

Subject Description Form

Subject Code	CLC3231P (2019-20 onward) CBS3231P (2018-19 and before)
Subject Title	Chinese Communication for Construction and Environment 建設及環境專業中文傳意
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	According to the policy of the new 4-years curriculum, students should have normally completed the general requirement in language, i.e. the Language and Communication Requirement (LCR) before taking this subject.
Objectives	<p>This subject aims to enhance students' Chinese competence to cope with the workplace communication requirements in relation to their professional training in construction and environment.</p> <p>Taken that the activity of writing is semantic, cognitive, and functional, the subject treats Chinese writing both as an end product and a process of advanced performance. By the end of the training, the students are expected to have mastered</p> <ol style="list-style-type: none"> (1) accuracy in Chinese expressions, (2) effective applications of cognitive methods in presenting contents and thought relationships in writing, (3) a variety of appropriate written genres for academic and communicative purposes.
Intended Learning Outcomes	<p>This is a Chinese language subject aiming at enhancing students' proficiency in written Chinese and Putonghua for communication in the professional context of construction and language use.</p> <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> (a) develop effective communication skills and strategies in both written Chinese and Putonghua required for workplace in professional context; (b) master the format, organization, language and style of expression of various genres of Chinese practical writing such as notice, letter, news release, publicity materials, reports and proposals; (c) read and write professional documents/articles/report for practical purposes; (d) give formal presentation and engage in formal discussion in Putonghua; <p>Students will be required to read and write intensively for enhancing their proficiency level in written Chinese.</p> <p>The mastering of effective communication skills in both written Chinese and Putonghua will also facilitate their life-long learning in various disciplines.</p>

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Written Chinese of context dependent variation for practical purposes such as: <ul style="list-style-type: none"> • Letters of application, invitation, thanks, request, response to complaint; • Official notice, email corresponding, instruction, draft of speech, • Press release, introductory leaflet, poster information for publicity 2. Professional related literacy in Chinese such as: <ul style="list-style-type: none"> • Reading of academic essay, reports and proposals; • Writing of professional report and proposal • Professional related project to different intended readers. 3. Oral Communication such as: <ul style="list-style-type: none"> • Formal presentation with multimedia material to industrial clients and government officers. • Formal discussion 																																									
Teaching/Learning Methodology	<p>The subject will be delivered 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> <ol style="list-style-type: none"> (1) create Chinese documents for practical purposes; (2) present to the class, their understanding of each genre designed for the syllabus for discussions and improvement; (3) modify passages in a given genre/style into other genres/styles for addressing different audiences and purposes; (4) give a power-point presentation in Putonghua in front of the whole class, then receive on spot feedback for discussion and improvement; then (5) prepare a written report/proposal on the same topic; and (6) engage in formal discussion in Putonghua on topics related to current issues and/or business operation; then (7) produce a written document on the same topic using a chosen genre. 																																									
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 50%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="4" style="width: 40%;">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th style="width: 10%;">a</th> <th style="width: 10%;">b</th> <th style="width: 10%;">c</th> <th style="width: 10%;">d</th> </tr> </thead> <tbody> <tr> <td>1. Practical Writings</td> <td style="text-align: center;">45 %</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td></td> </tr> <tr> <td>2. One Group Assignment (Professional Report/Proposal)</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td></td> </tr> <tr> <td>3. Oral Presentation with multimedia material</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td style="text-align: center;">√</td> </tr> <tr> <td>4. Formal Discussion</td> <td style="text-align: center;">15 %</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td style="text-align: center;">√</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	1. Practical Writings	45 %	√	√	√		2. One Group Assignment (Professional Report/Proposal)	20 %	√	√	√		3. Oral Presentation with multimedia material	20 %	√			√	4. Formal Discussion	15 %	√			√	Total	100 %					
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Subject Assessment 100% coursework</p> <ul style="list-style-type: none"> • For the coursework, the students will be assessed by their final product of the assigned exercises and genres in the syllabus. • Each assignment will be assessed in terms of criterion reference assessing. The overall achievement will be obtained by formative assessment. 	
<p>Student Study Effort Required</p>	<p>Class Contact</p>	
	<ul style="list-style-type: none"> ▪ Seminars 	<p>39 Hrs.</p>
	<p>Other Study Effort</p>	
	<ul style="list-style-type: none"> ▪ Outside class practice e.g. Researching, planning, writing, and preparing the project 	<p>45 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Self-study 	<p>48 Hrs.</p>
<p>Reading List and References</p>	<ol style="list-style-type: none"> (1) 路德慶主編（1982）《寫作教程》，華東師範大學出版社。 (2) 邵守義（1991）《演講全書》，吉林人民出版社。 (3) 陳建民（1994）《說話的藝術》，語文出版社。 (4) 李軍華（1996）《口才學》，華中理工大學出版社。 (5) 陳瑞端著（2000）《生活錯別字》，中華書局。 (6) 于成鯤主編（2003）《現代應用文》，復旦大學出版社。 (7) 邢福義、汪國勝主編（2003）《現代漢語》，華中師範大學出版社。 (8) 于成鯤等主編（2011）《當代應用文寫作規範叢書》，復旦大學出版社。 (9) Lawrence, M. S. 1975. <i>Writing as a thinking process</i>. The University of Michigan Press. (10) White, R. & Arndt, V. 1997. <i>Process Writing</i>. Addison Wesley Longman Ltd. (11) Beer, D. F. (ed.) 2003 <i>Writing and speaking in the technology professions (2nd edition)</i>. John Wiley & SonINC., Publication. 	