

## 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>	CLC3221P (2019-20 onward)  CBS3221P (2018-19 and before)
<b>Subject Title</b>	Chinese Language Communication for Business
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This subject develops the students' competence to use Putonghua and written Chinese at a level of effectiveness sufficient for general business communications.
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a. communicate in Putonghua for various speech functions such as introducing, negotiating, clarifying, and persuading, in professional context of business; b. write various practical genres in written Chinese such as letter / e-mail, notice, guideline, notice, news release, poster, pamphlet, and declaration for internal and external communications; c. give formal presentation in Putonghua for the purpose of introduction, promotion, explanation, and the like; d. produce proposal on professional topic in written Chinese that is and is feasible and is highly readable to non-expert readers.

<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> <li>1. Oral communication for self introduction, establishing social rapport, dealing with business, and negotiation in context of trading;</li> <li>2. formal presentation with multimedia materials to industrial clients and the public for marketing;</li> <li>3. practical Chinese writing in wide range of genres for both internal management and external relations such as letters of invitation, thanks, request, response to complaints; notice, guideline, press release, speech draft, poster, and pamphlet;</li> <li>4. professional related literacy in written Chinese such as reading of academic papers, reports and proposal; writing of professional report and proposal which are readable to expert or non-expert readers.</li> </ol>
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p>The subject will take an interactive approach between teacher and student by assigning group collaboration, individual presentation, and group/class discussion. Teaching materials will be presented in both printed and audio-visual modes. For the training of accuracy in spoken and written presentation, students will be supplemented with materials in self-access modules. Teacher consultation will be offered on individual needs, and the lessons will be delivered in Putonghua.</p>

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. Written communication (Internal and/or external)	45%		√				
	2. Written proposal on new initiative / product (group work)	30%		√		√		
	3. Power Point presentation on new initiative / product (group work)	15%	√		√			
	4. In-class participation	10%	√	√				
	Total	100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Subject assessment 100% coursework</p> <p>For the course work, students will be assessed by final product of the assigned exercises;</p> <p>Each assignment will be assessed in terms of criterion reference assessing. The overall achievement is obtained by formative assessment.</p>								
Student Study Effort Expected	Class contact:							
	▪ Seminar		39 Hrs.					
	Other student study effort:							
	▪ Outside class practice, e.g. Planning, discussing, and writing assignments and project		3 x 15 = 45 Hrs.					
	▪ Researching and self-study		3 x 15 = 45 Hrs.					

	Total student study effort	129 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 路德慶主編(1982)《寫作教程》，華東師範大學出版社。</li> <li>2. 邵守義（1991）《演講全書》，吉林人民出版社。</li> <li>3. 陳建民（1994）《說話的藝術》，語文出版社。</li> <li>4. 李軍華（1996）《口才學》，華中理工大學出版社。</li> <li>5. 陳瑞端著（2000）《生活錯別字》，中華書局。</li> <li>6. 邢福義、汪國勝主編（2003）《現代漢語》，華中師範大學出版社。</li> <li>7. 于成鯤主編（2003）《現代應用文》，復旦大學出版社。</li> <li>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。</li> <li>9. Lawrence, M. S. 1975. <i>Writing as a thinking process</i>. The University of Michigan Press.</li> <li>10. White, R. &amp; Arndt, V. 1997. <i>Process Writing</i>. Addison Wesley Longman Ltd.</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.