

CAH3168: CHINESE EDITING AND PUBLISHING

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Chinese Editing and Publishing

Subject Code

CAH - Chinese and History

Course Number

3168

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's 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 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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Demonstrate the knowledge of editorial principles and writing skills across both print and digital media	25	x		
2	Demonstrate the knowledge of publishing process of the Hong Kong and Greater China publishing industry	25	x		
3	Examine the current publishing environment in Hong Kong and Greater China	25		x	
4	Apply the knowledge and skills into practice with an internship placement	25			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 be engaged in formal lectures and in-class group activities, e.g. group discussions, simple quizzes and debates.	1, 2, 3	
2	Reading	Students will critically engage with books and articles related to the topic.	1, 2, 3	

3	Tutorial Presentation and Discussion	Students will expand and consolidate their knowledge on topics by engaging with the assigned readings in advance, and taking turns during tutorials for peer-teaching the class on the readings and leading the discussion.	3, 4	
4			3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Presentation: emphasis is placed on the depth of knowledge and the discovery of new issues.	2, 3, 4	20	-	No
2	Editing and Publishing Project: students must manage and finish a project by going through the book publishing procedures step by step.	3, 4	40	-	No
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.	1, 2	10	-	Yes

4	Two Assignments (15% each): students are motivated to review and demonstrate publishing-related knowledge and skills which they have learned.	1, 2	30	-	No
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Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Presentation

Criterion

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 composition and an ability to criticize and analyse with cogent arguments and creative comments.

Excellent (A+, A, A-)

Strong evidence of:

- 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

Good (B+, B, B-)

Some evidence of:

- 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.

Fair (C+, C, C-)

Limited evidence of:

- 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.

Marginal (D)

- 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.

Failure (F)

- 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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Assessment Task

Editing and Publishing Project

Criterion

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.

Excellent (A+, A, A-)

Strong evidence of :

- 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

Good (B+, B, B-)

Some evidence of :

- 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

Fair (C+, C, C-)

Limited evidence of :

- 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.

Marginal (D)

No evidence of :

- 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 (F)

Failure to finish the project

Assessment Task

Participation and discussion in class

Criterion

Students actively participate in discussions, debates and other class activities in tutorials and lectures. They should demonstrate an ability to interpret and criticize both insightfully and innovatively.

Excellent (A+, A, A-)

Strong evidence of:

- Active in-class participation, positive listening, able to simulate 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, able 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, able to participate in class discussion 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 the participation.

Failure (F)

Fail to meet minimum requirements of participation

Assessment Task

Assignments

Criterion

Two exercises will be given to assess students' knowledge and ability in describing, analysing and reflecting on the subject.

Excellent (A+, A, A-)

- 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 (B+, B, B-)

- 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

Fair (C+, C, C-)

- 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 (D)

- 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 (F)

- 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

Keyword Syllabus

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.

Reading List

Compulsory Readings

	Title
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。

Additional Readings

	Title
1	中國出版年鑒社編，《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。