

LT2306: APPRECIATING WRITTEN TEXTS

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Appreciating Written Texts

Subject Code

LT - Linguistics and Translation

Course Number

2306

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL2306 Style in selected Written Genres

Exclusive Courses

Nil

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify, describe and explain key features of specific text-types such as advertising, news and literary text types		x	x	x
2	Apply key concepts of textual criticism when analysing examples of specific text types		x	x	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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures (a) Lectures for key structures and concepts: Students will engage in teacher-facilitated analysis and discussion of key structures and concepts in each text-type selected. (b) Lectures for the analytical steps in case studies: Students will engage in teacher-facilitated case studies of style in examples from each text-type.	1, 2	
2	In-class practice Student will do exercises involving written analyses of style in text samples and applications of key concepts and analytical steps to demonstrate sound understanding.	1, 2	

Additional Information for LTAs

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:

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Three group project reports as written assignments, involving various tasks such as the stylistic analysis of a text	1, 2	40	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
2	One mid-term quiz involving short-answer questions to test students' understanding of key concepts, vocabulary, etc.	1, 2	10	-	No

3	In-class participation and practice	1, 2	10	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
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Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

1. Group project reports

Criterion

See the following explanation.

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

2. Mid-term quiz

Criterion

See the following explanation.

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

3. In-class participation and practice

Criterion

See the following explanation.

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

4. Examination

Criterion

See the following explanation.

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Part III Other Information

Keyword Syllabus

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.

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
1	Leech, Geoffrey and Mick Short, Style in Fiction, Longman, 1981.
2	Short, Mick, Exploring the Language of Poems, Plays and Prose, Longman, 1996.
3	Bhatia, Vijay, Analysing genre: language use in professional settings, London: Longman, 1993.

4	Cook, Guy, The discourse of advertising, (2nd edition), London: Routledge, 2001.
5	Fowler, Roger, Language in the news: discourse and ideology in the press, London: Routledge, 1991.