List of Subjects Offered to Exchange/Short-term Non-local Study Students for Semester 1 (Fall) 2025/26
Department of Chinese and Bilingual Studies (CBS)

Subject Code	Subject Name	Credits	Eligible Student Type [see *]	Limitation [see **]	Eligible Student (Year 1) (Y/N)	Eligible Student (Year 2) (Y/N)	Eligible Student (Year 3) (Y/N)	Eligible Student (Year 4 or above) (Y/N)
CBS2501	Introductory Japanese I	3	ALL	N/A	Y	Y	Y	Y
CBS2502	Introductory Japanese II	3	ALL	after placement test	Y	Y	Y	Y
CBS2631	Introductory Korean I	3	ALL	N/A	Y	Y	Y	Y
CBS2632	Introductory Korean II	3	ALL	after placement test	Y	Y	Y	Y
CBS3505	Intermediate Japanese I	3	ALL	after placement test	Y	Y	Y	Y
CBS3535	Intermediate Reading Japanese	3	ALL	after placement test	Y	Y	Y	Y
CBS3536	Intermediate Japanese II	3	ALL	after placement test	Y	Y	Y	Y
CBS3537	Introductory Reading Japanese	3	ALL	N/A	Y	Y	Y	Y
CBS3538	Japanese Culture: From Samurai to Hello Kitty	3	ALL	N/A	Y	Y	Y	Y
CBS3634	Intermediate Korean I	3	ALL	after placement test	Y	Y	Y	Y
CBS3641	Korean Language through Culture	3	ALL	after placement test	Y	Y	Y	Y
CBS3948	Semantics: Meaning in Language	3	ALL	N/A	N	Y	Y	Y
CBS3949	Sounds and Sound Systems of Language	3	ALL	N/A	N	Y	Y	Y
CBS4943	Language and Society	3	ALL	N/A	N	Y	Y	Y

Remarks:

* Eligible Student Type

'ALL' = open to all exchange/short-term non-local study students including those admitted to other departments

'Dept' = open to exchange/short-term non-local study students who are admitted to this department only

** Limitation

'N/A' = open to all exchange/short-term non-local study students

'(programme code and/or stream code)' = only open to exchange/short-term non-local study students who are enrolled in specific discipline/stream/programme

Subject Code	CBS2501
Subject Title	Introductory Japanese I
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject aims to provide students with opportunities to develop basic interactive skills in the Japanese language. Through various interactions, students will also develop an informed understanding of social-cultural variables that are associated with interacting with the speakers of Japanese in semi-/informal social context in Japan and in Hong Kong-Japan contact situations in Hong Kong.
Intended Learning Outcomes	At the successful completion of this subject students should be able to: Category A Professional/academic knowledge and skills a. introduce and talk about themselves in a socio-culturally appropriate manner; b. interact with Japanese in a way that is appropriate at the first meeting; c. obtain and provide information such as on place, price and time as well as explanation and reasoning in a range of everyday contexts; d. read and write simple Japanese. Category B Attributes for all-roundedness e. develop Japanese social cultural knowledge and relevant language capacity which enables them to make contribution to the international community; f. develop skills of and cultural awareness for effective communication; g. develop ability to engage in independent and reflective learning.
Subject Synopsis/ Indicative Syllabus	1. Carry out greetings 2. Introducing and identifying someone 3. Communicate in the service encounter 4. Asking about a location and time 5. Describe one's daily and routine activities and their frequency 6. Inviting people 7. Accepting and declining an invitation 8. Describing characteristics of things 9. Describe sequence of present and past events 10. Characterize people and Hong Kong

	11. Making a small chat 12. Avoid communication breakdown 13. Familialize oneself with Japanese social-cultural norm relevant to the first encounter with Japanese								
Teaching/Learning Methodology	The subject is composed of two parts: lectures offer learning content, and seminars expand that content through various activities and tasks. Topics covered in the subject enable students to develop communicative capacity and to understand Japanese culture at the beginner's level. Mode of teaching and learning is highly interactive, involving students in pair/group work and discussion in which learning tasks are collectively completed. Interaction tests enable students to integrate and apply communication skills and knowledge gained through their instructed and self-learning. A visitor session will be organized in order to offer students an opportunity to interact with speakers of Japanese. Students are expected to engage in a number of computer-assisted learning tasks. Students are also encouraged to develop the ability to effectively use ICT tools and Generative AI tools to facilitate language learning.								

