

# 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>	CLC2262P
<b>Subject Title</b>	Chinese Communication for Nursing
<b>Credit Value</b>	2
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This subject aims to enhance students' Chinese competence to cope with the workplace communication requirements relative to their training in specific discipline, i.e. nursing.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) relate Chinese medical references</li> <li>(b) develop effective communication skills and strategies for promotion activities</li> <li>(c) expository Chinese writing across discipline;</li> <li>(d) give oral presentation for experts and layman;</li> </ul> <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 in various disciplines.</p>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Professional related literacy in Chinese medicine <ul style="list-style-type: none"> <li>- general knowledge of Chinese writing in related to healthcare</li> <li>- reading document/articles in Chinese medicine</li> </ul> </li> <li>2. Chinese writing for professional activities <ul style="list-style-type: none"> <li>- writing proposals for promotion activities</li> <li>- writing expository essays for publicity</li> </ul> </li> <li>3. Chinese writing for practical communication in various context <ul style="list-style-type: none"> <li>- letters of correspondence,</li> <li>- official notice, email corresponding, instruction, draft of speech,</li> <li>- introductory leaflet, poster information for publicity</li> </ul> </li> <li>4. Oral Presentation <ul style="list-style-type: none"> <li>- Choosing language and style appropriate to the intended audience</li> <li>- Using appropriate transitions and maintaining coherence in team presentations</li> <li>- Using effective verbal and non-verbal interactive strategies</li> </ul> </li> </ol>

<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>The subject will be conducted 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: (1) present to the class, their understanding of each genre designed for the syllabus for discussions and improvement; (2) modify passages in a given genre/style into other genres/styles for addressing different audiences and purposes; (3) give a power-point presentation in front of the whole class, then receive on spot feedback for discussion and improvement; then (4) prepare a written report/proposal on the same topic; and (5) engage in formal discussion on topics related to current professional issues; then (6) produce a written document on the same topic using a chosen genre.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" data-bbox="536 748 1485 1196"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Written assignments</td> <td>65%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Oral presentation(s)</td> <td>35%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></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. Written assignments	65%	√	√	√				2. Oral presentation(s)	35%	√	√	√	√			Total	100 %																
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<p><b>Reading List and References</b></p>	<ol style="list-style-type: none"> <li>1. 畢雨亭編著(2019)：《演講與口才》，北京清華大學出版社。</li> <li>2. 布萊頓著、嵇美雲譯(2019)：《演講學》(Between one and many: the art and science of public speaking)，北京清華大學出版社。</li> <li>3. 賴勇(2020)：《演講技能訓練》，重慶大學出版社。</li> <li>4. 胡裕樹(2019)：《現代漢語》，上海教育出版社。</li> <li>5. 楊文韜、艾琳梅等主編(2019)：《現代漢語》，四川大學出版社。</li> <li>6. 于成鯤等主編(2011)：《中國現代應用文寫作規範叢書》，上海復旦大學出版社。</li> <li>7. 劉北(2015)：《新編實用應用文（增訂版）》，三聯書店（香港）有限公司。</li> <li>8. 香港理工大學香港專上學院中文組(2017)：《大專中文傳意》，中華書局（教育）。</li> </ol>																																																						

	<p>9. 吳滿珍(2020)：《大學語文與實用寫作》，北京清華大學出版社。</p> <p>10. 潘麗珠(2009)：《閱讀的策略》，商周出版。</p> <p>11. 施奠邦等(2006)：《中醫食療營養學》，台北知音出版社。</p>
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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.