CHIN1001: UNIVERSITY CHINESE I

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
University Chinese I

Subject Code
CHIN - University Chinese
Course Number
1001

Academic Unit
School of Continuing and Professional Education (CE)

College/School
School of Continuing and Professional Education (SC)

Course Duration
One Semester

Credit Units
3

Level
A1, A2 - Associate Degree
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
Chinese

Medium of Assessment
Chinese

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

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Produce written text in Chinese with linguistic accuracies and appropriateness.		x	x	x
2	Produce oral presentations with clear ideas, concise wordings, and well-structured arguments.		x	x	x
3	Undertake exposition tasks in a clear and systematic way, demonstrating a controlled use of organizational patterns and detailed texts.			x	
4	Adopt and synthesize strategies to perform persuasion tasks.		x	x	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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	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.	1	
2	Language problem analysis	Students revise and edit selected language samples to develop the awareness on accurate writing and appropriate choice of words.	1	

3	Communication samples analysis	Students are exposed to and given opportunities to discuss and draw on good practices and exemplars of effective exposition and persuasion.	2, 3, 4	
4	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.	2, 3, 4	
5	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.	1, 2	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Argumentative essay (1000-1500 words)	1, 3, 4	25	
2	Exposition writing (500-800 words)	1, 3, 4	15	
3	Oral task	2, 3	15	
4	Role simulation(demonstrating effective use of persuasion skills)	2, 4	20	
5	Reading portfolio(Notes, summary and learning from the readings.)	1, 3, 4	20	
6	Self-access exercises	1	5	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Argumentative essay

Criterion

Ability to put forward viewpoints with clear and well-supported arguments, systematic and logical structure, and linguistic accuracies and appropriateness.

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal levels

Assessment Task
Exposition writing

Criterion
Ability to explain, summarize or exposition on a topic in a systematic and clear way, and with linguistic accuracies and appropriateness.

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal levels

Assessment Task
Oral task

Criterion
Ability to apply suitable strategies to convey messages in a well-structured and easily receptive way.

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal levels

Assessment Task
Role simulation

Criterion
Ability to apply the appropriate communication strategies to convince or persuade audience.

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal levels

Assessment Task
Reading portfolio

Criterion
Ability in engaging deep level of understanding from extensive reading.

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal levels

Assessment Task
Self-access exercises

Criterion

Capacity and initiatives for self-directed learning to master the Chinese language accuracies.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

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.

Reading List

Compulsory Readings

	Title
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,《語文大師如是説— 字和詞》。香港：商務印書館, 2006。
4	朱德熙、冰心、葉聖陶等《語文大師如是説— 讀和寫》。香港：商務印書館, 2006。
5	余光中,《語文大師如是説— 中和西》。香港：商務印書館, 2006。

Additional Readings

	Title
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[韋复],《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。