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			a	b	c	d	e	f	g
	1. Quizzes(Dictation)	20%				✓	✓		
	2. Interaction tests	15%	✓	✓	✓		✓	✓	✓
	3. Listening test	10%			✓		✓		
	4. Mid-term Quiz	10%		✓	✓	✓			
	5. Final test	20%		✓	✓	✓			
	6. Video Presentation Project	15%	✓	✓	✓	✓	✓	✓	✓
	7.Active class participation	5%	✓	✓			✓	✓	✓
	8. L2L exercises	5%					✓	✓	✓
	Total	100 %							

	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:	
	Assessment tasks 1, 3, 6 & 7 encourage students to demonstrate independent learning of past and forthcoming subject contents and help them engage actively in a variety of class room activities.	
	Assessment task 2&6 enables students to apply their Japanese communication skills in a simulated communicative situation.	
	Assessment tasks 4 & 5 assess students' cumulative language skills and knowledge and also help them identify their levels of achievement.	
	<u>Remarks</u>	
	The use of GenAI tools is allowed in preparing the assessment in this subject. However, all the work students submit for assessment should be THEIR OWN ORIGINAL work. Asking GenAI to do the assignment and submitting the work generated by GenAI, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own.	
	If a student has decided to use of GenAI tools, he/she is required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA or MLA styles).	
	"I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows:_____"	
Student Study Effort Expected	Class contact:	
	▪ Lecture	13 Hrs.
	▪ Seminar	26 Hrs.
	Other student study effort:	
	▪ Exercise, assignment and test preparation (2 hours × 13 weeks)	26 Hrs.
	▪ Review, presentation preparation and self-access listening practice	56 Hrs.
	Total student study effort	121 Hrs.

| Reading List and References | **Textbook :**
 Koyama, Satoru. 2007. *J-Bridge for Beginners Vol. 1*. Tokyo: Bonjinsha

Recommended references:
<Kana>
* Apart from textbooks on *Kana,* there are numerous free online learning resources available for your learning:

• **かな・カナ の書き方**(How to write kana)
　http://www.coelang.tufs.ac.jp/modules/ja/basic/index.html
• Kana cards to print and practice http://www.unckel.de/kanacards/index-en.html
• Hiragana Practice http://www.csus.edu/indiv/s/sheaa/projects/hiragana.html
• **げんきな自習室** http://genki.japantimes.co.jp/self
• Meiji University e-Learning system https://10ct.co.jp/e_learning_new/
• JapaneseUP https://japaneseup.com/
• Japanese Lesson.com http://japanese-lesson.com/index.html
• JOSHU http://laits.utexas.edu/japanese/joshu/
• Genki Japanese https://genki3.japantimes.co.jp/en/student/

<Pronunciation and Listening> |

Kobayashi, Noriko. Tanba, Junko. Takahashi, Junko. Fujimoto, Izumi and Miyake, Kazuko. (1998), *Mastering Japanese by Ear* (waku waku bunpoo Listening 99) (1995) Tokyo:Bonjinsha

Minna no Nihongo Listening Task 25 (*Chookai Tasuku 25*) (2003) Tokyo: 3A Corporation

- My Kikitori https://www.mykikitori.com/
- TUFS Language Modules http://www.coelang.tufs.ac.jp/english/modules/index.html
- "Real-World" Japanese http://www.ajalt.org/rwj/
- J-Learning.com https://j-learning.com/

<Vocabulary and Grammar>

Alfonso, Anthony (1989) *Japanese Language Patterns VOL.1 : A Structural Approach*: Jōchi Daigaku

Alfonso, Anthony (1989) *Japanese Language Patterns VOL.2 : A Structural Approach*: Jōchi Daigaku

Makino, Seiich and Tsutsui, Michio. (1986) *A Dictionary of Basic Japanese Grammar*. Tokyo: The Japan Times.

Maynard, Senko K. (1990). *An Introduction to Japanese Grammar and Communication strategies.* Tokyo: The Japan Times.

