THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Programme Title	:	Bachelor of Education (Honours) (English Language) (Five-year Full-time)
Programme QF Level	:	5
Course Title	:	Exploring Written Genres
Course Code	:	ENG3265
Department	:	Department of English Language Education (ELE)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	3

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"):
- **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

This course enables students to develop an in-depth understanding of how written English makes meaning by text structure, and appropriate and purposeful language use. Students will analyse and critically evaluate a wide range of written genres for their purpose, structure and language use. The course also considers the implications of a genre-based approach to teaching written English in local primary and secondary classrooms. An in-depth understanding of how written genres work also enables students themselves to write well.

2. Course Intended Learning Outcomes (CILOs)

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

CILO$_1$ Demonstrate an in-depth understanding of how different written genres make meaning through their specific purpose, text structure and language use; **[PILO1 (SK1)]**; and

CILO$_2$ Apply knowledge of written genres and related pedagogical strategies to support school students' English language learning. **[PILO5 (SPK2)]**.

3. Course Intended Language Learning Outcomes (CILLOs)

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

CILLO$_1$ Write well-structured and well-phrased expository texts based upon an informed consideration of features of organization and coherence, audience and task completion (LPATE requirements for writing). **[PILO 3 (SK3)]**.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Genres as social action: text structures and language use to achieve communicative purposes.	*CILO$_1$* *CILLO$_1$*	Lectures, discussions, workshops, text analyses, (online analysis activities), writing circles, searching for texts of different genres online.
● The macro-genres of narratives and expositions and their sub-genres.	*CILO$_1$* *CILLO$_1$*	Lectures, discussions, workshops, text analyses, (online analysis activities), writing circles, searching for texts of different genres online.
● Narrative genres: ➢ Narratives (e.g. stories, fables, fairy tales) and recounts (e.g.	*CILO$_1$* *CILO$_2$*	Lectures, discussions, workshops, text analyses, (online analysis activities),

	autobiographies, biographies, news report, historical recounts). ➢ Purposes, structural and linguistic features, and pedagogical implications.		writing circles, searching for texts of different genres online.
●	Exposition genres: ➢ Argumentative and opinion genres (e.g. persuasions, discussions, book reviews, editorials), explanation genres (e.g. information reports, procedures, process explanations, comparison-contrast), description genres. ➢ Purposes, structural and linguistic features, and pedagogical implications.	*CILO₁* *CILO₂* *CILO₃*	Lectures, discussions, workshops, text analyses, (online analysis activities), writing circles, searching for texts of different genres online.
●	Fluidity and blurred demarcation of genres, mixed and hybrid genres.	*CILO₁* *CILLO₁*	Lectures, discussions, workshops, text analyses, (online analysis activities), writing circles, searching for texts of different genres online.
●	Principles and practices of a genre-based approach to teaching and assessing language learning: the teaching-learning cycle of deconstruction-co-construction-reconstruction of texts.	*CILO₁* *CILO₂*	Lectures, discussions, workshops, text analyses, (online analysis activities), writing circles, searching for texts of different genres online.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) An analysis of a text of a certain genre, suitable for primary or secondary students' learning, for its purpose, text structure (stages) and language use	30%	*CILO₁* *CILLO₁*
(b) A teaching plan and related learning materials for using the text in (a) to help students learn to read and write the genre	70%	*CILO₁ & ₂* *CILLO₁*

6. Required Text(s)

Derewianka, B. (1996). Exploring the writing of genres. Herts, England: United Kingdom Reading Association.

7. Recommended Readings

Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal, 54,* 153-160.

Berkenkotter, C. & Huckin, T.N. (1995). *Genre knowledge in disciplinary communication: Cognition/culture/power.* Hillsdale: Lawrence Erlbaum Associates.

Chapman, M.L. (1999). Situated, social, active: Rewriting genre in the elementary classroom. *Written Communication, 16,* 469-490.

Christie, F. (1995). Genre-based approaches to teaching literacy. In M. L. Tickoo (Ed.). *Reading and writing: Theory and practice.* Singapore: SEAMEO Regional Regional Language Centre.

Christie, F., & Derewianka, B. (2008). *School discourse: Learning to write across the years of schooling.* London: Continuum.

Christie, F. & Martin, J.R. (Eds.). (1997). *Genre and institutions: Social processes in the workplace and school.* London: Cassell.

Cope, B., & Kalantzis, M. (1993). *The powers of literacy. A genre-based approach to teaching writing.* London: Falmer Press.

Derewianka, B. (1990). *Exploring how texts work.* Newtown: Primary English Teacher Association.

Furkin, A., Forey, G., & Sengupta, S. (2007). Teaching writing to low proficiency EFL students. *ELT Journal, 61,* 341-352.

Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing, 12,* 17-29.

Hyland, K. (2004). *Genre and second language writing.* Ann Arbor, Mich.: University of Michigan Press.

Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing, 16,* 148-164.

Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly, 30,* 693-722.

Johns, A.M. (1995). Genre and pedagogic purposes. *Journal of Second Language Writing, 4,* 181-190.

Johns, A.M. (2002). (Ed.), *Genre in the classroom: Multiple perspectives.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

Kay, H., & Dudley-Evans, T. (1998). Genre: What teachers think. *ELT Journal, 52,* 308-314.

LERN [Literacy and Education Research Network] (1990). *A genre-based approach to teaching writing, Years 3–6, Book 1: Introduction, Book 2: Factual writing, Book 3: Writing stories, Book : Theory and practice.* Annandale, Australia: Common Ground.

Martin, J. (1985). *Factual writing: Exploring and challenging social reality.* Oxford: Oxford University Press.

Martin, J.R. (2009). Genre and language learning: A social semiotic perspective. *Linguistics and Education, 20,* 10-21.

Myskow, G., & Gordon, K. (2009). A focus on purpose: Using a genre approach in an EFL writing class. *ELT Journal Advance Access.*

Reid, I. (Ed.), *The place of genre in learning: Current debates.* Deakin University: Centre for Studies in Literary Education.

Rose, J.M. (2003). Teaching students what they already know: Student writers as genre

theorists. *Issues in Writing, 14,* 25-44.

So, B.P.C. (2005). From analysis to pedagogic applications: Using newspaper genres to write school genres. *Journal of English for Academic Purposes, 4,* 67-82.

Sorenson, S. (1997). *Student writing handbook*. New York: Macmillan.

Sze, C., Chapman, M., & Shi, L. (2009). Functions and genres of ESL children's English writing at home and at school. *Journal of Asian Pacific Communication, 19,* 30-55.

Unsworth, L. (1993). Managing the language program: Children's literature in the primary classroom. In L. Unsworth (Ed.), *Literacy learning and teaching: Language as social practice in the primary school.* Melbourne: Macmillan.

Wray, D. & Lewis, M. (1997). *Extending literacy: Children reading and writing non-fiction.* London: Routledge.

8. Related Web Resources

http://www.edfac.unimelb.edu.au//LLAE/
http://www.teachers.ash.org.au/jeather/writingfun/writingfun.html
http://www.readwritethink.org/
http://thewritingsite.org/resources/genre

9. Related Journals

Nil

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

This course is only offered to undergraduate students in their 3rd year of study or beyond.

7 May 2018