

**City University of Hong Kong**  
**Course Syllabus**

**offered by School of Continuing and Professional Education**  
**with effect from Semester A 2015/16**

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**Part I Course Overview**

University Chinese I (大學中文 I)

**Course Title:**

CHIN1001

**Course Code:**

1 semester

**Course Duration:**

3

**Credit Units:**

B1

**Level:**

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

**Proposed Area:**

*(for GE courses only)*

Chinese (Cantonese/Putonghua)

**Medium of Instruction:**

Chinese (Cantonese/Putonghua)

**Medium of Assessment:**

Level 3 in HKDSE Chinese, **or** Grade E in HKALE AS Chinese Language and Culture

**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)*

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## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This is a non-major specific course aiming at providing students with a solid foundation in Chinese language usage. Students' Chinese language proficiency and communication competency will be enhanced through engaging with a range of interactive learning activities, including extensive and critical reading, language problem analysis, taking on exposition and persuasion tasks. The ability and knowledge acquired in this course will form part of the life-long learning skills for students in their future study or career.

### 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.	Produce written text in Chinese with linguistic accuracies and appropriateness.		✓	✓	✓
2.	Produce oral presentations with clear ideas, concise wordings, and well-structured arguments.		✓	✓	✓
3.	Undertake exposition tasks in a clear and systematic way, demonstrating a controlled use of organizational patterns and detailed texts.			✓	
4.	Adopt and synthesize strategies to perform persuasion tasks.		✓	✓	✓
		100%			

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

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			
Critical reading activities	Students read and discuss a range of texts to draw on exemplar of vocabulary builder, idea presentation, argument development and so on.	✓						

Language problem analysis	Students revise and edit selected language samples to develop the awareness on accurate writing and appropriate choice of words.	✓						
Communication samples analysis	Students are exposed to and given opportunities to discuss and draw on good practices and exemplars of effective exposition and persuasion.		✓	✓	✓			
Hands on practices and role simulation	Students are given hands-on practices and role simulation opportunities on expository and persuasion skills so that they can apply theories and knowledge into practical usage.		✓	✓	✓			
Self-access materials	Students are given self-access or self-learning materials to do after class, so as to reinforce and strengthen their Chinese language ability.	✓	✓					

#### 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: 100%								
Argumentative essay (1000-1500 words)	✓		✓	✓			25%	
Exposition writing (500-800 words)	✓		✓	✓			15%	
Oral task		✓	✓				15%	
Role simulation (demonstrating effective use of persuasion skills)		✓		✓			20%	
Reading portfolio (Notes, summary and learning from the readings.)	✓		✓	✓			20%	
Self-access exercises	✓						5%	
Examination: 0% (duration: _____, if applicable)								
* 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-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Argumentative essay	Ability to put forward viewpoints with clear and well-supported arguments, systematic and logical structure, and linguistic accuracies and appropriateness.	High	Significant	Moderate	basic	Not even reaching marginal levels
2. Exposition writing	Ability to explain, summarize or exposition on a topic in a systematic and clear way, and with linguistic accuracies and appropriateness.	High	Significant	Moderate	basic	Not even reaching marginal levels
3. Oral task	Ability to apply different strategies to convey messages in a well-structured and easily receptive way.	High	Significant	Moderate	basic	Not even reaching marginal levels
4. Role simulation	Ability to apply the appropriate communication strategies to convince or persuade people.	High	Significant	Moderate	basic	Not even reaching marginal levels
5. Reading portfolio	Ability of engaging with deep level of reading comprehension, and drawing on learning from the passages.	High	Significant	Moderate	basic	Not even reaching marginal levels

6. Self-access exercises	Capacity and initiatives for self-directed learning to master the Chinese language accuracies.	High	Significant	Moderate	basic	Not even reaching marginal levels
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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.)

Accuracy in Chinese language usage. Vocabulary building and word choice. Critical Reading. Elements of effective presentations. Writing definitions, expository pieces and summaries. Using categorization, examples, compare and contrast, interpretation, analogy and connotation to perform exposition tasks. The art of persuasion. The influential language and persuasion strategies.

#### 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.	香港城市大學語文學部編著,《中文傳意—基礎篇》。香港:香港城市大學出版社,2001。
2.	香港城市大學語文學部編著,《中文傳意—寫作篇》。香港:香港城市大學出版社,2001。
3.	王力、呂叔湘等,《語文大師如是說—字和詞》。香港:商務印書館,2006。
4.	朱德熙、冰心、葉聖陶等《語文大師如是說—讀和寫》。香港:商務印書館,2006。
5.	余光中,《語文大師如是說—中和西》。香港:商務印書館,2006。

##### 2.2 Additional Readings

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

1.	呂叔湘,《語文常談》。香港:三聯出版社,1982。
2.	董橋,《鍛句煉字是禮貌》。香港:明窗出版社,2001。
3.	董橋,《英華沉浮錄》。香港:明報出版社有限公司,1996。
4.	劉燕萍、鄭滋斌,《語文縱橫—文.思.意》。香港:中華書局,2014。
5.	商務印書館編輯出版部,《挑戰錯別字》。香港:商務印書館,2009。
6.	周錫[韋復],《中文寫作新視野—從實用到文學創作》。香港:三聯出版社,2007。
7.	任伯江,《口語傳意權能:人際關係策略與潛力》。香港:香港中文大學出版社,2006。
8.	陳瑞端,《生活病語》。香港:中華書局,2000。