Mizutani, Osamu and Mizutani, Nobuko. (1977) *An Introduction to Modern Japanese*. Tokyo: The Japan Times

Minna no Nihongo Elementary I & II Grammar Explanation Book 大家的日本語 文法解説書 (1998) Taiwan, Dah-Hsin Publishing House（大新書局）

- Japanese Lesson with Maggie http://www.maggiesensei.com/
- J-Learning.COM http://j-learning.com/
- Visualizing Japanese Grammar http://www.gwu.edu/~eall/vjg/vjghomepage/vjghome.htm

<Free dictionaries>
- http://www.freedict.com/onldict/jap.html   online dictionary
- http://tangorin.com/   単語林
- http://jisho.org/ 電子辞書
- http://dictionary.goo.ne.jp/

Subject Code	CBS2502
Subject Title	Introductory Japanese II
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Introductory Japanese I or equivalent
Objectives	This subject aims to provide students with opportunities to continue to develop basic interactive skills in the Japanese language. It will also enable students to further develop their informed understanding of interaction with the speakers of Japanese in semi-/informal social context in Japan and in Hong Kong-Japan contact situations in Hong Kong
Intended Learning Outcomes	On successfully completing the subject, students should be able to: Category A Professional/academic knowledge and skills a. read simple Japanese sentences with appropriate intonation; b. express and comprehend Japanese expressions relevant to everyday context; c. speak simple Japanese with appropriate style and intonation; d. read and write simple Japanese texts in everyday life Category B Attributes for all-roundedness e. develop Japanese social cultural knowledge and relevant language capacity which enables them to make contribution to the international community; f. develop skills of and cultural awareness for effective communication; g. develop ability to engage in independent and reflective learning.
Subject Synopsis/ Indicative Syllabus	1. Talk about family members and their characteristics 2. Communicate in the service encounter 3. Ask where things are located 4. Describe a routine of everyday life 5. Express reciprocity for gift giving 6. Tell time and location of where an event takes place 7. Share past experiences 8. Make comparison 9. Share one's dream for the future 10. Make future plans 11. Make a small chat in an informal situation 12. Avoid communication breakdown 13. Get familiarize oneself with the geography of Japan

Teaching/Learning Methodology	The subject is composed of two parts: lectures offer learning content, and seminars expand that content through various activities and tasks. Topics covered in the subject enable students to develop communicative capacity and to understand Japanese culture at the beginner's level. Mode of teaching and learning is highly interactive, involving students in pair/group work and discussion in which learning tasks are collectively completed. Interaction tests enable students to integrate and apply communication skills and knowledge gained through their instructed and self-learning. A visitor session will be organized in order to offer students an opportunity to interact with native speakers of Japanese. Students are expected to engage in a number of computer-assisted learning tasks. Students are also encouraged to develop the ability to effectively use ICT tools and Generative AI tools to facilitate language learning.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% Weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
1. Interaction test	15%		√	√		√	√	√
2. Listening test	10%		√					√
3. Dictations	10%		√		√	√		√
4. Project work	15%	√	√	√	√	√	√	√
5. Mid-term Quiz	15%	√	√		√	√	√	√
6. Final written test	20%	√	√		√	√	√	√
7. Active participation	10%	√	√	√	√	√	√	√
8. L2L exercises	5%						√	√
Total	100%							

The subject is assessed entirely through continuous assessment. Students are assessed in terms of all four skills, and cultural knowledge.

Remarks
The use of GenAI tools is allowed in preparing the assessment in this subject. However, all the work students submit for assessment should be THEIR OWN ORIGINAL work. Asking GenAI to do the assignment and submitting the work generated by GenAI, in part or in whole, as one's own

	(even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own. If a student has decided to use of GenAI tools, he/she is required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA or MLA styles). "I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows:_____ "	
Student Study Effort Required	Class contact:	
	▪ lecture	14 hours
	▪ seminar	28 hours
	Other student study effort:	
	▪ Preparation for assignments and group work	28 hours
	▪ Review, preview and self-learning	56 hours
	Total student study effort	126 hours

