City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2022/23

Part I   Course Overview

Course Title: Special Topics in Chinese for Government and Public Administration

Course Code: CAH5716

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites:
(Course Code and Title) NIL

Precursors:
(Course Code and Title) CTL5715 Chinese for Government and Public Administration
CAH5715 Chinese for Government and Public Administration

Equivalent Courses:
(Course Code and Title) CTL5716 Special Topics in Chinese for Government and Public Administration

Exclusive Courses:
(Course Code and Title) NIL

Part II   Course Details

1.   **Abstract**

This course aims to reinforce students' knowledge and skills in analysing government documents and reviews in the media from a learning discovery approach. The course also aims to strengthen students' understanding of various factors that have impact on the formalization and dissemination of policies through government documents.

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.	Interpret the core meaning of government documents through linguistic analysis	35%	√	√	√
2	Analyse the rationale underpinning various government policies and make use of analytical skills in writing policy and review documents	35%	√	√	√
3	Evaluate media reviews of government policies objectively and produce well-written responses	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				
Lecture	Lectures will focus on the analysis of linguistic features found in government documents and their usage in professional contexts. The philosophy underpinning the formulation of government policies will also be analysed. An example-based learning discovery approach is used in which various usage patterns are illustrated with data drawn from real-life contexts.	√	√	√				Two hours per week
Tutorial	Tutorials will feature selected articles from various sources, such as consultation papers, consultation reports, strategy reports and development programmes. Students will be guided with the analysis of these articles by making use of the skills or methodologies learnt in the lectures. Students will work in groups and give presentations based on their discussions and analysis of these articles. After presentation, each group will submit a tutorial report based on their analysis.	√	√	√				One hour per week
Assignments	Each student will be given written assignments. They will be analysing various media commentaries and critiques of government policies.	√	√	√				

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%							
Group tutorial report- Topics introduced in lectures are fully discussed in tutorials.	√	√	√			30%	Develop and enhance students' communication skills, manner as well as team spirit in discussion.
Written assignments- on selected topic assigned by the lecturer	√	√	√			50%	Develop students with reading, writing skills and enhance students' analytical power required for government and public administration.
Class participation Participation includes attendance of both lectures and tutorials, and their participation in discussions during tutorials.	√	√	√			20%	It is also an evaluation of the preparatory work that students should do before they attend the tutorials.
Examination: 0% (duration: -)							
						100%	

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Group tutorial paper	Thoroughly analyse an issue from a subjective perspective	High	Significant	Basic	Not even reach the marginal level
2. Written assignments	Application of excellent and professional Chinese in writings	High	Significant	Basic	Not even reach the marginal level
3. Class participation	Good attendance and active involvement in class activities, discussion and practice	High	Significant	Basic	Not even reach the marginal level

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group tutorial paper	Thoroughly analyse an issue from a subjective perspective	High	Significant	Moderate	Basic	Not even reach the marginal level
2. Written assignments	Application of excellent and professional Chinese in writings	High	Significant	Moderate	Basic	Not even reach the marginal level
3. Class participation	Good attendance and active involvement in class activities, discussion and practice	High	Significant	Moderate	Basic	Not even reach the marginal level

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.)

      Training in reading skills, writing skills and analytical power, evaluate government policy documents from linguistic and philosophical points of view

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.	鄔昆如主編；尤煌傑[等]合著：《哲學概論》。台北：五南圖書出版股份有限公司，2004。
2.	澤諾‧萬德勒 (Zeno Vendler) 著；陳嘉映譯：《哲學中的語言學》 (Linguistics in philosophy)。北京：華夏出版社，2002。
3.	阿爾斯頓(William P. Alston) 著；牟博、劉鴻輝譯：《語言哲學》(Philosophy of language)。北京：三聯書店，1988。
4.	陳波：《邏輯哲學導論》。北京：中國人民大學出版社，2000。
5.	卡漢‧狄曼(Howard Kahane) 原著；劉福增編譯：《邏輯與哲學》(Logic and philosophy: A modern introduction)。台北：心理出版社，1996。
6.	葉錦明：《邏輯分析與名辯哲學》。台北：臺灣學生書局，2003。
7.	楊士毅：《邏輯與人生：語言與謬誤》。台北：書林出版有限公司，1987。
8.	陳耀南：《漢語邏輯學》。香港：波文書局，1977。
9.	利奇(Geoffrey Neil Leech)著；李瑞華、王彤福、楊自儉、穆國豪合譯：《語學》(Semantics: The study of meaning)。上海：上海外語教育出版社，1987。
10.	陳望道：《修辭學發凡》。上海：上海教育出版社，1979。
11.	沈謙：《語言修辭藝術》。北京：中國友誼出版公司，1997。
12.	蘇新春：《漢語詞義學》。廣州：廣東教育出版社，1992。
13.	陳耀南：《書面中文的本質與應用》。香港：香港大學出版社，1991。
14.	李學銘主編：《現代應用文的教學與研究》。香港：香港理工大學中文及雙語學系，1998。
15.	慕英主編：《實用公文大全》。重慶：西南師範大學出版社，1996。
16.	張元忠、楊珺碧、張東風、高冬媛編：《實用公務應用文寫作》。長沙：中南大學出版社，2003。
17.	韓啓鳴編：《公務應用文》。深圳：海天出版社，1997。
18.	孫永忠編：《公文寫作》。台北：洪葉文化事業有限公司，1999。
19.	于成鯤主編：《現代應用文》。上海：復旦大學出版社，1996。
20.	陳耀南：《應用文大全》：香港：讀者文摘遠東有限公司，1998。
21.	盧丹懷、何寅、謝天振：《中港應用文傳意大全》。香港：商務印書館，2002。

22.	李道海、周敬紅：《台港澳應用文大觀》。長春：東北師範大學出版社，1994。
23.	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。
24.	潘林杉主編：《古今應用文大全》。合肥：安徽人民出版社，1998。
25.	謝錫金、岑紹基、祁永華、于成鯤：《中國內地機構文書研究與應用》。香港：香港大學出版社，2004。
26.	岑紹基、謝錫金、祈永華編著：《應用文的語言·語境·語用》。香港：香港教育圖書公司，2006。