

**The Hong Kong University of Science and Technology**  
**UG Course Syllabus**

Chinese Communication in the Digital Era

LANG1421

3 Credits

Pre-/co-requisites: N/A

Exclusions: LANG1411, LANG1412, LANG1413, LANG1414, LANG1415, LANG1120-1127 (prior to 2022-23)

Note: Students who would like to enroll in Chinese courses should refer to the [Guidelines for Chinese Course Selection](#) in advance.

**Name of Course Leader:** Ren Tao

**Email of Course Leader:** [lcrentao@ust.hk](mailto:lcrentao@ust.hk)

**Office Hours:** Available by appointment only. Students should contact their section instructor directly with any questions.

**Course Description**

LANG1421 is a Chinese communication common core course, which is offered in Fall and Spring semesters. The course targets all students who have a background in Chinese, and with a strong interest in the use of Chinese in digital media. It aims to develop and enhance students' abilities to use Standard Written Chinese and Putonghua effectively in the context of digital media for social, professional and academic purposes. It will also help raise students' awareness of the new linguistic demands of living and working in a contemporary Chinese community. In terms of knowledge, the course will increase students' understanding of Chinese digital media and allow them to discuss digital media-related topics in depth in Chinese. Students can improve their Chinese communication competencies as well as develop their digital literacy related to Chinese communication from the three perspectives of cognition, awareness and application.

Course outlines:

Module	Week	Course Topics
One: Diversification, flexibility, and attraction - express ideas skilfully and creatively	1	• Digital media communication mode
	2	• Advanced presentation techniques in Putonghua communication
	3	• Distinguishing between spoken and written Chinese styles
Two: Attitude and approach to life in the digital age - realize personalized communication	4	• Social media and personalized sharing
	5	• Disseminating academic information via short videos on social media
	6	• Expressing academic ideas via blogs
Three: Innovation-based social connectivity model - gather the strength of people	7	• Planning and preparing charitable projects supported by digital media
	8	• Audience analysis and webcast language
	9	• Expressing ideas logically and sensitively
	10	• Consultation and feedback
	11	• Webcast
	12	• Creative writing for a social media post
	13	• Digital literacy and Chinese communication

Methods of instruction: interactive tutorials support active learning through group discussion, collaborative activities, peer learning, input, practice and feedback.

### Intended Learning Outcomes (ILOs)

By the end of this course, students should be able to:

1. Critically analyze information obtained from worldwide sources of Chinese digital media.
2. Propose and promote digital media-based innovative communication activities using multimodal approaches.
3. Speak on digital media platforms in clear and accurate Putonghua by making full use of sophisticated speaking skills and body language.
4. Communicate ideas through digital media by using effective and appropriate Standard Written Chinese.

### Assessment and Grading

This course will be assessed using criterion-referencing and grades will not be assigned using a curve.

#### Assessments:

Assessment Task	Contribution to Overall Course grade (%)	Due date
<p>A1: Individual Task</p> <p>Students need to choose <b>one</b> from the following options to complete it:</p> <p>a. Talk in a video (~3.5 minutes); or            b. Blog (~1200 Chinese characters); or            c. Blog (~1000 Chinese characters) with an embedded video commentary' (~2 minutes)</p>	<p>30%</p> <p><b>Note: If students choose option a or b, their total marks in this assessment will be multiplied by a difficulty coefficient of 0.8. In other words, the maximum possible mark for these options is 24(=30*0.8), reflecting their relatively lower difficulty.</b></p>	<p>17:00, Friday of Week 7</p>
<p>A2: Group Project</p> <p>a. Group webcast (~15 minutes); and            b. Individual social media post (~1000 Chinese Characters)</p>	<p>25%</p> <p>25%</p>	<p>In class, Week 11</p> <p>17:00, Friday of Week 13</p>
<p>A3: Reflective essay (~500 Chinese characters)</p>	<p>10%</p>	<p>In class, Week 13</p>
<p>Peer Evaluation</p>	<p>5%</p>	<p>17:00, Friday of Week 13</p>
<p>Engagement</p>	<p>5%</p>	<p>Whole semester</p>

\* Assessment marks for individual assessed tasks will be released within two weeks of the due date.

