

# Enquire Teaching Timetable

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## Course Detail

### CLED 2640 - Language, Thought and Writing

Language:  ▼

#### Course Details

<b>Career</b>	Undergraduate
<b>Units</b>	2.00
<b>Grading Basis</b>	Graded
<b>Course Components</b>	Discussion                      Optional Lecture                              Required Others                                Optional
<b>Campus</b>	Main Campus
<b>Academic Group</b>	Chi Lan Edu Prog Comm
<b>Academic Organizations</b>	Chi Lan Edu Prog Comm

#### Description

This course aims at developing the students' writing ability by deepening their understanding of cognitive processes in writing, and raising their awareness in monitoring/revising their own writing. These are achieved and supported by both lectures on related theories and writing/revising exercises. This course also introduces common writing difficulties of secondary/primary students and effective teaching strategies, so as to develop the students' understanding of the principles and strategies of writing instruction.

#### Grade Descriptor

##### A

Outstanding performance in all assessment tasks, including active participation in all class activities and discussions, achieving excellence in group works; applying effectively what was learned in revising own writing with accurate and clear illustrations; designing an excellent writing instruction unit with good collaboration among groupmates; reflecting and commenting on topics/issues in depth and comprehensively in essay.

##### A-

Outstanding performance in most assessment tasks, including active participation in all class activities and discussions with good group works; applying effectively what was learned in revising own writing with clear illustrations; designing a high-quality writing instruction unit with good collaboration among groupmates; reflecting and commenting on topics/issues profoundly and comprehensively in essay.

##### B

Good performance in most assessment tasks, including participation in class activities and discussions, completing most group works with good quality; applying what was learned in revising own writing with clear illustrations; designing a good writing instruction unit with collaboration among groupmates; reflecting and commenting on topics/issues in essay.

##### C

Satisfactory performance in most assessment tasks, including participation in class activities and discussions, completing most group works; applying what was learned in revising own writing with illustrations; designing a writing instruction unit with some collaboration among groupmates; reflections and comments in essay are of average quality but lacks depth and/or evidence.

##### D

Meet basic criteria in some assessment tasks, including participation in class activities and discussions, completing some group works; completing writing revision and writing instruction design assignments with average to low quality; reflecting and commenting on topics/issues in essay in a simple and rudimentary manner.

##### F

Unsatisfactory performance and/or incompleteness in most assessment tasks.

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## Course Outcome

### CLED 2640 - Language, Thought and Writing

#### Learning Outcome

修習本科後，學員能：

1. 認識寫作的思維過程及其與語言運用的關係；
2. 掌握修訂文章的方法；
3. 掌握設計寫作課程和活動的原則；
4. 掌握寫作教學策略及掌握評估寫作的方法。

#### Course Syllabus

- 語言、思維和寫作
- 寫作能力及其發展過程
- 寫作過程
- 寫作教學：課程及教學設計
- 寫作教學策略
- 寫作教學評估

#### Assessment Type

	Assessment Type	Current Percent
1	Discussion	10
2	Essays	30
3	Others	20
4	Presentation	40

#### Feedback for Evaluation

學員的意見會經課堂/課後討論、電郵及學期末科目評鑑收集。

#### Required Readings

- 何萬貫 (1991)。〈作文命題與思維訓練〉。《教育學報》，第19卷第2期，頁169-175。
- 呂叔湘、朱德熙。《語法修辭講話》(北京：商務印書館，2017年)。
- 岑紹基 (2005)。《作文量表互改研究與實踐》。香港：香港教育圖書公司。
- 周漢光 (1998)。〈構思與寫作教學〉。輯於周漢光編《閱讀與寫作教學》(頁111-126)。香港：中文大學出版社。
- 周慶華 (1999)。《思維與寫作》。台北：五南圖書出版公司。
- 段建軍、李偉 (2004)。《寫作思維學導論》。北京：中國社會科學出版社。
- 香港課程發展議會 (2001)。《中學中國語文課程指引 (初中及高中)》。香港：政府印務局。
- 香港課程發展議會 (2002)。《中國語文學習教育領域課程指引 (小一至中三)》。香港：政府印務局。
- 香港課程發展議會 (2004)。《小學中國語文課程指引 (小一至小六)》。香港：政府印務局。
- 章熊 (1993)。《語言和思維的訓練》。上海：上海教育出版社。
- 章熊 (1995)。《中國當代寫作與閱讀測試》，第二章「寫作能力的測試」。成都：四川教育出版社。
- 謝錫金及林守純編著 (1992)。《寫作新意念》。香港：朗文出版社。
- 謝錫金編 (1995)。《閱讀與寫作：理論與實踐》。香港：青田教育中心。
- MacArthur, C. A., Graham, S. & Fitzgerald, J. (Eds.) (2016). Handbook of writing research (2nd ed.). New York: Guilford Press.
- Graham, S., MacArthur, C. A., & Fitzgerald, J. (Eds.) (2016). Best practices in writing instruction (2nd ed.). New York: Guilford Press.

## Recommended Readings

- 何萬貫 (1997)。〈有效的批改：利用錄音帶批改作文〉。《語文教學與研究》。第7期，頁12-13。
- 何萬貫 (1995)。〈中學生在作文中觀念的組織與聯繫〉。《教育學報》。第23卷，第2期，頁169-181。
- 何萬貫 (1998)。《中學生作文語誤分析》。香港：中文大學出版。
- 何萬貫 (2000)。〈符號批改作文的效果〉。《教育學報》，第28卷第1期，頁151-164。
- 余婉兒 (2002)。〈文章結構的寫作指導：創意教學策略的運用〉。《中國語文通訊》，第62期，頁2-8。
- 岑紹基、羅燕琴、林偉業、鍾嶺崇 (2011)。《香港中國語文課程新方向：學習與評估》。香港：香港大學出版社。
- 李孝聰 (1998)。《創意寫作教學》。香港：香港教育學院。
- 香港課程發展議會 (2003)。《思躍神馳：創意寫作坊啟示錄》。香港：政府印務局。
- 倪文錦、謝錫金主編 (2006)。《新編語文課程與教學論》。上海：華東師範大學出版社。
- 張志公。《修辭概要》(香港：三聯書店，1994年)。
- 張斌 (1991)。《漢語語法修辭常識》。香港：香港教育圖書公司。
- 謝錫金 (1995)。〈有效的寫作教學法〉。輯於中國語文學會編，《中國語文教學論文集》(頁34-50)。香港：三聯書店。
- 謝錫金 (1986)。〈寫作思維過程的研究〉。《語文雜誌》，第13期，頁101-106。
- 謝錫金 (1996)。〈香港學生寫作思維過程：暫停的種類和功能〉。《教育研究學報》，第11卷第1期，頁52-72。
- 謝錫金、岑紹基 (1989)。〈寫作思維過程教學法及其評估方法〉。輯於香港中文教育學會編，《中文科課程教材教法研討集》(頁153-162)。香港：香港文化教育出版社。
- 謝錫金、岑紹基編 (2000)。《量表診斷寫作教學法》。香港：香港大學教育學院。