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	CLC1104C (Cantonese) / CLC1104P (Putonghua) [2019-20 onward] CBS1104C (Cantonese) / CBS1104P (Putonghua) [2018-19 and before] ***Remarks: Students taking the Cantonese version of CLC/CBS1104 (i.e. CLC/CBS1104C) will be offered a 39 hour non-credit bearing e-learning course in Putonghua (optional).***
Subject Title	University Chinese（大學中文）
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Students with HKDSE Chinese subject result at level 3 or above or equivalent
Objectives	This subject aims at enhancing the students' command of language knowledge to communicate effectively in both written and spoken Chinese, with particular reference to the stylistic variations of expression in different communicative settings. The ultimate goal of this subject is to train students to be effective communicators and life-long learners, and to equip them for the Chinese Discipline-Specific Language Requirement subject.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: (a) consolidate the ability to identify and correct the most common errors in written texts; (b) develop Chinese writing skills through the analysis and in-depth reading of selected literary masterpieces; (c) master the format, organization, language and style of expression of various genres of Chinese writing; (d) produce formal presentations in spoken Chinese effectively and appropriately.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	1. Written communication Language, format and organization of each genre; coherence and thread of thinking in Chinese writing; style of expression of different genres; context dependent stylistic variation; development of logical and persuasive arguments. 2. Spoken communication Choice of words; articulation and flow of speaking; manner of speaking and gesture; identification of main idea and key messages; evaluation of relevancy of information in a message; skills of summarizing; agreeing / disagreeing / answering to questions politely; use of visual aids; body movement. 3. Reading strategies Intensive and critical reading; identification of authors' stances, arguments and purposes; extracting useful information from the texts; determination of the meanings of the important concept words in context; evaluation of the

	validity of the factual information and arguments of the texts; appreciation of different genres including literary masterpieces. 4. Language development Grammatical skills; use of clear words; use of specific sentences; choice of diction.
Teaching/Learning Methodology *(Note 3)*	The teaching/learning methodology is a combination of highly interactive seminars, self-formed study groups, seminar discussion, oral presentations and written assignments. E-learning materials for enhancing students' proficiency in both spoken and written Chinese are included in Chinese LCR teaching. Students are expected to follow teachers' guidelines and get access to the materials on the e-Learning platform for self-study on a voluntary basis.
Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*	(see table below)

Assessment Methods table:

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
Written Assignments	50%	√	√	√	
Oral presentation	50%	√		√	√
Total	100 %				

All assessments may be completed using GenAI tools, except those in-class assessments specifically designated to be done without GenAI.

Student Study Effort Expected	Class contact:	
	▪ Seminar	39 Hrs.
	Additional activity:	
	▪ e-Learning in Putonghua and written Chinese	9 Hrs.
	Other student study effort:	
	▪ Outside Class Practice	39 Hrs.
	▪ Self-study	39 Hrs.
	Total student study effort	126 Hrs.

Reading List and References	1. 于成鯤、陳瑞端、秦扶一、金振邦主編：《當代應用文寫作規範叢書》，上海：復旦大學出版社，2011年。 2. 任伯江：《口語傳意權能：人際關係策略與潛力》，香港：香港中文大學出版社，2006年。 3. 吳仁麟、李慶芳：《AI時代的思考與寫作》，佈克文化，2023年。

	4. 吳禮權：《演講的技巧》，香港：商務印書館，2013年。 5. 李尚龍：《AI寫作密碼：從企劃到廣告文案，掌握正確新型工作術》，台北：楓樹林出版社，2024年。 6. 李婉薇、麥樹堅：《本地生活寫作：想像與實踐：報道寫作・文學創作教學》，香港：學術專業圖書中心，2020年。 7. 邵敬敏：《現代漢語通論》，上海：上海教育出版社，2007年。 8. 香港城市大學語文學部編著：《中文傳意— 基礎篇》。香港：香港城市大學出版社，2001。 9. 香港城市大學語文學部編著；《中文傳意— 寫作篇》。香港：香港城市大學出版社，2001。 10. 孫光萱：《中國現代散文名家名篇賞讀》，上海：上海教育出版社，2001年。 11. 梁慧敏：《語文正解》，香港：三聯書店，2015年。 12. 蘇江：《ChatGPT使用指南：人人都應該掌握的AI最強工具》。北京：北京理工大學出版社。2023年。 13. Virtuoso：《都問AI吧！ChatGPT上手的第一本書》。臺灣：商周出版，2023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.