

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CLC2101P (2019-20 onward) CBS2101P (2018-19 and before)
Subject Title	Putonghua in the Workplace (職業普通話)
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Remarks: <ul style="list-style-type: none"> ➤ Students have completed “Fundamentals of Chinese Communication” or “University Chinese” or could demonstrate the proof with basic Putonghua proficiency ➤ For students who are non native Putonghua speakers
Objectives	This subject aims to enhance students’ communication skills in Putonghua by improving their pronunciation, ways of expression and pragmatic skills to enable them to communicate more effectively in the workplace.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> (a) improve their pronunciation and master the conventional ways of expression in Putonghua; (b) communicate efficiently in Putonghua with accuracy of pronunciation and fluency in the flow of speaking; (c) perform communicative tasks in the business context; (d) adopt appropriate pragmatic devices underlying business communication in China; (e) understand the social and cultural background of China as reflected in business communications in China.

<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Comprehensive Revision on Putonghua Communication Skills <ol style="list-style-type: none"> 1.1. Common Pronunciation Errors 1.2. Vocabularies and Common Expressions 1.3. Special Grammatical Features 2. In-depth Practice on Putonghua Listening Comprehension Skills <ol style="list-style-type: none"> 2.1. Speed and Accent 2.2. Causal Speech vs. Speech on Specialized Topics 2.3. Quantity and Structure of Information 2.4. Pragmatic Rules and Implications 3. Business Communication <ol style="list-style-type: none"> 3.1. Common Pragmatic Devices in Business Communications 3.2. Stylistic and Rhetorical Variations in Spoken Communications in accordance to Contextual Changes 3.3. Communicative Tasks in the Business Setting: Inquiry, Introduction, Presentation, Promotion, Question & Answer, Negotiation etc. 3.4. Commonly Used Jargons for Business and Administration 4. Social and Cultural Background of China <ol style="list-style-type: none"> 4.1. Different tactics adopted in different circumstances for business negotiation 4.2. Social and cultural differences between mainland and Hong Kong 																																																													
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>Interactive seminars with listening exercises, presentation drills, recitation, group discussion, situational pair conversation and role play; after-class self-learning hours will be required with resources provided; consultation hours will be available depending on individual students' needs. For the acquisition of social and cultural conventions in mainland China, role play will be conducted in illustrative social settings.</p>																																																													
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="517 1361 1468 2049"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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>e</th> </tr> </thead> <tbody> <tr> <td>1. Presentation</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Recitation</td> <td>15%</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Listening</td> <td>15%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Dialogue & discussion</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>5. Spoken words</td> <td>10%</td> <td>√</td> <td></td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>6. Attendance and participation</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total (Continuous Assessment)</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Presentation	20%	√	√	√	√	√	2. Recitation	15%	√	√				3. Listening	15%	√	√	√	√	√	4. Dialogue & discussion	30%	√	√	√	√	√	5. Spoken words	10%	√				√	6. Attendance and participation	10%	√	√	√	√	√	Total (Continuous Assessment)	100 %					
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	intended learning outcomes: The modes of speech production for assessment are communication patterns commonly used across various professional contexts. The assessments will be designed with reference to the authentic social settings in the professions. All assessments will be criteria-referenced based which covers aspects in linguistic competence and communicative competence.	
Student Study Effort Expected	Class contact:	
	▪ Seminar	39 Hrs.
	Other student study effort:	
	▪ Outside Class Practice	42 Hrs.
	▪ Self-study	45 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p><u>Required</u></p> <ol style="list-style-type: none"> 1. 香港理工大學中國語文教學中心編：《商貿普通話教程》(第2版)，中華書局，2017年。 <p><u>Reference</u></p> <ol style="list-style-type: none"> 2. 《現代漢語詞典（第7版）》，北京：商務印書館，2016年。 3. 張泰平編著：《國際商務漢語教程》，北京：北京大學出版社，2003年。 4. 蔡富春主編：《中國商務應用文書手冊》，香港：經濟日報出版社，2002年。 5. 李聰華著，李山根、顏慧真等譯：《中國：消費者革命》，香港：三聯書店，1999年。 6. 陳建民編著：《普通話常用口語詞和句》，香港：香港普通話研習社，1998年。 7. 楊長進等編：《商貿普通9000句》，香港：壹出版有限公司，1994年。 	

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.