

# 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>	CLC3362P (2019-20 onward) CBS3362P (2018-19 and before)
<b>Subject Title</b>	Chinese Communication for Applied Ageing Studies & Service Management
<b>Credit Value</b>	2
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Chinese LCR subjects
<b>Objectives</b>	This subject aims to enhance students' Chinese competence to cope with the requirements of workplace communication relative to their training in specific discipline of Applied Ageing Studies & Service Management.
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) develop effective communication skills and strategies in both written and spoken Chinese required for workplace in professional context;</li> <li>b) master the format, organization, language, and style of expression of various genres of Chinese practical writing;</li> <li>c) develop critical thinking skills for better organization and presentation of ideas;</li> <li>d) give formal presentation and engage in formal discussion in Chinese.</li> </ol> <p>Students will be required to read and write intensively for enhancing their proficiency level in written Chinese. The mastering of effective communication skills in both written and spoken Chinese will also facilitate their life-long learning for career development.</p>
<b>Subject Synopsis/ Indicative Syllabus</b>  <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Professional related literacy in Chinese <ul style="list-style-type: none"> <li>• reading and writing of proposals, reports and related documents</li> </ul> </li> <li>2. Communication and presentation for the external professional activities <ul style="list-style-type: none"> <li>• Promotional writing, publicity materials, introductory leaflet, news release, questionnaires, funding application, etc.</li> <li>• Power Point presentation in formal / informal context for experts and/or laymen</li> </ul> </li> <li>3. Chinese writing for practical communication in professional context <ul style="list-style-type: none"> <li>• Letters/emails, notice, minutes, wills and advertorial, etc.</li> </ul> </li> </ol>

<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>The subject will motivate the students' active participation by assigning group collaboration, individual presentation, and group discussion. Teaching materials will be presented in both printed mode and audio-visual mode. For the training of accuracy in written and spoken Chinese, students will be supplemented with e-Materials in self-access manner. Teacher consultation will be offered to students' individual needs on voluntary basis. Lessons will be delivered in Putonghua.</p> <p>Before doing oral presentations, students will be arranged to acquire some field work experience in the profession, so that they can have a better idea of what to say and how to say it in real professional contexts.</p>																																															
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table border="1"> <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. Proposal</td> <td>30</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>2. Practical writing</td> <td>30</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Oral presentation</td> <td>30</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. In-class participation</td> <td>10</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Proposal	30	✓		✓		2. Practical writing	30	✓	✓			3. Oral presentation	30	✓		✓	✓	4. In-class participation	10	✓	✓		✓	Total	100 %										
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<p><b>Reading List and References</b></p>	<p>中文類參考：</p> <ol style="list-style-type: none"> <li>1. 李軍華（1996）：《口才學》。武漢：華中理工大學出版社。</li> <li>2. 周錫韋復（1996）：《中文應用寫作教程》。香港：三聯書店。</li> <li>3. 李錦昌（2000）：《現代商業傳意大全》，香港：商務印書館。</li> <li>4. 盧丹懷、何寅、謝天振（2002）：《中港應用文大全》。香港：商務印書館。</li> <li>5. 邢福義、汪國勝主編（2003）：《現代漢語》。武漢：華中師範大學出版社。</li> <li>6. 邵敬敏（2007）：《現代漢語通論》。上海：上海教育出版社。</li> <li>7. 張昱主編，王敏撰稿（2008）：《實用語言表達能力訓練教程》。武漢：華中科技大學出版社。</li> <li>8. 于成鯤、陳瑞端、秦扶一、金振邦主編（2011）：《中國現代應用文寫作規範叢書》（《公務與事務文書寫作規範》冊）。上海：上海復旦大學出版社。</li> </ol>																																															

	<p>9. 賴蘭香（2012）：《傳媒中文寫作》。香港：中華書局（香港）有限公司。</p> <p>10. 唐淑莊（2015）：《市場營銷及公關中文寫作》。香港：中華書局（香港）有限公司。</p> <p>專業範疇參考：</p> <ol style="list-style-type: none"> <li>1. 關銳煊、顏文雄編著（1994）：《老人小組、社區、行政工作》。香港：集賢社。</li> <li>2. 關銳煊（1995）：《輔導與老人心理》。香港：商務印書館香港有限公司。</li> <li>3. Peter M. Kettner, Robert M. Moroney, Lawrence L. Martin 著；高迪理譯（1999）：《服務方案之設計與管理》。台北市：揚智文化事業股份有限公司。</li> <li>4. 王小龍（2001）：《明明白白你的心：與老年人溝通》。北京：中國紡織出版社。</li> <li>5. 蔡文輝（2003）：《老年社會學》。台北市：五南圖書出版股份有限公司。</li> <li>6. 沙依仁、江亮演合著（2004）：《社會工作管理》。台北市：五南圖書出版股份有限公司。</li> <li>7. 黃旒濤（2007）：《老人服務事業經營與管理》。台北市：心理出版社股份有限公司。</li> <li>8. 周永新、陳沃聰編著（2013）：《社會工作學新論》。香港：商務印書館香港有限公司。</li> <li>9. 黃誌坤、王明鳳（2014）：《老人團體工作活動設計》。台北市：洪葉文化事業有限公司。</li> </ol>
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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.