

**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:	<u>Advanced Topics in Chinese for Professional Purposes</u>
Course Code:	<u>CAH6724</u>
Course Duration:	<u>1 Semester</u>
Credit Units:	<u>3</u>
Level:	<u>P6</u>
Medium of Instruction:	<u>Chinese</u>
Medium of Assessment:	<u>Chinese</u>
Prerequisites: (Course Code and Title)	<u>Nil</u>
Precursors: (Course Code and Title)	<u>Nil</u>
Equivalent Courses: (Course Code and Title)	<u>CTL6714 Seminar on Chinese for Professional Purposes, CAH6714 Seminar on Chinese for Professional Purposes, CTL6724 Advanced Topics in Chinese for Professional Purposes</u>
Exclusive Courses: (Course Code and Title)	<u>Nil</u>

Part II Course Details

1. Abstract

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).

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.	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%		√	√
		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			
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.	√	√					3 hrs (3wks)
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.	√	√		√			3 hrs (3wks)
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.			√	√			3 hrs (3wks)
4.	Lectures and presentations on research methodologies on Chinese language awareness.	√	√					3 hrs (4wks)

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%								
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%	
Presentations by groups on the appropriateness of discourses of professional Chinese will be required to evaluate students' analyzing and reflecting ability.	√	√		√			20%	
Writing and rewriting discourses of professional Chinese. In the rewriting, students provide reasons for revisions.			√	√			30%	
Individual or group presentations and reports on research of Chinese language awareness		√	√	√			30%	
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. Quizzes	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 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	The quality of contents, the level of	Rich contents, superior grasp of	Adequate contents, well	Barely enough of contents, fairly	Unclear contents, unable to grasp	Inadequate ability to handle writings task

discourses of professional Chinese	grasping materials with in-depth or extensive knowledge of the subject matter. The organisation, structure designed and overall composition.	materials with in-depth or extensive knowledge of the subject matter. Rigorous organisation, coherent structure designed and balanced composition.	grasping of materials with in-depth or extensive knowledge of the subject matter. Good organisation, well structure designed and balanced composition.	grasp of materials with in-depth or extensive knowledge of the subject matter. Fair organisation, adequate structure designed and composition.	materials with in-depth or extensive knowledge of the subject matter. Poor organisation, structure designed and composition.	for professional Chinese.
4. Individual or group presentations and reports	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.)

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.

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.	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。
2.	呂叔湘，《呂叔湘語文論集》。北京：商務印書館，1983。
3.	王培光，《語感與語言能力》。北京：北京大學出版社，2005。
4.	《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。
5.	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：商務印書館，1980，頁178-182。
6.	黎運漢，李軍，《商業語言》。臺北：台灣商務印書館股份有限公司，2001。
7.	吳為善，《廣告語言》。上海：上海教育出版社，2007。
8.	邱順應，《廣告文案：創思原則與寫作實踐》。臺北：智勝文化事業有限公司，2008。
9.	屈哨兵，劉惠瓊，《廣告語言跟蹤研究》。廣州：暨南大學出版社，2009。
10.	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.), <i>The Child's Conception of Language</i> . New York: Springer-Verlag.1978.
11.	de Villiers, P.A. & de Villiers, J.G. Early judgements of semantic and syntactic acceptability by children. <i>Journal of Psycholinguistic Research</i> , 1, 299-310.1972.

12.	Doughty, C. & Williams, J. <i>Focus on Form in Classroom Second Language Acquisition</i> . Cambridge: University of Cambridge.1998.
13.	Ellis, R. Implicit/explicit knowledge and language pedagogy. <i>TESOL Quarterly</i> , 28 (1), 166-172 1994.
14.	Labov, W. <i>Studies in sociolinguistics: Selected paper by William Labov.</i> , 北京，北京語言文化大學出版社，2001。