

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2017/18

Part I Course Overview

Course Title: Chinese Editing and Publishing

Course Code: CAH3168

Course Duration: 1 Semester

Credit Units: 3

Level: B3

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

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

(A 150-word description about the course)

This course aims to study every element of the publishing process from manuscript to book in print or digital form. It introduces the craft and art of editing, book design, the publishing culture, as well as marketing and business of Chinese publishing industry in the Hong Kong and Greater China context. It emphasizes on using practical and readily applicable professional skills and recognizing the trends in Chinese publishing industry. Students will be equipped with necessary knowledge and skills to move into various roles within the Chinese publishing industry.

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. | Demonstrate the knowledge of editorial principles and writing skills across both print and digital media | 25% | ✓ | | |
| 2. | Demonstrate the knowledge of publishing process of the Hong Kong and Greater China publishing industry | 25% | ✓ | | |
| 3. | Examine the current publishing environment in Hong Kong and Greater China | 25% | | ✓ | |
| 4. | Apply the knowledge and skills into practice with an internship placement | 25% | | | ✓ |

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 | | |
| Lecture | In order to promote active learning and encourage new discovery, besides normal lectures, students will be engaged in in-class group activities, e.g. group discussions, simple quizzes and debates. | ✓ | ✓ | ✓ | | | |

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|--------------------------------------|---|---|---|---|---|--|--|--|
| Reading | Books and articles related to the topic. | ✓ | ✓ | ✓ | | | | |
| Tutorial Presentation and Discussion | All tutorials are topic-oriented. Students are expected to study the assigned readings in advance, and all of them will take turns to present and lead the discussion throughout the course. Teachers will assess students' analytical skills and their understandings of assigned readings. Tutorials ensure that there is sufficient teacher-learner interaction and peer discussion. Group presentations and discussions will be conducted during tutorials. Both oral and written presentations will be assessed. Students assigned as discussants should actively take part in discussions right after the presentation. | | | ✓ | ✓ | | | |
| Assignments | Two assignments related to the subject matters including both editing and publishing during the semester. | | | ✓ | ✓ | | | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | | | Weighting* |
|--|----------|---|---|---|---|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Continuous Assessment: 100% | | | | | | |
| 1. Presentation: emphasis is placed on the depth of knowledge and the discovery of new issues. | | ✓ | ✓ | ✓ | ✓ | 20% |
| 2. Editing and Publishing Project: students must manage and finish a project by going through the book publishing procedures step by step. | | | ✓ | ✓ | ✓ | 40% |
| 3. Participation and discussion in class: Student should proactively contribute to class by offering ideas and/or asking questions consistently both in lectures and tutorials. They should listen when others talk, both in groups and in class and be prepared for class with required class readings. The teacher will give students practice and exercises in class such as proof-reading and editing. | ✓ | ✓ | | | | 10% |
| 4. Two Assignments (15% each): students are motivated to review and demonstrate publishing-related knowledge and skills which they have learned. | ✓ | ✓ | | | | 30% |
| Examination: - (duration: -) | | | | | | |
| * The weightings should add up to 100%. | | | | | | 100% |

5. Assessment Rubrics

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

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|-----------------|--|---|---|--|---|---|
| 1. Presentation | <p>This assessment will grade on content and fluency of presentation as well as the organisation and coherence of the assignment. The group delivering the presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They should lead classmates into the discussion, to explain with rich content and excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. They should demonstrate rigorous organization, coherent structure, balanced</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management | <p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. | <p>Some evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. | <p>Limited evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. | <ul style="list-style-type: none"> • Loose organization, but acceptable identified content. • Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials; • Simple and unilateral comments, without clear explanation; • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. | <ul style="list-style-type: none"> • Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes; • Loose organization, without distinct primary and secondary structure; • Devoid of personal comment and/or unreasonable opinion; • Overly soft voice, indistinct pronunciation and improper diction, seriously over time. |

