

**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: Chinese for the Media

Course Code: CAH5719

Course Duration: 1 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) Nil

Equivalent Courses:
(Course Code and Title) CTL5719 Chinese for the Media

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to enhance students' professional writing skills for the mass media across a range of context in Chinese. It examines the concepts and techniques of writing for the media in contemporary forms. It also enables students to distinguish the typology and nature of Chinese writing in the context of mass media, and to develop in students the skills required for communication in different contexts of mass media.

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 forms and sub-forms of communication related to mass media		√	√	√
2.	Relate the essentials, functions and styles of writing in different contexts of the media		√	√	√
3.	Provide critical analysis on the media writings		√	√	√
4.	Employing creative solutions and sophisticated techniques to tackle issues and problems related to mass media communication		√	√	√

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 – Lecturing on selected topics, issues and case studies	x	x	x	x			2 hrs
2.	Tutorial – Group discussion, analysis of selected readings, writings and case studies	x	x	x	x			1 hr
3.	Researching on topics and issues related to mass media communication	x	x	x	x			
4.	Presentation on findings, insights, and observations of the researched topics and issues	x	x	x	x			
5.	Creative writing tasks related to mass media communication	x	x	x	x			

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%								
Research on topics and issues related to mass media communication – Written research report	x	x	x	x			50%	
Research on topics and issues related to mass media communication – Oral group presentation and creative writing tasks	x	x	x	x			30%	
Class discussion and participation – Level of participation in class activities and discussions	x	x	x	x			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.)

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. Written research report	Statement of thesis Arguments Discussion and conclusion Organization	-Thesis is clearly and succinctly stated -Highly relevant and persuasive -Incorporate at least one original idea -Research literature and findings are well integrated -Conclusion is logical and reinforces the main points of the paper -Clear and coherent structure	-Thesis is stated with clear rationale -Generally relevant, persuasive -Some evidence of efforts to develop original ideas -Clear integration between research Literature and findings -Conclusion is logical and clearly flows from the rest of the paper -Clear but somewhat loose structure	-Thesis is mentioned but not easy to identify -Relevant but not defensive -No evidence of efforts to develop original Ideas -Poor integration between research literature and findings -Unclear structure	-No identifiable Thesis -irrelevant and not defensible -No evidence of efforts to develop original ideas -No integration between research literature and findings -Conclusion is missing or is not linked to the rest of the paper
2. Oral group presentation and creative writing tasks	Content Subject Knowledge Audience Awareness Writing Creativity	-Theme is well-defined -Content are comprehensive and persuasive -Presenters speak clearly and with confidence throughout -Writing a very clear understanding of the course	-Theme is well-defined -Contents are generally accurate -Presenters speak clearly with confidence most time -Writing a good understanding of the course and with creativity	-Theme is lack a clear rationale -Contents are partial -Presenters speak with no confidence -Writing showing limited understanding of the course and with less	-Theme is not stated -Contents not focused -Presenters speak inarticulate and mumbled -Writing not understanding of the course and with no creativity

		materials, with further thinking and creativity		creativity	
3. Class discussion and participation	Interaction with peers Level of participation in discussions	-Attend all of classes on time -Actively participate and contribute to class discussions most of time	-Attend most of classes on time -Participate and contribute in class discussion most of time	-Attend most of the class but arrive late most of the time -Seldom participate in class discussion	-Skip most of the class -Do not participate In class discussion most of the time

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. Written research report	Statement of thesis Arguments Discussion and conclusion Organization	-Thesis is clearly and succinctly stated -Highly relevant and persuasive -Incorporate at least one original idea -Research literature and findings are well integrated -Conclusion is logical and reinforces the main points of the paper -Clear and coherent structure	-Thesis is stated with clear rationale -Generally relevant, persuasive -Some evidence of efforts to develop original ideas -Clear integration between research Literature and findings -Conclusion is logical and clearly flows from the rest of the paper -Clear but somewhat loose structure	-Thesis is stated but lack clear rationale -Most relevant but some lack adequate Support -Little evidence of efforts to develop original ideas -Clear integration between research literature and findings -Weak link between conclusion and the rest of the paper -Paper makes sense but logic is hard to follow	-Thesis is mentioned but not easy to identify -Relevant but not defensive -No evidence of efforts to develop original Ideas -Poor integration between research literature and findings -Unclear structure	-No identifiable Thesis -irrelevant and not defensible -No evidence of efforts to develop original ideas -No integration between research literature and findings -Conclusion is missing or is not linked to the rest of the paper

