

**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 Practical Writing in the Mainland, Hong Kong and Taiwan

Course Code: CAH5712

Course Duration: 1 semester

Credit Units: 3

Level: P5

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: CTL5712 Chinese Practical Writing in the Mainland, Hong Kong and
(Course Code and Title) Taiwan

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

This course aims to provide students with an in-depth understanding of Chinese Practical Writing in the Mainland, Hong Kong and Taiwan. The relationship between Chinese Practical Writing and Chinese for Professional Purposes will be explored. Emphasis will be put on the theoretical framework, analytical readings and writing practice in Chinese Practical Writing and Chinese for Professional Purposes.

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.	Compare the features, characteristics and differences of Chinese Practical Writing in the Mainland, Hong Kong and Taiwan		√	√	
2.	Analyze critically the lexical, syntactic, semantic and stylistic features and the variation of formats of Chinese Practical Writing in the three areas		√	√	
3.	Discover the sociological, political, economical and cultural factors which affect the variation of Chinese Practical Writing in the three areas			√	√
4.	Employing a variety of creative solutions and synthesis techniques to tackle real life tasks related to the Practical Chinese Writing in Mainland, Hong Kong and Taiwan		√	√	√
		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	Lectures on selected topics, issues and case studies	√	√	√				
Tutorials	Group discussion, role play, presentation, analysis of selected readings, writings and case studies	√	√	√	√			
Critical reading	Reading for form, reading for gist, reading for cultural and sociological embedment	√		√				
Examining genuine materials	Examining genuine materials of Mainland, Hong Kong and Taiwan, e.g. videos, news clippings etc		√	√	√			

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%								
Class exercises – Including the level of participation in class activities, written assignments, discussions, role plays, presentations on selected topics and categories.	√	√		√			50%	
Term Paper or Mini Project – Researching on a topic or issue related to Practical Chinese Writing in Mainland, Hong Kong and Taiwan.	√	√	√	√			30%	
Test – To assess students' mastery of key issues in the course	√	√		√			20%	
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. Class exercises	Analytical ability on the lexical, syntactic, semantic and stylistic features and variations of formats of Chinese Practical Writing in the three areas. Ability in Chinese Practical Writing. Skills to demonstrate understanding of the subject and logic of exposition. The level of participation in class activities	Strong analytical ability on the lexical, syntactic, semantic and stylistic features and variations of formats of Chinese Practical Writing in the three areas. Outstanding ability in Chinese Practical Writing. Excellent presentation skills to demonstrate a thorough understanding of the subject and logic of exposition. Excellent performance in class participation.	Good analytical ability on the lexical, syntactic, semantic and stylistic features and variations of formats of Chinese Practical Writing in the three areas. Good ability in Chinese Practical Writing. Good presentation skills to demonstrate a good understanding of the subject and logic of exposition. Good performance in class participation.	Average analytical ability on the lexical, syntactic, semantic and stylistic features and variations of formats of Chinese Practical Writing in the three areas. Satisfactory ability in Chinese Practical Writing. Acceptable presentation skills to demonstrate a limited understanding of the subject and logic of exposition. Fair performance in class participation.	Weak analytical ability on the lexical, syntactic, semantic and stylistic features and variations of formats of Chinese Practical Writing in the three areas. Less satisfactory ability in Chinese Practical Writing. Poor presentation skills to demonstrate a limited understanding of the subject and logic of exposition. Poor performance in class participation.	Very weak analytical ability on the lexical, syntactic, semantic and stylistic features and variations of formats of Chinese Practical Writing in the three areas. Unsatisfactory ability in Chinese Practical Writing. Very poor presentation skills to demonstrate a very limited understanding of the subject and logic of exposition. Very Poor performance in class participation.
2. Term Paper or Mini Project	Consolidation of solutions and techniques to tackle tasks related to Practical Chinese	Excellent consolidation of solutions and techniques to tackle tasks related	Good consolidation of solutions and techniques to tackle tasks related	Fair ability in consolidation of solutions and techniques to tackle tasks related to	Marginal ability in consolidation of solutions and techniques to tackle tasks related to	Inadequate ability in consolidation of solutions and techniques to tackle tasks related to

