

## 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>	CLC3264P (2019-20 onward) CBS3264P (2018-19 and before)
<b>Subject Title</b>	Chinese for Optometry (視光學專業中文傳意課程)
<b>Credit Value</b>	2
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	(Not applicable)
<b>Objectives</b>	This subject aims to enhance students' Putonghua proficiency for daily communication as well as written Chinese communication in the professional context with special reference to Optometry. Students will also be introduced to the social and cultural background of China which provides a wider context for the use of Putonghua and written Chinese for further enhancement of their language ability.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	After completing the subject, students are expected to be able to:-  a. master the key features of Putonghua in pronunciation and common ways of expression for communication;  b. produce Chinese text in correct sentences and reasonable standard of text coherence in written Chinese  c. perform verbal communicative tasks with appropriate pragmatic devices in the professional context of optometry;  d. master the format, organization, language and style of expression of various genres of Chinese practical writing such as notice, letter, news release, publicity materials (i.e. leaflet design) as needed in the profession of Optometry.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	1. Comprehensive revision on Putonghua communication skills <ul style="list-style-type: none"> <li>• pronunciation</li> <li>• vocabularies and grammar</li> <li>• colloquial expressions</li> </ul> 2. In-depth practice on Putonghua listening comprehension skills <ul style="list-style-type: none"> <li>• speed and accent</li> <li>• casual speech vs. speech on specialized topics</li> <li>• quantity and structure of information</li> </ul> 3. Verbal communication in Optometry setting <ul style="list-style-type: none"> <li>• principles and rules in conversation</li> <li>• stylistic and rhetorical variations in spoken communications in accordance to</li> </ul>

	<p>contextual changes</p> <ul style="list-style-type: none"> <li>• communicative tasks in the optometry setting: inquiring, introducing, giving instruction, explaining, interviewing, etc.</li> <li>• commonly used jargons for optometry</li> </ul> <p>4. Written Chinese for communication in Optometry setting</p> <ul style="list-style-type: none"> <li>• structure of written information for communication;</li> <li>• stylistic and rhetorical variations in written communications in accordance to contextual changes</li> <li>• written communicative tasks in the Optometry setting: Format and ordering of information in letter, report, press release</li> <li>• commonly used jargons for optometry</li> </ul>
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<p><b>Teaching/Learning Methodology</b> (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. Teacher consultation will be offered to the students depending on individual need. Lessons will be delivered in Putonghua.</p>
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<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1"> <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. Assessment 1 (Listening &amp; Role play) (Individual)</td> <td>30%</td> <td></td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>2. Assessment 2 ( Leaflet design &amp; oral presentation) (Individual)</td> <td>30%</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>3. Class Participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Assessment 3 (Questionnaire design , Report writing &amp; Oral presentation) (Group)</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>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Assessment 1 (Listening & Role play) (Individual)	30%		✓		✓	2. Assessment 2 ( Leaflet design & oral presentation) (Individual)	30%	✓		✓		3. Class Participation	10%	✓	✓	✓	✓	4. Assessment 3 (Questionnaire design , Report writing & Oral presentation) (Group)	30%	✓	✓	✓	✓	Total	100 %					
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<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 and writing (both academic and practical). It will develop an ever-growing competence in</p>																																										

	<p>academic writing which focuses on active intellectualization as well as evaluate students' writing 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"> <li>• Listening (assessing ability to understand different situational conversations)</li> <li>• Situational conversation in business settings (assessing overall Putonghua communication skills including pragmatic devices)</li> <li>• Oral presentation (assessing fluency and speaking in a rational &amp; convincing way);</li> <li>• Writing (assessing accuracy, point of view, clarity of expression);</li> </ul>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Seminars	26 Hrs.
	Other student study effort:	
	▪ Self study/preparation	52 Hrs.
	Total student study effort	78 Hrs.
<b>Reading List and References</b>	<p>Required</p> <p>Teaching material to be compiled by the Chinese Language Centre with input from Department of Optometry.</p> <p>Reference</p> <p>朱蓓編（1997）：《實用口才訓練教程》。廣州市：廣東高等教育出版社。</p> <p>陳建民編著（1998）：《普通話常用口語詞和句》。香港：香港普通話研習社。</p> <p>李錦昌（2002）：《現代商業傳意大全》。香港：商務印書館。</p> <p>香港貿易發展局（2002）：《中國貿易應用文》。香港：香港貿易發展局。</p> <p>蔡富春主編（2002）：《中國商務應用文書手冊》。香港：經濟日報出版社。</p> <p>謝倫浩編（2002）：《演講勢態表達技巧》。北京：石油工業出版社。</p> <p>岑紹基、謝錫金等（2004）：《中國內地實用文》。香港：香港教育圖書公司。</p> <p>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。</p> <p>賴蘭香（2012）：《傳媒中文寫作》。香港：中華書局。</p> <p>中科院語言研究所編（2012）：《現代漢語詞典（第6版）》。北京：商務印書館。</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.