

The Hong Kong University of Science and Technology
UG Course Syllabus

LANG2170 Chinese Communication Skills for Humanities & Social Science Studies

3 Credits

Pre-/co-requisites: N/A

Exclusions: N/A

Note: This course is offered in the Fall semester only and is designed for Year 2 students of the Global China Studies (GCS) program.

Name of Course Coordinator: Eddy Fung

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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 Year 2 students of the Global China Studies (GCS) program who have a background in Chinese and an interest in academic communication in the humanities and social sciences. It aims to cultivate and enhance students' ability to use Standard Written Chinese and Putonghua effectively in academic contexts, covering academic paper writing, critical reading and oral presentation. The course also seeks to strengthen students' awareness of academic ethics and to equip them with an international perspective for examining China-related issues. In terms of knowledge, the course deepens students' understanding of Chinese academic discourse so that they can discuss issues in the humanities and social sciences in depth. Students will develop their Chinese communicative competence at the cognitive, attitudinal and practical levels, together with their critical thinking, ethical sensitivity and applied skills.

Course Intended Learning Outcomes (ILOs)

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

1. Apply the skills of academic paper writing, including clear argumentation, logical reasoning and correct bibliographic format.
2. Analyze literature critically, comprehend authors' viewpoints, and develop their own arguments on the basis of academic texts.
3. Apply oral presentation skills for different audiences, using appropriate

spoken language, body language and audio-visual aids.

4. Uphold academic integrity in all course assignments and research activities.
5. Examine China-related issues from multiple perspectives and develop a broader understanding of global issues.

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 the genre and conventions of Chinese academic papers, formulating research titles, writing introductions, research findings, conclusions and implications, in-text citation and referencing; analysis of annotated sample texts.	ILO1, ILO2, ILO4
TLA2	Critical reading and text analysis tasks	Guided critical reading of academic articles; identifying research questions, methods, claims, evidence and reasoning; evaluating the quality, relevance and currency of sources.	ILO2, ILO4, ILO5
TLA3	Group discussion and collaborative inquiry	Topic selection, research question formulation, searching for and screening literature, and peer exchange on China-related issues from multiple perspectives.	ILO2, ILO5
TLA4	In-class writing practice and drafting workshops	Timed and staged writing tasks (research title, introduction, literature review, section of analysis); paraphrasing, summarizing and citation exercises.	ILO1, ILO2, ILO4
TLA5	Oral presentation practice and simulated academic seminar	Preparing and delivering an academic presentation in Putonghua with slides; raising questions and responding to questions as a participant of the seminar.	ILO1, ILO3, ILO5
TLA6	Peer learning: peer evaluation and feedback	Critical listening to peers' presentations as a "conference discussant", awarding scores and	ILO2, ILO3, ILO5

		writing specific, constructive comments on content, language and delivery.	
TLA7	Writing consultation (tutor feedback)	Scheduled feedback and consultation sessions on the literature review and on the analysis and evaluation of an academic paper; individual and whole-class feedback.	ILO1, ILO2, ILO4

Weekly Course Topics, Activities and ILO Mapping

Week	Module	Weekly topics	Teaching and learning activities	Course ILOs
1	Module One: Setting Learning Goals – reflecting on academic and language abilities	Topic 1: Setting learning goals (both sessions)	TLA1, TLA3	ILO1, ILO5
2	Module Two: Mastering Academic Writing and Critical Reading – participating in a “China Studies” seminar	Topic 2: Formulating a research title (both sessions)	TLA1, TLA3, TLA4	ILO1, ILO2, ILO5
3	Module Two	Topic 3: Writing the introduction (both sessions)	TLA1, TLA2, TLA4	ILO1, ILO2
4	Module Two	Topic 3: Writing the introduction (cont.) (both sessions)	TLA1, TLA4	ILO1, ILO2
5	Module Two	Topic 4: Critical reading (both sessions)	TLA2, TLA3	ILO2, ILO4, ILO5
6	Module Two	Topic 5: Writing the literature review (both sessions)	TLA1, TLA2,	ILO1, ILO2,