Reading List and References	**Textbook :** Koyama, Satoru. 2007. *J-Bridge for Beginners Vol. 1*. Tokyo: Bonjinsha Recommended texts & Useful Resources <Kana practice and Quiz> - **かな•カナの書き方**(How to write kana) http://www.coelang.tufs.ac.jp/modules/ja/basic/index.html - Kana cards to print and practice http://www.unckel.de/kanacards/index-en.html - Hiragana Practice http://www.csus.edu/indiv/s/sheaa/projects/hiragana.html - **げんきな自習室** http://genki.japantimes.co.jp/self - Meiji University e-Learning system https://10ct.co.jp/e_learning_new/ - JapaneseUP https://japaneseup.com/ - Japanese Lesson.com http://japanese-lesson.com/index.html - JOSHU http://laits.utexas.edu/japanese/joshu/ - Genki Japanese http://genki.japantimes.co.jp/index_en - Hiragana Song https://www.youtube.com/watch?v=IWR1Ziynt8g - Katakana Song https://www.youtube.com/watch?v=Mri5USM_6dY <Pronunciation and Listening> *Mastering Japanese by Ear* (waku waku bunpoo Listening 99) (1995) Tokyo:Bonjinsha *Listening Task 25* (*Chookai Tasuku 25*) (2003) Tokyo: 3A Corporation - My Kikitori https://www.mykikitori.com/ - TUFS Language Modules http://www.coelang.tufs.ac.jp/ja/en/ - "Real-World" Japanese http://www.ajalt.org/rwj/ - Japanese Listening Comprehension Exercises http://web.uvic.ca/hrd/japanese/listen/

<Vocabulary and Grammar>

Makino, S. and Tsutsui, M (1986) *A Dictionary of Basic Japanese Grammar*. Tokyo: The Japan Times

Mizutani, O and Mizutani, N. (1977) *An Introduction to Modern Japanese*.Tokyo: The Japan Times

Maynard, Senko K. (1990). *An Introduction to Japanese Grammar and Communication strategies.* Tokyo: The Japan Times.

Minna no Nihongo Elementary I&II Grammar Explanation Book 大家的日本語 文法解説書 (1998) Taiwan, Dah-Hsin Publishing House（大新書局）

Alfonso, Anthony (1989) *Japanese Language Patterns VOL.1 : A Structural Approach*: Jo^chi Daigaku

Alfonso, Anthony (1989) *Japanese Language Patterns VOL.2 : A Structural Approach*: Jo^chi Daigaku

- Japanese Lesson with Maggie http://www.maggiesensei.com/
- J-Learning.COM http://j-learning.com/
- Visualizing Japanese Grammar http://www.gwu.edu/~eall/vjg/vjghomepage/vjghome.htm

<Dictionaries>

Esther Y.W.Lai (2008) *New Japanese-Cantonese Dictionary* 新日広辞典 Green-wood Press（青木出版印刷公司）

孔碧儀・施仲謀（2001）*Japanese-Cantonese Dictionary* 日本語広東語辞典 Toho Books on China（東方書店）

The Japan Foundation(1986) Basic Japanese-English Dictionary 基礎日本語学習辞典 Bonjinsha Oxford

新時代日漢辞典(2001) Taiwan, Dah-Hsin Publishing House(大新書局)

Japanese-Chinese Dictionary 日中辞典（2001）Shogakukan 小学館

	<Free dictionaries>
	http://eiwa.excite.co.jp/
	http://www.freedict.com/onldict/jap.html online dictionary
	http://tangorin.com/　単語林
	http://jisho.org/ 電子辞書

August 10.2024

Subject Code	CBS2631
Subject Title	Introductory Korean I
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This is the beginning Korean language subject for students with no prior knowledge of Korean. Students will learn how to read and write Hangeul, the Korean Alphabet, and practice basic pronunciations and essential grammars, vocabulary and expressions commonly used in Korean to achieve the beginning level of speaking, listening, reading, and writing. This course aims to provide students with a solid foundation of the Korean language, ways to learn and appreciate other languages with a help of technology tools. Various activities using role-plays, games, multi-media and GenAI apps will be used to enhance communication skills.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. use correctly and appropriately the fundamental grammar structures, including particles and polite endings; b. employ basic speech functions and make short conversations in Korean, including greetings, self-introduction, asking locations and making requests about everyday life; c. have confidence in communicating with others as a social being in various cultural contexts; and d. develop lifelong language learning skills, including learning and practicing languages using GenAI tools.

