

## Course Description

### **MEDD8844 Textual Analysis II: Academic Literacies in the Social Sciences and Humanities**

<b>Course description</b>	
<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 the social sciences and humanities. The genre patterns as well as grammatical and lexical features specific to different kinds of academic genres in the 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 the social sciences and humanities, and to develop and strengthen language support to better scaffold learners' understanding of academic content in English.</p>	
<b>Course objectives</b>	
Please refer to the above course description.	
<b>Course learning outcomes</b>	<b>Aligned programme learning outcomes (PLOs)</b>
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
<b>Course assessment methods</b>	
<ul style="list-style-type: none"> <li>• Individual Academic Text Analysis</li> <li>• Group Material design &amp; Demo-teaching</li> <li>• Individual Reflection</li> </ul>	
<b>Course content and topics</b>	
<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Overview of the Humanities and Social Science curriculum in Hong Kong schools</li> <li>• More on academic language (Some basic concepts of Systemic Functional Linguistics, BICS &amp; CALP)</li> <li>• Analysing academic texts</li> <li>• Academic genre 1: Recount (personal/ historical recounts)</li> <li>• Academic genre 2: Sequential explanations</li> <li>• Academic genres 3 &amp; 4: Discussion &amp; Exposition</li> <li>• Academic genre 5: Suggestion/ Recommendation</li> <li>• Academic genre 6: Personal response/ Interpretation</li> <li>• Academic genre 7: Comparison and contrast</li> <li>• Pedagogical awareness: integrating academic and language focuses in content subjects</li> <li>• Awareness of assessment genres in the Humanities &amp; Social Science subjects</li> <li>• Reflection on/ sharing of existing practice in schools</li> </ul>	

Required / recommended readings and online materials
<ol style="list-style-type: none"> <li>1. Dale, L., &amp; Tanner, R. (2012). <i>CLIL activities: a resource for subject and language teachers</i>. Cambridge University Press.</li> <li>2. Derewianka, B. (1990). <i>Exploring how texts work</i>. Sydney NSW Primary English Teaching Association.</li> <li>3. Gibbons, P. (2009). <i>English learners, academic literacy, and thinking: learning in the challenge zone</i>. Heinemann.</li> <li>4. Lo, Y. Y. (2020). <i>Professional development of Content and Language Integrated Learning (CLIL) teachers</i>. Springer.</li> <li>5. Martin, J. R. &amp; Rose, D. (2012). <i>Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney school</i>. Equinox.</li> <li>6. Richards, J. C., &amp; Pun, J. (2022). <i>Teaching and learning in English medium Instruction: An Introduction</i>. Routledge.</li> </ol>
Other additional course information
Nil