

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 Writing for Academic Purpose
Course Code:	CAH3801
Course Duration:	1 Semester
Credit Units:	3
Level:	B3
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	Chinese
Medium of Assessment:	Chinese
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

When writing an academic paper in Chinese on literature and history, students, as participants in academic debates, often ask questions, search for answers, organize ideas and supporting paragraphs, analyse the texts, and come to their own unique conclusions. In this regard, this course aims to develop and polish students' academic writing skills for Chinese literature and history. It trains students to construct strong arguments on specific topics, organise evidences and ideas, and provide ample support for their standpoints. By practising constantly, students are expected to master the skills in various academic writings, including summaries, abstracts, short communications, research highlights, book reviews, proposals, presentation reports, review articles and academic papers. The different styles of annotated bibliography and citation will also be addressed.

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 effective strategies for generating new ideas, organising coherent arguments, structuring research sources, presenting sufficient evidences, and revising compositions in a variety of academic writing for Chinese History.	25%	✓		
2.	Reflect the writing process by practical experience in academic writing.	25%	✓		
3.	Analyse the characteristics, formation and structures of different types of academic texts	25%		✓	
4.	Apply theories and research methods to academic writing	25%			✓
		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			
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 and debates.	✓	✓	✓				
Reading	Books and articles related to the topic.	✓		✓				
In-class written assignments	Written assignments will put into practice the various persuasive techniques taught in class.		✓		✓			
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 discussion throughout the course. Teachers will assess students' analytical skills and their understanding of assigned readings. Tutorials ensure that there is sufficient teacher-learner interaction and peer discussion. Group presentations and discussions will be conducted during tutorials. Students will submit in written form a revised presentation after receiving comments from their teachers and classmates. Both oral and written presentations will be assessed. Students assigned as discussants should actively take part in discussions right after the presentation.		✓	✓	✓			

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				
Continuous Assessment: <u>100</u> %								
1. Presentation: emphasis is placed on the depth of knowledge and the		✓	✓				20%	

discovery of new issues.								
2. In-class written assignments: students are required to submit assignment(s), such as abstract, table of contents, short communication research proposal etc.	✓	✓	✓	✓			25%	
3. Research proposal (10%) and final paper (25%): students are required to submit one research proposal and one final paper in academic format. Students are expected to develop their own views and perspective to comment the materials, approaches and ideas of the book so as to show their ability of critical thinking.	✓	✓	✓	✓			35%	
4. Participation and discussion in class: students are motivated to learn and discover new perspectives on the subjects discussed. The teacher will give students practice and writing exercises in class. They have to make comments on other students' works in class.	✓	✓	✓				20%	
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	This assessment will grade on content and fluency of presentation as well as the organisation and coherence of the assignment. The group delivering 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	Strong evidence of: <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-managemen t 	Some evidence of: <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-managemen t. 	Limited evidence of: <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 	<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; a few 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.

	matter. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to criticize and analysis with cogent arguments and creative comments.			time-management.		
2. In-class written assignments	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up argument and analyse critically, apply research methods skilfully, and conclude in a convincing and creative manner.	Strong evidence of : <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Creative, and insightful ideas • Ability to interpret the opinions originally; • Sufficient and 	Some evidence of : <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • Ability to interpret the opinions originally; • Sufficient and organized 	Limited evidence of : <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • Ability to interpret the opinions originally; • Sufficient and 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited resources ; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Overly simple summary of references, no personal idea and/ or unreasonable comment;

		<p>organized references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> • Exact and fluent expression, good sense of context, ability to use various research methods and writing skills to make the paper convincing with proper diction. 	<p>references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>organized references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. 	<ul style="list-style-type: none"> • Seriously insufficient/ no reference; • Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.
3. Research proposal and final paper	<p>This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up argument and analyse critically, apply research methods skilfully, and conclude in a convincing and creative manner.</p>	<p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Creative, and 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Creative and 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the subject matter; • References are insufficient, ability to 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited resources ; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Summary of

		<p>insightful ideas</p> <ul style="list-style-type: none"> • Ability to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various research methods and writing skills to make the paper convincing with proper diction. 	<ul style="list-style-type: none"> • Ability to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>insightful ideas</p> <ul style="list-style-type: none"> • Ability to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>provide some reasonable personal comments, but no clear demonstration;</p> <ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. 	<p>references, no personal idea and/ or unreasonable comment;</p> <ul style="list-style-type: none"> • Seriously insufficient/ no reference; • Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.
4. Participation and discussion in class	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.	<p>Strong evidence of :</p> <ul style="list-style-type: none"> • Active in-class participation, positive listening, ability to simulate class discussion and comment on other points. • Sufficient 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Active in-class participation, positive listening, ability to initiate class discussion and comment on other points. • Sufficient 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> • Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points. 	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation

		pre-class preparation and familiarity with peer reports and other materials.	pre-class preparation and familiarity with peer reports and other materials.	<ul style="list-style-type: none"> • Sufficient pre-class preparation and familiarity with peer reports and other materials. 		
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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.)

Abstract, academic writing, article, bibliography, book review, Chinese history, footnote, presentation report, primary source, proposal, research highlight, review article, secondary literature, short communications, summary

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.	蔡柏盈，《從字句到結構：學術論文寫作指引》台北：國立臺灣大學出版中心，2010。(部分章節)
2.	榮新江，《學術訓練與學術規範：中國古代史研究入門》，北京：北京大學出版社，2011。(部分章節)
3.	林慶彰，《學術論文寫作指引——文科適用》，台北：萬卷樓，2011。(部分章節)

Online Resources:

2.2 Additional Readings

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

1.	王貳瑞，《學術論文寫作》(三版)，台北：台灣東華書局股份有限公司，2014。
2.	數位典藏與數位人文國際研討會，《數位人文在歷史學研究的應用》，台北：國立台灣大學出版中心，2011。
3.	蔡柏盈，《從段落到篇章：學術寫作析論技巧》，台北：國立臺灣大學出版中心，2010。
4.	鄭邦洪，《中文專業學術論文寫作》，廣州，廣東人民出版社，2008。
5.	王瑞平主編，《學術論文寫作指導——大學生篇》，西安：三秦出版社，2006。
6.	邱榮舉，《學術論文寫作研究》，台北：翰蘆圖書出版，2002。
7.	朱宏源，《撰寫博碩士論文實戰手冊》。台北：正中書局，1999。
8.	Ranamukalage Chandrasoma, <i>Academic Writing and Interdisciplinarity</i> (Newcastle: Cambridge Scholars, 2010).
9.	James Hartley, <i>Academic Writing and Publishing: a Practical Handbook</i> (New York: Routledge, 2008).
10.	Reading, Writing, and Researching for History: A Guide for College Students. http://www.bowdoin.edu/writing-guides/
11.	Department of History, University of Sydney, Essay Writing Guide. http://sydney.edu.au/arts/history/docs/resources/HSTY_essay_guide_2006.pdf