

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Linguistics and Translation**  
**with effect from Semester A 2017 / 18**

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**Part I Course Overview**

**Course Title:** Appreciating Written Texts

**Course Code:** LT2306

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B2

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* NIL

**Precursors:**  
*(Course Code and Title)* NIL

**Equivalent Courses:**  
*(Course Code and Title)* CTL2306 Style in selected Written Genres

**Exclusive Courses:**  
*(Course Code and Title)* NIL

## Part II Course Details

### 1. Abstract

*(A 150-word description about the course)*

The course aims to help students explore and develop a critical awareness of the stylistic features and conventional usage of selected practical text types of writing, such as advertising, news-media and literary text types, with a view to enhancing their ability to (1) apply general stylistic concepts to the analysis of specific practical text types and (2) manipulate the conventions of the text types in question.

### 2. Course Intended Learning Outcomes (CILOs)

*(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Identify, describe and explain key features of specific text-types such as advertising, news and literary text types		✓	✓	✓
2.	Apply key concepts of textual criticism when analysing examples of specific text types		✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

Final details will be provided to students in their first week of attendance in this course.

All classes take a lecture format, involving a mixture of teacher-facilitated explanation and discussion, student exercises of different kinds, presentations, and other activities. A detailed breakdown is given as follows:

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2					
1	Teacher-facilitated analysis and discussion of key structures and concepts in each text-type selected.	✓	✓					
2	Teacher-facilitated case studies of style in examples from each text-type.	✓	✓					
3	Exercises (both in-class and for preparation outside class) involving written analyses of style in text samples.	✓	✓					

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2						
Continuous Assessment: 60%								
<b>Written assignments</b> A number of written assignments are given, involving various tasks, e.g. composition in a particular text-type, analysis of a text, or translation of Chinese text into a given English text-type.	✓	✓					40%	
<b>Quiz</b> A quiz involving short-answer questions is used during the semester, to test key concepts, vocabulary, etc., as appropriate.	✓	✓					10%	
<b>Class activities / Participation</b> A further ten percent is awarded for active participation in classroom activities in the forms of group discussions and presentations.	✓	✓					10%	
<b>Examination: 40%</b> (duration: 2 hours) An examination is given in which students are required to produce written answers to questions designed to test their analytical knowledge about and abilities for different types of written texts. (CILO No. 1 and 2)								
							100%	

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Written assignments	See explanation on the right.	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
2. Quiz	See explanation on the right.	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

3. Class activities / Participation	See explanation on the right.	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
4. Examination	See explanation on the right.	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

(An indication of the key topics of the course.)

Analysis of Text-type Features – analysis of key text-type features and structure in different text types, such as advertising, journalistic and literary writing. Areas include the use of different linguistic levels to analyse and hence appreciate different types of written texts.

**2. Reading List**

**Additional Readings**

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Leech, Geoffrey and Mick Short, <i>Style in Fiction</i> , Longman, 1981.
2.	Short, Mick, <i>Exploring the Language of Poems, Plays and Prose</i> , Longman, 1996.
3.	Bhatia, Vijay, <i>Analysing genre: language use in professional settings</i> , London: Longman, 1993.
4.	Cook, Guy, <i>The discourse of advertising</i> , (2 <sup>nd</sup> edition), London: Routledge, 2001.
5.	Fowler, Roger, <i>Language in the news: discourse and ideology in the press</i> , London: Routledge, 1991.