

**City University of Hong Kong  
Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** Capstone Project in Chinese Language and Literature

**Course Code:** CAH5797

**Course Duration:** Two semesters

**Credit Units:** 3 (1 in Semester A and 2 in Semester B)

**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)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

This course aims to enable students to integrate, consolidate, and apply the theories, knowledge, academic skills acquired in the programme in developing knowledge transfer projects in Chinese language and literature. Students will learn to 1) apply theories, knowledge and academic skills into practice; 2) identify real-life problems; 3) formulate and design original solutions; 4) implement the project in a group effectively.

### 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 real-life problems pertaining to the use of Chinese language and literature		✓	✓	
2.	Apply theories, knowledge, and academic skills to address real-life problems pertaining to the use of Chinese language and literature		✓	✓	
3.	Formulate original and creative solutions to real-life problems pertaining to the use of Chinese language and literature		✓	✓	✓
4.	Present the project with clarity, precision and cogency		✓	✓	✓
5.	Implement the project in a group effectively		✓	✓	✓
		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	5	
Seminars and workshops	Students attend seminars / workshops and engage in tasks such as group discussions, presentation, text / case analysis.	✓	✓	✓	✓	✓	
Meetings with supervisor	Regular meetings between the project group and the supervisor	✓	✓	✓	✓		
Reading	Books and articles related to the topics	✓	✓	✓			
Project	Students will work in small groups to deliver their projects in the form of, but not limited to, written project, portfolio, video, magazine, websites, mobile app etc.	✓	✓	✓	✓	✓	

### 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	5		
Continuous Assessment: 100%							
Proposal	✓	✓	✓	✓		10%	
Reflective journal	✓	✓	✓			15%	
Group presentation	✓	✓	✓	✓		20%	
Peer review	✓	✓	✓			5%	
Project	✓	✓	✓	✓	✓	50%	
Examination: 0%							
						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. Proposal	Ability to identify and address real-life problems, design and formulate original and creative solutions, articulate the proposal with coherence, clarity, and persuasiveness.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer</li> <li>outstanding originality, creativity, feasibility, sustainability of the proposal</li> </ul>	<p>Some evidence of:</p> <ul style="list-style-type: none"> <li>insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer</li> <li>outstanding originality, creativity, feasibility, sustainability of the proposal</li> </ul>	<p>Weak evidence of:</p> <ul style="list-style-type: none"> <li>insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer</li> <li>outstanding originality, creativity, feasibility, sustainability of the proposal</li> </ul>	Unable to identify and address real-life problems, design and formulate solutions, articulate an organized proposal
2. Reflective journal	Students are required to write a reflective journal to report their reflections, insights, learning experiences in the teaching and learning process throughout the course in regard of the applications, impact, implications, and limitations of their knowledge transfer projects.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>Critical and insightful reflection of the applications, impact, implications, and limitations of the knowledge transfer projects;</li> <li>Rigorous organization,</li> </ul>	<p>Some evidence of:</p> <ul style="list-style-type: none"> <li>Critical and insightful reflection of the applications, impact, implications, and limitations of the knowledge transfer projects;</li> <li>Rigorous organization,</li> </ul>	<p>Weak evidence of:</p> <ul style="list-style-type: none"> <li>Critical and insightful reflection of the applications, impact, implications, and limitations of the knowledge transfer projects;</li> <li>Rigorous organization, coherent structure, systematic</li> </ul>	Unable to demonstrate a critical and insightful reflection of the applications, impact, implications of the knowledge transfer projects

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		coherent structure, systematic composition	coherent structure, systematic composition	composition	
3. Group presentation	Students are required to present their proposals and projects with a clear demonstration of rigorous organization, coherent structure, balanced composition and an ability to analyse with cogent arguments and creative comments.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>Rich content, excellent grasp of the materials with in-depth knowledge of the subject matter;</li> <li>Rigorous organization, coherent structure, balanced composition;</li> <li>Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management</li> </ul>	<p>Some evidence of:</p> <ul style="list-style-type: none"> <li>Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>Rigorous organization, coherent structure, balanced composition;</li> <li>Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management</li> </ul>	<p>Weak evidence of:</p> <ul style="list-style-type: none"> <li>Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>Rigorous organization, coherent structure, balanced composition;</li> <li>Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management</li> </ul>	<ul style="list-style-type: none"> <li>Limited familiarity with the content, organization, structure of the proposals and projects;</li> <li>Overly soft voice, indistinct pronunciation and improper diction, seriously over time.</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
4. Peer review	Ability to critically evaluate different facts and statements, to provide practical and innovative comments with persuasive demonstration; Ability to give feedback on fellow students' presentations.	Strong evidence of: <ul style="list-style-type: none"> <li>Rich content, ability to integrate various resources based on demand;</li> <li>Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively.</li> </ul>	Some evidence of: <ul style="list-style-type: none"> <li>Rich content, ability to integrate various resources based on demand;</li> <li>Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively.</li> </ul>	Weak evidence of: <ul style="list-style-type: none"> <li>Rich content, ability to integrate various resources based on demand;</li> <li>Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively.</li> </ul>	vague and devoid of content, weak ability to comprehend fellow students' presentation;
5. Project	<ul style="list-style-type: none"> <li>Ability to identify and address real-life problems, design and formulate original and creative solutions, articulate the project proposal with coherence, clarity, and persuasiveness</li> <li>Ability to apply essential theories and practices of knowledge transfer in the project</li> </ul>	Strong evidence of: <ul style="list-style-type: none"> <li>insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer</li> <li>outstanding originality, creativity, feasibility, sustainability of the project</li> </ul>	Some evidence of: <ul style="list-style-type: none"> <li>insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer</li> <li>outstanding originality, creativity, feasibility, sustainability of the project</li> </ul>	Weak evidence of: <ul style="list-style-type: none"> <li>insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer</li> <li>outstanding originality, creativity, feasibility, sustainability of the project</li> <li>Rich content,</li> </ul>	Unable to identify and address real-life problems, design and formulate solutions, articulate an organized project with originality, creativity, feasibility, sustainability of the project

