City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2022/23

Part I   Course Overview

Course Title:	Analysing Specialised Texts for Applied Purposes
Course Code:	EN5315
Course Duration:	One semester
Credit Units:	3
Level:	P5
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)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   Abstract

This course is intended to provide students with the skills and theoretical understanding needed to critically analyse different text types (genres) in a range of settings, both academic and professional. The ultimate goal is to show how such analysis can be usefully applied in terms of both text production and pedagogy.

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	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Describe and critique the current approaches to the analysis of specialised academic and professional texts (genres) for teaching purposes.		X	X	
2.	Describe and account for the use of specific semiotic resources and rhetorical strategies in specialised genres.		X	X	
3.	Analyse the disciplinary, intercultural and cross-cultural variation in academic and professional genres.		X	X	X
4.	Evaluate and draw insights from genre analyses to inform genre teaching and text production in a variety of academic and professional contexts.				X

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.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
	Read a selection of relevant references, interpreting the views of published authors reviewing them critically, and learning how to report genre analyses.	X	X					
	Interactive lectures, short text analysis tasks and class discussions.	X	X	X	X			

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	3	4				
Continuous Assessment: 100%								
Write an in-class test.	X	X					30%	Individual assessment
Produce a video presenting an analysis of a published genre study; with substantial contributions and active participation from all members		X	X	X			30%	Individual and group assessment
Conduct and report in writing a group analysis of an academic or professional genre that can inform teaching		X	X	X			40%	Group assessment
Examination: 0%								
							100%	

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1.	--	Demonstrates excellent understanding of the subject matter.	• Demonstrates good understanding of the subject matter, although weak on some points.	Demonstrates adequate/marginal understanding of the main issues.	Has not answered enough questions to demonstrate an understanding of the main issues.
2.	Content (group)	• Demonstrates excellent understanding of the subject matter and the study reported in the article. • Presents a thorough, critical and accurate analysis of the study • Provides impressive insights for how genre analyses can be presented in writing	• Demonstrates good understanding of the subject matter and the study reported in the article, • Presents a rather thorough and accurate analysis of the study • Provides some useful insights for how genre analyses can be presented in writing	• Demonstrates adequate/marginal understanding of the subject matter and the study reported in the article • Presents somewhat accurate analysis of the study which lacks thoroughness • Provides rather limited insights for how genre analyses can be presented in writing	• Demonstrates very little understanding of the subject matter and the study reported in the article. • Presents an inaccurate analysis of the study. • • No insights provided for how genre analyses can be presented
	Creativity, interactivity, and team spirit (group)	• Shows impressive creativity in presenting the content of the analysis that contributes to the effectiveness of the video • Displays meaningful interactions among the	• Shows some creativity in presenting the content of the analysis that contributes to effectiveness of some parts of the video • Displays fair amounts of interactions among the team members	• Shows limited creativity • Displays limited interactions among team members • Displays limited unity and team spirit	--

			team members Showing unity and team spirit	Shows a fair degree of unity and team spirit		
	Language use and body language (individual)	• Very fluent and effective • With very few minor non-intrusive errors in pronunciation, syntax and/or vocabulary • Very spontaneous throughout Very effective use of body language	• Quite fluent and effective in most parts • With some non-intrusive errors made in pronunciation, syntax and/or vocabulary • Quite spontaneous in most parts Effective use of body language in most parts	• Not quite fluent and not effective in some parts • With many non-intrusive errors made in pronunciation, syntax and /or vocabulary • Reciting or reading from a script in most parts • Ineffective use of body language	• Many breakdowns and/or hesitations • Many intrusive errors made in pronunciation, accuracy and/or vocabulary
3.	Content	• Includes all required parts; • Shows full understanding of main concepts and their application; • All relevant and required information is included in discussion and analysis; • The topic is comprehensively analysed and explained; • The purpose of the analysis of concepts is completely achieved; • Impressive pedagogical implications grounded in the analysis are disused in depth. •	• Includes all required parts • The main concepts are competently discussed and applied**;** • The information included in discussion and analysis of concepts is sufficient; • The topic is sufficiently analysed and explained; • The purpose of the conceptual analysis is achieved; • Some useful pedagogical implications grounded in the analysis are discussed. •	• Misses a few required parts • The concepts selected for analysis partially/adequately applied**;** • Only partial/adequate information is included in discussion and analysis of concepts; • Only partial /adequate analysis is provided; • The purpose of the conceptual analysis is partially/adequately achieved; • Few pedagogical implications grounded in the analysis are discussed.	• Missing most of the required parts • The concepts selected for analysis are highly inadequate**;** • Very limited or inaccurate information is incorporated in conceptual analysis; • The analysis is not at all comprehensible**;** • The purpose of the conceptual analysis is not achieved in any way; • No pedagogical implications are discussed at all. •

