

CAH5734: WRITING FOR MUSEUM PROFESSIONALS

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

Writing for Museum Professionals

Subject Code

CAH - Chinese and History

Course Number

5734

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

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to 1) build students' writing skills and 2) manage AI tools to assist 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 developing and strengthening students' communication skills required in a museum setting. It will explore in detail the techniques and processes used in writing for a variety of museum activities, and examine how to use AI tools to achieve the writing goals. Students will apply the principles and techniques introduced in the lectures through writing exercises. This is a practical course. With the growth of AI tools, the course will introduce students to how they can manage AI tools as “staff”. The skills learned in this course are particularly useful to those who wish to develop their careers in the Greater Bay Area, which has a large employment market for history and cultural professionals.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify and discover a variety of tools and resources for activities such as research, communications, marketing, and administration for the profession.		x	x	
2	Demonstrate knowledge and understanding of the different techniques used in the cultural sector for the communication and promotion of the exhibitions, cultural events and museum activities.		x	x	x
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		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	Lecture	Students will engage in lectures focusing on the characteristics, functions, contexts, audiences, styles, formats, and strategies for effective cultural communication and cultural promotion.	1, 2, 3

2	Tutorial	Students will engage with 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. Students will also engage in teacher-facilitated discussions of writing strategies, complexities and potential difficulties encountered.	1, 2, 3	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	In-class discussion/ Class Activities Students' general performance throughout the semester, including active participation in practical writing activities, discussions in class and on Canvas	1, 2	20	-	Yes
2	Group written assignment Group assignments on cultural communication and promotional writing, to be developed throughout the semester	1, 2, 3	30	-	Yes
3	In-class presentations of the group assignment Presentations included progress reports and final project	1, 2, 3	30	-	Yes
4	Fieldwork report Students' discovery and critical analysis of different materials	1, 3	20	-	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

1. In-class discussion/Class Activities (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

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.

Excellent

(A+, A, A-) 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.

Good

(B+, B, B-) 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.

Fair

(C+, C, C-) Limited evidence of:

- Active in-class participation, listening comprehension, and ability to participate in class discussions and comment on other points.
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Marginal

(D) Marginally satisfies the basic requirements of participation.

Failure

(F) Fail to meet minimum requirements of participation.

Assessment Task

2. Group written assignment

Group assignments on cultural communication and promotional writing, to be developed throughout the semester (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment will be graded on the content and fluency of writing in English/Chinese, as well as the organization and coherence of the materials. The group delivering the written project must have worked as a team to collect, read, select, integrate, and analyze the resources. The written materials must explain their ideas with logical reasoning, demonstrate an excellent grasp of the materials, and show 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.

Excellent

(A+, A, A-)

- Excellent command of promotional writing knowledge.
- Excellent understanding of various genres of promotional writing.
- Excellent linguistic competence to present promotional messages effectively.

Good

(B+, B, B-)

- Good command of promotional writing knowledge.
- Good understanding of various genres of promotional writing.
- Good linguistic competence for presenting promotional messages effectively.

Fair

(C+, C, C-)

- Adequate command of the course contents.
- A certain degree of understanding of various genres of promotional writing.
- Fair linguistic competence to present promotional messages.

Marginal

(D)

- Familiarity with the subject matter.
- Marginal command of course materials, with the ability to describe some genres of promotional writing.

Failure

(F)

- Loose organization of materials.
- Lack of research and analysis.

Assessment Task

3. In-class presentations of the group assignment

Presentations included progress reports and final project

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

Criterion

This assessment will be graded on the content and fluency of the presentation as well as the organization and coherence of the assignment. The group delivering the presentation must have worked as a team on the collection, reading, selection, integration, and analysis of the resources. They should lead classmates into the discussion, show ability to explain with logical reasoning, demonstrate an excellent grasp of the materials, and show 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.

Excellent

(A+, A, A-)

- Excellent presentation skills to demonstrate an excellent understanding of the concepts and techniques of promotional writing.

Good

(B+, B, B-)

- Good presentation skills to demonstrate an understanding of the concepts and techniques of promotional writing.

Fair

(C+, C, C-)

- Acceptable presentation skills to demonstrate an understanding of the concepts and techniques of promotional writing.

Marginal

(D)

- Marginal ability and skills to present promotional messages and to demonstrate an understanding of the basic concepts related to promotional writing.

Failure

(F)

- Loose organization of materials.
 - Lack of research and analysis.
 - Unorganized presentations, materials presented are not coherent.
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Assessment Task

4. Fieldwork report (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment will be graded on content, organization and fluency. Students should demonstrate the ability to observe and analyze materials critically.

Excellent

(A+, A, A-)

- Excellent command of writing skills and knowledge.
- Excellent understanding of various genres of writing.
- Excellent linguistic competence to present messages effectively.

Good

(B+, B, B-)

- Good command of writing skills and knowledge.
- Good understanding of various genres of writing.
- Good linguistic competence to present messages effectively.

Fair

(C+, C, C-)

- Adequate command of the course contents.
- A certain degree of understanding of various genres of writing.
- Fair linguistic competence to present messages.