		sessions)	TLA4	ILO4
7	Module Two	Topic 5: Writing the literature review (cont.) (both sessions)	TLA1, TLA4, TLA7	ILO1, ILO2, ILO4
8	Module Two	A1: Seminar oral presentation (both sessions)	TLA5, TLA6	ILO1, ILO2, ILO3, ILO5
9	Module Two / Module Three: Analysis and Evaluation of Academic Papers – participating in the “Contemporary China” international conference	S1: A1: Seminar oral presentation (cont.) / S2: Topic 6: Writing research findings	TLA5, TLA6, TLA1	ILO1, ILO2, ILO3, ILO5
10	Module Three	Topic 6: Writing research findings (both sessions)	TLA1, TLA2, TLA4	ILO1, ILO2, ILO4
11	Module Three	Topic 7: Writing conclusions and implications (both sessions)	TLA7, TLA2	ILO1, ILO2, ILO4
12	Module Three	S1: Topic 7: Writing conclusions and implications (cont.) / S2: Topic 8: Compiling references	TLA7, TLA1, TLA4	ILO1, ILO2, ILO4
13	Module Three	Topic 9: Skills for participating in academic seminars (both sessions)	TLA1, TLA4, TLA5	ILO1, ILO3, ILO4, ILO5

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: Seminar oral presentation Deliver an academic presentation in Putonghua on a selected research topic, reporting the research background, research questions, research motivation and purpose, and the core literature review (individual work, 8-minute presentation and 2-minute Q&A), supported by slides.	20%	In class, Weeks 8–9
A2: Peer evaluation Award scores to four assigned presenters and write comments (individual work, no fewer than 200 Chinese characters for each presenter), commenting on content, language and delivery, and providing suggestions for improvement.	15%	17:00, day of the first session of Week 10
A3: Literature review Submit a literature review on the topic selected for A1 (individual work, approximately 2500 Chinese characters), systematically reviewing, synthesizing, comparing and critiquing existing research.	30%	17:00, Friday of Week 9
A4: Academic paper analysis and evaluation Submit a review report on a published academic paper related to China Studies (individual work, approximately 2000 Chinese characters), analyzing and evaluating it in terms of originality, academic rigor and scientific soundness.	30%	17:00, Friday of Week 13
Course participation	5%	Whole semester

Mapping of Course ILOs to Assessment Tasks

Assessment	Mapped ILOs	Explanation
A1: Seminar oral presentation	ILO1, ILO2, ILO3, ILO4, ILO5	This task assesses students' abilities to present the framework of an academic study clearly and logically (ILO1), to draw critically on the literature of the field in developing their own research focus (ILO2), to deliver an academic presentation in Putonghua for an academic audience with appropriate language, body language and audio-visual aids and to handle questions (ILO3), to acknowledge sources properly in slides and script (ILO4), and to examine a China-related issue from multiple perspectives (ILO5).
A2: Peer evaluation	ILO2, ILO3, ILO5	This task requires students to listen critically and to state reasoned, balanced and constructive judgments on peers' research and delivery (ILO2, ILO3), and to comment on how China-related issues are approached and framed (ILO5).
A3: Literature review	ILO1, ILO2, ILO4, ILO5	This task assesses students' abilities to write a well-structured literature review with clear argumentation, logical reasoning and correct bibliographic format (ILO1), to review, synthesize and critique existing research and to identify research gaps (ILO2), to cite and declare sources, including GenAI use, honestly and accurately (ILO4), and to situate a China-related topic within broader scholarly and global discussions (ILO5).
A4: Academic paper analysis and evaluation	ILO1, ILO2, ILO4, ILO5	This task assesses students' abilities to write a professional review report in an appropriate academic style and format (ILO1), to analyze and evaluate a published paper critically and constructively (ILO2), to demonstrate academic integrity and independent thinking in their own analysis (ILO4), and to appraise research on China from multiple perspectives (ILO5).
Course participation	ILO1– ILO5	Sustained engagement in the discussion-based, collaborative and presentation 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

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	Demonstrates abilities to use sophisticated communication skills, flexible, rich, coherent and expressive written and spoken Chinese for various academic 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 and spoken Chinese fluently in an accurate, clear, concise and coherent way for various academic 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 and spoken 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 and spoken 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