

Subject Description Form

Subject Code	CLC3231P (2019-20 onward) CBS3231P (2018-19 and before)
Subject Title	Chinese Communication for Construction and Environment 建設及環境專業中文傳意
Credit Value	3
Level	3
Pre-requisite / Co-requisite / Exclusion	According to the policy of the new 4-years curriculum, students should have normally completed the general requirement in language, i.e., the Language and Communication Requirement (LCR) before taking this subject.
Objectives	<p>This subject aims to enhance students' Chinese competence to cope with the workplace communication requirements in relation to their professional training in construction and environment.</p> <p>Taken that the activity of writing is semantic, cognitive, and functional, the subject treats Chinese writing both as an end product and a process of advanced performance. By the end of the training, the students are expected to have mastered</p> <ol style="list-style-type: none"> (1) accuracy in Chinese expressions, (2) effective applications of cognitive methods in presenting contents and thought relationships in writing, (3) a variety of appropriate written genres for academic and communicative purposes.
Intended Learning Outcomes	<p>This is a Chinese language subject aiming at enhancing students' proficiency in written Chinese and Putonghua for communication in the professional context of construction and language use.</p> <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> (a) develop effective communication skills and strategies in both written Chinese and Putonghua required for workplace in professional context; (b) master the format, organization, language and style of expression of various genres of Chinese practical writing such as notice, letter, news release, publicity materials, reports and proposals; (c) read and write professional documents/articles/report for practical purposes; (d) give formal presentation and engage in formal discussion in Putonghua; <p>Students will be required to read and write intensively for enhancing their proficiency level in written Chinese.</p> <p>The mastering of effective communication skills in both written Chinese and Putonghua will also facilitate their life-long learning in various disciplines.</p>

Subject Synopsis/ Indicative Syllabus	<div>1. Written Chinese of context dependent variation for practical purposes such as:<ul style="list-style-type: none">Letters of application, invitation, thanks, request, response to complaint;Official notice, email corresponding, instruction, draft of speech,Press release, introductory leaflet, poster information for publicity</div> <div>2. Professional related literacy in Chinese such as:<ul style="list-style-type: none">Reading of academic essay, reports and proposals;Writing of professional report and proposalProfessional related project to different intended readers.</div> <div>3. Oral Communication such as:<ul style="list-style-type: none">Formal presentation with multimedia material to industrial clients and government officers.Formal discussion</div>					
Teaching/Learning Methodology	The subject will be delivered in Putonghua, 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: <div><div>(1) create Chinese documents for practical purposes;</div><div>(2) present to the class, their understanding of each genre designed for the syllabus for discussions and improvement;</div><div>(3) modify passages in a given genre/style into other genres/styles for addressing different audiences and purposes;</div><div>(4) give a power-point presentation in Putonghua in front of the whole class, then receive on spot feedback for discussion and improvement; then</div><div>(5) prepare a written report/proposal on the same topic; and</div><div>(6) engage in formal discussion in Putonghua on topics related to current issues and/or business operation; then</div><div>(7) produce a written document on the same topic using a chosen genre.</div></div>					
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
			a	b	c	d
	1. Practical Writings	60%	√	√	√	
	2. Oral Assessments	40%	√			√
	Total	100%				

	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Subject Assessment 100% coursework</p> <ul style="list-style-type: none"> • For the coursework, the students will be assessed by their final product of the assigned exercises and genres in the syllabus. • Each assignment will be assessed in terms of criterion reference assessing. The overall achievement will be obtained by formative assessment. <p>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.</p> <p>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.</p>	
Student Study Effort Required	Class Contact	
	▪ Seminars	39 Hrs.
	Other Study Effort	
	▪ Outside class practice e.g. Researching, planning, writing, and preparing the project	45 Hrs.
	▪ Self-study	48 Hrs.
	Total student study effort	132 Hrs.

**Reading List
and References**

- (1) 朱旭. (2021). 土木工程實用應用文寫作 (第 3 版). 人民交通出版社.
- (2) 鄧劍波. (2011). 環保應用文寫作教程. 中國環境科學出版社.
- (3) 劉金同等主編. (2019). 應用文寫作教程 (第 4 版) (高等學校應用型特色規劃教材). 清華大學出版社.
- (4) 中文應用寫作教程新編. (2013). 復旦大學出版社.
- (5) 吳仁麟, 李慶芳. (2023). AI 時代的思考與寫作. 布克文化
- (6) 香港城市大學語文學部. (2001). 中文傳意寫作篇. 香港城市大學出版社
- (7) 周錫靱編著. (1996). 中文應用寫作教程. 三聯書店 (香港) 有限公司
- (8) 陳瑞端. (2000). 生活錯別字. 中華書局.
- (9) 于成鯤主編. (2003). 現代應用文. 復旦大學出版社.
- (10) 于成鯤等主編. 2011. 當代應用文寫作規範叢書. 復旦大學出版社.
- (11) 郭莉, 郝麗霞. (2017). 經濟應用文寫作 (第 3 版) (高等學校應用型特色規劃教材). 清華大學出版社.
- (12) 馬丁·耶特 (于巧峰譯). (2020). 終極求職簡歷. 中信出版集團股份有限公司
- (13) 劉平青. (2018). 面試溝通巧技能. 電子工業出版社
- (14) 亞倫·皮斯, 芭芭拉·皮斯. (2018). 身體語言密碼. 光明日報出版社
- (15) 中英對照常用專業詞彙庫:
<https://www.polyu.edu.hk/clc/app/glossary/>