

LC2102: MANDARIN, PUTONGHUA AND COMMUNICATION

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Mandarin, Putonghua and Communication

Subject Code

LC - CFML CSL Language Centre

Course Number

2102

Academic Unit

CFML CSL Language Centre (LC)

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

CAH2102/CTL2102 Mandarin, Putonghua and Communication

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to help students acquire a comprehensive and basic knowledge of the development of Modern Standard Chinese from Guanhua, Mandarin to Putonghua, and to enable them to discover the general principles and attempts of language planning and automation for the sake of facilitating better communication.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the major components of Modern Chinese language planning, language automation and communication		x		
2	Analyse and differentiate a wide range of historical attempts to reform Chinese and Chinese characters, promote lingua franca, and Romanize Chinese		x	x	x
3	Apply fundamental analytic methods to creatively evaluate language application and reference tools for communication			x	x
4	Communicate their scholastic findings clearly, coherently and accurately in their own wording; and			x	x
5	Recognize the role of standardization and automation in language communication			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	Lecture	Learning through teaching is primarily based on lectures. Concepts and general knowledge of Chinese language planning, language automation and communication are explained. The topics of discussion correlate closely to what students have learnt in that lecture and discovered in daily language data and applications.	1, 2, 3, 4
2	Group Presentation	A number of groups are formed,. Each group is responsible for (1) one oral presentation with a written report, and (2) one review on a presentation made by another group.	3, 4, 5
3	Assignment	Students are required to explain various language planning and communication phenomena by what they have learnt in classes, in relation to their daily life (e.g. language communication and applications). Emphasis of this assignment is placed on the practical and creative use of Chinese language study.	1, 2, 3, 4, 5

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation	1, 2, 3	10
2	Assignment	1, 2, 3, 5	40
3	Presentation + Report	1, 2, 3, 4	50

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Assignment

Criterion

Students are required to explain various issues in Modern Chinese language planning, automation and communication by discovering and illustrating a considerable amount of examples in their own words.

Excellent (A+, A, A-)

Evidence of extensive knowledge in the field; excellent literature review; creative application of what has been learnt.

Good (B+, B, B-)

Evidence of adequate knowledge in the field; good literature review, sound application of what has been learnt.

Fair (C+, C, C-)

Evidence of satisfactory knowledge in the field; satisfactory literature review, satisfactory application of what has been learnt.

Marginal (D)

Ability to apply knowledge in the field in spite of difficulty; barely adequate in handling literature review.

Failure (F)

Very limited knowledge of subject matter and insufficient ability to handle literature review.

Assessment Task

2. Presentation+Report

Criterion

A group is responsible to lead the class for discussion of a short academic article. Group members should also compile a written report covering their creative viewpoint on the said article by the end of the semester.

Excellent (A+, A, A-)

Evidence of extensive knowledge in the field; excellent literature review and presentation; creative application of what has been learnt.

Good (B+, B, B-)

Evidence of adequate knowledge in the field; good literature review and presentation, sound application of what has been learnt.

Fair (C+, C, C-)

Evidence of satisfactory knowledge in the field; satisfactory literature review and presentation, satisfactory application of what has been learnt.

Marginal (D)

Ability to apply knowledge in the field in spite of difficulty; barely adequate in handling literature review and presentation.

Failure (F)

Very limited knowledge of subject matter and insufficient ability to handle literature review and presentation.

Assessment Task

3. Examination

Criterion

An examination will be given to evaluate students' understanding on Chinese language planning, automation and communication.

Excellent (A+, A, A-)

Strong evidence of critical thinking and mastery of the subject matter.

Good (B+, B, B-)

Evidence of critical thinking and mastery of the subject matter.

Fair (C+, C, C-)

Evidence of satisfactory grasp of the subject matter.

Marginal (D)

Limited mastery of the subject matter.

Failure (F)

Little or no evidence of familiarity with the subject matter.

Part III Other Information**Keyword Syllabus**

Guanhua, Mandarin, Putonghua and Huayu, lingua franca, Vernacular Chinese Movement (白話文運動) language planning, promotion of Putonghua, standardization of pronunciation, Romanization, Zhuyin fuhao, Hanyu Pinyin Scheme, simplification of Chinese characters, heterographic characters and words, (異體字和異體詞) punctuation marks, compilation of language reference tools, information processing of Chinese, case study of Hong Kong (e.g. ISO 10646, Jyutping Romanization Scheme).

The topic(s) may include the study of a particular author, genre, theme, school, dynasty or period, and other relevant areas.

Reading List**Compulsory Readings**

Title	
1	世界華語文教育會《國語運動百年史略：尊重族群方言創造國語奇蹟》，國語日報，2012 第一版
2	周清海《華文教學應走的路向》，南洋理工大學中華語言文化中心，1998
3	田小琳《香港中文教學和普通話教學論集》，人民教育出版社，1997
4	石定栩、邵敬敏、朱志瑜《港式中文與標準中文的比較》，香港教育圖書公司，2006 初版
5	田小琳《香港語言生活研究論集》，人民教育出版社，2012 第一版
6	謝耀基《現代漢語歐化語法概論》，光明圖書公，1990
7	周有光《21世紀的華語和華文：周有光耄耋文存生活、讀書、新知》，三聯書店，2002 第一版

Additional Readings

Title	
1	Nil