	Organization	• Well-organized; flows well with very few non-intrusive jumps	• Quite well-organized; with some non-intrusive jumps	• Adequately organized; with a few major intrusive jumps	• Very disorganized and very difficult to follow
	Language use	• Very fluent and effective • With very few minor non-intrusive errors in syntax and/or vocabulary • Consistent style of writing across all parts of the report	• Quite fluent and effective • With some non-intrusive errors made in syntax and/or vocabulary • Some minor inconsistency in style across sections	• Not quite fluent and not quite effective • With many non-intrusive errors made in syntax and /or vocabulary • Marked inconsistency across sections	• Many breakdowns and/or hesitations • Many intrusive errors made in syntax and/or vocabulary

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. In-class test	--	• Demonstrates excellent understanding of the subject matter.	• Demonstrates good understanding of the subject matter, although weak on some points.	• Demonstrates adequate understanding of the main issues.	• Demonstrates limited understanding of the subject matter and can only recall a limited amount of content.	• Has not answered enough questions to demonstrate an understanding of the main issues.
2. Recorded analysis of a published genre study	Content (group)	• Demonstrates excellent understanding of the subject matter and the study reported in the article. • Presents a thorough, critical and accurate analysis of the study • Provides impressive insights for how genre analyses can be presented in writing	• Demonstrates good understanding of the subject matter and the study reported in the article, • Presents a rather thorough and accurate analysis of the study • Provides some useful insights for how genre analyses can be presented in writing	• Demonstrates adequate understanding of the subject matter and the study reported in the article • Presents somewhat accurate analysis of the study which lacks thoroughness • Provides rather limited insights for how genre analyses	• Demonstrates limited understanding of the subject matter and the study reported in the article • Presents an incomplete analysis of the study, which is inaccurate in some parts • Provides very few useful insights provided for how genre analyses can be	• Demonstrates very little understanding of the subject matter and the study reported in the article. • Presents an inaccurate analysis of the study. • No insights provided for how genre analyses can be presented

