

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	CLC3271P (2019-20 onward) CBS3271P (2018-19 and before)
Subject Title	Professional Communication in Chinese for Design
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject aims to enhance students' Chinese competence, in particular listening and dialoguing, with necessary project stakeholders, and to cope with the workplace communication requirements relating to their training in the Social, Cultural and Design fields.
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">Competence in modern Chinese writing in terms of syntactic correctness, lexical collocation and textual coherence;Develop analytical thinking skills for better organization and presentation of ideas;Master the formal essentials in written genres with particular reference to professional proposal in Chinese;Communicate effectively both in oral presentation (Putonghua optional) and practical writing;Acquire advanced Chinese skills in reading and comprehending academic texts relating to the design and culture disciplines.Listen, read and think carefully before jumping into conclusion. <p>Students will be required to read and write intensively for enhancing their proficiency level in written Chinese. The mastering of effective communication skills in both written and spoken Chinese will also facilitate their life-long learning in various disciplines.</p>
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<p>Indicative Content:</p> <ul style="list-style-type: none">● Structure of language and ideas● Reading strategy and comprehension of texts● Local thinking and writings● Organization of ideas and paragraphing various Chinese genres such as, topic writing, newsletter, arts criticism and pamphlet.● Accuracy and effectiveness in oral communication and presentation● Summarising, paraphrasing and expressing key ideas in Chinese academic writing

Teaching/Learning Methodology <i>(Note 3)</i>	<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 conducted in Putonghua.</p>																																																																													
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1" data-bbox="517 629 1469 1800"> <thead> <tr> <th data-bbox="517 629 852 831" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="852 629 1007 831" rowspan="2">% weighting</th> <th colspan="6" data-bbox="1007 629 1469 763">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1007 763 1086 831">a</th> <th data-bbox="1086 763 1166 831">b</th> <th data-bbox="1166 763 1246 831">c</th> <th data-bbox="1246 763 1326 831">d</th> <th data-bbox="1326 763 1406 831">e</th> <th data-bbox="1406 763 1469 831">f</th> </tr> </thead> <tbody> <tr> <td data-bbox="517 831 852 987">1. Assessment 1 Proposal (group work)</td> <td data-bbox="852 831 1007 987">30%</td> <td data-bbox="1007 831 1086 987">✓</td> <td data-bbox="1086 831 1166 987">✓</td> <td data-bbox="1166 831 1246 987">✓</td> <td data-bbox="1246 831 1326 987">✓</td> <td data-bbox="1326 831 1406 987">✓</td> <td data-bbox="1406 831 1469 987">✓</td> </tr> <tr> <td data-bbox="517 987 852 1155">2. Assessment 2 Promotional Writing (individual)</td> <td data-bbox="852 987 1007 1155">15%</td> <td data-bbox="1007 987 1086 1155">✓</td> <td data-bbox="1086 987 1166 1155">✓</td> <td data-bbox="1166 987 1246 1155">✓</td> <td data-bbox="1246 987 1326 1155">✓</td> <td data-bbox="1326 987 1406 1155">✓</td> <td data-bbox="1406 987 1469 1155">✓</td> </tr> <tr> <td data-bbox="517 1155 852 1279">3. Assessment 3 Arts criticism/Review</td> <td data-bbox="852 1155 1007 1279">15%</td> <td data-bbox="1007 1155 1086 1279">✓</td> <td data-bbox="1086 1155 1166 1279">✓</td> <td data-bbox="1166 1155 1246 1279">✓</td> <td data-bbox="1246 1155 1326 1279">✓</td> <td data-bbox="1326 1155 1406 1279">✓</td> <td data-bbox="1406 1155 1469 1279">✓</td> </tr> <tr> <td data-bbox="517 1279 852 1487">4. Assessment 4 Two reading articles (Classwork/individual & group)</td> <td data-bbox="852 1279 1007 1487">20%</td> <td data-bbox="1007 1279 1086 1487">✓</td> <td data-bbox="1086 1279 1166 1487">✓</td> <td data-bbox="1166 1279 1246 1487"></td> <td data-bbox="1246 1279 1326 1487">✓</td> <td data-bbox="1326 1279 1406 1487"></td> <td data-bbox="1406 1279 1469 1487">✓</td> </tr> <tr> <td data-bbox="517 1487 852 1659">5. Assessment 5 Oral presentation (group work)</td> <td data-bbox="852 1487 1007 1659">10%</td> <td data-bbox="1007 1487 1086 1659"></td> <td data-bbox="1086 1487 1166 1659">✓</td> <td data-bbox="1166 1487 1246 1659"></td> <td data-bbox="1246 1487 1326 1659">✓</td> <td data-bbox="1326 1487 1406 1659"></td> <td data-bbox="1406 1487 1469 1659">✓</td> </tr> <tr> <td data-bbox="517 1659 852 1727">6. In-class participation</td> <td data-bbox="852 1659 1007 1727">10%</td> <td data-bbox="1007 1659 1086 1727">✓</td> <td data-bbox="1086 1659 1166 1727">✓</td> <td data-bbox="1166 1659 1246 1727">✓</td> <td data-bbox="1246 1659 1326 1727">✓</td> <td data-bbox="1326 1659 1406 1727">✓</td> <td data-bbox="1406 1659 1469 1727">✓</td> </tr> <tr> <td data-bbox="517 1727 852 1800">Total</td> <td data-bbox="852 1727 1007 1800">100 %</td> <td colspan="6" data-bbox="1007 1727 1469 1800"></td> </tr> </tbody> </table> <p data-bbox="517 1816 1469 1989">The assessment includes quizzes, oral presentation and practical writing on criterion-referenced basis. It develops an ever-growing competence in writing which focuses on active intellectualization as well as evaluates students' writing communication skills, pronunciation, vocabulary, colloquial expression vs. formal expression, writing and speaking achievement.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Assessment 1 Proposal (group work)	30%	✓	✓	✓	✓	✓	✓	2. Assessment 2 Promotional Writing (individual)	15%	✓	✓	✓	✓	✓	✓	3. Assessment 3 Arts criticism/Review	15%	✓	✓	✓	✓	✓	✓	4. Assessment 4 Two reading articles (Classwork/individual & group)	20%	✓	✓		✓		✓	5. Assessment 5 Oral presentation (group work)	10%		✓		✓		✓	6. In-class participation	10%	✓	✓	✓	✓	✓	✓	Total	100 %						
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Student Study	Class contact:																																																																													

