

Course Description

MEDD8893 Teaching argumentative discourse in Chinese language: A critical discussion perspective

Course description			
<p>The course aims at equipping Chinese language teachers with knowledge of critical discussion and ability to design, conduct and evaluate learning and teaching of exploratory talk and argumentative discourse to enhance students' Chinese language competence in both oral and written form. The course is designed to explore the relationship between critical thinking and language learning within Chinese key language area. Exploratory talk, critical reading and argumentative writing will be covered to examine role of critical discussion in Chinese language curriculum.</p>			
<p>Coursework / Examination ratio: <u> 100 </u> % Coursework, <u> 0 </u> % Examination</p>			
Course objectives			
<p>The course covers topics include framework of critical discussion, three approaches to reasoning (deductive, inductive, and abductive), Toulmin model of argument components, latest development of argumentation theory with focus on core argumentation schemes (argument from example, cause and effect, analogy, and information source), and pragmatic view of fallacies. The course focuses on applying these topics and concepts to develop activities on exploratory talk and argumentative discourse for promoting students' oral and written language competence. Special attention is given to argument visualization to make critical thinking visible for fostering students' analytic skill on argument structure of oral and written discourse.</p>			
Course learning outcomes			Aligned programme learning outcomes (PLOs)
1. Analyze Chinese discourse with perspective of critical discussion to demonstrate understanding of components and characteristics of critical discussion.			PLO 1
2. Design and implement effective task and activity of exploratory talk and argumentative discourse in Chinese.			PLOs 1, 2
3. Evaluate students' performance in critical discussion to identify students' strength and weakness in oral and written communication on academic topics and issues.			PLO 3
4. Critical evaluate curriculum and assessment of exploratory talk, critical reading and argumentative writing in key Chinese language learning area in Hong Kong.			PLO 1
5. Reflect on self-practices on critical discussion and language learning in Chinese.			PLO 4, 5
Course assessment methods			
Assessment method	Type of assessment (e.g. description of assignment)	Weighting (%)	Aligned course learning outcome(s)
Argumentative Discourse Analysis	Group	35	CLOs 1, 3, 5
Text Annotating	Individual	15	CLOs 1, 4, 5
Designing critical discussion activity in Chinese language classroom	Individual	50	CLOs 1-5
Course content and topics			
<p>The four elements of Argumentative Discourse Formative Assessment Discussion Deductive Logic: Syllogism Deductive Logic: Conditional Toulmin's Method Introducing Argumentation Schemes</p>			

Fallacies: Evaluating Quality of Arguments

Required / recommended readings and online materials

Please refer to course outline in Moodle

Other additional course information

Conducted in Cantonese