	Writing in Mainland, Hong Kong and Taiwan. Ability in analyzing and applying appropriate language devices for effective communication.	to Practical Chinese Writing in Mainland, Hong Kong and Taiwan. Excellent demonstrating the ability in analyzing and applying appropriate language devices for effective communication.	to Practical Chinese Writing in Mainland, Hong Kong and Taiwan. Good demonstrating the ability in analyzing and applying appropriate language devices for effective communication.	Practical Chinese Writing in Mainland, Hong Kong and Taiwan. Barely able to demonstrate the ability in analyzing and applying appropriate language devices for communication.	Practical Chinese Writing in Mainland, Hong Kong and Taiwan. Marginally demonstrate the limited ability on applying solutions and sophisticated techniques to tackle issues and achieve effective communication.	Practical Chinese Writing in Mainland, Hong Kong and Taiwan. Fail to demonstrate the ability on applying solutions and sophisticated techniques to tackle issues and achieve effective communication.
3. Test	The grasping level of course contents.	Superior grasp of course contents.	Good grasp of course contents.	Fair grasp of course contents.	Marginally sufficient in acquiring the course contents.	Insufficient grasp of course contents.

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.)

Introduction to Chinese Practical Writing. General features of Chinese Practical Writing in the Mainland, Hong Kong and Taiwan. Comparison of Chinese Practical Writing in the three areas. Factors affecting the variation of Chinese Practical Writing in the three areas. Chinese Practical Writing and Chinese for Professional Purposes. Selected readings and writing practice.

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.)

1.	呂新昌，《最新應用文彙編》。台北：台灣商務印書館，2001。
2.	盧丹懷等，《中港應用文傳意大全》。香港：香港商務印書館，2002。

2.2 Additional Readings

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

1.	吳尚智主編，《二十一世紀香港實用文論文集》。香港：朗文香港教育，2006。
2.	王繼忠主編，《商務應用文格式及經典範例》。北京：光明日報出版社，2006。
3.	裴顯生主編，《新聞寫作教程》。北京：高等教育出版社，2005。
4.	李慕如，《實用應用文》。台北：五南圖書出版股份有限公司，2004。
5.	何坦野，《應用文體辨析》。杭州：浙江大學出版社，2004。
6.	任文貴、杭海路主編，《應用文寫作詞典》。北京：人民日報出版社，2004。
7.	郝鈞衡主編，《新編現代應用文寫作大全》。桂林：廣西師範大學出版社，2003。
8.	張元忠等，《實用公務實用文寫作》。長沙：中南大學出版社，2003。
9.	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。
10.	于成鯤主編，《現代應用文》。上海：上海復旦大學出版社，2002。
11.	于紹元主編，《法律文書寫作理論與實務》。杭州：浙江大學出版社，2002。
12.	張仁青，《應用文》。台北，台北文史哲出版社，2001。
13.	李錦昌，《現代商業傳意大全》。香港：商務印書館，2000。
14.	法定語文事務署，《政府公文實例：行政及人事》。香港：香港特別行政區政府法定語文事務署，2000。
15.	聶嘉恩、楊宗主編，《中國實用文體大全》。上海：上海文化出版社，1999。
16.	香港貿易發展局，《中國貿易應用文》。香港：香港貿易發展局，1999。
17.	廣東省對外經濟貿易發展研究所、香港經濟日報出版社，《中國商務應用文》。香港：香港經濟日報出版社，1998。
18.	劉壯，《中國應用文發展史》。北京：書目文獻出版社，1995。
19.	陳耀南，《應用文概說》。香港：香港波文書局，1976。
20.	岑紹基等，《中國內地實用文闡釋》。香港：香港教育圖書公司，2004。