

# 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>	CLC1101P (2019-20 onward) CBS1101P (2018-19 and before)
<b>Subject Title</b>	Fundamentals of Chinese Communication (大學中文傳意)
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Remarks: For students entering with HKDSE Chinese subject result at Level 3 or equivalent
<b>Objectives</b>	This subject aims to foster students' communicative competence in using both written and spoken Chinese to communicate effectively, appropriately, flexibly and politely in real situated social settings.
<b>Intended Learning Outcomes</b>  (Note 1)	Upon completion of the subject, students will be able to: (a) develop effective communication skills in written Chinese required for basic usage in the workplace such as email-letter, notice, news release, report, discussion, presentation and negotiation; (b) master the written format, organization, language and style of expression of various genres of Chinese practical writing such as official correspondences, publicity materials, reports and proposals for communication; (c) give formal presentation in Putonghua effectively and appropriately; (d) engage in formal discussion in Putonghua effectively and politely.
<b>Subject Synopsis/ Indicative Syllabus</b>  (Note 2)	<ol style="list-style-type: none"> <li>1. Enhancement of Basic Competence in Written Chinese and Skill of Summarizing</li> <li>2. Written Chinese for Practical Purposes <ul style="list-style-type: none"> <li>• Format, organization, language of each genre;</li> <li>• Coherence in Chinese writing</li> <li>• Style of expression of different genres such as official correspondences, publicity materials;</li> <li>• Context dependent stylistic variation</li> <li>• Appropriateness in communication</li> </ul> </li> <li>3. Enhancement of Basic Skills in Putonghua Pronunciation</li> <li>4. Formal Presentation in Putonghua <ul style="list-style-type: none"> <li>• Choice of words in Putonghua</li> <li>• The flow of speaking</li> <li>• Manner of speaking and gesture</li> </ul> </li> <li>5. Formal Discussion in Putonghua</li> </ol>

	<ul style="list-style-type: none"> <li>• Identification of main idea and key messages</li> <li>• Evaluation of relevancy of information in a message</li> <li>• Skills of summarizing</li> <li>• Agreeing/disagreeing/answering to questions politely</li> </ul>																																		
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p>The subject will be conducted 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 :</p> <p>(1) present to the class, their understanding of each genre designed for the syllabus for discussions and improvement;</p> <p>(2) modify passages in a given genre/style into other genres/styles for addressing different audiences and purposes;</p> <p>(3) give a power-point presentation in Putonghua in front of the whole class, then receive on spot feedback for discussion and improvement;</p> <p>(4) prepare a written report/proposal on the same topic;</p> <p>(5) engage in formal discussion in Putonghua on topics related to current issues and/or business operation;</p> <p>(6) produce a written document on the same topic using a chosen genre.</p> <p>E-learning materials for enhancing students' proficiency in both Putonghua and written Chinese are included in Chinese LCR teaching. Students are expected to follow teachers' guidelines and get access to the materials on e-Learning platform for self-study on voluntary basis.</p>																																		
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="518 1160 1465 1615"> <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. Written Assignment</td> <td>45%</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Oral Presentation</td> <td>25%</td> <td></td> <td></td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Final Examination</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> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Both written assignments and oral presentation will focus on the functions of communication and the appropriateness of language used in authentic social settings. The final examination aims to obtain an objective measurement of students' basic competence in the use of Putonghua and written Chinese. It emphasizes on the accuracy of expression in both spoken and written forms. Explanations and exercises are provided in classroom teaching.</p> <p>Students obtaining a subject pass must pass both components, i.e. the continuous assessment and examination of the subject. Students will get failure of the subject if he/she fails in either one of the two components.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Written Assignment	45%	√	√			2. Oral Presentation	25%			√	√	3. Final Examination	30%	√	√	√	√	Total	100 %				
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<b>Student Study Effort Expected</b>	Class contact:	
	▪ Seminar	39 Hrs.
	Additional activity:	
	▪ e-Learning in Putonghua and Written Chinese	9 Hrs.
	Other student study effort:	
	▪ Outside Class Practice	39 Hrs.
	▪ Self-study	39 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 于成鯤、陳瑞端、秦扶一、金振邦主編：《當代應用文寫作規範叢書》，復旦大學出版社，2011年。</li> <li>2. 鍾文佳：《漢語口才學》，西南師範大學出版社，2004年。</li> <li>3. 李白堅、丁迪蒙：《大學體型寫作訓練規程》，上海大學出版社，2004年。</li> <li>4. 于成鯤主編：《現代應用文》，復旦大學出版社，2003年。</li> <li>5. 邢福義、汪國勝主編：《現代漢語》，華中師範大學出版社，2003年。</li> <li>6. 陳瑞端著：《生活錯別字》，中華書局，2000年。</li> <li>7. 李軍華：《口才學》，華中理工大學出版社，1996年。</li> <li>8. 陳建民：《說話的藝術》，語文出版社，1994年。</li> <li>9. 邵守義：《演講全書》，吉林人民出版社，1991年。</li> <li>10. 路德慶主編：《寫作教程》，華東師範大學出版社，1982年。</li> </ol>	

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.