

## 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>	CLC1105C (Cantonese) / CLC1105P (Putonghua) [2019-20 onward] CBS1105C (Cantonese) / CBS1105P (Putonghua) [2018-19 and before]
<b>Subject Title</b>	University Chinese for Higher Diploma Students 大學中文（高級文憑課程） <i>Remarks: Students taking the Cantonese version of CLC/CBS1105 (i.e. CLC/CBS1105C) will be offered a 39 hour non-credit bearing e-learning course in Putonghua (optional).</i>
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Students with HKDSE Chinese subject result at level 2 or equivalent
<b>Objectives</b>	This subject aims at enhancing higher diploma students' command of Chinese language knowledge to communicate accurately and appropriately in both written and spoken forms, with particular reference to their basic proficiency in Chinese at the tertiary level.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: (a) improve their Chinese language ability by revising the most common grammatical errors in written texts in terms of accuracy, relevance, appropriateness and completeness; (b) demonstrate the basic logic, format, structure and potentials behind Chinese writing; (c) make use of the resources available in producing different genres such as expository / persuasive / argumentative tasks, according to the different communicative purposes; (d) perform oral presentations in a clear and systematic way.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Written communication <ul style="list-style-type: none"> <li>• editing language errors to develop the awareness of choice of words.</li> <li>• enhancing basic competence in the skill of summarizing</li> <li>• producing a topic in a systematic way with linguistic accuracy, clear arguments and logical structure.</li> <li>• applying expository/persuasive/argumentative skills to practical usage.</li> </ul> </li> <li>2. Spoken communication <ul style="list-style-type: none"> <li>• different strategies to convey messages in a well-structured way.</li> <li>• appropriate verbal and non-verbal strategies in oral interactions to convince people.</li> <li>• effective skills of seeking clarity/consent/disagreement/answer to a question</li> <li>• critical thinking skills for group discussions of issues.</li> </ul> </li> <li>3. Language development <ul style="list-style-type: none"> <li>• vocabulary building and word choice.</li> <li>• accuracy in Chinese language usage.</li> </ul> </li> </ol>

<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>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. Additional reference materials will be recommended as required.</p>																																																					
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table border="1" data-bbox="536 533 1482 1010"> <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>Quizzes / Exercises</td> <td>35%</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Written Assignments</td> <td>45%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>Oral presentation</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The quizzes and exercises are designed to assess students' basic knowledge of Chinese linguistics and how well they achieve ILOs (a) and (b). The writing assessments aim to obtain an objective measurement of students' basic competence in the use of written Chinese with accurate and appropriate grammatical structures (ref. ILOs (a), (b) and (c)). The oral assessment assesses students' ability to plan and present accurately, appropriately and effectively (ref. ILOs (a), (b), (c) and (d)). In addition to these assessments, students are required to complete further language training through web-based language work. Explanations and exercises are provided in classroom teaching.</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	Quizzes / Exercises	35%	√	√			Written Assignments	45%	√	√	√		Oral presentation	20%	√	√	√	√	Total	100 %																		
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<p><b>Reading List and References</b></p>	<ol style="list-style-type: none"> <li>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。</li> <li>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。</li> <li>3. 吳禮權：《演講的技巧》，香港：商務印書館，2013年。</li> <li>4. 李錦昌：《商業溝通與應用文大全》，香港：商務印書館，2012年。</li> <li>5. 邵敬敏：《現代漢語通論》，上海：上海教育出版社，2007年。</li> <li>6. 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。</li> <li>7. 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。</li> <li>8. 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。</li> <li>9. 梁慧敏：《正識中文》，香港：三聯書店，2010年。</li> <li>10. 梁慧敏：《語文正解》，香港：三聯書店，2015年。</li> <li>11. 梁慧敏：《語文通病》，香港：三聯書店，2014年。</li> <li>12. 陳瑞端：《生活錯別字》，香港：中華書局，2000年。</li> <li>13. 陳瑞端，《生活病語》，香港：中華書局，2000。</li> <li>14. 賴蘭香：《傳媒中文寫作》(新修本)，香港：中華書局，2012年。</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.