

The Hong Kong University of Science and Technology
UG Course Syllabus

LANG1424 Chinese Writing in Cultural Contexts

3 Credits

Pre-/co-requisites: N/A

Exclusions: LANG1411–1415, 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 Coordinator: Eddy Fung

Email address of Course Coordinator: icefung@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.

Course Objectives and 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.

There are two types of classes — LANG 1424C & LANG 1424P, which differ in the spoken language used in teaching: [P] Putonghua; [C] Cantonese.

Course 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.

Teaching and Learning Activities (TLAs) and the ILOs They Serve

TLA	Teaching and learning activity	Description	Course ILOs served
TLA1	Interactive lectures / mini-lectures with modeling	Instructor input on register and style, academic writing conventions, descriptive-analytical and argumentative-persuasive expression, citation norms; analysis of annotated sample texts.	ILO1, ILO2, ILO4
TLA2	Critical reading and text analysis tasks	Guided reading of literature and media texts; identifying claims, evidence and reasoning; evaluating source quality and currency.	ILO3, ILO5
TLA3	Group discussion and collaborative inquiry	Topic selection, research question formulation, division of labor, drafting and integration of the group article.	ILO2, ILO3, ILO4, ILO5
TLA4	In-class writing practice and drafting workshops	Timed and staged writing tasks (paragraph, section, conclusion); paraphrasing and summarizing exercises.	ILO1, ILO2, ILO4
TLA5	Peer learning: peer review and response	Group-based oral review of another group's manuscript against content, organization and language criteria, followed by an in-class response session.	ILO1, ILO2, ILO3, ILO4
TLA6	Writing consultation (tutor feedback)	Scheduled consultation sessions on outlines and drafts of A1 and A3; individual and group feedback.	ILO1, ILO2, ILO3, ILO4, ILO5
TLA7	Self-study materials and online exercises (Canvas)	Pre-class self-access materials plus three staged quizzes on character errors, vocabulary use, sentence structure, accuracy and appropriateness.	ILO1, ILO2
TLA8	Reflective writing	Timed, closed-book in-class reflection on how one's understanding or judgement has changed over the semester.	ILO2, ILO5

Weekly Course Topics, Activities and ILO Mapping

Week	Module	Weekly topics	Teaching and learning activities	Course ILOs
1	Module One: Diversity of Language, Academic Writing and Initial Exploration of Culture - understanding language variations and cultural foundations	Topic 1: Language, register and style (both sessions)	TLA1, TLA2, TLA4	ILO1, ILO2, ILO5
2	Module One	Topic 2: Introduction to academic writing (both sessions)	TLA1, TLA2, TLA4, TLA7	ILO1, ILO2
3	Module One	Topic 3: Investigating cultural issues (both sessions)	TLA2, TLA3	ILO3, ILO5
4	Module Two: Writing and Organizing Culture - mastering descriptive and analytical expression	Topic 1: Critical reading and analytical skills (both sessions)	TLA2, TLA3, TLA7	ILO1, ILO3, ILO5
5	Module Two	Topic 2: Summary and paraphrasing (both sessions)	TLA1, TLA4, TLA7	ILO1, ILO2
6	Module Two	Topic 3: Descriptive and analytical expression skills (both sessions)	TLA1, TLA3, TLA4	ILO2, ILO3, ILO5
7	Module Two	Writing consultation (both sessions)	TLA6, TLA3, TLA7	ILO1, ILO2, ILO3, ILO5
8	Module Three: Discerning and Critiquing Culture - developing argumentative and persuasive expression	Topic 1: Introduction to cultural commentary (both sessions)	TLA1, TLA2	ILO3, ILO4, ILO5
9	Module Three	S1: Topic 1: Introduction to cultural commentary / S2: Topic 2: Opinions, evidence and proof in cultural writing	TLA1, TLA2, TLA4	ILO3, ILO4, ILO5
10	Module Three	S1: Descriptive and analytical writing peer review (in class) + Topic 2 /	TLA5, TLA3, TLA2	ILO1, ILO2, ILO3, ILO4

		S2: Peer review response + Topic 2 (cont.)		
11	Module Three	Topic 3: Norms and criteria of academic writing (both sessions)	TLA1, TLA4, TLA7	ILO1, ILO2, ILO4
12	Module Three	S1: Topic 4: Writing the conclusion / S2: Writing consultation	TLA1, TLA4, TLA6, TLA7	ILO1, ILO2, ILO4
13	Module Three	S1: Writing consultation / S2: In-class learning reflection	TLA6, TLA8	ILO2, ILO4, ILO5

Assessment and Grading

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

Assessment Task	Contribution to Overall Course grade (%)	Due date
A1: Descriptive and analytical article Submit a descriptive and analytical article (group work, approximately 4000–4800 Chinese characters) on a selected cultural topic, introducing and analyzing it.	30%	17:00, Tuesday of Week 8
A2: Peer evaluation Evaluate the performance and contributions of peers in group work.	5%	17:00, Tuesday of Week 9
A3: Cultural critique Submit a cultural critique on a chosen topic (approximately 2000 Chinese characters), expressing views through argumentative and persuasive writing.	35%	By the end of Week 13
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 Weeks 4, 7 and 12
c. Course participation	5%	Whole semester

Mapping of Course ILOs to 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.
A2: Peer evaluation	ILO3	This task requires students to state evidence-based judgements on peers' participation and teamwork clearly and specifically (ILO2), and to relate collaborative experience to their own learning and awareness (ILO5).
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.
A4: Learning reflection	ILO2, ILO5	This task requires students, under timed closed-book conditions, to articulate coherently how a specific experience changed or confirmed their understanding (ILO2, ILO5).
Others (a) Peer review	ILO1, ILO2, ILO3, ILO4	Role-based oral evaluation of another group's manuscript in terms of content, organisation and written expression, with concrete, actionable suggestions.
Others (b) Online exercises	ILO1, ILO2	Staged quizzes on character accuracy, vocabulary, sentence structure, and accuracy/appropriateness of language forms.
Others (c) Course participation	ILO1–ILO5	Sustained engagement in the discussion-based and collaborative activities through which all ILOs are developed.

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 be awarded zero and referred to the Dean of your School for follow-up. 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