

# 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>	CLC1153P (2019-20 onward) CBS1153P (2018-19 and before)
<b>Subject Title</b>	Elementary Cantonese (Taught in Putonghua) 基礎廣東話（以普通話授課）
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Remarks: For students whose native language is not Cantonese (exclude students whose native language is Cantonese)
<b>Objectives</b>	This subject aims to help non-Cantonese speaking students to use Cantonese to communicate with people for daily life contacts in Hong Kong.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a. acquire the pronunciation, vocabulary, sentence structure, and some written characters of Cantonese, b. deal with daily life business in Hong Kong, c. to communicate with local students and people, d. achieve a wider and deeper understanding of the life of Hong Kong people and their cultural heritage.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	The contents of the syllabus include two major parts: communicative situations and linguistic knowledge of Cantonese. These two domains go in parallel with each other.  There are 10 communicative situations covering themes of interaction such as “Introducing each other”, “Having a phone call”, “Making an appointment”, “Asking where to go in the street”, “Shopping” and the like.  After introducing the phonological systems of Cantonese, in each of the 10 communicative situations, there is a focal point of grammar or in expression. For example, in “Introducing each other”, the way of saying one’s name, and the position of using the adverb “先” in a sentence, will be the focal point of learning and teaching in linguistic terms.
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	The course adopts an interactive way of learning/teaching where students will have a lot of chances to put knowledge into practice. In addition to classroom learning and exercises, group discussion, and role-play learning, there will be, outside classroom activities such as actual shopping in a market, buying tickets, film watching etc. Teacher consultations will also be part of the course.

<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p><i>(Note 4)</i></p>	<p>Specific assessment methods/tasks</p>	<p>% weighting</p>	<p>Intended subject learning outcomes to be assessed (Please tick as appropriate)</p>				
			<p>a</p>	<p>b</p>	<p>c</p>	<p>d</p>	
		<p>1. Class Participation</p>	<p>20%</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>
		<p>2. Test of Words &amp; Grammar</p>	<p>30%</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>
		<p>3. Individual Presentation</p>	<p>20%</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>
		<p>4. Group Presentation / Report</p>	<p>30%</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>
		<p>Total (Continuous Assessment)</p>	<p>100 %</p>				
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The assessments are in two aspects:</p> <p>(1) Linguistic knowledge which will be assessed by test on word and grammar.</p> <p>(2) Oral presentation means to assess the ability of communication in two manners, individual and group work. As interaction is emphasized, class participation is also assessed.</p>							
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>						
		<ul style="list-style-type: none"> <li>▪ Seminar</li> </ul>	<p>39 Hrs.</p>				
		<p>Other student study effort:</p>					
		<ul style="list-style-type: none"> <li>▪ Outside Class Activities</li> </ul>	<p>35 Hrs.</p>				
		<ul style="list-style-type: none"> <li>▪ Self-study</li> </ul>	<p>33 Hrs.</p>				
		<p>Total student study effort</p> <p>107 Hrs.</p>					
<p><b>Reading List and References</b></p>	<p>Required:</p> <p>1. 鄭定歐等編：《粵語香港話教程》，香港：三聯書店出版，2003年10月。</p> <p>References:</p> <p>2. 張洪年：《香港粵語語法的研究》（增訂版），香港中文大學，2007年。</p>						

	<ol style="list-style-type: none"> <li>3. 饒秉才等：《廣州話方言詞典》，商務印書館，1996年11月。</li> <li>4. 歐陽覺亞：《普通話廣州話的比較與學習》，中國社會科學出版社，1996年9月。</li> <li>5. 《廣州音字典》（普通話對照），三聯書店（香港）有限公司，1996年4月。</li> <li>6. 李新魁等：《廣州方言研究》，廣東人民出版社，1995年6月。</li> <li>7. 曾子凡：《廣州話、普通話口語詞對譯手冊》，三聯書局，1994年5月。</li> <li>8. 高華年：《廣州方言研究》，商務印書館，1984年1月。</li> </ol>
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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.