Marginal

(D)

- Familiarity with the subject matter.
- Marginal command of course materials, with the ability to describe some genres of writing.
- Demonstrate marginal understanding of the basic concepts related to writing.

Failure

(F)

- Loose organization of materials.
 - Cannot demonstrate any understanding of materials.
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Assessment Task

1. In-class discussion/Class Activities (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

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.

Excellent

(A+, A, A-) 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.

Good

(B+, B) 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.

Marginal

(B-, C+, C) Marginally satisfies the basic requirements of participation.

Failure

(F) Fail to meet minimum requirements of participation.

Assessment Task

2. Group written assignment

Group assignments on cultural communication and promotional writing, to be developed throughout the semester
(for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment will be graded on the content and fluency of writing in English/Chinese as well as the organization and coherence of the materials. The group delivering the written project must have worked as a team to collect, read, select, integrate, and analyze the resources. The written materials must explain their ideas with logical reasoning, demonstrate an excellent grasp of the materials, and show 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.

Excellent

(A+, A, A-)

- Excellent command of promotional writing knowledge.
- Excellent understanding of various genres of promotional writing.
- Excellent linguistic competence to present promotional messages effectively.

Good

(B+, B)

- Good command of promotional writing knowledge.
- Good understanding of various genres of promotional writing.
- Good linguistic competence for presenting promotional messages effectively.

Marginal

(B-, C+, C)

- Familiarity with the subject matter.
- Marginal command of course materials, with the ability to describe some genres of promotional writing.

Failure

(F)

- Loose organization of materials.
- Lack of research and analysis.

Assessment Task

3. In-class presentations of the group assignment

Presentations included progress reports and final project
(for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment will be graded on the content and fluency of the presentation as well as the organization and coherence of the assignment. The group delivering the presentation must have worked as a team on the collection, reading, selection, integration, and analysis of the resources. They should lead classmates into the discussion, show ability to explain with logical reasoning, demonstrate an excellent grasp of the materials, and present 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.

Excellent

(A+, A, A-)

- Excellent presentation skills to demonstrate an excellent understanding of the concepts and techniques of promotional writing.

Good

(B+, B)

- Good presentation skills to demonstrate an understanding of the concepts and techniques of promotional writing.

Marginal

(B-, C+, C)

- Marginal ability and skills to present promotional messages and to demonstrate an understanding of the basic concepts related to promotional writing.

Failure

(F)

- Loose organization of materials.
- Lack of research and analysis.
- Unorganized presentations, materials presented are not coherent.

Assessment Task

4. Fieldwork report (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment will be graded on content, organization and fluency. Students should demonstrate the ability to observe and analyze materials critically.

Excellent

(A+, A, A-)

- Excellent command of writing skills and knowledge.
- Excellent understanding of various genres of writing.
- Excellent linguistic competence to present messages effectively.

Good

(B+, B)

- Good command of writing skills and knowledge.
- Good understanding of various genres of writing.
- Good linguistic competence to present messages effectively.

Marginal

(B-, C+, C)

- Familiarity with the subject matter.
- Marginal command of course materials, with the ability to describe some genres of writing.
- Demonstrate marginal understanding of the basic concepts related to writing.

Failure

(F)

- Loose organization of materials.
- Cannot demonstrate any understanding of materials.

Part III Other Information

Keyword Syllabus

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;

Reading List

Compulsory Readings

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

Additional Readings

Title	
1	王宏鈞主編《中國博物館學基礎》，上海：上海古籍出版社，2001年。
2	林雪虹《文博新潮：藝術博物館教育》，香港：香港大學美術博物館，2007年。
3	鄭天儀《地方營造：重塑社區肌理的過去與未來》，香港：三聯書店，2019年。
4	曾偉玉主編《粵港澳大灣區研究》，北京：社會科學文獻出版社，2019年。
5	中國國家博物館主編《文物這麼看——認知中國國家博物館》，香港：中華教育，2020年。
6	Kerrigan, Finola, Fraser, Peter & Özbilgin, Mustafa (2004). Arts Marketing, Oxford, Elsevier.
7	Misiura, Shashi (2006). Heritage Marketing, Oxford, Butterworth-Heinemann.
8	Bernstein, Joanne Scheff (2007). Arts Marketing Insights, San Francisco, Jossey-Bass.
9	Hill, Liz, O' Sullivan, Catherine & O' Sullivan, Terry (2006). Creative Arts Marketing, 2nd edition,
10	Foreman-Wernet, Lois & Dervin, Brenda (2010). Audiences and the Arts, Cresskill, Hampton Press.
11	Elsevier. O' Reilly, Daragh & Kerrigan, Finola (2010). Marketing the Arts: A Fresh Approach, Routledge (online book).
12	Mahoney, James (2013). Public Relations Writing, 2nd edition, Melbourne, Oxford University Press.
13	Kolb, Bonita M. (2013). Marketing for Cultural Organizations, 3rd edition, London, Routledge.
14	Hunsinger, Jeremy & Senft, Theresa, eds. (2014). The Social Media Handbook, New York, Taylor & Francis.