City University of Hong Kong

Information on a Course
**offered by Department of Chinese and History
with effect from Semester A in 2014/2015**

Part I

Course Title: Advanced Topics in Chinese for Professional Purposes

Course Code: CAH6724

Course Duration: 1 Semester

Credit Units: 3

Level: P6

Medium of Instruction: Cantonese

Medium of Assessment: Chinese

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: CTL6714 Seminar on Chinese for Professional Purposes, CAH6714 Seminar on Chinese for Professional Purposes, CTL6724 Advanced Topics in Chinese for Professional Purposes

Exclusive Courses: Nil

Part II

Course Aims

This course aims at offering students with an in-depth study of selected topic(s) for professional Chinese using a learning discovery approach. The origin, development and significance of the selected issue(s) will be explored. Upon completing the course, students will be able to enhance their Chinese language study with input from the Chinese research sphere of the selected issue(s).

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Describe the features of Chinese language awareness (漢語語感), Chinese language competence and Chinese language norms using a learning discovery approach;	20%
2.	Justify the appropriateness of discourses of professional Chinese critically;	20%
3.	Apply language norms in writing professional Chinese; and	30%
4.	Apply research skills in Chinese studies.	30%

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLAs	Hours/week (if applicable)
CILO 1	Lectures and group discussions on Chinese language awareness (漢語語感), Chinese language competence and Chinese language norms using a learning discovery approach. The fundamental concepts of specific issues will be introduced in the lectures. In the tutorial, students are encouraged to participate in activities such as role plays, group practices, class presentations, problem discussions related with the course.	3hrs(3wks)
CILO 2	Lectures, group discussions and debates on the appropriateness of discourses of professional Chinese will involve students in discovery and active learning through interaction and reflection. The fundamental concepts of specific issues will be introduced in the lectures. In the tutorial, students are encouraged to participate in activities such as role plays, group practices, class presentations, problem discussions related with the course.	3hrs(3wks)

CILO 3	Writing and rewriting discourses of professional Chinese critically. In the rewriting, students will provide reasons for revisions according to their language awareness. Group discussion on the writing and rewriting.	3hrs(3wks)
CILO 4	Lectures and presentations on research methodologies on Chinese language awareness.	3hrs(4wks)

Assessment Tasks/Activities
(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILO 1	Quizzes (30 minutes) on the analysis of Chinese language awareness (漢語語感), Chinese language competence and Chinese language norms will be given throughout the learning progress to assess students' knowledge and ability in these areas;	20%	
CILO 2	Presentations by groups on the appropriateness of discourses of professional Chinese will be required to evaluate students' analyzing and reflecting ability.	20%	
CILO 3	Writing and rewriting discourses of professional Chinese. In the rewriting, students provide reasons for revisions.	30%	
CILO 4	Individual or group presentations and reports on research of Chinese language awareness	30%	

Grading of Student Achievement:
Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Grading pattern: Standard (A+, A, A-...F).   Grading is based on student performance in assessment tasks/activities.

Excellent	Good	Adequate	Marginal
A+ A A-	**B+ B B-**	**C+ C C-**	**D**
1. Excellent command of knowledge in advanced topic(s) in Chinese for Professional Purposes. 2. Excellent critical thinking ability in reviewing research report / research articles related to advanced topic(s) in Chinese for Professional Purposes. 3. Excellent application of theories in advanced topic(s) in Chinese for Professional Purposes. 4. Excellent group presentation and writing assignments which show high ability in knowledge application.	1. Good command of knowledge in advanced topic(s) in Chinese for Professional Purposes. 2. Good critical thinking ability in reviewing research report / research articles related to advanced topic(s) in Chinese for Professional Purposes. 3. Good application of theories in advanced topic(s) in Chinese for Professional Purposes. 4. Good group presentation and writing assignments which show high ability in knowledge application.	1. Adequate command of knowledge in advanced topic(s) in Chinese for Professional Purposes. 2. Fair critical thinking ability in reviewing research report / research articles related to advanced topic(s) in Chinese for Professional Purposes. 3. A certain degree of application of theories in advanced topic(s) in Chinese for Professional Purposes. 4. Fair group presentation and writing assignments which show fair ability in knowledge application.	1. Marginal command of knowledge in advanced topic(s) in Chinese for Professional Purposes. 2. Marginal critical thinking ability in reviewing research report / research articles related to advanced topic(s) in Chinese for Professional Purposes. 3. Marginal application of theories in advanced topic(s) in Chinese for Professional Purposes. 4. Marginally acceptable group presentation and writing assignments which show marginal ability in knowledge application.

Part III

Keyword Syllabus
The ideas, origin, development, significance and research methodologies of the selected topic(s) will be explored. Special topic(s) to be covered will vary from year to year depending on the availability of expertise in the Department. Topic(s) may include: Chinese language awareness (漢語語感) and Chinese language competence, Chinese language for literature and Chinese language for professionals, and Chinese applied linguistics, etc.

CILOs and TLAs is for the topic of Chinese language awareness (漢語語感) and Chinese language competence. The following is the Keyword Syllabus for the topic.

Chinese language awareness (漢語語感), Chinese language competence, Chinese language norms, Methods for improving language awareness, Development of Chinese language awareness, Sociolinguistic factors and Chinese language awareness, Language awareness of first language and second language, Research methodologies on Chinese language awareness.

Recommended Reading
Text(s)

陸儉明、張楚浩、錢萍《新加坡華語語法的特點》，載《南大語言文化學報》，1996 年第一卷第一期，頁 1-78，1996。

呂叔湘《呂叔湘語文論集》，北京，商務，1983。

王培光《語感與語言能力》，北京， 北京大學出版社，2005。

《中華人民共和國國家通用語言文字學習讀本》，全國人大教科文衛委員會教育室與教育部語言文字應用管理司編，2001。

朱德熙《從作文和說話的關係談到學習語法》，載中華函授學校編《語文學習的基礎》，香港，商務，頁 178-182，1980。

Clark, E.V.   Awareness of language: Some evidence from what children say and do. In: Sinclair, A., Jarvella, R.J. & Levelt, W.J.M. (Eds.), *The Child's Conception of Language*.   New York: Springer-Verlag.1978.

de Villiers, P.A. & de Villiers, J.G.   Early judgements of semantic and syntactic acceptability by children.   *Journal of Psycholinguistic Research*, 1, 299-310.1972.

Doughty, C. & Williams, J.   *Focus on Form in Classroom Second Language Acquisition*.   Cambridge: University of Cambridge.1998.

Ellis, R.   Implicit/explicit knowledge and language pedagogy.   *TESOL Quarterly,* 28 (1), 166-172   1994.

Labov, W.   *Studies in sociolinguistics: Selected paper by William Labov.*，北京，北京語言文化大學出版社，2001。

Online Resources