

# 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>	CLC3212P (2019-20 onward) CBS3212P (2018-19 and before)
<b>Subject Title</b>	Professional Communication in Chinese for Data Science
<b>Credit Value</b>	2
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	This subject will be offered to students in 3 <sup>rd</sup> year of their study, which implies that they have fulfilled the Language and Communication Requirement in their 1 <sup>st</sup> /2 <sup>nd</sup> year of study.
<b>Objectives</b>	This course aims at fostering students' competence in written expressions including general and practical writings through practice, commentary and discussion.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a. interface statistical and mathematical concepts with clear and precise language constructions approachable to the general public; b. master linguistic skills including cohesion and coherence, appropriateness, accuracy, etc. for presenting ideas in expository, persuasive and argumentative texts; c. compose works of common business genres including informational reports, analytical reports and / or correspondence; d. translate messages between English and Chinese for business communication; and e. conduct effective oral presentation in Putonghua

<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p><i>(Note 2)</i></p>	<p>Indicative Content:</p> <ul style="list-style-type: none"> <li>• Organization of ideas in a coherent manner for delivery of information or message;</li> <li>• Competence of translating message/information between English and Chinese for communication;</li> <li>• Letter, report, press release for correspondence and publicity;</li> <li>• Accuracy and effectiveness in oral communications, presentation of powerpoint on proposal or working plan.</li> </ul>																																																											
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<ul style="list-style-type: none"> <li>• Interactive seminars with reading and writing exercises, teaching students various instructive Chinese communication skills, group discussion, presentation drills;</li> <li>• Pro-class self study is required with related reading and writing exercises;</li> <li>• Teacher’s consultation will be offered to the students depending on their individual need.</li> </ul>																																																											
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="520 1025 1474 1966"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>1. Written Report for business analysis</td> <td>35 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Reply Letter/Email for business communication</td> <td>20 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Translation of business message</td> <td>15 %</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>4. Oral presentations for business persuasion</td> <td>20 %</td> <td>√</td> <td></td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>5. In-class participation and exercises</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Written Report for business analysis	35 %	√	√	√			2. Reply Letter/Email for business communication	20 %	√	√	√			3. Translation of business message	15 %	√	√		√		4. Oral presentations for business persuasion	20 %	√				√	5. In-class participation and exercises	10%	√	√	√	√	√	Total	100 %					
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	<p>The assignments of written report and letter writing will be assessed by using criterion reference rubrics. Translation will be assessed in terms of linguistic correctness, and clarity of ideas in the transition. Oral presentation is assessment in criterion reference which covers contents, structure, appearance, and effectiveness.</p>	
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> <li>▪ Seminar</li> </ul>	<p>26 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Assignments</li> </ul>	<p>2 x 15 = 30 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Self -study</li> </ul>	<p>2 x 15 = 30 Hrs.</p>
<p><b>Reading List and References</b></p>	<ol style="list-style-type: none"> <li>1. 于成鯤、陳瑞端、秦扶一、金振邦等主編（2011）：《科教文與社交文書寫作典範》。上海：復旦大學出版社。</li> <li>2. 于成鯤主編（2003）：《現代應用文》。上海：復旦大學出版社。</li> <li>3. 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>4. 岑紹基、謝錫金、于成鯤、祁永華（2004）：《中國內地實用</li> </ol>	

	<p>文闡釋》。香港：香港教育圖書公司。</p> <p>5. 李家樹、陳遠止、謝耀基（1999）：《漢語綜述》。香港：香港大學出版社。</p> <p>6. 李錦昌（2000）：《現代商業傳意大全》。香港：商務印書館。</p> <p>7. 邢福義、汪國勝（2003）：《現代漢語》。武昌：華中師範大學出版社。</p> <p>8. 周錫馥編著（1996）：《中文應用寫作教程》。香港：三聯書店(香港)有限公司。</p> <p>9. 法定語文事務署（2004）：《政府公文寫作手冊(第二版)》。香港：香港特別行政區政府。</p> <p>10. 法定語文事務署（2004）：《政府公文寫作手冊(第二版)》。香港：香港特別行政區政府。</p> <p>11. 邵敬敏（2007）：《現代漢語通論》。上海：上海教育出版社。</p> <p>12. 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。</p> <p>13. 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。</p> <p>14. 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。</p> <p>15. 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。</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.