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: ➢ 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 *(Note 1)*	Upon completion of the subject, students will be able to: (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.

Subject Synopsis/ Indicative Syllabus *(Note 2)*	1. Comprehensive Revision on Putonghua Communication Skills
	    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
	    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
	    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
	    4.1. Different tactics adopted in different circumstances for business negotiation
	    4.2. Social and cultural differences between mainland and Hong Kong

Teaching/Learning Methodology *(Note 3)*	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.

Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*

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. Speaking	30%	√	√	√	√	√
3. Listening	10%	√	√	√	√	√
4. Dialogue & discussion	20%	√	√	√	√	√
5. Cantonese to Mandarin Translation	10%	√			√	
6. Attendance and participation	10%	√	√	√	√	√
Total (Continuous Assessment)	100 %					

Explanation of the appropriateness of the assessment methods in assessing the

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.

Students may use GenAI in assessment unless they have been told otherwise before the assessment. The work submitted for assessment must be students' own work. The submitted work may not be accepted for the purpose of assessment if its authenticity is questionable. Third-party materials (included AI-generated materials) used in the work must be properly referenced. Submitting third-party materials as their own work is an act of academic dishonesty and will lead to disciplinary actions.

Departments and subject teachers have the discretion to request students to make an honour declaration for the authenticity of the work they submit for assessment.

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	Required 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。 Reference 2. 《現代漢語詞典（第7版）》，北京：商務印書館，2016年。 3. 王力：《廣東人怎樣學習普通話》，香港：中華書局，2024年。 4. 曾子凡、溫素華：《廣州話-普通話速查字典》，廣州：世界圖書出版公司，2003年。 5. 曾子凡：《廣東話-普通話口語詞對譯手冊》，香港：三聯書店，2014年。 6. 劉慧、李黃萍、張翼、李春紅、李賽璐、羅丹丹著：《普通話常用口語詞》，香港：三聯書店，2022年。 7. 畢宛嬰著：《普通話同音詞手冊》，香港：三聯書店，2024年。 8. 張泰平編著：《國際商務漢語教程》，北京：北京大學出版社，2003年。 9. 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。

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.