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| | composition and an ability to criticize and analyse with cogent arguments and creative comments. | | | | | |
| 2. Editing and Publishing Project | This assessment will grade on the quality of the finished book. Students should demonstrate the ability to utilize the knowledge and skills properly, solve the problems during the editing and publishing process, and publicize the book. | <p>Strong evidence of :</p> <ul style="list-style-type: none"> • Ability to utilize the knowledge and skills properly, solve the problems during the editing and publishing process ; • Rigorous organization, coherent structure, systematic composition of the finished book; • Creative and insightful ideas in publicizing the finished book | <p>Some evidence of :</p> <ul style="list-style-type: none"> • Ability to utilize the knowledge and skills properly, solve the problems during the editing and publishing process ; • Rigorous organization, coherent structure, systematic composition of the finished book; • Creative and insightful ideas in publicizing the finished book | <p>Limited evidence of :</p> <ul style="list-style-type: none"> • Ability to utilize the knowledge and skills properly, solve the problems during the editing and publishing process ; • Rigorous organization, coherent structure, systematic composition of the finished book; • Creative and insightful ideas in publicizing the finished book | <p>No evidence of :</p> <ul style="list-style-type: none"> • Ability to utilize the knowledge and skills properly, solve the problems during the editing and publishing process ; • Rigorous organization, coherent structure, systematic composition of the finished book; • Creative and insightful ideas in publicizing the finished book | Failure to finish the project |
| 3. Participation and discussion in class | Students actively participate in discussions, debates and other class activities in tutorials and lectures. They | <p>Strong evidence of:</p> <ul style="list-style-type: none"> • Active in-class participation, positive listening, able to simulate | <p>Some evidence of :</p> <ul style="list-style-type: none"> • Active in-class participation, positive listening, | <p>Limited evidence of :</p> <ul style="list-style-type: none"> • Active in-class participation, | Marginally satisfies the basic requirements of the participation. | Fail to meet minimum requirements of participation |

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|----------------|---|--|---|--|--|--|
| | should demonstrate an ability to interpret and criticize both insightfully and innovatively. | class discussion and comment on other points. • Sufficient pre-class preparation and familiarity with peer reports and other materials. | able to initiate class discussion and comment on other points. • Sufficient pre-class preparation and familiarity with peer reports and other materials. | listening comprehension, able to participate in class discussion and comment on other points. • Sufficient pre-class preparation and familiarity with peer reports and other materials. | | |
| 4. Assignments | Two exercises will be given to assess students' knowledge and ability in describing, analysing and reflecting on the subject. | • Excellent command of knowledge, skills and understanding in lectures of ancient Chinese history. • Deep understanding of concepts and key ideas and connections between them • Innovative ideas with convincing demonstration • Good and organized expression | • Good command of knowledge, skills and understanding in lectures of ancient Chinese history. • Deep understanding of concepts and key ideas and connections between them • Innovative ideas with convincing demonstration • Good and organized expression | • Adequate command of knowledge, skills and understanding in lectures of ancient Chinese history. • Understanding of concepts and key ideas and connections between them • Innovative ideas with less convincing demonstration | • Marginal command of knowledge, skills and understanding in lectures of ancient Chinese history. • Fair understanding of concepts and key ideas and connections between them • Ideas without convincing demonstration | • Failure to show knowledge, skills and understanding in lectures of ancient Chinese history. • Poor understanding of concepts and key ideas and connections between them • Ideas without convincing demonstration |

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.)

Publishing process, manuscript, print form, digital media, editing, book design, publishing culture, marketing, business, publishing industry, Hong Kong, Greater China, case study, project costing, production management, quality control, distribution, management of suppliers, the negotiation of contracts, the sale of subsidiary rights.

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.)

Chapters taken from the following books

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| 1. | 張天定、郭奇主編，《編輯出版學》，鄭州：河南大學出版社，2003。 |
| 2. | 吳順忠，《正字典：辨字正詞指南》，香港：花千樹，2015。 |
| 3. | 陳穎青，《老貓學出版：編輯的技藝》，台北：時報文化出版社，2007。 |
| 4. | 王乾任，《編輯到底在幹嘛？》，台北：釀出版，2014。 |
| 5. | 辛廣偉，《世界華文出版業》，台北：遠流出版事業股份有限公司，2010。 |
| 6. | 黎洪波，《圖書編輯校對實用手冊》，北京：廣西師範，2006。 |

2.2 Additional Readings

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

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| 1. | 中國出版年鑑社編，《編輯出版法規手冊》，北京：新華出版社，2015。 |
| 2. | 聶震寧，《出版者說：關於書刊出版的理解與隨想》，北京：三聯書店，2013。 |