

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	CLC3242P (2019-20 onward) CBS3242P (2018-19 and before)
Subject Title	Chinese for Professional Communication in Computing
Credit Value	2
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil (students will be asked to take this subject in their 3 rd or 4 th Year of study)
Objectives	<p>This subject aims to develop the language competence for professional communication in written and spoken Chinese required by students to communicate effectively in the sector of computing.</p> <p>This is a Chinese language subject aiming at enhancing students' proficiency in written Chinese and Putonghua for communication in the professional context of construction and language use.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> (a) develop effective communication skills and strategies in both written Chinese and Putonghua required for workplace in professional context; (b) master the format, organization, language and style of expression of various genres of Chinese practical writing such as notice, letter, news release, publicity materials, reports and proposals; (c) read and write professional documents/articles/report for practical purposes; (d) give formal presentation and engage in formal discussion in Putonghua; <p>Students will be required to read and write intensively for enhancing their proficiency level in written Chinese.</p> <p>The mastering of effective communication skills in both written Chinese and Putonghua will also facilitate their life-long learning in various disciplines.</p>
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Written Chinese of context dependent variation for practical purposes <ul style="list-style-type: none"> • Letters of application, invitation, thanks, request, response to

	<p>complaint;</p> <ul style="list-style-type: none"> • Official notice, email corresponding, instruction, draft of speech, • Press release, introductory leaflet, poster information for publicity <p>2. Professional related literacy in Chinese</p> <ul style="list-style-type: none"> • Reading of academic essay, reports and proposals; • Writing of professional report and proposal, such as requirement specifications, user guides and system manuals <p>3. Oral Communication</p> <ul style="list-style-type: none"> • Formal presentation with multimedia material to industrial clients and government officers. • Formal discussion 																																								
<p>Teaching/Learning Methodology (Note 3)</p>	<p>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 materials in self-access manner. Lessons will be delivered in Putonghua. Teacher consultation will also be offered to the students depending on individual need.</p>																																								
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="4" style="width: 60%;">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 15%;">a</th> <th style="width: 15%;">b</th> <th style="width: 15%;">c</th> <th style="width: 15%;">d</th> </tr> </thead> <tbody> <tr> <td>1. Two Individual Assignments on practical writings (e.g. Letters, Press Release, etc.)</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td></td> </tr> <tr> <td>2. One Group written assignment (Professional Report/Proposal)</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td></td> </tr> <tr> <td>3. Oral Presentation with multimedia material</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td style="text-align: center;">√</td> </tr> <tr> <td>4. In-class participation</td> <td style="text-align: center;">10 %</td> <td style="text-align: center;">√</td> <td></td> <td></td> <td style="text-align: center;">√</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Two Individual Assignments on practical writings (e.g. Letters, Press Release, etc.)	40 %	√	√	√		2. One Group written assignment (Professional Report/Proposal)	30 %	√	√	√		3. Oral Presentation with multimedia material	20 %	√			√	4. In-class participation	10 %	√			√	Total	100 %				
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Subject Assessment 100% coursework</p> <ul style="list-style-type: none"> • For the coursework, the students will be assessed by their final product of the assigned exercises and genres in the syllabus. • Each assignment will be assessed in terms of criterion reference assessing. The overall achievement will be obtained by formative assessment. 	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Seminar 	<p>26 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Outside class practice 	<p>2 x 15 = 30 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Self-study 	<p>2 x 15 = 30 Hrs.</p>
	<p>Total student study effort</p>	<p>86 Hrs.</p>
<p>Reading List and References</p>	<ol style="list-style-type: none"> 1. 香港理工大學中文及雙語學系（1999）：《通用普通話教程 第一、二、三、四冊》。香港：星河教育出版社。 2. 李錦昌（2000）：《現代商業傳意大全》。香港：商務印書館。 3. 畢宛嬰（2001）：《普通話辨音手冊》。香港：獲益出版事業有限公司。 4. 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。 5. 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。 6. 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。 7. 刑福儀、汪國勝主編（2003）：《現代漢語》。武漢：華中師範大學出版社。 8. 于成鯤主編（2003）：《現代應用文》。上海：復旦大學出版社。 9. 陳瑞端（2004）：《生活錯別字》。香港：中華書局。 10. 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。 11. Beer, David F. (2003) Writing and speaking in the technology Professional. The Institute of Electrical and Electronics Engineers, 	

	<p>Inc., N.J.: John Wiley & Sons. Inc.</p> <p>12. Roseenbug, R.C. (2003) ‘ The Engineering Presentation – Some ideas on how to approach and present it’. In David F Beer, (ed.) (2003) Writing and speaking in the technology Professions. The Institute of Electrical and Electronics Engineers, Inc., N.J.: John Wiley & Sons. Inc., 296-298.</p> <p>13. Warlum, M.F. (2003) ‘Improving Oral Marketing Presentation in the Technology-Based Company’. In David F Beer, (ed.) (2003) Writing and speaking in the technology Professions. The Institute of Electrical and Electronics Engineers, Inc., N.J.: John Wiley & Sons. Inc., 304-307.</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.