# Subject Description Form

| Subject Code | CLC3241P (2019-20 onward) |
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| | CBS3241P (2018-19 and before) |
| **Subject Title** | Professional Communication in Chinese |
| **Credit Value** | 2 |
| **Level** | 3 |
| **Pre-requisite/ Co-requisite/ Exclusion** | Pre-requisite / Co-requisite: Chinese LCR subjects (in Semester 2 of Year 3 or Semester 1 of Year 4) |
| **Objectives** | This subject aims to develop the language competence for professional communication in Chinese required by students to communicate effectively with various parties and stakeholders in regard to engineering-related project proposals and reports. |
| **Subject Intended Learning Outcomes** | Upon completion of the subject, and in relation to effective communication with a variety of intended readers/audiences in Chinese, students will be able to<br><br>a. plan, organize and produce professionally acceptable project proposals and reports with appropriate text structures and language for different intended readers<br><br>b. plan, organize and deliver effective project-related oral presentations with appropriate interactive strategies and language for different intended audiences<br><br>c. adjust the style of expression and interactive strategies in writing and speaking in accordance with different intended readers/audiences |
| **Subject Synopsis/ Indicative Syllabus** | 1. Project proposals and reports in Chinese<br><br>• Planning and organizing project proposals and reports<br>• Explaining the background, rationale, objectives, scope and significance of a project<br>• Referring to the literature to substantiate project proposals<br>• Describing the methods of study<br>• Describing and discussing project results, including anticipated results and results of pilot study<br>• Presenting the budget, schedule and/or method of evaluation<br>• Writing executive summaries/abstracts<br>• Writing professional reports<br><br>2. Oral presentations of projects<br>• Selecting content for audience-focused presentations<br>• Choosing language and style appropriate to the intended audience<br>• Using appropriate transitions and maintaining coherence in team presentations<br>• Using effective verbal and non-verbal interactive strategies |

| Teaching/Learning Methodology | Learning and teaching approach |
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| | The subject is designed to develop the students' Chinese language skills, both oral and written, that students need to communicate effectively and professionally with a variety of stakeholders of engineering-related projects. It builds upon the language and communication skills covered in GUR language training subjects.<br><br>The study approach is primarily seminar-based. Seminar activities include instructor input as well as individual and group work, involving drafting and evaluating texts, mini-presentations, discussions and simulations.<br><br>The learning and teaching activities in the subject will focus on a course-long project which will engage students in proposing and reporting on an engineering-related project to different intended readers/audiences. During the course, students will be involved in:<br><br>- planning and researching the project<br>- writing project-related documents such as project proposals and reports<br>- giving oral presentations to intended stakeholders of the project |

| Assessment Methods in Alignment with Intended Learning Outcomes | | | | |
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| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | |
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| | | a | b | c |
| 1. Project proposal and report in Chinese | 60% | ✓ | | ✓ |
| 2. Oral presentation of project proposal and report | 40% | | ✓ | ✓ |
| Total | 100% | | | |

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

The assessments will arise from the course-long engineering-related project.

- Students will be assessed on written documents and oral presentations targeted at different intended readers/audiences. This facilitates assessment of students' ability to select content and use language and style appropriate to the purposes and intended readers/audiences.

- Students will collaborate in groups in planning, researching, discussing and giving oral presentations on the project. The written proposals will be individual work to ensure that students will be rigorously engaged in the application of language skills for the entire document.

| Student Study Effort Expected | Class contact: | |
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| | ▪ Seminars | 26 Hrs. |
| | Other student study effort: | |
| | ▪ Researching, planning, writing, and preparing the project | 44 Hrs. |

| | Total student study effort | 70 Hrs. |
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| Reading List and References | a) 司有和 (1984)：《科技寫作簡明教程》，安徽教育出版社。<br>b) 葉聖陶、呂叔湘、 朱德熙、 林燾 (1992)：《文章講評》 語文出版社。<br>c) 于成鯤主編（2003）：《現代應用文》，復旦大學出版社。<br>d) 岑紹基、謝錫金、祈永華 (2006)：《應用文的語言‧語境‧語用》，香港教育圖書公司。<br>e) 邵敬敏主編 (2010)：《現代漢語通論 (第二版)》，上海教育出版社。<br>f) 于成鯤、陳瑞端、秦扶一、金振邦主編 (2010)：《中國現代應用文寫作規範叢書：科教文與社交文書寫作規範》，復旦大學出版社。<br>g) 香港特別行政區政府教育局‧課程發展處中國語文教育組 (2012)： 《常用字字形表》，政府物流服務署印。 |
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