

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Chinese and History**  
**with effect from Semester B 2020/21**

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**Part I Course Overview**

Essential Concepts in Chinese Language

<b>Course Title:</b>	Essential Concepts in Chinese Language
<b>Course Code:</b>	CAH5711
<b>Course Duration:</b>	1 semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	Chinese
<b>Medium of Assessment:</b>	Chinese
<b>Prerequisites:</b> ( <i>Course Code and Title</i> )	Nil
<b>Precursors:</b> ( <i>Course Code and Title</i> )	Nil
<b>Equivalent Courses:</b> ( <i>Course Code and Title</i> )	CTL5711 Essential Concepts in Chinese Language
<b>Exclusive Courses:</b> ( <i>Course Code and Title</i> )	Nil

## Part II Course Details

### 1. Abstract

This course aims to equip students with knowledge of the Chinese language in a historical perspective. A cross-cultural, especially an East Asian, perspective and an interdisciplinary perspective will also be adopted. Some essential key concepts will be introduced for a critical rethinking of the concept of “Chinese language” itself.

### 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.	Demonstrate the methodology of investigating Chinese language;	30%	x	x	
2.	Describe the position, role and major characteristics of the Chinese language in the context of East Asian’s languages;	20%	x	x	x
3.	Rethink the essential concepts concerning traditional and modern Chinese language critically;	20%	x	x	x
4.	Demonstrate the history of Chinese language and its relations to modernity, its ideology in an interdisciplinary and a global perspective.	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			
Lecture	In each lecture, the methodology of investigating Chinese language, the position of Chinese language, and key concepts of Chinese language, will be introduced. Some theories that will lead to students’ critical rethinking on	x	x	x	x			2 hours/week

	Chinese language will be lectured.						
<b>Tutorial</b>	A number of tutorial groups will be formed. Each group is responsible for an oral presentation based on a selected topic. An individual written report based on the development of one's own discoveries in the tutorial, rather than a single paper by all the group members, should be submitted for assessment. Students will have to be well prepared for each session and give feedback on fellow students' presentations.	x	x	x	x		1 hour/week

#### 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>Tutorial presentations + an individual paper based on one's presentation topic submitted at the end of the semester</b>	x	x	x	x		35%	Initiating dialogues, degree of participation, demonstrating the evidence(s) of one's own discoveries and one's investigation of literature concerning the topic, etc. will be assessed. An individual paper based on one's presentation topic submitted at the end of the semester can be a development and revision of one's presentation topic.
<b>Test</b> Final test (1 hour) They will be tested on (1) the topics discussed throughout the course; (2) their critical opinions of certain issues related to the subject taught in the class.	x	x	x	x		45%	The form of multiple choices will not be taken in the test.
<b>Participation in classes and tutorials</b> Motivate students'	x	x	x	x		20%	The records of participations in classes and tutorials

spirituality of learning.														in any forms will be kept for an objective assessment.
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. Tutorial presentations + an individual paper based on one's presentation topic submitted at the end of the semester	<p>A tutorial group is responsible for leading the class for discussions in an innovative way. A written report based on one's part in a group presentation should be submitted after the presentation and be assessed by the end of the semester.</p> <p>Demonstrating the evidence(s) of one's own discoveries, and one's investigation of concerning literature will be assessed. The development and revision(s) of one's presentation topic in one's individual paper will also be positively assessed.</p>	<p>1. Excellent command of knowledge in the subject.</p> <p>2. Excellent critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Excellent application of theories in the subject.</p> <p>4. Excellent ability in knowledge application</p> <p>5. Excellent collaborative skills and interactions with classmates.</p>	<p>1. Good command of knowledge in the subject.</p> <p>2. Good critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Good application of theories in the subject.</p> <p>4. Good ability in knowledge application.</p> <p>5. Good collaborative skills and interactions with classmates.</p>	<p>1. Fair command of knowledge in the subject.</p> <p>2. Fair critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Fair application of theories in the subject.</p> <p>4. Fair ability in knowledge application.</p> <p>5. Fair collaboration with teammates and interactions with classmates.</p>	<p>1. Marginal command of knowledge in the subject.</p> <p>2. Marginal critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Marginal application of theories in the subject.</p> <p>4. Marginally acceptable ability in knowledge application.</p> <p>5. Marginally acceptable collaborative skills and interactions with classmates.</p>	<p>1. Unsatisfactory command of knowledge in the subject.</p> <p>2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Unsatisfactory application of theories in the subject.</p> <p>4. Unsatisfactory ability in knowledge application.</p> <p>5. Unsatisfactory collaborative skills and interactions with classmates.</p>
2. Test	A test will be given to evaluate students' understanding of the subject. They will be tested on (1) the	1. Excellent command of knowledge in the subject.	1. Good command of knowledge in the subject.	1. Fair command of knowledge in the subject.	1. Marginal command of knowledge in the subject.	1. Unsatisfactory command of knowledge in the subject.

	topics discussed throughout the course; (2) their critical opinions of certain issues related to the subject taught in the class. (3)The form of multiple choices will not be taken.	2. Excellent critical thinking ability in analysing the questions.  3. Excellent application of theories in the subject.  4. Excellent ability in knowledge application.	2. Good critical thinking ability in analysing the questions.  3. Good application of theories in the subject.  4. Good ability in knowledge application.	2. Fair critical thinking ability in analysing the questions.  3. Fair application of theories in the subject.  4. Fair ability in knowledge application.	2. Marginal critical thinking ability in analysing the questions.  3. Marginal application of theories in the subject.  4. Marginally acceptable ability in knowledge application.	2. Unsatisfactory critical thinking ability in analysing the questions.  3. Unsatisfactory application of theories in the subject.  4. Unsatisfactory ability in knowledge application.
3. Participation in classes and tutorials	Attendances of and performances in both lecture and tutorial classes. The records of participations in classes and tutorials in any forms will be kept for an objective assessment.	1. 91%-100% attendances of both lecture and tutorial classes.  2. Excellent performances in both lecture and tutorial classes.	1. 81%-90% attendances of both lecture and tutorial classes.  2. Good performances in both lecture and tutorial classes.	1. 71%-80% attendances of both lecture and tutorial classes.  2. Satisfactory performances in both lecture and tutorial classes.	1. 61%-70% attendances of both lecture and tutorial classes.  2. Marginally acceptable performances in both lecture and tutorial classes.	1. Less than 61% attendances of both lecture and tutorial classes  2. Unsatisfactory performances in both lecture and tutorial classes.

## **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.)*

Chinese language; Chinese phonology; Hanyu Pinyin system; Chinese dialects; national language; Chinese vernacular writing (baihuawen, or plain speech writing); literary Chinese (wenyanwen); Chinese characters and classical Chinese in East Asian context; rhetoric (xiucixue); modern Chinese grammar; phonocentrism; Chinese orality and literacy; Chinese language in relation to Chinese literary history, or vice versa; the relations between Chinese language and intellectual history.

### **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