### Mapping of Course ILOs to Main Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
---------------	-------------	-------------

<p>A1: Individual Task</p> <p>a. Talk in a video (~3.5 minutes); or  b. Blog (~1200 Chinese characters); or  c. Blog (~1000 Chinese characters) with an embedded video commentary (~2 minutes)</p>	<p>ILO1, ILO2, ILO3; or  ILO1, ILO2, ILO4; or  ILO1, ILO2, ILO3, ILO4</p>	<p>This task assesses students' abilities to critically analyze and synthesize the academic information gained from the digital platforms (ILO1), implement creative and multimodal approaches supported by the digital media (ILO2), and appropriately and skilfully speak in short videos (ILO3) and/or write blogs(ILO4) in Chinese.</p>
<p>A2: Group Project</p> <p>a. Group webcast (~15 minutes); and  b. Individual social media post (~1000 Chinese Characters)</p>	<p>ILO1, ILO2, ILO3  ILO1, ILO2, ILO4</p>	<p>This task assesses students' abilities to critically analyze and synthesize open online resources (ILO1), creatively conduct and eloquently present a webcast in groups (ILO3) on a live video platform to promote their innovative charitable project using digital media (ILO2), and write an engaging and inspiring social media post (ILO4) in Chinese.</p>

### Grading Rubrics

Detailed rubrics for each assignment will be provided on the Canvas course site. These rubrics clearly outline the criteria used for evaluation. Students can refer to these rubrics to understand how their work will be assessed.

### Final Grade Descriptors

Grade s	Short Description	Elaboration on subject grading description
A	Excellent Performance	Demonstrates abilities to use sophisticated Putonghua and non-verbal communication skills, flexible, rich, coherent, expressive written Chinese, and apply engaging multimodal approaches to create discourses for various language tasks, which are based on a high level of creative thinking, critical thinking, digital context awareness, information analysis and synthesis. Displays significant achievement in self-reflection, cooperative learning, and problem-solving initiatives.
B	Good Performance	Demonstrates abilities to use fluent Putonghua, appropriate non-verbal communication, accurate, clear, concise, coherent written Chinese, and apply some multimodal elements to produce discourses for various language tasks, which are based on critical thinking, digital context awareness, information analysis and synthesis. Shows a strong sense of self-reflection, cooperative learning, and problem-solving initiatives.
C	Satisfactory Performance	Demonstrates abilities to use Putonghua, some non-verbal communication, and adequate written Chinese to complete discourses, which are based on some capacity for critical thinking, information analysis and synthesis. Shows persistence and effort to achieve broadly defined learning goals.
D	Marginal Pass	Shows a certain level of ability to use Putonghua and written Chinese to do simple communication. Has the potential to further develop Chinese

		language proficiency, awareness of communication, and/or learning motivation and attitude.
F	Fail	Demonstrates insufficient understanding of the course content and requirements. Shows very limited abilities in the Chinese language and/or lack of effort towards achieving learning goals.

### **Course AI Policy**

At HKUST, we embrace innovation and technology including Generative AI. Our approach is to rely firmly on pedagogical principles, with an ethical commitment to ensure fairness.

If students use AI tools in the course assessments, they must adhere to the principles of academic integrity and make a declaration at the end of each oral or written assessment. The declaration should include: 1) Was any AI tool used in this assessment? 2) What tool was used and how was it used?

Any misdeclaration will be regarded as a violation of academic integrity and result in serious consequences. See the section Academic Integrity below for details.

To know more about how to use the GenAI tools appropriately in language courses, students are required to complete a Canvas learning module developed by the Center for Language Education. The module can be found on the course Canvas site. Students should ensure that they have completed it before they come to class.

### **Communication and Feedback**

Assessment marks for individual assessed tasks will be communicated via Canvas within two weeks of submission. Feedback on assignments will include strengths and areas for improvement. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

### **Resubmission Policy**

Resubmissions are not accepted, except in exceptional circumstances.

### **Required Texts and Materials**

Course materials and additional resources are provided via Canvas.

### **Academic Integrity**

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to [Academic Integrity | HKUST – Academic Registry](#) for the University's definition of plagiarism and ways to avoid cheating and plagiarism.