

The Hong Kong University of Science and Technology
UG Course Syllabus

Chinese Communication in Film and Literary Contexts

LANG1426

3 Credits

Pre-/co-requisites: N/A

Exclusions: LANG1101, LANG1102, LANG1103, LANG1120 (prior to 2022-23), LANG1121 (prior to 2022-23), LANG1122 (prior to 2022-23), LANG1123 (prior to 2022-23), LANG1124 (prior to 2022-23), LANG1125 (prior to 2022-23), LANG1126 (prior to 2022-23), LANG1127 (prior to 2022-23), LANG1411, LANG1412, LANG1413, LANG1414, LANG1415, LANG1511, LANG1512, LANG1513, LANG1514, LANG1515

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: Chan Hong To

Email of Course Coordinator: lhongto@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

LANG1426 is designed for students with a background in Chinese who are interested in film, literature, and advanced communication. It strengthens students' ability to express ideas fluently and effectively in spoken and written Chinese by engaging with authentic film dialogues and literary texts. Through critical analysis of dialogue, character construction, and comparisons between film and literary texts, students will develop critical thinking, language appreciation, persuasive writing skills, and cultural awareness. Key tasks include a roundtable forum discussing characters and themes in film and an article comparing character construction in film and literary texts. The course integrates theoretical frameworks with real-world applications, emphasizing the interplay between language, communication, and humanistic literacy. By the end of the course, students will enhance their ability to engage with diverse viewpoints, critically evaluate them to construct well-reasoned arguments, appreciate the nuances of communication in different contexts, cultivate rhetorical sensitivity, linguistic precision, and humanistic literacy.

Course outline

Module	Course Topics
One: Understanding Communication through Dialogue	• Context, Implicature, and Speech Acts
	• Interpersonal Relationships and Communication Strategies
	• Literary and Rhetorical Features of Dialogue
Two: Character Analysis and Thematic Discussion	• Character Identity and Values
	• Story Structure and Development
	• Exploring Themes in Films
	• Communication Strategies for Forum Interaction

Three: Film–Literature Comparison and Article Writing	• Literary Techniques of Characterization
	• Interpreting and Using Textual Evidence
	• Developing Argumentation and Evaluation
	• Organization and Expression

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

Intended Learning Outcomes (ILOs)

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

1. Apply knowledge of pragmatic, rhetorical and dramatic theories to analyze how language constructs meaning and interaction in film and literary texts.
2. Demonstrate aesthetic appreciation of language and social awareness when interpreting and producing communicative texts.
3. Use accurate, appropriate, and fluent language to express ideas clearly, adapting to audience, purpose, and communicative context.
4. Apply critical thinking and evaluative judgment to select and synthesize relevant evidence across media, forming logical, credible and well-supported viewpoints.
5. Construct coherent and persuasive arguments in spoken and written Chinese.
6. Reflect on personal and peer communicative performance, identifying strategies for continuous improvement.

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: Group Webcast Forum and Individual Comment		
a. A webcast roundtable forum (conducted in groups, individually assessed, 30 minutes) analysing different characters and discussing the themes of an assigned film.	30%	Week 7
b. An online comment (individual work, 300+ Chinese characters) on another group's roundtable forum.	5%	17:00, Friday of Week 8
A2: Film–Literature Comparative Article		

a. An outline (400+ Chinese characters) for the article.	10%	17:00, Friday of Week 11
b. An article (individual work, 2000–2200 Chinese characters) comparing the characterization of a selected character in an assigned literary work and its film adaptation.	30%	17:00, Monday, 30 November 2026
A3: Learning Reflection A reflective essay (individual work, 800+ Chinese characters) evaluating personal learning experiences in the course.	10%	In class, Week 13
Others		
a. Peer evaluation	5%	17:00, Monday of Week 9
b. Online exercises: Complete three staged online exercises on language usage.	5%	17:00, Friday of Week 3, 6 & 10
c. Course participation	5%	Whole semester

Mapping of Course ILOs to Main Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
A1: Group Webcast Forum and Individual Comment	ILO-1, ILO-2, ILO-3, ILO-4, ILO-5, ILO-6	This task assesses students' abilities to apply pragmatic, rhetorical, and dramatic theories to analyze language use in film texts (ILO1), demonstrate aesthetic appreciation and social awareness in interpreting characters and themes (ILO2), and use accurate and appropriate Chinese to express ideas clearly in spoken and written interaction (ILO3). Through forum discussion and peer response, students develop critical thinking and evaluative judgment (ILO4), construct coherent and persuasive arguments (ILO5), and reflect on personal and peer communicative performance (ILO6).
A2: Film–Literature Comparative Article	ILO-1, ILO-2, ILO-3, ILO-4, ILO-5	This task assesses students' abilities to apply theoretical knowledge to the comparative analysis of language and characterization strategies in film and literary texts (ILO1), demonstrate aesthetic appreciation and social awareness (ILO2), and use accurate and fluent written Chinese to articulate interpretations clearly for an intended audience (ILO3). Students are required to apply critical thinking to select and synthesize relevant evidence across media (ILO4) and construct coherent and

		persuasive arguments through structured comparative writing (ILO5).
A3: Learning Reflection	ILO-3, ILO-6	This task assesses students' abilities to use accurate, appropriate, and fluent written Chinese to articulate personal learning experiences and reflections clearly in a reflective writing context (ILO3), and to reflect on their own learning and communicative performance, identifying gains, changes, areas for improvement, and practical strategies for continuous improvement (ILO6).

Grading Rubrics

Detailed rubrics for each assignment will be provided on Canvas. 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

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	Demonstrates abilities to use sophisticated communication skills, showing flexible, rich, coherent, and expressive spoken Putonghua and written Chinese for various language tasks, which are based on a high level of critical thinking, contextual awareness, textual analysis, and synthesis. Shows strong competence in analyzing language use, character construction, and thematic meanings in film and literary texts, supported by well-selected evidence, and displays significant achievement in self-reflection, collaborative learning, and problem-solving initiatives.
B	Good Performance	Demonstrates abilities to use fluent spoken Putonghua and accurate, clear, concise, and coherent written Chinese for various language tasks, which are based on critical thinking, contextual awareness, and textual analysis and synthesis. Shows sound ability in interpreting language use, characters, and themes in film and literary texts, with generally appropriate supporting evidence, and demonstrates a strong sense of self-reflection, cooperative learning, and problem-solving initiatives.
C	Satisfactory Performance	Demonstrates abilities to use spoken Putonghua and adequate written Chinese to complete required language tasks, which are based on some capacity for critical thinking, textual analysis, and synthesis. Shows persistence and effort to achieve broadly defined learning goals.
D	Marginal Pass	Shows a certain level of ability to use spoken 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 spoken and written Chinese and/or lack of effort towards achieving learning goals.
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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 ten working days of submission. Feedback on assignments will include strengths and areas for improvement where relevant. 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.

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