

# The Hong Kong Polytechnic University

## Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<b>Subject Code</b>	CBS1102P
<b>Subject Title</b>	Advanced Communication Skills in Chinese (高階中文傳意)
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Remarks: For students entering with HKDSE Chinese subject result at Level 4 and 5 or equivalent
<b>Objectives</b>	This subject aims to develop students' ability to communicate effectively in both Putonghua and written Chinese, with particular reference to the stylistic variations of expression in different communicative settings.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: (a) develop effective communication skills in both spoken and written Chinese required for workplace such as email-letter, notice, news release, report, presentation and negotiation as well as other settings such as speech delivery and / or special column in newspaper or magazine. in the business and professional setting; (b) master the format, organization, language and style of expression of the following genres of Chinese practical writing: argumentative and persuasive writing; (c) give public speech; (d) produce a piece of prose.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Enhancement of Basic Competence in Written Chinese and Skill of Summarizing</li> <li>2. Written Chinese for Practical Purposes               <ol style="list-style-type: none"> <li>2.1. Uses of words and sentences, choice of diction</li> <li>2.2. Coherence and thread of thinking in Chinese writing</li> <li>2.3. Context dependent stylistic variation</li> <li>2.4. Format, organization, language and style of expression of speeches, argumentative &amp; persuasive writing</li> </ol> </li> <li>3. Enhancement of Basic Skills in Putonghua Pronunciation</li> <li>4. Public Speech               <ol style="list-style-type: none"> <li>4.1. Contextual elements: the audiences, the purpose and the topic</li> <li>4.2. Identification of key points and collection of supporting information</li> <li>4.3. Articulation and flow of speaking</li> <li>4.4. Choice of words, manner and gesture</li> <li>4.5. Using of visual aids</li> <li>4.6. Handling of question and answer session</li> </ol> </li> <li>5. Creative Writing               <ol style="list-style-type: none"> <li>5.1. The language, the structure and style of expression in creative writing</li> </ol> </li> </ol>

**Teaching/Learning Methodology**

(Note 3)

The subject will be conducted in highly interactive seminars. The subject will motivate the students' active participation by assigning group presentation /discussion in class. In a forum-like format, students are guided to :

- (1) present to the class, their understanding of each genre designed for the syllabus for discussions and improvement;
- (2) modify passages in a given genre/style into other genres/styles for addressing different audiences and purposes;
- (3) prepare a script for public speaking;
- (4) give a public speech in front of the whole class, then receive on spot feedback for discussion and improvement;
- (5) engage in formal discussion on topics related to current issues and/or business operation that require persuasive and argumentative skills;
- (6) produce an argumentative article on the same topic;
- (7) analyze selected prose in terms of contents, structure and styles of expression.

E-learning materials for enhancing students' proficiency in both Putonghua and written Chinese are included in Chinese LCR teaching. Students are expected to follow teachers' guidelines and get access to the materials on e-Learning platform for self-study on voluntary basis.

**Assessment Methods in Alignment with Intended Learning Outcomes**

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
1. Prose Writing	30%	√	√		
2. Formal Speech	15%	√	√	√	
3. Feature Article	15%	√	√		√
4. Class Participation	10%	√	√	√	√
5. Final Examination	30%	√	√	√	√
Total	100 %				

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Both written assignments and oral presentation will focus on the functions of communication and the adequacy of language used in authentic social settings. The final examination aims to obtain an objective measurement of students' basic competence in the use of Putonghua and written Chinese. It emphasizes on the accuracy of expression in both spoken and written forms. Explanations and exercises are provided in classroom teaching.

Students obtaining a subject pass must pass both components, i.e. the continuous assessment and examination of the subject. Students will get failure of the subject if he/she fails in either one of the two components.

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Seminar	39 Hrs.
	Additional activity:	
	▪ e-Learning in Putonghua and written Chinese	9 Hrs.
	Other student study effort:	
	▪ Outside Class Practice	39 Hrs.
	▪ Self-study	39 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 吳禮權：《演講的技巧》，香港：商務印書館，2013年。</li> <li>2. 李錦昌：《商業溝通與應用文大全》，香港：商務印書館，2012年。</li> <li>3. 賴蘭香：《傳媒中文寫作》(全新修訂本)，香港：中華書局，2012年。</li> <li>4. 于成鯤、陳瑞端、秦扶一、金振邦主編：《當代應用文寫作規範叢書》，上海：復旦大學出版社，2011年。</li> <li>5. 邵敬敏：《現代漢語通論》，上海：上海教育出版社，2007年。</li> <li>6. 任伯江：《口語傳意權能：人際關係策略與潛力》，香港：香港中文大學出版社，2006年。</li> <li>7. 裴顯生、方延明主編：《新聞寫作教程》，北京：高等教育出版社，2005年。</li> <li>8. 宋春陽、孟德東、張志攀：《實用新聞寫作概論》，上海：復旦大學出版社，2004年。</li> <li>9. 李白堅、丁迪蒙：《大學體型寫作訓練規程》，上海：上海大學出版社，2004年。</li> <li>10. 鍾文佳：《漢語口才學》，西南師範大學出版社，2004年。</li> <li>11. 于成鯤主編：《現代應用文》，復旦大學出版社，2003年。</li> <li>12. 邢福義、汪國勝主編：《現代漢語》，華中師範大學出版社，2003年。</li> <li>13. 孫光萱：《中國現代散文名家名篇賞讀》，上海：上海教育出版社，2001年。</li> <li>14. 陳瑞端著：《生活錯別字》，香港：中華書局，2000年。</li> <li>15. 陳建民：《說話的藝術》，語文出版社，1994年。</li> </ol>	

**Note 1: Intended Learning Outcomes**

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

**Note 2: Subject Synopsis/ Indicative Syllabus**

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

**Note 3: Teaching/Learning Methodology**

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

**Note 4: Assessment Method**

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.