

**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:** Seminar on Chinese for Professional Purposes

**Course Code:** CAH6714

**Course Duration:** 1 semester

**Credit Units:** 3

**Level:** P6

**Medium of Instruction:** Chinese

**Medium of Assessment:** Chinese

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* CTL6724 Advanced Topics in Chinese for Professional Purposes,  
CAH6724 Advanced Topics in Chinese for Professional Purposes,  
CTL6714 Seminar on Chinese for Professional Purposes

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

This course aims to provide students with recent developments and in-depth study of certain topics of Chinese for Professional Purposes in a learning discovery approach through a series of seminars conducted by leading figures in the public and private sectors in Hong Kong. Guest speakers from the Mainland and Taiwan will also be invited where appropriate.

### 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<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|---|------------------------------|---|----|----|
|     |   |                              | A1  | A2 | A3 |
| 1.  | Explain the trend, significance and recent developments of certain topics on Chinese for professional purposes  | 15%                          | x   | x  |    |
| 2   | Generate new and applicable knowledge in chosen areas through case studies  | 25%                          | x   | x  |    |
| 3   | Interact with experts and present their own viewpoints critically, precisely and concisely  | 30%                          | x   |    | x  |
| 4   | Tackle different tasks/special problems in Chinese for professional purposes with innovation and advanced skills in collation, analysis, communication and presentation | 30%                          |   | 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 |  |  |                            |
| Readings                   | Reading papers, articles, speeches, reports and other materials using a learning discovery approach | x        | x | x | x |  |  |                            |
| Seminars by Guest Speakers | Lectures on selected topics by guest speakers from different professions                            | x        | x | x | x |  |  |                            |
| Group Presentations        | Small group presentations by students with follow-up critical discussions                           | x        | x | x | x |  |  |                            |
| Written Assignments        | Presentation write-up, report/commentary writings   | 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%  |          |   |   |   |  |  |           |         |
| <b>Report/Commentary Writings –</b><br>Select 2 seminars delivered by guest speakers to write a report/commentary critically, analytically, precisely and concisely. The length of the report/commentary will be around 1000-2000 words. | x        | x | x | x |  |  | 15% + 15% |         |
| <b>Group Discussion and Debate -</b><br>Students are expected to present their research cases on selected topics to the whole class.   | x        | x | x | x |  |  | 15%       |         |
| <b>Participation –</b><br>Students are expected to participate actively in discussions conducive to scholarship, development, and application of selected topics.  | x        | x | x | x |  |  | 15%       |         |
| <b>Final Project –</b><br>Students are expected to submit a report of 5,000 words with selected topics approved by the instructor.   | x        | x | x | x |  |  | 40%       |         |

|                               |  |  |  |  |  |  |      |  |
|-------------------------------|--|--|--|--|--|--|------|--|
|                               |  |  |  |  |  |  |      |  |
| 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<br>(A+, A, A-)  | Good<br>(B+, B, B-)  | Fair<br>(C+, C, C-)   | Marginal<br>(D)  | Failure<br>(F)   |
|------------------------------------|--|---|--|---|--|--|
| 1. Reports and Commentary Writings | The command of knowledge in advanced topic(s) in Chinese for professional purposes. The grasping level of course contents.   | Excellent command of knowledge in advanced topic(s) in Chinese for professional purposes. Superior grasp of course contents.  | Good command of knowledge in advanced topic(s) in Chinese for professional purposes. Good grasp of course contents.  | Normal command of knowledge in advanced topic(s) in Chinese for professional purposes. Fair grasp of course contents.   | Weak command of knowledge in advanced topic(s) in Chinese for professional purposes. Very limited grasp of course contents.  | Not able to demonstrate the command of knowledge in advanced topic(s) in Chinese for professional purposes. Insufficient grasp of course contents.                                 |
| 2. Group Discussion and Debate     | 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. Final Project                   | The quality of contents, the level of grasping materials with in-depth or extensive knowledge  | Rich contents, superior grasp of materials with in-depth or extensive   | Adequate contents, well grasping of materials with in-depth or   | Barely enough of contents, fairly grasp of materials with in-depth or extensive   | Unclear contents, unable to grasp materials with in-depth or extensive knowledge of the  | Inadequate ability to handle writings task for professional Chinese.   |

|                  |  |   |   |   |   |   |
|------------------|--|---|---|---|---|---|
|                  | of the subject matter. The organisation, structure designed and overall composition.   | knowledge of the subject matter. Rigorous organisation, coherent structure designed and balanced composition.   | extensive knowledge of the subject matter. Good organisation, well structure designed and balanced composition.   | knowledge of the subject matter. Fair organisation, adequate structure designed and composition.  | subject matter. Poor organisation, structure designed and composition.  |   |
| 4. Participation | 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 Professional Purposes. | 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.)*

Seminars by professionals and academics

Group presentations by students

**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.)*

N/A