Part I

Programme Title	:	Certificate in Professional Development Programme on Developing a Reading Across across the Curriculum (RaC) Module in the Primary English Classroom
Programme QF Level	:	6
Course Title	:	Developing a Reading across the Curriculum (RaC) Module in the Primary English Classroom
Course Code	:	ENG5451
Department	:	Department of English Language Education
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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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

To enrich the school-based English Language curriculum, it is important to develop students' strengths and knowledge base in "Reading to Learn". RaC is an approach which helps students connect their learning experiences and provides them with opportunities to integrate and apply knowledge and skills developed in different Key Learning Areas (KLAs) (CDC, 2017). It also arouses students' interest in reading through relating their personal experiences to their learning. This course aims at empowering in-service primary school teachers and middle managers with RaC theories and curriculum mapping strategies, enabling them to plan and implement RaC in the primary English Language curriculum. Teacher participants will be introduced to effective strategies to help students develop the reading skills and strategies necessary for processing and responding to RaC texts; explore practical strategies for connecting students' RaC experiences with writing across the curriculum; design cross-curricular activities to enhance students' ability to integrate the knowledge, skills and learning experiences gained in different KLAs so as to deepen and broaden their learning; and assess project-based learning activities/cross-curricular activities when implementing RaC. Practical ideas on curriculum mapping, learning resource development and assessment design will be shared by the course instructor and experienced in-service teachers. With reference to Kotter's Eight-Step Change Model, suggestions on how to implement organisational changes and enhance collaboration between different subject coordinators in promoting RaC will be provided.

2. Course Intended Learning Outcomes (CILOs)

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

CILO$_1$ demonstrate an understanding of the theory and principles of effective reading strategies to promote RaC in the primary English curriculum;

CILO$_2$ apply knowledge and skills of pedagogical principles to design an RaC module in the primary English curriculum;

CILO$_3$ critically evaluate an RaC module on how the module can enhance students' interest in reading through making connections to their personal experience; and

CILO$_4$ anticipate and cope with the challenges in collaborating with different English teachers and subject coordinators and liaise with different stakeholders.

3. Course Intended Language Learning Outcomes (CILLOs)

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

CILLO$_1$ use spoken and written English to demonstrate knowledge gained in the course precisely and coherently.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
Introduction to theories and principles of Reading across the Curriculum (RaC)	$CILO_{1,3}$	Lectures, class activities and discussions
Introduction to effective strategies to help students develop reading skills and strategies necessary for processing and responding to RaC texts	$CILO_1$	Lectures, workshops, class activities and school visits/ sharing with frontline practitioners
Developing and designing a Reading across the Curriculum module in the primary English curriculum	$CILO_{2,3}$ $CILLO_1$	Lectures, workshops and student presentation
Exploring practical strategies for connecting students' RaC experience with writing across the curriculum	$CILO_{1,3}$	Lectures, workshops, class activities, discussions and school visits/ sharing with frontline practitioners
Introduction to Kotter's 8-Step Change Model for implementing organizational change	$CILO_4$	Lectures, class activities and discussions
Assessing project-based learning activities/cross-curricular activities when implementing RaC	$CILO_3$ $CILLO_1$	Workshops and discussions

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Group project – participants co-design an RaC module and develop teaching and learning materials.	30%	$CILO_{1,2}$
(b) 10-minute individual presentation – evaluate the RaC policies or current RaC practice in participant's school and suggests strategies for implementing a new RaC module.	30%	$CILO_4$
(c) 1500-word individual justification – justify the design of the co-designed RaC module and developed teaching and learning materials.	40%	$CILO_{1,3}$

6. Use of Generative AI in Course Assessments
Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional

requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Nil

8. Recommended Readings

Aslan, Y. (2016). The Effect of Cross-curricular Instruction on Reading Comprehension. *Universal Journal of Educational Research, 4*(8), 1797–1801. https://doi.org/10.13189/ujer.2016.040808

Curriculum Development Council. (2017). *Booklet 6B: Reading to Learn: Towards Reading across the Curriculum. Senior Secondary Curriculum Guide*. Retrieved from https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%206B_en_20180831.pdf

Curriculum Development Council. (2017). *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)*. Retrieved from https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf

January, S.-A. A., Ardoin, S. P., Christ, T. J., Eckert, T. L., White, M. J. (2016). Evaluating the Interpretations and Use of Curriculum-based Measurement in Reading and Word Lists for Universal Screening in First and Second Grade. *School Psychology Review*, 45(3), 310-326.

Jacob, H.H. (2017). *Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening*. Routledge.

Kotter, J.P. (1996). *Leading Change*. Boston, MA: Harvard Business Review Press.

Lenski, S. D. (2001). Brain Surfing: A Strategy for Making Cross-curricular Connections. *Reading Horizons: A Journal of Literacy and Language Arts*, *42* (1). Retrieved from https://scholarworks.wmich.edu/ reading_horizons/vol42/iss1/9

O'Callaghan, C. M. (2011). *Using Children's Literature across the Curriculum: A Handbook of Instructional Strategies*. Boston: Pearson. Rose, D. (2016). Engaging and supporting all our students to read and learn from reading. PETAA Paper, 202. Retrieved from http://www.petaa.edu.au/imis_prod/w/Teaching_Resources/PPs/PETAA_PAPER_202.aspx.

Rose, D., & Martin, J. R. (2012). *Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School*. Sheffield: Equinox.

Roessing, L., & Laminack, L. (2019). *Talking Texts: A Teachers' Guide to Book Club*

across the Curriculum. Rowman & Littlefield Publishers.

9. Related Web Resources

EDB: Four key tasks – achieving learning to learn: 3B reading to learn.
https://cd.edb.gov.hk/becg/english/chapter3B.html
EDB: Reading to learn:
https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/reading-tolearn/index.html
EDB: Book list for reading across the curriculum
https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/RaC/RaCBooklists.html
EDB: Reaping Multiple Benefits through promoting reading across the curriculum in the primary English classroom
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/engedu/references-resources/RaC%20Pri/Leaflet_RaC_Pri.pdf

10. Related Journals

Nil

11. 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/uploads/docs/0000000016336798924548BbN5). Students should familiarize themselves with the Policy.

12. Others

Nil

7 July 2025