

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	Chinese for Government and Public Administration
Course Code:	CAH5715
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	Chinese
Medium of Assessment:	Chinese
Prerequisites: <i>(Course Code and Title)</i>	NIL
Precursors: <i>(Course Code and Title)</i>	NIL
Equivalent Courses: <i>(Course Code and Title)</i>	CTL5715 Chinese for Government and Public Administration
Exclusive Courses: <i>(Course Code and Title)</i>	NIL

Part II Course Details

1. Abstract

This course aims to reinforce students' reading, writing and oral skills required for government and public administration, and for analysing government policy documents by using a learning discovery approach.

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.	Ability of analysing government documents from various perspectives such as those of economics, politics and education.	20%	√	√	√
2.	Demonstrate a good knowledge of the lexical, syntactic, semantic, discursive and stylistic features of Chinese used in government administration.	20%	√	√	√
3.	Capability of evaluating Chinese written materials (e.g. news report, minutes, announcements) for government and public administration.	20%		√	
4.	Ability of producing well-written Chinese documents for government and public administration.	20%			√
5.	Capability of delivering public speeches and use different oral strategies for specific situations which they may encounter in future.	20%	√	√	√
		100%			

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	5	
Lectures	<p>The definitions and moral requirements for government and public administration are introduced.</p> <p>Emphasis is placed on the stylistic features and various formats of the Chinese language used in the professional contexts with examples drawn from reality.</p>	√	√	√	√	√	Two hours per week
Tutorials	<p>Students will work in groups and give presentations based on their discussions and analysis of various public issues or policies.</p> <p>After presentation, each group will submit a group report based on their discoveries. The reports are based on governmental documents, news, commentaries from scholars, civilians and politicians.</p> <p>Each student will also give a ten-minute speech. Topics will be on government policy or current affairs. Students will select their own topics.</p>	√	√	√	√	√	One hour per week
Assignments	<p>Each student will be given written assignments. Topics may include official letters, notices and announcements, minutes and reports, rules and regulations, proposals, press releases, speeches, contracts, advertisements, etc.</p>	√	√	√	√	√	

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	5		
Continuous Assessment: 100%							
Group tutorial report- Students are free to choose a topic on current issues. Group reports are required to submit on the presentation day.	√	√	√	√		30%	Develop and enhance students' communication skills, manner as well as team spirit in discussion.
Written assignments- Such as speeches, proposals, announcements, notices or minutes etc.	√	√	√	√		40%	Try to develop students' reading, writing skills required for government and public administration. It also provides them a chance of practice.
Speech- Students are required to deliver a speech in class.	√	√	√		√	10%	To develop students' oral skills in making public speeches and use different oral strategies for specific situations which they may encounter in their future professions.
Class participation- It includes students' attendance of both lectures and tutorials, and participation in discussions during tutorials.	√	√	√			20%	To encourage students' attendance and active involvements in the class activities.
Examination: 0% (duration: -)						100%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group tutorial report	Thoroughly analyse an issue from a subjective perspective	High	Significant	Moderate	Basic	Not even reach the marginal level
2. Written assignments	Application of excellent and professional Chinese in writings	High	Significant	Moderate	Basic	Not even reach the marginal level
3. Speech	Ability of delivering an excellent and fluent speech on public issue	High	Significant	Moderate	Basic	Not even reach the marginal level
4. Class participation	Good attendance and active involvement in class activities, discussion and practice	High	Significant	Moderate	Basic	Not even reach the marginal level

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.)

Training in reading skills, writing skills for government and public administration documents; oral skills for public speeches.

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.)

N/A

2.2 Additional Readings

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

1.	陳耀南：《應用文概說》。香港：波文書局，1976。
2.	陳志誠：《應用文基礎》。香港：昭明出版社，1987。
3.	徐中玉主編：《應用文寫作》。北京：高等教育出版社，2000。
4.	張仁青編著、成惕軒校訂：《應用文》。臺北：文史哲出版社，2001。
5.	呂新昌編著：《最新應用文彙編》。臺北：臺灣商務印書館，2001。
6.	陳耀南：《書面中文的本質與應用》。香港：香港大學出版社，1991。
7.	李學銘主編：《現代應用文的教學與研究》。香港：香港理工大學中文及雙語學系，1998。
8.	慕英主編：《實用公文大全》。重慶：西南師範大學出版社，1996。
9.	張元忠、楊珺碧、張東風、高冬媛編：《實用公務應用文寫作》。長沙：中南大學出版社，2003。
10.	韓啓鳴編：《公務應用文》。深圳：海天出版社，1997。
11.	孫永忠編撰：《公文寫作》。臺北：洪葉文化事業有限公司，1999。
12.	于成鯤主編：《現代應用文》。上海：復旦大學出版社，1996。
13.	陳耀南等：《應用文大全》。香港：讀者文摘遠東有限公司，1998
14.	盧丹懷、何寅、謝天振編著：《中港應用文傳意大全》。香港：商務印書館，2002。
15.	李道海、周敬紅：《台港澳應用文大觀》。長春：東北師範大學出版社，1994。
16.	潘林杉主編：《古今應用文大全》。合肥：安徽人民出版社，1998。
17.	謝錫金、岑紹基、祁永華、于成鯤：《中國內地機構文書研究與應用》。香港：香港大學出版社，2004。
18.	岑紹基、謝錫金、祁永華、編著：《應用文的語言·語境·語用》。香港：香港教育圖書公司，2006。
19.	陳志誠主編：《新世紀應用文論文選》。香港：香港城市大學語文學部，2002。