

## **B.A. (Honours) in Contemporary English Studies**

<b>Course Title</b>	:	Models of Speech and Writing II
<b>Course Code</b>	:	ENG111
<b>Recommended Study Year</b>	:	1 <sup>st</sup> Year
<b>No. of Credits/Term</b>	:	3
<b>Mode of Tuition</b>	:	Lecture and Tutorial
<b>Class Contact Hours</b>	:	2 hours Lecture/week 1 hour Tutorial/week
<b>Category in Major Programme</b>	:	Required Course
<b>Prerequisite(s)</b>	:	N/A
<b>Co-requisite(s)</b>	:	N/A
<b>Exclusion(s)</b>	:	N/A
<b>Exemption Requirement(s)</b>	:	N/A

### **Brief Course Description**

This course aims to consolidate and further develop the language skills which students have learnt in ENG 108 Models of Speech and Writing I and focuses on reading and writing. It helps students to equip themselves adequately for university study and function effectively in academic contexts

### **Aims**

1. To learn effective reading skills;
2. To analyse the linguistic features, context and meaning of various types of texts especially academic texts;
3. To explore the processes and strategies of academic writing;
4. To learn the conventions of academic writing;
5. To write academic essays competently;
6. To take responsibility for own learning and become self-directed learners of English.

### **Learning Outcomes**

Students will be able to function effectively in academic contexts. They will be able to read critically and write English academic texts competently.

### **Indicative Content**

1. Developing responses to reading
2. Paraphrasing
3. Summarizing
4. Analysing purpose and audience
5. Grammar and meaning

6. Word choice
7. Coherence and cohesion
8. Reading, responding to and writing arguments
9. Drafting
10. Revising
11. Citation and referencing conventions

### **Teaching Methods**

Lectures, tutorials, seminars, workshops, language games.

### **Measurement of Learning Outcomes**

Through discussions, presentations, written assignments and examination.

### **Assessments**

60 % continuous assessment, 40% examination.

### **Required Readings**

Materials specifically designed to achieve learning objectives will be distributed throughout the course, but students are referred to the following for a deeper/wider understanding of the subject matter and for further practice:

### **Supplementary Readings**

- Anson, C.M. and Schwegler, R.A., *The Longman Handbook for Writers and Readers*, New York: Pearson/Longman, 2005.
- Bazerman, C., *The Informed Writer: Using Sources in the Disciplines*, 5<sup>th</sup> ed., Boston: Houghton Mifflin, 1995.
- Bruffee, K.A., *A Short Course in Writing*, 4<sup>th</sup> ed., New York: Pearson/Longman, 2007.
- Collins Cobuild, *English Language Dictionary*, London: Collins, 2005.
- Hall, E. and Weyrich, D., *The Reading-Writing Workshop*, University of Michigan Press, 2006.
- Leki, I., *Academic Writing: Exploring Processes and Strategies*, 2<sup>nd</sup> ed., New York: St. Martin's Press, 1995.
- Lingnan University, Argumentative Writing (self-learning pack) accessible at <http://rhetoric.ln.edu.hk>.
- Muller, G.H. and Wiener, H.S., *To the Point: Reading and Writing Short Arguments*, New York: Pearson/Longman, 2005.