<p>2. Oral group presentation and creative writing tasks</p>	<p>Content Subject Knowledge Audience Awareness Writing Creativity</p>	<p>-Theme is well-defined -Content are comprehensive and persuasive -Presenters speak clearly and with confidence throughout -Writing a very clear understanding of the course materials, with further thinking and creativity</p>	<p>-Theme is well-defined -Contents are generally accurate -Presenters speak clearly with confidence most time -Writing a good understanding of the course and with creativity</p>	<p>-Theme is stated but need better articulation -Contents are generally accurate -Presenters speak clearly but not with confidence -Writing evidence showing adequate understanding of the course and few creativity</p>	<p>-Theme is lack a clear rationale -Contents are partial -Presenters speak with no confidence -Writing showing limited understanding of the course and with less creativity</p>	<p>-Theme is not stated -Contents not focused -Presenters speak inarticulate and mumbled -Writing not understanding of the course and with no creativity</p>
<p>3. Class discussion and participation</p>	<p>Interaction with peers Level of participation in discussions</p>	<p>-Attend all of classes on time -Actively participate and contribute to class discussions most of time</p>	<p>-Attend most of classes on time -Participate and contribute in class discussion most of time</p>	<p>-Attend most of classes but sometimes come late -Participate in class Discussion most of time</p>	<p>-Attend most of the class but arrive late most of the time -Seldom participate in class discussion</p>	<p>-Skip most of the class -Do not participate In class discussion most of the time</p>

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.)

Different forms of Chinese mass media communication, including printed and electronic media. Techniques of media writing in Chinese, such as lexical, syntactic, stylistics, rhetoric and so on. Professional writing skills for different genres in mass media writing, such as journalistic writing, news reporting, feature story, editorials, reviews, advertising, press release, script writing and so on.

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.	「傳統新聞媒體仍是主場」，蘇鑰機，〈明報〉，2015
2.	〈一人又一故事〉——「走訪愛滋村」，蘇永權，2014
3.	〈香港新聞獲獎作品〉1993-1994——「深圳清水河倉庫大爆炸」，1994
4.	〈人物現場〉，張炳玲，〈明周叢書〉，2001
5.	〈獨家新聞解碼〉——「獨家與誤報之間」，譚蕙芸，天地圖書，2011
6.	〈網絡新聞學〉——「網絡對新聞報導的思辨」，陳萬達，威仕曼文化事業，2007
7.	〈收視率新聞學－台灣電視新聞商品化〉——「收視率對電視新聞守門的意理操控」，林照真，聯經出版，2009
8.	〈新聞傳播總論〉——「新聞自由與新聞自律」，鄭貞銘，允晨文化實業，1984
9.	〈當代新聞採訪與寫作——「聚焦法結構」，密蘇里新聞學院，周知文化，1995
10.	〈新聞採訪寫作〉——「新聞報道與狗仔隊」，周慶祥，風雲論壇，2007
11.	〈新聞文學與寫作〉——「新聞文學與普通文學的異同」，胡殷，明德文化，1979

2.2 Additional Readings

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

1.	黃天賜，《新聞與香港社會真相》。香港：中華書局，2010。
2.	梁天偉，《新聞解密－拆解傳媒五花八門的報道手法》。皇冠叢書，2009。
3.	張圭陽，《傳媒風－傳媒的價值與運作》。香港：香港教育圖書公司，2006。
4.	瑞夫 (Richard Reeves)，《新聞到底該怎樣》。香港：商務印書館，2006。
5.	賴蘭香，《傳媒中文寫作》(再版)。香港：中華書局，2000。
6.	黃煜、盧丹懷、俞旭，《並非吹毛求疵－香港中文報章的語言與報道問題評析》。香港：三聯書店，1998。
7.	[美] 凱利·萊特爾、朱利安·哈里斯、斯坦利·約翰遜著，宋鐵軍譯，《全能記者必備：新聞採集、寫作和編輯的基本技能》。北京：中國人民大學出版社，2005。
8.	錢震著，鄭貞銘、張市民、呂傑華增修，《新聞新論》。台北：五南圖書出版股份有限公司，2003。
9.	[美] 梅爾文·門徹 (Melvin Mencher) 著，展江譯，《新聞報道與寫作》。北京：華夏出版社，2003。
10.	方怡文、周慶祥，《新聞採訪理論與實務》(第2版)。台北：正中書局，1999。
11.	彭家發《特寫寫作》，台灣商務印書館，2000。
12.	楊先順《廣告文案寫作原理與技巧》，廣州暨南大學出版社，2000。
13.	黃擎天/范俊南，〈廣告文案全攻略－香港實戰版〉。香港：明窗出版社，1999。