

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: Modern Chinese

Course Code: CAH2130

Course Duration: 1 semester

Credit Units: 3 credits

Level: B2

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: CTL2130 Modern Chinese
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to help students acquire a comprehensive and basic knowledge of the Modern Chinese language. It also inspired them to discover the general principles of linguistic and applied linguistic investigations based on L1 learning.

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 the major components of Modern Chinese linguistic structures.	20%	√	√	
2.	Analyse and differentiate a wide range of linguistic derivations in the learning of Chinese vocabulary, morphology and grammar.	20%	√	√	√
3.	Apply fundamental analytic methods to discover the grammatical rules in Modern Chinese.	20%		√	√
4.	Communicate their discoveries clearly, coherently and accurately in their own wording; and	20%		√	√
5.	Recognize the role of practising error-analyses in learning and teaching Chinese grammar.	20%		√	√
		100%			

* 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	5		
Lecture	Learning through teaching is primarily based on lectures. Concepts and general knowledge of Chinese syntax, morphology and vocabulary are explained. Special weight is placed on the practical aspects of the theories.	√	√	√	√			Two hours per week

	An example-based approach is adopted in which each theory, principle and guideline is illustrated creatively with examples from various sources. In addition, ten minutes per lesson is assigned for group discussion. Innovative uses of the Chinese language will also be instructed.							
Tutorial	A number of tutorial groups are formed, each containing three to four students. Each group is responsible for one oral presentation with a written report on their discoveries in Modern Chinese.			√	√	√		One hour per week
Assignment	Students are required to explain various linguistic phenomena by what they have learnt in lectures and tutorials, in relation to their daily life (e.g. newspapers). Emphasis of this assignment is placed on the innovative and practical use of Chinese language study.	√	√	√	√	√		N/A

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: 50%								
Assignment	√	√	√		√		20%	
Presentation + Report	√	√	√	√			30%	
Examination: 50% (duration: 2 hours)								
							100%	

* The weightings should add up to 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. Assignment	Students are required to explain their own discoveries on various linguistic features in Modern Chinese by illustrating a considerable amount of examples.	<p>1. Excellent command of knowledge in Modern Chinese studies.</p> <p>2. Excellent critical thinking ability in reviewing research reports/research articles related to Modern Chinese studies.</p> <p>3. Excellent application of theories in Modern Chinese studies.</p> <p>4. Excellent ability in knowledge application.</p>	<p>1. Good command of knowledge in Modern Chinese studies.</p> <p>2. Good critical thinking ability in reviewing research reports/research articles related to Modern Chinese studies.</p> <p>3. Good application of theories in Modern Chinese studies.</p> <p>4. Good ability in knowledge application.</p>	<p>1. Fair command of knowledge in Modern Chinese studies.</p> <p>2. Fair critical thinking ability in reviewing research reports/research articles related to Modern Chinese studies.</p> <p>3. Fair application of theories in Modern Chinese studies.</p> <p>4. Fair ability in knowledge application.</p>	<p>1. Marginal command of knowledge in Modern Chinese studies.</p> <p>2. Marginal critical thinking ability in reviewing research reports/research articles related to Modern Chinese studies.</p> <p>3. Marginal application of theories in Modern Chinese studies.</p> <p>4. Marginally acceptable ability in knowledge application.</p>	<p>1. Unsatisfactory command of knowledge in Modern Chinese studies.</p> <p>2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to Modern Chinese studies.</p> <p>3. Unsatisfactory application of theories in Modern Chinese studies.</p> <p>4. Unsatisfactory ability in knowledge application.</p>
2. Presentation + Report	A tutorial group is responsible to lead the class for discussion in an innovative way on of a short academic article assigned by the teacher. Group	<p>1. Excellent command of knowledge in Modern Chinese studies.</p> <p>2. Excellent critical thinking</p>	<p>1. Good command of knowledge in Modern Chinese studies.</p> <p>2. Good critical thinking ability in</p>	<p>1. Fair command of knowledge in Modern Chinese studies.</p> <p>2. Fair critical thinking ability in</p>	<p>1. Marginal command of knowledge in Modern Chinese studies.</p> <p>2. Marginal critical thinking ability in</p>	<p>1. Unsatisfactory command of knowledge in Modern Chinese studies.</p> <p>2. Unsatisfactory critical thinking</p>

