

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Certificate in Professional Development Programme for Teachers of English (1 week)
Programme QF Level	: 5
Course Title	: Process-genre 2.0: literacy learning in the digital age
Course Code	: ENG5434
Department	: Department of English Language Education (ELE)
Credit Points	: 3
Contact Hours	: 30
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 5

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 students can be helped to develop literacy skills to support their English language development in the 21st century classrooms. The course takes a process-genre approach and will explore with participants key genres in the primary and secondary curricula and the planning, implementation and evaluation of English language lessons as well as learning materials to support students' development of multiliteracies in English.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate understanding of the purpose, text structure, language use of genres explored in the course and the meaning-making potential of multimodal elements [PILO₁];
- CILO₂ Plan, implement and evaluate English language lessons (with ready-to-use learning materials) using a process-genre approach to develop students' abilities to comprehend and create multimodal texts [PILO₂, PILO₃, PILO₄]; and
- CILO₃ Plan, implement and evaluate the integration of multimodal resources in English language lessons using the process-genre approach [PILO₂, PILO₃, PILO₄].

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Further enhance their proficiency in reading and writing texts of different genres [PILO₁].

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Overview of the process-genre approach and how it develops literacy skills	CILO ₁ CILLO ₁	Lecture, reading, and workshop
● Analysis of the purpose, the structure, use of language and multimodal elements of genres, e.g. narrative, recount, procedure, information report, book review, argument	CILO _{1&3} CILLO ₁	Lecture, reading, workshop and text analysis
● Planning, implementing and evaluating English language lessons with ready-to-use learning materials	CILOs _{1 & 2} CILLO ₁	Lecture, reading, workshop, analyses and critique of sample lesson plans and

to support students' literacy development using the process-genre approach		learning materials
● Familiarise participants with notions of multimodal texts and ways of systemic and judicious integration of multimodal resources in planning and implementing English language lessons	<i>CILO₃</i>	Lecture, reading, workshop, analyses and critique of lesson transcripts and relevant learning materials

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, the structure, language use and multimodal elements of a text in one genre appropriate for KS2 or KS3 students (individual work).	50%*	<i>CILO₁</i> <i>CILLO₁</i>
(b) A lesson plan with justification on the rationale of teaching steps and ready-to-use learning materials to develop students' abilities to comprehend and create using the text analysed in (a) above with a process-genre approach (individual or pair work).	50%*	<i>CILOs 1, 2 & 3</i> <i>CILLO₁</i>

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

6. Required Text(s)

Nil

7. Recommended Readings

- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2), 153-160.
- Christie, F., & Derewianka, B. (2008). *School discourse: Learning to write across the years of schooling*. London: Continuum.
- Derewianka, B. (1996). *Exploring the writing of genres*. Herts, England: United Kingdom Reading Association.
- Derewianka, B. (2020). *Exploring how texts work* (2nd edition). Rozelle, N.S.W., Australia: Primary English Teaching Association.
- Education Bureau (2017). *English language education: Key learning area curriculum guide (Primary 1 – Secondary 6)*. Retrieved from https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf
- Jewitt, C. (2014). *The Routledge handbook of multimodal analysis* (2nd edition). Milton

- Park, Abingdon, Oxon: Routledge.
- Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. London: Routledge.
- Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney School*. London: Equinox.
- Roth, W. M. (2001). Gestures: Their role in teaching and learning. *Review of Educational Research*, 71(3), 365-392.
- Tan, L., & Zammit, K. (2018). *Teaching, writing and representing in the primary school years (Pearson Original Edition EBook)*. Melbourne: Pearson Education.
- Unsworth, L. (2001). *Teaching multiliteracies across the curriculum*. Berkshire: Open University Press.
- Wilson, A. A., Boatright, M. D., & Landon-Hays, M. (2014). Middle school teachers' discipline-specific use of gestures and implications for disciplinary literacy instruction. *Journal of Literacy Research*, 46(2), 234-262.

8. Related Web Resources

Promotion of Reading in Schools

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/reading.html>

Developing Students' Multimodal Literacy in the Secondary English Language Classroom

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/multimodal_literacy.html

Developing Junior Secondary Students' Capability to Understand, Respond to and Create Multimodal Texts in English

<https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/seed/whatsnew-2019-20/NT0219.pdf>

Enriching KS2 Students' Reading Experiences through the Use of Multimodal Texts:

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/professional-development-programmes/KS2%20Reading%20thro%20Multimodal%20Texts_2018%200210.pdf

Enhancing Students' Language Skills with Multi-modal Texts

https://emm.edcity.hk/media/0_ziwoltc2

9. Related Journals

- ❖ *The Journal of Literacy Research (JLR)*
- ❖ *Language and Education*
- ❖ *System: An International Journal of Educational Technology and Applied Linguistics*
- ❖ *Journal of Visual Literacy*

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

19 April 2022