

## Subject Description

<b>Subject Code</b>	CLC3351P (2019-20 onward) CBS3351P (2018-19 and before)
<b>Subject Title</b>	Academic Writing and Communication in Chinese
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite</b>	Nil
<b>Co-requisite</b>	Nil
<b>Exclusion</b>	Nil
<b>Objectives</b>	To aid their study and research in Chinese culture, this subject aims at fostering students' knowledge in (1) writing academic paper on topics of traditional and modern Chinese culture (2) comprehending classical Chinese language, texts, and publications, and (3) making presentation on topics/issues about Chinese culture.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to:  (a) write an academic paper on Chinese culture, complete with all the major components,  (b) express oneself properly to general and initiated audiences on topics of Chinese culture in oral presentations,  (c) use dictionaries and other reference tools of classical Chinese for understanding classical words in terms of sound, form and meaning, and to apply the concepts of modern punctuation and scansion to the reading of classical texts,  (d) familiar with the grammar of classical Chinese, features of different types of traditional books and the ways of annotating classical texts.

<b>Subject Synopsis/ Indicative Syllabus</b>	<p>Indicative Content:</p> <ul style="list-style-type: none"> <li>- The understanding and writing (with exercises) of major components of modern academic papers on Chinese culture,</li> <li>- The uses of classical Chinese dictionaries and relevant reference tools</li> <li>- Identification of key features of classical Chinese texts and publications</li> <li>- Identification of main idea and evaluation of relevancy of information in oral presentation</li> </ul>																																												
<b>Teaching/Learning Methodology</b>	<p>The subject will motivate the students' active participation by various types of assignments: collaborations, individual presentations, and group discussions. Teaching materials will be presented in both printed and audio-visual mode. Teacher consultation will be offered to the students depending on individual need. Lessons will be delivered in Putonghua.</p>																																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="478 1070 1369 1724"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Academic paper</td> <td>40 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Book Review</td> <td>20 %</td> <td></td> <td></td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Oral presentation</td> <td>30 %</td> <td></td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. In-class participation</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p>The outcome of study will be graded by continuous assessment of assignments above described.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Academic paper	40 %	√	√	√	√	2. Book Review	20 %			√	√	3. Oral presentation	30 %		√	√	√	4. In-class participation	10%	√	√	√	√	Total	100 %				
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<b>Student Study Effort Required</b>	<p>Class contact:</p>																																												
	<ul style="list-style-type: none"> <li>▪ Lectures &amp; Seminars</li> </ul>			<p>39 Hrs.</p>																																									

	Other student study effort:	
	▪ Outside class practice	3 x 15 = 45 Hrs.
	▪ Self-study	3 x 15 = 45 Hrs.
	Total student study effort	129 Hrs.
<b>Reading List and References</b>	<p>參考書目</p> <ol style="list-style-type: none"> <li>1. 馬建忠：《馬氏文通》。北京：商務印書館，1933。</li> <li>2. 邵成萱：《馬氏文通易覽》。北京：瑞安仿古印書局，1934。</li> <li>3. 俞樾等著：《古書疑義舉例五種》。北京：中華書局，1956。</li> <li>4. 朱熹：《四書集註》。香港：香港太平書局，1968。</li> <li>5. 王引之：《經傳釋詞》。香港：商務印書館，1971。</li> <li>6. 劉國鈞：《中國古代書籍史話》。香港：中華書局，1972。</li> <li>7. 王力：《古漢語通論》。香港：典文出版社，1975。</li> </ol> <p>現代學術論文/著作</p> <ol style="list-style-type: none"> <li>8. 方震華，2011。「養兵衛民--募兵制合理化論述在宋代的建構」。《中央研究院歷史語言研究所集刊》，第八十二本，第一分，民國一〇〇年三月，43-78。</li> <li>9. 羅志田，1997。「夷夏之辨與道治之分」，《學人》第十一輯 1997年6月 江蘇文藝出版社，75-106。</li> <li>10. 吳旻旻，2010。「漢畫石像「車馬出行圖」之帝國想像」，《漢學研究》第28卷第4期，民國99年12月，1-33。</li> <li>11. 丁福祥譯，2011。「現代中國文學感時憂國的精神」，《中央研究院歷史語言研究所集刊》第八十二本，第二分出版日期：民國一〇〇年六月。</li> <li>12. 王軍，2009。「淺談古書序跋在版本鑒定中的作用」，《中小學圖書情報世界》，2009年第一期，57-59。</li> </ol>	

13. 劉淑芬，2011。「唐、宋時期的功德寺 --以懺悔儀式為中心的討論」，《中央研究院歷史語言研究所集刊》第八十本，第二分出版日期: 民國九十八年六月，262-323。
14. 林富士，2009。「《太平經》的神仙觀念」，《中央研究院歷史語言研究所集刊》第八十本，第二分出版日期: 民國九十八年六月，218-262。
15. 陳國偉，2013。「被翻譯的身體 ---跨語際實踐下的身體錯位敘事與文體秩序 第二章」，《越境與譯徑---當代台灣推理小說的身體翻譯與跨國生成》。台北：聯合文學出版社，89-97。
16. 夏志清著，劉紹銘譯，1979。《中國現代小說史》，傳記文學出版社。
17. 黃仁宇，2010。《中國大歷史》，聯經出版事業股份有限公司。
18. 梁秉鈞著，黃淑嫻等編，2013。《也斯的 50 年—香港文學與文化論集》。香港：中華書局。