

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	CLC3232P
Subject Title	Chinese Communication for Construction and Environment 建設及環境專業中文傳意
Credit Value	2
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 <i>(Note 1)</i>	<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, reports and proposals; (c) read and write professional documents/articles/report for practical purposes;

	<p>(d) give formal presentation and engage in formal discussion in Putonghua;</p> <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>
<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Written Chinese of context dependent variation for practical purposes such as official notice, poster information for publicity. 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 proposal; 3. Oral Communication such as: <ul style="list-style-type: none"> • Formal presentation with multimedia material to industrial clients and government officers. • Formal discussion
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>The subject will be delivered in Putonghua, in highly interactive seminars. The subject will motivate the students' active participation by assigning group presentation or discussion in class. In a forum-like format, students are guided to:</p> <ol style="list-style-type: none"> (1) create Chinese documents for practical purposes; (2) present to the class, their understanding of each genre designed for the syllabus for discussions and improvement; (3) give a power-point presentation in Putonghua in front of the whole class, then receive on spot feedback for discussion and improvement; then (4) prepare a written report/proposal on the same topic; and (5) engage in formal discussion in Putonghua on topics related to current issues and/or business operation.

Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1"> <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>1. Practical Writings</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Group Assignment (Professional Report or Proposal)</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>3. Formal Discussion or Oral Presentation with multimedia material</td> <td>30%</td> <td>√</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="4"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Practical Writings	30%	√	√	√		2. Group Assignment (Professional Report or Proposal)	40%	√	√	√		3. Formal Discussion or Oral Presentation with multimedia material	30%	√			√	Total	100%				
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<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. 																																			
Student Study Effort Expected	Class contact:																																		
	▪ Seminars	26 Hrs.																																	
	Other student study effort:																																		
	▪ Outside class practice e.g. Researching, planning, writing, and preparing the project	30 Hrs.																																	
	▪ Self-study	32 Hrs.																																	
	Total student study effort	88 Hrs.																																	
Reading List and References	(1) 路德慶主編（1982）《寫作教程》，華東師範大學出版社 (2) 邵守義（1991）《演講全書》，吉林人民出版社 (3) 陳建民（1994）《說話的藝術》，語文出版社 (4) 李軍華（1996）《口才學》，華中理工大學出版社 (5) 陳瑞端著（2000）《生活錯別字》，中華書局																																		

	<p>(6) 于成鯤主編（2003）《現代應用文》，復旦大學出版社</p> <p>(7) 邢福義、汪國勝主編（2003）《現代漢語》，華中師範大學出版社</p> <p>(8) 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</p> <p>(9) Lawrence, M. S. 1975. <i>Writing as a thinking process</i>. The University of Michigan Press.</p> <p>(10) White, R. & Arndt, V. 1997. <i>Process Writing</i>. Addison Wesley Longman Ltd.</p> <p>(11) Beer, D. F. (ed.) 2003 <i>Writing and speaking in the technology professions (2nd edition)</i>. John Wiley & SonINC., Publication.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. 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, overcrowding 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 is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020