

<b>Subject Code</b>	CBS3407
<b>Subject Title</b>	Chinese Academic Writing in Language and Speech Sciences
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This subject aims at fostering students' academic language skills and logical thinking abilities through trainings in reading, writing and speaking in professional contexts of linguistics and speech sciences. The subject also provides students with the knowledge of various kinds of research methodology and helps them with capstone project planning.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A:</b> Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> <li>a) Demonstrate the language skills required for undertaking an independent project with a research component using appropriate academic vocabulary with logical and coherent arguments;</li> <li>b) Apply linguistic knowledge and critical thinking in initiating and writing a realistic project proposal at the undergraduate level.</li> <li>c) Understand the requirements and elements of a project proposal, including its structure, format and composition for linguistic purposes;</li> <li>d) Integrate facts, ideas and concepts from background sources, and identify a potential project with respect to its implementation plan, evaluation of limitations and proposal of solutions.</li> </ol> <p><b>Category B:</b> Attributes for all-roundedness</p> <ol style="list-style-type: none"> <li>e) Develop an ever-growing competence in academic writing which focuses on active intellectualization;</li> <li>f) Think inductively and impose order on data or information by using cognitive skills such as categorization, equivalence, contrast and causality.</li> </ol>

**Subject Synopsis/  
Indicative Syllabus**

The contents of the syllabus include the following major domains:

**(I) Academic writing in linguistics and speech sciences**

*Research components*

- Type of research
- Selection of a suitable research topic
- Aims & objectives
- Linguistic implications
- Literature search and review
- Research methods
- Data collection
- Statistical analysis
- Result interpretation, evaluation and suggestions
- Foreseeable difficulties and limitations

*Language*

- Appropriate format and style of Chinese for the studies of linguistics and speech sciences;
- Writing in a clear, systematic and persuasive manner.

**(II) Thesis Composition**

- Major parts of a thesis
- Format requirements and suggestions
- Reference styles
- Common problems and errors in previous theses

**(III) Presentation of Academic Project**

- Logical and coherent organization of presentations
- Verbal and non-verbal interaction strategies for persuasive presentation
- Graphic / multi-media presentation for academic reporting

**Teaching/Learning  
Methodology**

- Lectures are structured to introduce the basics of carrying out an academic project in professional contexts of linguistics and speech sciences
- Instructions are provided through lectures in order to reinforce the use of language in project proposal and thesis writing, and integrate aspects of linguistic accuracy, cognitive activity, and writing process in the training of Chinese
- Tutorials are conducted to reinforce taught subjects and instruction
- Assignments are used to reinforce learning and assess learning progress
- Pre-class self-study is required with related reading and writing exercises.

- Teacher's consultation will be offered to the students depending on their individual needs

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Academic presentation</td> <td>20%</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. In-class exercises</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e	f	1. Term Paper	60%	✓	✓	✓	✓	✓	✓	2. Academic presentation	20%		✓		✓	✓	✓	3. In-class exercises	20%	✓	✓	✓	✓	✓	✓	Total	100%						
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<p>The subject will be assessed by the final product of a term paper written in an academic format (60%), and one oral presentation (20%) for communication in professional contexts. For each assignment, there is a set of criteria for assessment which include (1) the suitability of the topic, (2) the reliability of the data/materials for reference, (3) the cognitive strategies employed in text structure, and (4) accuracy of expression. In-class participation of discussion and classroom exercises will also be counted (20%).</p>																																															
<b>Student Study Effort Expected</b>	Class contact:																																														
	▪ Lecture	26 Hrs.																																													
	▪ Tutorial	13 Hrs.																																													
	Other student study effort:																																														
	▪ Outside class practice	3 x 13 = 39 Hrs.																																													
	▪ Self-study	3 x 13 = 39 Hrs.																																													
	Total student study effort							117 Hrs.																																							
<b>Reading List and References</b>	<p>赫琳 2014《漢語語法及其應用研究》。北京：中國社會科學出版社。  桂詩春、寧春岩 1997《語言學方法論》。北京：外語教學與研究出版社。  林慶彰 2011《學術論文寫作指引：文科適用》。台北市：萬卷樓圖書有限公司。  王昭正、朱瑞淵譯 1999《調查研究方法》。台北：弘智文化事業有限公司。  徐通鏞 2014《語言論：語義型語言的結構原理和研究方法》。北京：商務印書館。  張凱主編 2006《語言測試理論及漢語測試研究》。北京：商務印書館。</p>																																														

朱曼殊 (編). (1986). *兒童語言發展研究*. 上海: 華東師範大學出版社.

謝錫金 (編). (2006). *香港幼兒口語發展*. 香港: 香港大學出版社.

葉彩燕. (2004). 粵英雙語兒童早期的語法發展. *當代語言學*, 1, 1-18.

[Syllabus prepared by Dr LEUNG Wai Mun]