				• can be presented in writing •	presented in writing.	
	Creativity, interactivity, and team spirit (group)	• Shows impressive creativity in presenting the content of the analysis that contributes to the effectiveness of the video • Displays meaningful interactions among the team members • Showing unity and team spirit	• Shows some creativity in presenting the content of the analysis that contributes to effectiveness of some parts of the video • Displays fair amounts of interactions among the team members • Shows a fair degree of unity and team spirit	• Shows limited creativity • Displays limited interactions among team members • Displays limited unity and team spirit	• Shows very little creativity • Displays no interactions among team members • Lacks unity and team spirit	--
	Language use and body language (individual)	• Very fluent and effective • With very few minor non-intrusive errors in pronunciation, syntax and/or vocabulary • Very spontaneous throughout • Very effective use of body language	• Quite fluent and effective in most parts • With some non-intrusive errors made in pronunciation, syntax and/or vocabulary • Quite spontaneous in most parts • Effective use of body language in most parts	• Somewhat fluent and somewhat effective in some parts • With many non-intrusive errors made in pronunciation, syntax and /or vocabulary • Reciting or reading from a script in most parts • Ineffective use of body language	• Not fluent and not effective, with frequent intrusive errors made in pronunciation, syntax and/or vocabulary • Scripted throughout • Very little use of body language •	• Many breakdowns and/or hesitations • Many intrusive errors made in pronunciation, accuracy and/or vocabulary
3. Group analysis of a genre	Content	• Includes all required parts; • Shows full understanding of main concepts and their application; • All relevant and required information is included in discussion and analysis; • The topic is	• Includes all required parts • The main concepts are competently discussed and applied; • The information included in discussion and analysis of concepts is sufficient; • The topic is sufficiently analysed	• Includes most of the required parts • The concepts selected for analysis are sufficient, and partially applied; • Only partial information is included in discussion and	• Some key required parts are missing • The concepts selected for analysis are sketchy and inadequate; • Incomplete information is included in discussion and analysis of concepts;	• Missing most of the required parts • The concepts selected for analysis are highly inadequate; • Very limited or inaccurate information is incorporated in conceptual

		comprehensively analysed and explained; • The purpose of the analysis of concepts is completely achieved; • Impressive pedagogical implications grounded in the analysis are disused in depth.	and explained; • The purpose of the conceptual analysis is achieved; • Some useful pedagogical implications grounded in the analysis are discussed.	analysis of concepts; • Only partial analysis is provided; • The purpose of the conceptual analysis is partially achieved; • Few pedagogical implications grounded in the analysis are discussed.	• The analysis is not informative or comprehensive; • The purpose of the conceptual analysis is not adequately achieved; • Pedagogical implications are discussed but they are not grounded in the analysis at all.	analysis; • The analysis is not at all comprehensible; • The purpose of the conceptual analysis is not achieved in any way; • No pedagogical implications are discussed at all.
	Organization	• Well-organized; flows well with very few non-intrusive jumps	• Quite well-organized; with some non-intrusive jumps	• Adequately organized; with a few major intrusive jumps	• Frequent intrusive jumps	• Very disorganized and very difficult to follow
	Language use	• Very fluent and effective • With very few minor non-intrusive errors in syntax and/or vocabulary • Consistent style of writing across all parts of the report	• Quite fluent and effective • With some non-intrusive errors made in syntax and/or vocabulary • Some minor inconsistency in style across sections	• Somewhat fluent and somewhat effective • With many non-intrusive errors made in syntax and /or vocabulary • Marked inconsistency across sections	• Not fluent and not effective, with frequent intrusive errors made in syntax and/or vocabulary • Extreme inconsistency across sections	• Many breakdowns and/or hesitations • Many intrusive errors made in syntax and/or vocabulary

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.)
- Functional variation in discourse: registers, styles, and genres;
- Discursive practices in professional communities: genre analysis;
- Genres in specific contexts, including promotional, academic, legal, newspaper, and business;
- Disciplinary variation in academic genres;
- Intertextuality and interdiscursivity, appropriation of generic resources, genre-mixing, genre embedding, and genre-bending;
- Analysis of discursive and professional practice;
- Multi-perspective and multidimensional genre analytical framework;
- Issues in critical genre analysis.

2. **Reading List**
2.1 **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Hyon, S. (2018). *Introducing genre and English for specific purposes*. Abingdon, Oxon; New York, NY: Routledge.

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

1.	Bax, S. (2011). *Discourse and genre: Analysing language in context*. London: Palgrave Macmillan.
2.	Bhatia, V. (1993). *Analysing genre: Language use in professional settings*. London, Longman.
3.	Bhatia, V. (2004). *Worlds of written discourse: A genre-based view.* London, Continuum.
4.	Swales, J. (1990). *Genre analysis: English in academic and professional settings*. Cambridge, Cambridge University Press.