

**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: Special Topics in Chinese for the Media

Course Code: CAH5720

Course Duration: 1 Semester

Credit Units: 3

Level: P5

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) CTL5719 Chinese for the Media, CAH5719 Chinese for the Media

Equivalent Courses:
(Course Code and Title) CTL5720 Special Topics in Chinese for the Media

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to consolidate and deepen students' knowledge of mass media communication by providing them with an in-depth understanding conducive to scholarship, originality and development of their analytical and critical skills. The course will bring together theory and practice to broaden students' knowledge and experience in selected areas or topics related to mass media.

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.	Analyze the principles, forms, skills, and theories related to the selected areas or topics on Chinese for the mass media	15%	x	x	
2	Make critical analysis on issues and phenomenon pertaining to the selected areas or topics related to Chinese for the mass media	30%	x		x
3	Manipulate the linguistic and rhetoric devices to writing for the selected areas or topics	20%		x	x
4	Employing creative solutions and sophisticated techniques to tackle issues and tasks related to the selected areas or topics on Chinese for the mass media	35%	x		x
		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			
Lectures	Lecturing on selected topics, issues and case studies	x	x	x	x			2 hours
Tutorials	Group discussion, analysis of selected readings, writings and case studies	x	x	x	x			1 hour
Research	Researching on topics and issues related to Chinese for the mass media	x	x	x	x			
Presentation	Presentation on findings, insights, and observations of the researched topics and issues	x	x	x	x			
Creative writing tasks and activities	Creative writing tasks and activities related to Chinese for the mass media	x	x	x	x			

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				
Continuous Assessment: 100%								
Research on topics and issues related to Chinese for the mass – ▪ Written research report ▪ Oral presentation	x	x	x	x			40%	
Creative writing tasks and activities – ▪ At least 2 pieces of work ▪ In-class or outside class tasks	x	x	x	x			30%	
Test (1 to 2 hours) – To assess students' overall grasping of the content	x	x	x	x			20%	
Class discussion and participation – Level of participation in class activities and discussions	x	x	x	x			10%	
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. Test	The command of knowledge in advanced topic(s) in Chinese for the subject matters. The grasping level of course contents.	Excellent command of knowledge in advanced topic(s) in Chinese for the subject matters. Superior grasp of course contents.	Good command of knowledge in advanced topic(s) in Chinese for the subject matters. Good grasp of course contents.	Normal command of knowledge in advanced topic(s) in Chinese for the subject matters. Fair grasp of course contents.	Weak command of knowledge in advanced topic(s) in Chinese for the subject matters. Very limited grasp of course contents.	Not able to demonstrate the command of knowledge in advanced topic(s) in Chinese for the subject matters. Insufficient grasp of course contents.
2. Research and Presentations	The ability in demonstrating knowledge application. The evidence of accurate and comprehensive description of material. The presentation skills and time management.	Superiorly demonstrate knowledge application. Very strong evidence of accurate and comprehensive description of material. Superior presentation skills and very good time management.	Good demonstration of knowledge application. Strong evidence of accurate and comprehensive description of material. Impressive presentation skills and good time management.	Adequate demonstration of knowledge application. Limited evidence of accurate and comprehensive description of material. Unimpressive presentation skills and fair time management.	Demonstrate limited application of subject knowledge. Very limited evidence of accurate and comprehensive description of material. Poor presentation skills and time management.	Not able to demonstrate application of subject knowledge. No evidence of accurate and comprehensive description of material. Very poor presentation skills and no time management.
3. Writing and rewriting discourses of Media Chinese	The quality of contents, the level of grasping materials with in-depth or extensive knowledge of the subject matter.	Rich contents, superior grasp of materials with in-depth or extensive knowledge of the	Adequate contents, well grasping of materials with in-depth or extensive	Barely enough of contents, fairly grasp of materials with in-depth or extensive knowledge of the	Unclear contents, unable to grasp materials with in-depth or extensive knowledge of the subject matter. Poor	Inadequate ability to handle writings task for Media Chinese.

	The organisation, structure designed and overall composition.	subject matter. Rigorous organisation, coherent structure designed and balanced composition.	knowledge of the subject matter. Good organisation, well structure designed and balanced composition.	subject matter. Fair organisation, adequate structure designed and composition.	organisation, structure designed and composition.	
4.Class Participations	The level of understanding on the topics and the capability to put forward relevant opinions and analysis. The ability on demonstrating high quality of analysis, statement and comment related to advanced topic(s) in Chinese for the subject matters.	Excellent demonstrating the understanding on the topics and the intention to put forward relevant opinions and analysis. Excellent ability on critical analysis, convincing statement and creative comment.	Good demonstrating the understanding on the topics and the intention to put forward relevant opinions and analysis. Good ability on critical analysis, convincing statement and creative comment.	Fair demonstrating the understanding on the topics. Limited intention to put forward relevant opinions and analysis. Limited ability on critical analysis, convincing statement and creative comment.	Marginally demonstrating the understanding on the topics. No intention to put forward relevant opinions and analysis. Very limited ability on critical analysis, convincing statement and creative comment.	Fail to demonstrate the understanding on the topics. No intention to put forward relevant opinions and analysis. Weak analysis, unconvincing statement and comment.

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.)

In-depth study and analysis on one or more specific areas or topics related to mass media communication (such as journalistic writing, news reporting, advertising, contrastive study of Chinese and English journalistic writing etc). Issues and phenomena pertaining to the selected areas or topics (such as cultural issues, ethical standard, yellow journalism, news objectivity etc). Professional writing skills and theories for the selected areas or topics (such as interpretative and investigative writing, precision journalism, opinion writing, media discourse analysis, in-depth reporting etc).

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.	黃天賜，《新聞評論寫作》。香港：中華書局(香港)有限公司, 2011。
2.	張圭陽，《傳媒風－傳媒的價值與運作》，香港：香港教育圖書公司，2006。
3.	[美] 凱利·萊特爾、朱利安·哈里斯、斯坦利·約翰遜著，宋鐵軍譯，《全能記者必備：新聞採集、寫作和編輯的基本技能》(第7版)。北京：中國人民大學出版社，2005。
4.	[英] 格拉斯哥大學媒介研究小組、約翰·埃爾德里奇著，張威、鄧天穎譯，《獲取信息：新聞、真相和權力》。北京：新華出版社，2004。
5.	程道才，《西方新聞寫作概論》。北京：新華出版社，2004。
6.	鄭寶璇，《傳媒翻譯》。香港：香港城市大學出版社，2004。
7.	錢震著，鄭貞銘、張市民、呂傑華增修，《新聞新論》，台北：五南圖書出版股份有限公司，2003。
8.	[美] 梅爾文·門徹 (Melvin Mencher) 著，展江譯，《新聞報道與寫作》，北京：華夏出版社，2003。
9.	周海燕，《調查性報導採訪與寫作》，北京新華出版社，2003。
10.	鍾大年，《香港內地傳媒比較》，北京：北京廣播學院 2002。
11.	姚里軍，《中西新聞寫作比較》。北京：中國廣播電視出版社，2002。
12.	程道才，《專業新聞寫作概論》。北京：中國廣播電視出版社，2002。
13.	賴蘭香，《傳媒中文寫作》(第2版)。香港：中華書局，2000。
14.	俞旭，郭中實，黃煜，《新聞傳播與社會變遷》。香港：中華書局，1999。
15.	黃煜等，《並非吹毛求疵－香港中文報章的語言與報道問題評析》。香港：三聯書店，1998。