

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

Chinese Writing in Cultural Contexts

LANG1424

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:** Eddy Fung

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

If you have any questions, your first point of contact should be your section instructor. Please find the email address on Canvas.

**Office Hours of Course Coordinator:** Available by appointment only.

### Course Description

This course targets all students who have a background in Chinese, and with an interest in the study of Chinese writing and cultural issues. It aims to cultivate students' logical expression skills in Chinese in the context of investigative study of culture. Students will learn how to describe cultural phenomena, summarize literature, and evaluate claims from a critical perspective. Students will also learn to construct arguments and support claims effectively in an academic style. The course integrates the three elements of communication skills, academic literacy, and culture with a focus on Chinese writing training. The emphasis is on using Chinese to examine and discuss various cultural issues such as language culture. Students can have a deeper understanding of selected cultural issues and be able to discuss relevant topics in Chinese writing.

### Course outline

Module	Course Topics
One: Diversity of Language, Academic Writing and Initial Exploration of Culture - understanding language variations and cultural foundations	• Language, register and style
	• Introduction to academic writing
	• Investigating cultural issues
Two: Writing and Organizing Culture - mastering descriptive and analytical expression	• Critical reading and analytical skills
	• Summary and paraphrasing
	• Descriptive and analytical expression skills
Three: Discerning and Critiquing Culture - developing argumentative and persuasive expression	• Introduction to cultural commentary
	• Opinions, evidence and proof in cultural writing
	• Norms and criteria of academic writing
	• Writing the conclusion

Methods of instruction: weekly classes – active learning through group discussion, collaborative activities, peer learning, reading, practice and feedback.

## Intended Learning Outcomes (ILOs)

Upon completion of this course, students are expected to be able to:

1. Select accurate and appropriate vocabulary, grammar, style, and format for an academic audience.
2. Articulate ideas clearly and fully and organize ideas coherently from sentence to text level.
3. Analyze information and evaluate claims from a critical perspective.
4. Construct logical arguments and support claims effectively.
5. Analyze cultural and social issues and explain how they relate to one's cultural awareness.

## 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
A1: Descriptive and analytical article  Submit a descriptive and analytical article (group work, ~4000-4800 Chinese characters) on a selected cultural topic, introducing and analyzing it.	30%	17:00, Monday of Week 8
A2: Peer evaluation  Evaluate the performance and contributions of peers in group work.	5%	17:00, Monday of Week 9
A3: Cultural critique  Submit a cultural critique on a chosen topic (individual work, approximately 2000 Chinese characters), expressing views through argumentative and persuasive writing.	35%	12:00, Monday of Week 14
A4: Learning reflection  Submit a reflection on one's own learning (500+ Chinese characters).	10%	In class, last session of Week 13
Others		
a. Descriptive and analytical writing peer review (in-class): Comment on peers' work and provide suggestions for improvement.	10%	In class, first session of Week 10
b. Online exercises: Complete three staged online exercises on language usage.	5%	17:00, Friday of Week 4, 7 & 12
c. Course participation	5%	Whole semester

## Mapping of Course ILOs to Main Assessment Tasks

Assessment	Mapped ILOs	Explanation
A1: Descriptive and analytical article (group work)	ILO1, ILO2, ILO3, ILO4, ILO5	This task assesses students' abilities to select accurate and appropriate vocabulary, grammar, style, and format for an academic audience (ILO1), articulate ideas clearly and organize them coherently from sentence to text level (ILO2), analyze information and evaluate claims critically (ILO3), construct logical arguments and support claims effectively (ILO4), and analyze cultural and social issues while relating them to one's cultural awareness (ILO5) through group-based descriptive and analytical writing on cultural topics.
A3: Cultural critique (individual work)	ILO1, ILO2, ILO3, ILO4, ILO5	This task assesses students' abilities to select accurate and appropriate vocabulary, grammar, style, and format for an academic audience (ILO1), articulate ideas clearly and organize them coherently (ILO2), analyze information and evaluate claims critically (ILO3), construct logical arguments and support claims effectively (ILO4), and analyze cultural and social issues while relating them to one's cultural awareness (ILO5) through individual argumentative and persuasive writing on cultural topics.

## 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 communication skills, flexible, rich, coherent, expressive written Chinese for various language tasks, which are based on a high level of critical thinking, context awareness, information analysis and synthesis. Displays significant achievement in self-reflection, collaborative learning, and problem-solving initiatives.
B	Good Performance	Demonstrates abilities to use written Chinese fluently in an accurate, clear, concise and coherent way for various language tasks, which are based on critical thinking, 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 written Chinese adequately to complete tasks, 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 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 scores for selected 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 given.

## **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.

## **Plagiarism**

In CLE assignments, students should not copy from others nor submit the same work for multiple courses. Source materials must be explicitly acknowledged.

Assignments with evidence of plagiarism may score a zero and be followed up with your department's Dean. To demonstrate academic integrity and avoid plagiarism, you are expected to:

- paraphrase, summarize, reference and synthesize ideas from sources
- refrain from copying expressions and ideas directly from any source (e.g. from another student, or from a video, or from an article, etc.) without proper acknowledgement