

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Chinese and History  
with effect from Semester A 2021/22**

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**Part I Course Overview**

<b>Course Title:</b>	Writing for Museum Professional
<b>Course Code:</b>	CAH5734
<b>Course Duration:</b>	1 Semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<i>Nil</i>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<i>Nil</i>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<i>Nil</i>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<i>Nil</i>

## Part II Course Details

### 1. Abstract

This course aims to build students' writing skills in the organizing, producing and presenting research and promotional materials of art and cultural exhibitions/events in a museum setting. Students will be required to understand, generate and communicate materials for a variety of cultural contexts and disciplines.

This course is an elective course and will focus on the developing and strengthening of students' skills in communication across a range of contexts and disciplines. The course will explore and examine the techniques and processes used in writing for a variety of museum and exhibition related audiences and markets. Students will apply the principles and techniques introduced in the lectures through writing exercises.

### 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.	Identify and discover a variety of materials for cultural communication and marketing, as well as other useful materials for the profession, such as legal and administrative resources		✓	✓	
2.	Demonstrate knowledge and understanding of the different techniques used in the cultural sector for the communication and promotion of events and activities, as well as the specialized language associated with them		✓	✓	✓
3.	Critically analyze texts and materials related to the cultural profession, as well as develop the ability to produce, individually and in groups, your own texts and materials		✓	✓	✓
		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.)

All classes take a **Lecture, Tutorial and Workshop** format, involving a mixture of teacher-facilitated explanation and discussion, student exercises of different kinds, and presentations. A detailed breakdown is given as follows:

CILO No	TLAs	Hours/week (if applicable)
CILO 1-3	Lectures focusing on the characteristics, functions, contexts, audiences, styles, formats, and strategies for effective cultural communication and cultural promotion.	
CILO 1-3	Small-group analysis and evaluation of real cultural texts to sensitize students to features of specific text types and genres, in preparation for their own writing essays and exercises. Teacher-facilitated discussions of writing strategies, complexities and potential difficulties encountered.	
CILO 1-3	Writing exercises of various genres of communication and promotional texts for the cultural field. In-class presentation(s) by students of their written works, followed by peer review, critique and discussions.	

#### 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					
Continuous Assessment: 100%								
<b>Attendance/Participation/Class Activities</b> Students' general performance throughout the semester, including active participation in practical writing activities discussions in class and on Canvas	✓	✓					20%	
<b>Group written assignment</b> Group assignments on cultural communication and promotional writing, to be developed throughout the semester	✓	✓	✓				30%	
<b>In-class presentations of group assignment</b> Presentations included progress reports and final project	✓	✓	✓				30%	
<b>In-class test</b> Summing up the basic knowledge acquired during the semester		✓	✓				20%	
Examination: 0% (duration: , if applicable)							100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

<b>Assessment Task</b>	<b>Criterion</b>	<b>Excellent (A+, A, A-)</b>	<b>Good (B+, B, B-)</b>	<b>Fair (C+, C, C-)</b>	<b>Marginal (D)</b>	<b>Failure (F)</b>
1. Attendance/Participation/Class Activities	Students actively participate in discussions, debates and other class activities in tutorials and lectures. They have to show their ability to interpret and criticize both insightfully and innovatively.	Strong evidence of : Active in-class participation, positive listening, ability to stimulate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials.	Some evidence of : Active in-class participation, positive listening, ability to initiate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials.	Limited evidence of : Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials.	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation.

<b>Assessment Task</b>	<b>Criterion</b>	<b>Excellent (A+, A, A-)</b>	<b>Good (B+, B, B-)</b>	<b>Fair (C+, C, C-)</b>	<b>Marginal (D)</b>	<b>Failure (F)</b>
<p>2. Group written assignment</p> <p>Group assignments on cultural communication and promotional writing, to be developed throughout the semester</p>	<p>This assessment will be graded on content and fluency of writing in English as well as the organization and coherence of the materials. The group delivering the written project must have worked as a team on the collection, reading, selection, integration, analysis of the resources. The written materials must explain their ideas, with logical and present excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to criticize and analyze with cogent arguments and creative comments.</p>	<ul style="list-style-type: none"> <li>- Excellent command of promotional writing knowledge.</li> <li>- Excellent understanding of various genres of promotional writing.</li> <li>- Excellent linguistic competence to present promotional messages effectively.</li> </ul>	<ul style="list-style-type: none"> <li>- Good command of promotional writing knowledge.</li> <li>- Good understanding of various genres of promotional writing.</li> <li>- Good linguistic competence to present promotional messages effectively.</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate command of the course contents.</li> <li>- A certain degree of understanding of various genres of promotional writing.</li> <li>- Fair linguistic competence to present promotional messages.</li> </ul>	<ul style="list-style-type: none"> <li>- Familiarity with the subject matter.</li> <li>- Marginal command of course materials, with the ability to describe some genres of promotional writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Loose organization of materials.</li> <li>- Lack of research and analysis.</li> </ul>

