianka, B. (1990). *Exploring how texts work.* Sydney NSW Primary English Teaching Association.
3. Gibbons, P. (2009). *English learners, academic literacy, and thinking: learning in the challenge zone.* Heinemann.
4. Lo, Y. Y. (2020). *Professional development of Content and Language Integrated Learning (CLIL) teachers.* Springer.
5. Martin, J. R. & Rose, D. (2012). *Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney school.* Equinox.
6. Richards, J. C., & Pun, J. (2022). *Teaching and learning in English medium Instruction: An Introduction.* Routledge.

Other additional course information

Nil