	members should also compile a written report covering their viewpoint on the said article by the end of the semester.	ability in reviewing research reports/research articles related to Modern Chinese studies. 3. Excellent application of theories in Cantonese studies. 4. Excellent ability in knowledge application 5. Excellent collaborative skills and interactions with the fellow classmates.	reviewing research reports/research articles related to Modern Chinese studies. 3. Good application of theories in Modern Chinese studies. 4. Good ability in knowledge application. 5. Good collaborative skills and interactions with the fellow classmates.	reviewing research reports/research articles related to Modern Chinese studies. 3. Fair application of theories in Modern Chinese studies. 4. Fair ability in knowledge application. 5. Fair collaboration with teammates and interactions with the fellow classmates.	reviewing research reports/research articles related to Modern Chinese studies. 3. Marginal application of theories in Modern Chinese studies. 4. Marginally acceptable ability in knowledge application. 5. Marginally acceptable collaborative skills and interactions with the fellow classmates.	ability in reviewing research reports/research articles related to Modern Chinese studies. 3. Unsatisfactory application of theories in Modern Chinese studies. 4. Unsatisfactory ability in knowledge application. 5. Unsatisfactory collaborative skills and interactions with the fellow classmates.
3. Examination	An examination will be given to evaluate students' understanding on the structure of Modern Chinese.	1. Excellent command of knowledge in Modern Chinese studies. 2. Excellent critical thinking ability in analyzing the questions. 3. Excellent application of theories in Modern Chinese studies.	1. Good command of knowledge in Modern Chinese studies. 2. Good critical thinking ability in analyzing the questions. 3. Good application of theories in Modern Chinese studies.	1. Fair command of knowledge in Modern Chinese studies. 2. Fair critical thinking ability in analyzing the questions. 3. Fair application of theories in Modern Chinese studies.	1. Marginal command of knowledge in Modern Chinese studies. 2. Marginal critical thinking ability in analyzing the questions. 3. Marginal application of theories in Modern Chinese studies.	1. Unsatisfactory command of knowledge in Modern Chinese studies. 2. Unsatisfactory critical thinking ability in analyzing the questions. 3. Unsatisfactory application of theories in Modern Chinese studies.

		4. Excellent ability in knowledge application	4. Good ability in knowledge application	4. Fair ability in knowledge application	4. Marginally acceptable ability in knowledge application	4. Unsatisfactory ability in knowledge application
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Lexical system. Synonymy. Parts of speech. Major components of grammar. Simple sentence. Complex sentence. Basic concepts of syntax, semantics and pragmatics applied to the learning of grammar.

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.	張斌主編. 2004. 《簡明現代漢語》。上海：復旦大學出版社。
2.	朱德熙. 1982. 《語法講義》。北京：商務印書館。

2.2 Additional Readings

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

1.	朱德熙. 2010. 《語法分析講稿》。北京：商務印書館。
2.	趙元任. 1979. 《漢語口語語法》(呂叔湘譯本)。北京：商務印書館。
3.	潘文國, 葉步青, 韓洋. 2004. 《漢語的構詞法研究》。上海：華東師範大學出版社。
4.	石定栩, 邵敬敏, 朱志瑜. 2006. 《港式中文與標準中文的比較》。香港：香港教育圖書公司。
5.	張斌主編. 2010. 《現代漢語描寫語法》。北京：商務印書館。
6.	沈家煊. 2011. 《語法六講》。北京：商務印書館。
7.	Li, Charles N., and Sandra A. Thompson. 1981. <i>Mandarin Chinese: A Functional Reference Grammar</i> . Berkeley/Los Angeles: University of California Press.
8.	Norman, Jerry L. 1988. <i>Chinese</i> . Cambridge: Cambridge University Press. (漢譯本：《漢語概說》，張惠英譯。北京：語文出版社，1995)