<b>Assessment Task</b>	<b>Criterion</b>	<b>Excellent (A+, A, A-)</b>	<b>Good (B+, B, B-)</b>	<b>Fair (C+, C, C-)</b>	<b>Marginal (D)</b>	<b>Failure (F)</b>
<p>3. In-class presentations of group assignment</p> <p>Presentations included progress report and final project</p>	<p>This assessment will be graded on content and fluency of presentation as well as the organization and coherence of the assignment. The group delivering presentation must have worked as a team on the collection, reading, selection, integration, analysis of the resources. They should lead classmates into the discussion, to explain with logical and present excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to criticize and analyze with cogent arguments and creative comments.</p>	<p>- Excellent presentation skills to demonstrate an excellent understanding of the concepts and techniques of promotional writing.</p>	<p>- Good presentation skills to demonstrate an understanding of the concepts and techniques of promotional writing.</p>	<p>- Acceptable presentation skills to demonstrate an understanding of the concepts and techniques of promotional writing.</p>	<p>- Marginal ability and skills to present promotional messages and to demonstrate an understanding of the basic concepts related to promotional writing.</p>	<p>- Loose organization of materials. - Lack of research and analysis. - Unorganized presentations, materials presented are not coherent.</p>

<b>Assessment Task</b>	<b>Criterion</b>	<b>Excellent (A+, A, A-)</b>	<b>Good (B+, B, B-)</b>	<b>Fair (C+, C, C-)</b>	<b>Marginal (D)</b>	<b>Failure (F)</b>
4. In-class test	This assessment will be graded on content, organization and fluency. Students should demonstrate the ability to master the writing skill and basic knowledge acquired in class.	<ul style="list-style-type: none"> <li>- Excellent command of promotional writing knowledge.</li> <li>- Excellent understanding of various genres of promotional writing.</li> <li>- Excellent linguistic competence to present promotional messages effectively.</li> <li>- demonstrate an excellent understanding of the concepts and techniques of promotional writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Good command of promotional writing knowledge.</li> <li>- Good understanding of various genres of promotional writing.</li> <li>- Good linguistic competence to present promotional messages effectively.</li> <li>- a good understanding of the concepts and techniques of promotional writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate command of the course contents.</li> <li>- A certain degree of understanding of various genres of promotional writing.</li> <li>- Fair linguistic competence to present promotional messages.</li> <li>- demonstrate an acceptable understanding of the concepts and techniques of promotional writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Familiarity with the subject matter.</li> <li>- Marginal command of course materials, with the ability to describe some genres of promotional writing.</li> <li>- demonstrate marginal understanding of the basic concepts related to promotional writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Loose organization of materials.</li> <li>- Cannot demonstrate any understand of materials.</li> </ul>

**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.)*

Museum, art and exhibition industries; promotional communication for culture and heritage; public communication; mass media messages; public relations messages; press releases; project proposals; newsletters; pamphlets, leaflets, brochures/catalogues and posters;

**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.)*

A selection of learning texts and materials will be handed out to the students throughout the semester.

**2.2 Additional Readings**

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

1.	Kerrigan, Finola, Fraser, Peter & Özbilgin, Mustafa (2004). <i>Arts Marketing</i> , Oxford, Elsevier.
2.	Misiura, Shashi (2006). <i>Heritage Marketing</i> , Oxford, Butterworth-Heinemann.
3.	Bernstein, Joanne Scheff (2007). <i>Arts Marketing Insights</i> , San Francisco, Jossey-Bass.
4.	Hill, Liz, O’Sullivan, Catherine & O’Sullivan, Terry (2006). <i>Creative Arts Marketing</i> , 2 <sup>nd</sup> edition,
5.	Foreman-Wernet, Lois & Dervin, Brenda (2010). <i>Audiences and the Arts</i> , Cresskill, Hampton Press.
6.	Elsevier. O’Reilly, Daragh & Kerrigan, Finola (2010). <i>Marketing the Arts: A Fresh Approach</i> , Routledge (online book).
7.	Mahoney, James (2013). <i>Public Relations Writing</i> , 2 <sup>nd</sup> edition, Melbourne, Oxford University Press.
8.	Kolb, Bonita M. (2013). <i>Marketing for Cultural Organizations</i> , 3 <sup>rd</sup> edition, London, Routledge.
9.	Hunsinger, Jeremy & Senft, Theresa, eds. (2014). <i>The Social Media Handbook</i> , New York, Taylor & Francis.