Subject Code	FH6900
Subject Title	Advanced Academic English Literacy: Presenting Effectively
Credit Value	Non-credit bearing
Level	6
Pre-requisite/ Co-requisite/ Exclusion	No pre-requisite
Objectives	This subject aims to support doctoral students advanced academic literacy with a focus on giving academic presentations. The subject is specifically designed for doctoral students in applied language sciences and draws on texts from applied linguistics.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: **Category A: Professional/academic knowledge and skills** a. select appropriate conferences and write effective abstracts; b. express ideas and arguments verbally using an appropriate register for academic presentations; c. understand the structure of oral presentations, and plan, design, and deliver academic conference presentations; d. understand the tenor of a presentation, use coherent and appropriate language, and respond to questions during academic presentations; and e. adopt verbal and non-verbal communication strategies that enhance presentations. Through participating in the subject, you will also: **Category B: Attributes for all-roundedness** f. develop analytical reasoning, critical thinking, and problem-solving skills and a sense of belonging to the academic discourse community via: • analytical reasoning: thinking in a logical manner and supporting ideas with well-reasoned arguments and evidence; • critical thinking: evaluating information and evidence critically, being able to recognise flaws or inconsistencies in an argument; and • problem solving: understanding the problem, exploring plausible answers, and selecting the most appropriate decision/solution.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	**Session 1** Selecting appropriate conferences Writing effective abstracts The purposes of and audiences for academic oral presentations The structure of an academic presentation

	Visual aids and producing effective PPTs
	Session 2 Student presentation practice (conference presentation) Q&A sessions and handling questions effectively Webinars and poster sessions **Session 3** Oral defence/viva voce Student presentation practice (research proposal) **Session 4** Verbal qualities in academic oral presentations The importance of non-verbal qualities The role of image and paralinguistic features in presentations **Session 5** Student presentations Feedback from peers and teacher
Teaching/Learning Methodology *(Note 3)*	The teaching and learning approach will be task-based, student-centred, interactive, and reflective. Students will learn how to become competent presenters. This subject requires critical and creative thinking, problem-solving, and attention to detail.
Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*	(assessment table below)

Assessment table:

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Write an abstract	30%	✓	✓				✓
2. Presentation	70%		✓	✓	✓	✓	✓
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The assessments directly reflect the demands of academic presentations, from selecting an appropriate conference to writing an abstract and giving a presentation. Though the subject is non-credit-bearing, all students are nonetheless expected to complete both assignments.

| **Student Study** | Class contact: | |

Effort Expected	▪ Seminar	15Hrs.
	Other student study effort:	
	▪ Read, prepare, draft, and rehearse presentations.	30Hrs.
	▪ Review websites and video data of effective presentations.	15Hrs.
	Total student study effort	60Hrs.

Reading List and References

Bhattacharyya, E. (2014) Walk the talk: Technical oral presentations of engineers in the 21st century. *Social and Behavioral Sciences*, 123, 344-352.

Evans, S. (2013). Just wanna give you guys a bit of an update: Inside perspectives on business presentations in Hong Kong. *English for Specific Purposes*, 32, 195-207.

Forey, G. & Feng, D. (2016). Interpersonal meaning and audience engagement in academic presentations: A multimodal discourse analysis perspective. In K. Hyland & P. Shaw, P. (Eds) *The Routledge handbook of English for academic purposes.* Routledge.

Glasman-Deal, H. (2010). *Science research writing for non-native speakers of English*. Imperial College Press.

Ho, V. (2018). Exploring the effectiveness of hotel management's responses to negative online comments. *Lingua, 216,* 47-63.

Hood, S. &. Forey, G. (2005). Presenting a conference paper: Getting interpersonal with your audience. *Journal of English for Academic Purpose*, *24*, 291-306.

Jenks, C.J. (2019). Talking trolls into existence: On the floor management of trolling in online forums. *Journal of Pragmatics, 143*, 54-64.

Querol-Julian, M. & Fortanet-Gomez, I. (2012). Multimodal evaluation in academic discussion sessions: How do presenters act and react? *English for Specific Purposes*, 31, 271–283.

Reershemius, G. (2012). Research cultures and the pragmatic functions of humoring academic research presentations: A

corpus-assisted analysis. *Journal of Pragmatics*, 44, 863–875.

Recski, L. (2005). Interpersonal engagement in academic spoken discourse: A functional account of dissertation defenses. *English for Specific Purposes*, 24, 5-23.

Rowley-Jolivet, E. (2002) Visual discourse in scientific conference papers. A genre-based study. *English for Specific Purposes*, *21*(1), 19–40.

Rowley-Jolivet, E. (2004). Different visions, different visuals: A socialsemiotic analysis of field-specific visual composition in scientific conference presentations. *Visual Communication*, *3*(2), 145-175.

Rowley-Jolivet, E. & Carter-Thomas, S. (2005). The rhetoric of conference presentation introductions: context, argument and interaction. *International Journal of Applied Linguistics*, *15*(1), 45-70.

Tay, D. (2018). Metaphors of movement in psychotherapy talk. *Journal of Pragmatics, 125*, 1–12.

Thompson, S. E. (2003). Text-structuring metadiscourse, intonation and the signalling of organisation in academic lectures. *Journal of English for Academic Purposes*, *2*(1), 5-20.

Wulff, S., Swales, J. M. & Keller, K. (2009). 'We have about seven minutes for questions': The discussion sessions from a specialized conference. *English for Specific Purposes*, 28, 79-92.

Zareva, A. (2013). Self-mention and the projection of multiple identity roles in TESOL graduate student presentations: The influence of the written academic genres. *English for Specific Purposes*, 32, 72-83.