

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	CLC3362P (2019-20 onward) CBS3362P (2018-19 and before)
Subject Title	Chinese Communication for Applied Ageing Studies & Service Management
Credit Value	2
Level	3
Pre-requisite / Co-requisite/ Exclusion	Chinese LCR subjects
Objectives	This subject aims to enhance students' Chinese competence to cope with the requirements of workplace communication relative to their training in specific discipline of Applied Ageing Studies & Service Management.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a) develop effective communication skills and strategies in both written and spoken Chinese required for workplace in professional context; b) master the format, organization, language, and style of expression of various genres of Chinese practical writing; c) develop critical thinking skills for better organization and presentation of ideas; d) give formal presentation and engage in formal discussion in Chinese. <p>Students will be required to read and write intensively for enhancing their proficiency level in written Chinese. The mastering of effective communication skills in both written and spoken Chinese will also facilitate their life-long learning for career development.</p>
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Professional related literacy in Chinese <ul style="list-style-type: none"> • reading and writing of proposals, reports and related documents 2. Communication and presentation for the external professional activities <ul style="list-style-type: none"> • Promotional writing, publicity materials, introductory leaflet, news release, questionnaires, funding application, etc. • Power Point presentation in formal / informal context for experts and/or laymen 3. Chinese writing for practical communication in professional context <ul style="list-style-type: none"> • Letters/emails, notice, minutes, wills and advertorial, etc.

<div>Teaching/Learning Methodology</div> <div>(Note 3)</div>	<div>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 e-Materials in self-access manner. Teacher consultation will be offered to students’ individual needs on voluntary basis. Lessons will be delivered in Putonghua.</div> <div>Before doing oral presentations, students will be arranged to acquire some field work experience in the profession, so that they can have a better idea of what to say and how to say it in real professional contexts.</div>																																		
<div>Assessment Methods in Alignment with Intended Learning Outcomes</div> <div>(Note 4)</div>	<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. Professional writing</td><td>55 %</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>2. Oral presentation</td><td>45 %</td><td>✓</td><td></td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td colspan="4"></td></tr></table> <div>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.</div> <div>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.</div>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Professional writing	55 %	✓	✓	✓		2. Oral presentation	45 %	✓		✓	✓	Total	100 %										
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																															
		a	b	c	d																														
1. Professional writing	55 %	✓	✓	✓																															
2. Oral presentation	45 %	✓		✓	✓																														
Total	100 %																																		
<div>Student Study Effort Expected</div>	<table><tr><td>Class contact:</td><td></td></tr><tr><td>▪ Seminar</td><td>26 Hrs.</td></tr><tr><td>Other student study effort:</td><td></td></tr><tr><td>▪ outside class practice</td><td>40 Hrs.</td></tr><tr><td>▪ self-study</td><td>20 Hrs.</td></tr><tr><td>Total student study effort</td><td>86 Hrs.</td></tr></table>	Class contact:		▪ Seminar	26 Hrs.	Other student study effort:		▪ outside class practice	40 Hrs.	▪ self-study	20 Hrs.	Total student study effort	86 Hrs.																						
Class contact:																																			
▪ Seminar	26 Hrs.																																		
Other student study effort:																																			
▪ outside class practice	40 Hrs.																																		
▪ self-study	20 Hrs.																																		
Total student study effort	86 Hrs.																																		
<div>Reading List and References</div>	<div>中文類參考：</div> <div><div>1. 李軍華（1996）：《口才學》。武漢：華中理工大學出版社。</div><div>2. 周錫韋复（1996）：《中文應用寫作教程》。香港：三聯書店。</div><div>3. 李錦昌（2000）：《現代商業傳意大全》，香港：商務印書館。</div><div>4. 盧丹懷、何寅、謝天振（2002）：《中港應用文大全》。香港：商務印書館。</div><div>5. 邢福義、汪國勝主編（2003）：《現代漢語》。武漢：華中師範</div></div>																																		

	<p>大學出版社。</p> <ol style="list-style-type: none"> 邵敬敏（2007）：《現代漢語通論》。上海：上海教育出版社。 張昱主編，王敏撰稿（2008）：《實用語言表達能力訓練教程》。武漢：華中科技大學出版社。 于成鯤、陳瑞端、秦扶一、金振邦主編（2011）：《中國現代應用文寫作規範叢書》（《公務與事務文書寫作規範》冊）。上海：上海復旦大學出版社。 <p>專業範疇參考：</p> <ol style="list-style-type: none"> 關銳煊、顏文雄編著（1994）：《老人小組、社區、行政工作》。香港：集賢社。 關銳煊（1995）：《輔導與老人心理》。香港：商務印書館香港有限公司。 Peter M. Kettner, Robert M. Moroney, Lawrence L. Martin 著；高迪理譯（1999）：《服務方案之設計與管理》。台北市：揚智文化事業股份有限公司。 王小龍（2001）：《明明白白你的心：與老年人溝通》。北京：中國紡織出版社。 Richard A. Krueger, Mary Anne Casey 著；洪志成、廖梅花譯（2003）：《焦點團體訪談》。嘉義市：濤石文化事業有限公司。 蔡文輝（2003）：《老年社會學》。台北市：五南圖書出版股份有限公司。 謝臥龍等著（2004）：《質性研究》。台北市：心理出版社股份有限公司。 沙依仁、江亮演合著（2004）：《社會工作管理》。台北市：五南圖書出版股份有限公司。 齊力、林本炫編（2005）：《質性研究方法與資料分析》。大林鎮：南華大學教育社會學研究所。 黃旻濤（2007）：《老人服務事業經營與管理》。台北市：心理出版社股份有限公司。 周永新、陳沃聰編著（2013）：《社會工作學新論》。香港：商務印書館香港有限公司。 Robert K. Yin 著；李政賢譯（2014）：《質性研究：從開始到完成》。台北市：五南圖書出版股份有限公司。 黃誌坤、王明鳳（2014）：《老人團體工作活動設計》。台北市：洪葉文化事業有限公司。 <p>Gen AI 範疇參考：</p> <ol style="list-style-type: none"> Virtuoso（2023）：《都問 AI 吧！ChatGPT 上手的第一本書》。台北市：商周出版。 洪錦魁（2024）：《無料 AI：ChatGPT + Bard + Claude + Bing + Copilot + PlaygroundAI + Ideogram + Suno + D-ID + Runway + Gamma - 「文字、繪圖、視覺、音樂、影片、簡報」創意無限》。
--	---

	<p>台北市：深智數位股份有限公司。</p> <p>CLC 製作參考網頁：</p> <ol style="list-style-type: none"> 1. 中英對照常用專業詞彙庫： https://www.polyu.edu.hk/clc/app/glossary/ 2. 消滅錯別字： https://www.polyu.edu.hk/cbs/typo 3. 懶音診療室： https://www.polyu.edu.hk/cbs/pronunciation/ 4. 翻轉粵語教室： https://www.polyu.edu.hk/clc/cantonese/home/（中文版）
--	--

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.