

CAH5719: CHINESE FOR THE MEDIA

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Chinese for the Media

Subject Code

CAH - Chinese and History

Course Number

5719

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Chinese

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL5719 Chinese for the Media

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discuss and compare the forms and sub-forms of communication related to mass media		x	x	x
2	Discuss and explain the essentials, functions and styles of writing in different contexts of the media		x	x	x
3	Discuss and apply critical analysis on the media writings		x	x	x
4	Apply creative solutions and sophisticated techniques to tackle issues and problems related to mass media communication		x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	1	Students will engage with lectures on selected topics, issues and case studies.	1, 2, 3, 4	2 hrs
2	2	Students will engage with group discussion, analysis of selected readings, writings and case studies.	1, 2, 3, 4	1 hr
3	3	Students will engage with research on topics and issues related to mass media communication.	1, 2, 3, 4	
4	4	Students will engage with presentation on findings, insights, and observations of the researched topics and issues.	1, 2, 3, 4	

5	5	Students will engage with creative writing tasks related to mass media communication.	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Research on topics and issues related to mass media communication - Written research report	1, 2, 3, 4	50	-	No
2	Research on topics and issues related to mass media communication - Oral group presentation and creative writing tasks	1, 2, 3, 4	30	-	No
3	Class discussion and participation - Level of participation in class activities and discussions	1, 2, 3, 4	20	-	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Written research report (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Statement of thesis
Arguments
Discussion and conclusion
Organization

Excellent

(A+, A, A-)

- 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

Good

(B+, B, B-)

- 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

Fair

(C+, C, C-)

- 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

Marginal

(D)

- 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

Failure

(F)

- 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

Assessment Task

Oral group presentation and creative writing tasks (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Content
Subject Knowledge
Audience Awareness
Writing Creativity

Excellent

(A+, A, A-)

- 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

Good

(B+, B, B-)

- 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

Fair

(C+, C, C-)

- 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

Marginal

(D)

- 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

Failure

(F)

- Theme is not stated
- Contents not focused
- Presenters speak inarticulate and mumbled
- Writing not understanding of the course and with no creativity

Assessment Task

Class discussion and participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Interaction with peers

Level of participation in discussions

Excellent

(A+, A, A-)

- Attend all of classes on time
- Actively participate and contribute to class discussions most of time

Good

(B+, B, B-)

- Attend most of classes on time
- Participate and contribute in class discussion most of time

Fair

(C+, C, C-)

- Attend most of classes but sometimes come late
- Participate in class Discussion most of time

Marginal

(D)

- Attend most of the class but arrive late most of the time
- Seldom participate in class discussion

Failure

(F)

- Skip most of the class
 - Do not participate In class discussion most of the time
-

Assessment Task

Written research report (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Statement of thesis
Arguments
Discussion and conclusion
Organization

Excellent

- (A+, A, A-)
- 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

Good

- (B+, B)
- 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

Marginal

- (B-, C+, C)
- 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

Failure

- (F)
- 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

Assessment Task

Oral group presentation and creative writing tasks (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Content
Subject Knowledge
Audience Awareness
Writing Creativity

Excellent

- (A+, A, A-)

- 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

Good

(B+, B)

- 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

Marginal

(B-, C+, C)

- 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

Failure

(F)

- Theme is not stated
 - Contents not focused
 - Presenters speak inarticulate and mumbled
 - Writing not understanding of the course and with no creativity
-

Assessment Task

Class discussion and participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Interaction with peers

Level of participation in discussions

Excellent

(A+, A, A-)

- Attend all of classes on time
- Actively participate and contribute to class discussions most of time

Good

(B+, B)

- Attend most of classes on time
- Participate and contribute in class discussion most of time

Marginal

(B-, C+, C)

- Attend most of the class but arrive late most of the time
- Seldom participate in class discussion

Failure

(F)

- Skip most of the class
 - Do not participate In class discussion most of the time
-

Part III Other Information

Keyword Syllabus

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.

Reading List

Compulsory Readings

Title	
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」，胡股，明德文化，1979

Additional Readings

Title	
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。