

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	CLC2212P (2019-20 onward) CBS2212P (2018-19 and before)
Subject Title	Chinese Communication for Professionals of Applied Sciences
Credit Value	2
Level	2
Pre-requisite	Nil
Co-requisite	Nil
Exclusion	Nil
Objectives	This subject aims at fostering students' communication skills and logical thinking abilities through trainings in reading, writing and speaking for the professional contact of Applied Science.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a. develop analytical thinking skills for better organization and presentation of ideas; b. consolidate the essential skills for writing fluent and organized articles in Chinese for daily communication and vocational purposes; c. acquire the oral presentation skills for effective communication; d. acquire the necessary methods for effective reading comprehension and critical thinking that would facilitate self-learning and life-long learning.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	Indicative Content: <ul style="list-style-type: none">• reading strategy and comprehension of texts general and professional for communication.• structure of language and structure of ideas• logical thinking and logical writings include expository writing and argumentative writing.• organization of ideas and paragraphing letter, report, press release.• accuracy and effectiveness in oral communications, presentation of power point proposal or working plan.

<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<ul style="list-style-type: none"> Interactive seminars with reading and writing exercises, teaching students various instructive Chinese communication skills, group discussion, presentation drills; Pro-class self study is required with related reading and writing exercises; Teacher’s consultation will be offered to the students depending on their individual need. 																																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="520 510 1466 1312"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1). Assessment 1 (Chinese composition)</td> <td>20%</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2). Assessment 2 (Chinese proposal-Writing)</td> <td>20%</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3). Assessment 3 (Chinese proposal-Oral presentation & discussion)</td> <td>20%</td> <td></td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4). Class participation</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>5). Quiz</td> <td>30%</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The assessment includes criterion-referenced based quizzes, oral presentation & discussion, writing & reading comprehension test. It will evaluate students’ writing communication skills, oral communication skills, pronunciation, vocabulary, colloquial expression vs. formal expression, writing and speaking achievement. The major assessment items include:</p> <ul style="list-style-type: none"> Oral presentation & discussion (assessing accuracy, fluency and speaking in a rational & convincing way); Writing (assessing ability to express personal view accurately and clearly); Reading (assessing ability to understand the theme and gist of an article quickly). 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1). Assessment 1 (Chinese composition)	20%	√	√		√			2). Assessment 2 (Chinese proposal-Writing)	20%	√	√		√			3). Assessment 3 (Chinese proposal-Oral presentation & discussion)	20%		√	√				4). Class participation	10%	√	√	√	√			5). Quiz	30%	√	√		√			Total	100 %						
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Student Study Effort Required	Class contact:	
	▪ Lectures & Seminars	28 Hrs.
	Other student study effort:	
	▪ outside class practice	2 x 15 = 30 Hrs.
	▪ self-study	2 x 15 = 30 Hrs.
	Total student study effort	88 Hrs.
Reading List and References	<p>盧丹懷、何寅、謝天振編著《中港應用文傳意大全》，香港商務印書館，2002</p> <p>于成鯤、陳瑞端、金振邦等主編《科教文與社交文書寫作典範》，復旦大學出版社，2011</p> <p>香港城市大學語文學部編著《中文傳意基礎篇》，香港城市大學出版社，2001</p> <p>香港城市大學語文學部編著《中文傳意寫作篇》，香港城市大學出版社，2001</p> <p>周錫馥編著《中文應用寫作教程》，三聯書店(香港)有限公司，1996</p> <p>黃葵，俞君立編著《閱讀學基礎》，武漢大學出版社，1996</p> <p>法定語文事務署《政府公文寫作手冊》，1996</p> <p>李軍華《口才學》，華中理工大學出版社，1996</p> <p>陳建民《說話的藝術》，語文出版社，1994</p> <p>曾詳芹，韓雪屏主編《閱讀學原理》河南教育出版社，1992</p> <p>胡建玉編《讀書技巧》江西科學技術出版社，1991</p> <p>林立、尹世超編著《科技語文》，冶金工業出版社，1986</p> <p>胡裕樹主編《大學寫作》，復旦大學出版社，1985</p> <p>司有和編著《科技寫作簡明教程》，安徽教育出版社，1984</p>	

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.