

# 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>	CBS1103P
<b>Subject Title</b>	Fundamentals of Chinese Communication for Higher Diploma Students (高級文憑實用中文課程)
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite /</b>	Remarks: For HD students in 2013-14 co-hort and beyond entering with HKDSE Chinese subject result at level 2, or equivalent
<b>Objectives</b>	This subject aims to enhance students' basic competence in both written and spoken Chinese in order to communicate effectively, appropriately, flexibly and politely in workplace such as email-letter, notice, news release, report, discussion, presentation and negotiation.
<b>Intended Learning Outcomes</b>  (Note 1)	Upon completion of the subject, students will be able to: (a) master correct sentential expressions and choice of words for effective communication through written Chinese; (b) master the format, organization, language and style of expression of various genres of Chinese practical writing such as official correspondences, publicity materials; (c) master the articulation of Putonghua in order to give formal presentation in Putonghua effectively and appropriately; (d) be aware of one's position in formal discussion and express oneself in Putonghua clearly and politely.
<b>Subject Synopsis/ Indicative Syllabus</b>  (Note 2)	<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 <ul style="list-style-type: none"> <li>• Uses of words and sentences;</li> <li>• Coherence in Chinese writing</li> <li>• Format, organization, language</li> <li>• Style of expression of official correspondences, publicity materials</li> <li>• Context dependent stylistic variation</li> <li>• Appropriateness in communication in terms of relation between addresser and addressee, communication goal and manner of expression.</li> </ul> </li> <li>3. Enhancement of Basic Skills in Putonghua Pronunciation</li> <li>4. Formal Presentation in Putonghua <ul style="list-style-type: none"> <li>• articulation in Putonghua</li> <li>• flow of speaking</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Choice of words, manner and gesture</li> </ul> <p>5. Formal Discussion in Putonghua</p> <ul style="list-style-type: none"> <li>• Identification of main idea and key messages</li> <li>• Evaluation of relevancy of information in a message</li> <li>• Skills of seeking clarity/consent/disagreement/answer to a question</li> <li>• Skills of summarizing</li> </ul>																																								
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p>The subject will be conducted in Putonghua, 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 :</p> <p>(1) present to the class, their understanding of each genre designed for the syllabus for improvement;</p> <p>(2) modify passages in a given genre/style into other genres/styles for addressing different audiences and purposes;</p> <p>(3) give a power-point presentation in Putonghua in front of the whole class, then receive on spot feedback for improvement;</p> <p>(4) prepare a written report/proposal on the same topic;</p> <p>(5) engage in formal discussion in Putonghua on topics related to current issues and/or business operation;</p> <p>(6) produce a written document on the same topic using a chosen genre.</p> <p>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.</p>																																								
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="518 1234 1430 1839"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Written Assignment</td> <td>35%</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Oral Presentation</td> <td>25%</td> <td></td> <td></td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Class Participation</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Final Examination</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>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</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Written Assignment	35%	√	√			2. Oral Presentation	25%			√	√	3. Class Participation	10%	√	√	√	√	4. Final Examination	30%	√	√	√	√	Total	100 %				
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	<p>on the accuracy of expression in both spoken and written forms. Explanations and exercises are provided in classroom teaching.</p> <p>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.</p>	
<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.
	<b>Total student study effort</b>	<b>126 Hrs.</b>
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 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》，復旦大學出版社，2011年。</li> <li>2. 鍾文佳：《漢語口才學》，西南師範大學出版社，2004年。</li> <li>3. 李白堅、丁迪蒙：《大學體型寫作訓練規程》，上海大學出版社，2004年。</li> <li>4. 于成鯤主編：《現代應用文》，復旦大學出版社，2003年。</li> <li>5. 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>6. 陳瑞端著：《生活錯別字》，中華書局，2000年。</li> <li>7. 李軍華：《口才學》，華中理工大學出版社，1996年。</li> <li>8. 陳建民：《說話的藝術》，語文出版社，1994年。</li> <li>9. 邵守義：《演講全書》，吉林人民出版社，1991年。</li> <li>10. 路德慶主編：《寫作教程》，華東師範大學出版社，1982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.