Effort Expected	▪ Lecture & Seminars	39 Hrs.
	Other student study effort:	
	▪ Outside class practice	3 x 15 = 45 Hrs.
	▪ Self-study	3 x 15 = 45 Hrs.
	Total student study effort	129 Hrs.
Reading List and References	<ol style="list-style-type: none"> 1. 黃靈方等（1995）：《推銷廣告：商務廣告的策劃、創意與設計》。成都：四川大學出版社。 2. 心猿（1996）：《狂成亂馬》。香港：青文書屋。 3. 陳慧（1998）：《拾香紀》。香港：七字頭出版社。 4. 馬國明（1998）：《路邊政治經濟學》。香港：曙光圖書公司。 5. 羅克波特出版公司編（2000）：《宣傳手冊設計》。北京：中國輕工業出版社。 6. 盧丹懷、何寅、謝天振（2002）：《中港應用文大全》。香港：商務印書館。 7. 邢福義、汪國勝（2003）：《現代漢語》。武昌：華中師範大學出版社。 8. 蔣勳（2004）：《給青年藝術家的信》。台北：聯經出版。 9. 陳冠中（2005）：《我這一代香港人》。香港：牛津大學出版社。 10. 陳冠中（2007）：《事後：本土文化誌》。香港：牛津大學出版社。 11. 陳冠中（2008）：《下一個十年：香港的光榮年代》。香港：牛津大學出版社。 12. 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。 13. 陳雲（2008）：《中文解毒》。香港：天窗出版社。 14. 梁文道（2009）：《常識》。成都：廣西師範大學出版社。 15. 榮念曾（2009）：《創意意見》。成都：四川美術出版社。 16. 吳鳳平、林偉業（2009）：《中文閱讀能力訓練：認讀、理解、策略》。香港大學出版社。 17. 傅榮珂（2010）：《中文閱讀與表達》。台北：五南出版社。 18. 陳曉蕾（2011）：《剩食》。香港：三聯出版社。 19. 于城鯤、陳瑞端、秦扶一、金振邦主編（2011）：《中國現代應用文寫作規範叢書：公務與事務文書寫作規範》，上海：復旦大學出版社。 	

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.