

# 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>	CLC3242P (2019-20 onward) CBS3242P (2018-19 and before)
<b>Subject Title</b>	Chinese for Professional Communication in Computing
<b>Credit Value</b>	2
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil (students will be asked to take this subject in their 3 <sup>rd</sup> or 4 <sup>th</sup> Year of study)
<b>Objectives</b>	<p>This subject aims to develop the language competence for professional communication in written and spoken Chinese required by students to communicate effectively in the sector of computing.</p> <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>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) develop effective communication skills and strategies in both written Chinese and Putonghua required for workplace in professional context;</li> <li>(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;</li> <li>(c) read and write professional documents/articles/report for practical purposes;</li> <li>(d) give formal presentation and engage in formal discussion in Putonghua;</li> </ul> <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>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Written Chinese of context dependent variation for practical purposes <ul style="list-style-type: none"> <li>• Letters of application, invitation, thanks, request, response to</li> </ul> </li> </ol>

	<p>complaint;</p> <ul style="list-style-type: none"><li>• Official notice, email corresponding, instruction, draft of speech,</li><li>• Press release, introductory leaflet, poster information for publicity</li></ul> <p>2. Professional related literacy in Chinese</p> <ul style="list-style-type: none"><li>• Reading of academic essay, reports and proposals;</li><li>• Writing of professional report and proposal, such as requirement specifications, user guides and system manuals</li></ul> <p>3. Oral Communication</p> <ul style="list-style-type: none"><li>• Formal presentation with multimedia material to industrial clients and government officers.</li><li>• Formal discussion</li></ul>																																		
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>The subject will motivate the students’ active participation by assigning group collaboration, individual presentation, and group discussion. Teaching materials will be presented in both printed mode and audio-visual mode. For the training of accuracy in written and spoken Chinese, students will be supplemented with materials in self-access manner. Lessons will be delivered in Putonghua. Teacher consultation will also be offered to the students depending on individual need.</p>																																		
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table><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><tr><td>1. Practical writings</td><td>55%</td><td>√</td><td>√</td><td>√</td><td></td></tr><tr><td>2. Oral Presentation</td><td>35%</td><td>√</td><td></td><td></td><td></td></tr><tr><td>3. In-class exercise</td><td>10 %</td><td>√</td><td>√</td><td></td><td>√</td></tr><tr><td>Total</td><td>100 %</td><td colspan="4"></td></tr></table> <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"><li>• For the coursework, the students will be assessed by their final product of the assigned exercises and genres in the syllabus.</li><li>• Each assignment will be assessed in terms of criterion reference assessing. The overall achievement will be obtained by formative assessment.</li></ul>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Practical writings	55%	√	√	√		2. Oral Presentation	35%	√				3. In-class exercise	10 %	√	√		√	Total	100 %				
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	<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 your 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>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Seminar	26 Hrs.
	Other student study effort:	
	▪ Outside class practice	2 x 15 = 30 Hrs.
	▪ Self-study	2 x 15 = 30 Hrs.
	Total student study effort	86 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 李錦昌（2000）：《現代商業傳意大全》。香港：商務印書館。</li> <li>2. 畢宛嬰（2001）：《普通話辨音手冊》。香港：獲益出版事業有限公司。</li> <li>3. 香港城市大學語文學部編著（2001）：《中文傳意基礎篇》。香港：香港城市大學出版社。</li> <li>4. 香港城市大學語文學部編著（2001）：《中文傳意寫作篇》。香港：香港城市大學出版社。</li> <li>5. 盧丹懷、何寅、謝天振編著（2002）：《中港應用文傳意大全》。香港：香港商務印書館。</li> <li>6. 于成鯤主編（2003）：《現代應用文》。上海：復旦大學出版社。</li> <li>7. 于成鯤等主編（2011）：《當代應用文寫作規範叢書》。上海：復旦大學出版社。</li> <li>8. Houlind, Rasmus, and Colin Shearer(2020)：《AI行銷學：為顧客量身訂做的全通路轉型策略》，李芳齡翻譯，台灣：遠見天下文化出版股份有限公司。</li> <li>9. Taneja, Hemant, et al.：《小規模是趨勢：掌握 AI 和新一代新創公司如何改寫未來經濟模式》。台灣：星出版, 2019.</li> <li>10. Harvard Business Review Press, author, et al.(2023)：《哈佛商業評論推薦必讀 AI 趨勢》。台灣：遠見天下文化出版股份</li> </ol>	

	<p>有限公司。</p> <p>11. 唐振偉(2024)：《玩轉 ChatGPT：秒變 AI 寫作高手》，北京：人民郵電出版社。</p> <p>12. 快學習教育 editor(2023)；《超簡單：用 ChatGPT+實用 AI 工具讓 Office 高效辦公飛起來》，北京：北京理工大學出版社。</p> <p>13. Beer, David F. (2003) Writing and speaking in the technology Professional. The Institute of Electrical and Electronics Engineers, Inc., N.J.: John Wiley &amp; Sons. Inc.</p> <p>14. Roseenburg, R.C. (2003) ‘The Engineering Presentation – Some ideas on how to approach and present it’. In David F Beer, (ed.) (2003) Writing and speaking in the technology Professions. The Institute of Electrical and Electronics Engineers, Inc., N.J.: John Wiley &amp; Sons. Inc., 296-298.</p> <p>15. Warlum, M.F. (2003) ‘Improving Oral Marketing Presentation in the Technology-Based Company’. In David F Beer, (ed.) (2003) Writing and speaking in the technology Professions. The Institute of Electrical and Electronics Engineers, Inc., N.J.: John Wiley &amp; Sons. Inc., 304-307.</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 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.