

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

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**Part I**

<b>Programme Title</b>	: Certificate in Professional Development Programme for Teachers of English (1 week)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Developing Literacy Skills: KS2 to KS3
<b>Course Code</b>	: ENG5389
<b>Department</b>	: Department of English Language Education (ELE)
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 30
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 5

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**Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

This course explores with participants how upper primary and lower secondary students can be helped to develop reading and writing skills to support their English language development. The course takes a genre approach and will explore with participants key genres appropriate for the target level of students and the design of learning materials to support these students' development of reading and writing skills.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Demonstrate understanding of the purpose, text structure and language use of genres explored in the course [PILO<sub>1</sub>]; and
- CILO<sub>2</sub> Plan and design learning materials to develop upper primary and lower secondary students' literacy skills using a genre approach [PILO<sub>2</sub>, PILO<sub>3</sub>, PILO<sub>4</sub>].

## 3. Course Intended Language Learning Outcomes (CILLOs)

*Upon completion of this course, students will be able to:*

- CILLO<sub>1</sub> Further enhance their proficiency in reading and writing texts of different genres [PILO<sub>1</sub>].

## 4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Overview of the genre approach and how it develops literacy skills	CILO <sub>1</sub> CILLO <sub>1</sub>	Lecture, reading, workshop, text analysis, critique of materials design
● Analysis of the purpose, text structure and language use of genres appropriate for KS2 and KS3 students e.g. narrative, recount, procedure, information report, book review, argument	CILO <sub>1</sub> CILLO <sub>1</sub>	Lecture, reading, workshop, text analysis, critique of materials design
● Planning and designing learning materials to support students' literacy development using the genre approach: the teaching-learning cycle of text deconstruction – text co-construction – text construction; using text diagrams and other scaffolds to support learning	CILOs <sub>1 &amp; 2</sub> CILLO <sub>1</sub>	Lecture, reading, workshop, text analysis, critique of materials design

*Remark: Peer learning, assignment preparation and assignment research in library will be*

arranged as the On-Campus Learning Activities (6 hours)

## 5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) An analysis of the purpose, text structure and language use of a text in one genre appropriate for KS2 or KS3 students (individual work).	50%*	CILO <sub>1</sub> CILLO <sub>1</sub>
(b) Learning materials to develop students' reading and writing ability in the text analysed in (a) above using a genre approach (individual or pair work).	50%*	CILOs <sub>1 &amp; 2</sub> CILLO <sub>1</sub>

\*Graded on a Pass/Fail basis, with a Distinction grade possible for the most outstanding assignments.

## 6. Required Text(s)

Nil

## 7. Recommended Readings

- Christie, F., & Derewianka, B. (2008). *School discourse: Learning to write across the years of schooling*. London: Continuum.
- Derewianka, B. (1990). *Exploring how texts work*. Newtown: Primary English Teacher Association.
- Derewianka, B. (1996). *Exploring the writing of genres*. Herts, England: United Kingdom Reading Association.
- Echevarria, J. Vogt, M. & Short, D. (2004). *Making Content Comprehensible for English Learners*. New York: Pearson.
- Evans, M et al. (2001). *Effective Strategies for English Medium Classrooms*. Hong Kong: HKIED.
- Lewis, M. and Wray, D (2000) *Literacy in the Secondary School*. London: David Fulton
- LERN [Literacy and Education Research Network] (1990). *A genre-based approach to teaching writing, Years 3–6, Book 1: Introduction, Book 2: Factual writing, Book 3: Writing stories, Book: Theory and practice*. Annandale, Australia: Common Ground.
- Unsworth, L. (2001). *Teaching multiliteracies across the curriculum*. Berkshire: Open University Press.
- Wray, D. & Lewis, M. (1997). *Extending literacy: Children reading and writing non-fiction*. London: Routledge.

## 8. Related Web Resources

<http://www.ccn-clil.eu/index.php?name=Content&nodeIDX=3488>  
<http://www.carla.umn.edu/immersion/index.html><http://www.icrj.eu/> (International CLIL Research Journal)

## **9. Related Journals**

International CLIL Research Journal

## **10. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## **11. Others**

Nil

7 May 2018