

# The Hong Kong Polytechnic University

## Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<b>Subject Code</b>	CBS2152
<b>Subject Title</b>	Chinese Literature – Linguistics and Cultural Perspectives (for non-Chinese speaking students) 中國文學、語言與文化面面觀（非華語學生課程）
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Remarks: For non-Chinese speaking students at higher competence levels
<b>Objectives</b>	This subject aims to provide non-Chinese speaking students with Chinese training in twofold:  (1) linguistic knowledge in Chinese language, Chinese literature and some inherent cultural subjects;  (2) more advanced level vocabularies and expression structures for listening, speaking, reading and writing skills in Modern Standard Chinese.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to:  (a) acquire a basic understanding of the basic features and varieties of the Chinese language;  (b) master 2400 useful Chinese words altogether;  (c) recognize 900 Chinese characters altogether;  (d) understand how Chinese culture affects the Chinese language;  (e) attain some basic knowledge of the major genres of the Chinese literature;  (f) understand the underlying aesthetic and cultural values through Chinese operas, Chinese calligraphy and Chinese painting;  (g) acquire the spirits of Confucianism and Daoism as manifested in some great works of the Chinese literature.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ul style="list-style-type: none"> <li>• Chinese language and Chinese dialects</li> <li>• Chinese cuisine-cultural perspective</li> <li>• Major genres of Chinese literature</li> <li>• Chinese myths and Chinese folklores</li> </ul>

	<ul style="list-style-type: none"> <li>Varieties of Chinese opera</li> <li>Main streams of Chinese philosophy and religion</li> </ul>																																																																						
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	<p>The subject will be delivered in mass lectures, group discussion and presentation. The course will be using different forms of teaching materials such as movie clip, real life conversations, art performances etc. for illustrations. Students will be required to conduct some simple and basic research in a given topic related to the subject matter. They will be asked to present their findings during tutorials as well as in a term paper.</p>																																																																						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">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> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Oral Presentation</td> <td>25%</td> <td></td> <td>√</td> <td></td> <td></td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Dictation</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Essays</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Final Test</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>5. In-class Participation</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total (Continuous Assessment)</td> <td>100 %</td> <td colspan="7"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The assessment takes a criterion-referenced approach for all the required tasks. The areas of evaluation cover non-Chinese students' language abilities, their understanding of Chinese language, literature and the inherent cultural phenomenon as manifested in their viewpoints and ways of expression.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Oral Presentation	25%		√			√	√	√	2. Dictation	10%	√	√	√					3. Essays	30%	√	√	√	√	√	√	√	4. Final Test	25%	√	√	√	√	√	√	√	5. In-class Participation	10%	√	√	√	√	√	√	√	Total (Continuous Assessment)	100 %							
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<b>Reading List and References</b>	<p><b>Textbook:</b></p> <p>劉珣主編：《新實用漢語課本》第三冊 (<i>New Practical Chinese Reader</i>) (<i>Vol.3</i>)，北京語言大學出版社，2007年。</p> <p><b>Reference</b></p> <ol style="list-style-type: none"> <li>史迹、陳越編：《文化全景：中級漢語教程》，高等教育出版社，第1版，2009年10月1日。</li> <li>王海龍著：《解讀中國：中國文化閱讀教程 2》，北京大學出版社，</li> </ol>																																																																						

	<p>第1版，2008年1月1日。</p> <p>3. 王海龍著：《文化中國：中國文化閱讀教程 1》，北京大學出版社，第1版，2002年8月1日。</p> <p>4. Chih-p'ng Chou, Wei Wang &amp; Joanne Chiang: Readings in Contemporary Chinese Cinema: A Textbook of Advanced Modern Chinese (中國側影), Princeton University, 2005.</p> <p>5. Jianhua Bai, Juyu Sung, Hesheng Zhang: Across the Straits (兩岸對話), Cheng &amp; Tsui, June 1, 1999.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.