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		<ul style="list-style-type: none"> <li>Rich content, ability to integrate various resources into primary and secondary levels;</li> <li>Rigorous organization, coherent structure, systematic composition;</li> </ul>	<ul style="list-style-type: none"> <li>Rich content, ability to integrate various resources into primary and secondary levels;</li> <li>Rigorous organization, coherent structure, systematic composition;</li> </ul>	<ul style="list-style-type: none"> <li>ability to integrate various resources into primary and secondary levels;</li> <li>Rigorous organization, coherent structure, systematic composition;</li> </ul>	

Not applicable to students admitted before Semester A 2022/23

### 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.)

Knowledge transfer, knowledge applications, digital humanities, Chinese language, Chinese literature, Chinese culture, creative writing, media writing.

#### 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.	林慶彰，《學術論文寫作指引（文科適用）》，第二版，臺北：萬卷樓，2011。
2.	項潔編，《數位人文要義：尋找類型與軌跡》，臺北：國立臺灣大學出版中心，2012。
3.	漢寶德，《文化與文創》，臺北：聯經出版公司，2014。

##### 2.2 Additional Readings

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

1.	許焯權主編，《香港文化及創意產業與珠江三角洲的關係研究：終期報告》，香港：香港大學文化政策研究中心，2006。
2.	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。
3.	黃淑嫻，《香港影像書寫：作家、電影與改編》，香港：香港大學出版社，2014。
4.	賴蘭香，《傳媒中文寫作（全新修訂本）》，香港：中華書局，2012。
5.	吳小如、吳同賓，《中國文史工具資料書舉要》，天津：天津古籍出版社，2002。
6.	項潔編，《從保存到創造：開啟數位人文研究》，臺北：國立臺灣大學出版中心，2011。
7.	項潔編，《數位人文研究的新視野：基礎與想像》，臺北：國立臺灣大學出版中心，2011。
8.	Albrecht Rothacher 著，黎曉旭譯，《品牌背後的故事：品牌經營策略與企業文化》，臺北：久石文化，2006。
9.	Cooper, David, Christopher Donaldson, and Patricia Murrieta-Flores, eds. <i>Literary Mapping in the Digital Age</i> . London: Routledge, 2016.
10.	De Waal Malefyt, Timothy, Robert J. Morais. <i>Advertising and Anthropology: Ethnographic Practice and Cultural Perspectives</i> . London: Routledge, 2020.
11.	Gray, David. <i>Doing Research in the Real World</i> . 4th ed. London: SAGE Publications, 2018.
12.	Martin, Sylvia J. <i>Haunted: An Ethnography of the Hollywood and Hong Kong Media Industries</i> . Oxford: Oxford University Press, 2017.
13.	Schreibman, Susan, Ray Siemens, and John Unsworth, eds. <i>A New Companion to Digital Humanities</i> . Chichester: Wiley-Blackwell, 2016.
14.	Smith, Lisa Mooney. <i>Knowledge Transfer in Higher Education Collaboration in the Arts and Humanities</i> . Basingstoke: Palgrave Macmillan, 2012.
15.	Tao, Hongyin, and Howard Hao-Jan Chen, eds. <i>Chinese for Specific and Professional Purposes: Theory, Pedagogical Applications, and Practices</i> . Singapore: Springer, 2019.
16.	Terras, Melissa, Julianne Nyhan, and Edward Vanhoutte, eds. <i>Defining Digital Humanities</i> . Surrey: Ashgate, 2013.
17.	Verhoeven, Pieterella Susanna. <i>Doing Research: The Hows and Whys of Applied Research</i> . 3rd ed. The Hague: Eleven International Publishing, 2011.