

Subject Code	CBS2904
Subject Title	Academic and Technical Chinese Writing
Credit Value	3
Level	2
Pre-requisite/Co-requisite/Exclusion	Nil
Objectives	This subject aims at training students to master (1) high accuracy with variations in Chinese expressions, (2) effective applications of cognitive methods in presenting contents and thought relationships, and (3) the format and some basic technical devices for writing and presenting an academic paper.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ul style="list-style-type: none"> (a) control over basic mechanics and grammatical accuracy in the flow of expression; (b) integrate facts, ideas, concepts from background sources in a coherence manner; (c) manipulate information in different formats such as quotations, paraphrases, summaries, and references for various purposes; (d) produce Chinese text with good arguments that are logically ordered, coherently related, in clear expressions, and understandable to many; <p>Category B: Attributes for all-roundedness</p> <ul style="list-style-type: none"> (e) develop an ever-growing competence in academic writing which focuses on active intellectualization; (f) think inductively and impose order on data or information by using cognitive skills such as categorization, equivalence, contrast and causality;
Subject Synopsis/ Indicative Syllabus	The contents of the syllabus include two major domains: academic discipline, technical devices for presentation of academic papers. In addition to the basic language, and the format and information structure of academic paper, the syllabus will also treat the embedded cognitive activities such as classification, generalization and specifics, comparison and contrast, cause and effect, cycles and chain reactions, analogy, prediction, definition, hypothesis, as well as the competence of using basic statistical analysis and graphic presentation for analyzing and presenting data.

	<div>1. Academic :<div><div>1.1</div><div>Argumentation: hypothesis, reasons, evidence, and coherence</div></div><div>1.2</div><div>Research Essay: literature review, design, findings and conclusion</div><div>1.3</div><div>Power point presentation: theme, preciseness, and the flow</div></div> <div>2. Technical :<div><div>2.1</div><div>Worksheet / questionnaire design for data collection</div></div><div>2.2</div><div>Statistical analysis of collected data</div><div>2.3</div><div>Graphic / multi-media presentation for reporting</div></div>																																														
Teaching/Learning Methodology	The training of each task will take a collaborative approach to teaching and learning that integrates aspects of linguistic accuracy, cognitive activity, and writing process in the training. As writing process is a recursive one, emphasis should be put on evaluating and re-viewing as the drafting develops.																																														
Assessment Methods in Alignment with Intended Learning Outcomes	<table><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><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. Oral 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></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The subject will be assessed by the final product of a term paper written in academic format (60%), and one presentation (20%) for communication to laymen or for publicity. For each of the assignment, there is a set of criteria for assessment which include (1) the creativity of topic, (2) the reliability of 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>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e	f	1. Term Paper	60%	√	√	√	√	√	√	2. Oral presentation	20%		√		√	√	√	3. In-class exercises	20%	√	√	√	√	√	√	Total	100 %						
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Student Study Effort Expected	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.
Reading List and References	<p>Lawrence, M. S. 1975. <i>Writing as a thinking process</i>. Ann Arbor, MI: The University of Michigan Press.</p> <p>Numan, D. 1992. <i>Collaborative language learning and teaching</i>. Cambridge: Cambridge University Press.</p> <p>White, R. and Arndt, V. 1997. <i>Process Writing</i>. MA: Addison Wesley Longman Ltd.</p> <p>Russell, D. R. 2002 <i>Writing in the academic disciplines: a curriculum history</i>. Carbondale and Edwardsville: South Illinois University Press.</p> <p>Beer, D. F. (ed.) 2003 <i>Writing and speaking in the technology professions (2nd edition)</i>. New Jersey: John Wiley and Sons, INC.</p> <p>路德慶 主編 (1982)《寫作教程》上海: 華東師範大學出版社</p> <p>司有和 (1984)《科技寫作簡明教程》合肥: 安徽教育出版社</p> <p>葉聖陶 呂叔湘 朱德熙 林燾 (1992)《文章講評》北京: 語文出版社</p> <p>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</p> <p>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</p> <p>邢福義 汪國勝 主編 (2003)《現代漢語》武漢: 華中師範大學出版社</p> <p>[日]原田泰著, 許郁文譯(2012)《思考圖解力》台灣: 旗標出版股份有限公司</p> <p>孟森(2012)《論文寫作方法與格式》臺灣: 威仕曼文化事業股份有限公司</p>	

[Syllabus prepared by Dr Wing-sat CHAN, Dr Chi-kan CHEUNG]