Subject Synopsis/ Indicative Syllabus	**1. Language skill practice**
	  a. Speaking
	  • Pronouncing Korean syllables accurately
	  • Fundamental sentence structures with polite ending
	  • Short conversations conducted in daily lives
	  b. Listening
	  • Listening to conversations and scripts about daily lives in Korea (e.g. asking prices and bargaining, describing daily plans, etc.)
	  c. Reading
	  • Reading aloud Korean alphabet fluently
	  • Reading selected passages on Korean culture (e.g. campus life, describing locations, etc.)
	  d. Writing
	  • Writing a Korean alphabet accurately in shape and stroke order
	  • Writing essays about family members and campus life using introductory-level grammars and expressions
	
	2. Cultural activities
	  a. Korean keyboarding practice
	  b. Introducing Korean pop music to peers
	  c. Role-plays about buying and selling in markets in Korea
	  d. Playing Korean traditional games (e.g., Yutnori, Ddakji, Konggi)
	
	3. Projects
	  a. Self-introduction video
	  • Writing a script about oneself
	  • Introducing oneself using grammars and expressions covered in class
	  • Greeting to peers in Korean cultural norm
	  b. Dubbing
	  • Dubbing a given or self-selected video clip
	  • Practicing Korean pronunciation with accurate pronunciation and intonation
	  • Learning the Korean culture reflected in the video clip

Teaching/Learning Methodology	The mode of teaching and learning is highly interactive, involving students in pair/group work, role-plays, skits and games.
Assessment Methods in Alignment with Intended Learning Outcomes	Students' improvement is assessed in a range of different tasks, both oral and written ones.

Specific assessment methods/tasks	% Weighting	Intended subject learning outcomes to be assessed			
		a	b	c	d
1. Participation	10	√	√	√	√
2. Quiz	30	√	√	√	√
3. Oral test	20	√	√	√	√
4. Assignments	20	√	√	√	√
5. Projects	20	√	√	√	√
Total	100 %				

Remarks

The use of GenAI tools is allowed in preparing the assessment in this subject. However, all the work students submit for assessment should be THEIR OWN ORIGINAL work. Asking GenAI to do the assignment and submitting the work generated by GenAI, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own.

If a student has decided to use of GenAI tools, he/she is required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA or MLA styles).

"I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows:_____"

Student Study Effort Expected		
	Class contact:	
	• Lectures and seminars	39 Hrs.
	Other student study effort:	
	• Assignment	39 Hrs.
	• Self-practice	39 Hrs.
	Total student study effort	117 Hrs.

Reading List and References	**Textbooks:** *Integrated Korean: Beginning 1,* 3rd edition. (2019). University of Hawaii Press. *Integrated Korean Workbook: Beginning 1,* 3rd edition. (2019). University of Hawaii Press. **References:** *King Sejong Institute Korean: Beginner.* (2023). King Sejong Institute. https://nuri.iksi.or.kr/front/cms/contents/layout2/learningcyber/detail.do *Sejong Korean 1A. (2022).* King Sejong Institute. https://nuri.iksi.or.kr/front/cms/contents/layout2/learningsejong2022/detail.do

[Syallbus prepared by Dr. Sun-A KIM and revised by Dr. Sinae SIM]

Subject Code	CBS2632
Subject Title	Introductory Korean II
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	**Pre-requisite:** Introductory Korean I or equivalent
Objectives	Students with 39 hours of formal Korean instruction or equivalent will acquire more essential and complicated grammar, vocabulary, and expressions for better communication in Korean. This course aims to provide students with a solid foundation of the Korean language as a gateway to intermediate level Korean courses through training effective communication skills in various academic and professional contexts, understanding of various aspects of Korean culture and society, and fostering intercultural awareness. Build upon the *Introductory Korean I* course, students will further enhance their communication skills with a help of various technology tools (e.g. multimedia presentations, interactive language learning apps, and GenAI-powered tools).
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. conduct daily conversations in Korean with accuracy and fluency; b. write short essays with complex and compound sentences accurately using the present, past and future tenses properly; c. distinguish different speech styles in Korean (e.g. formal, informal, honorific, and deferential styles), and apply appropriate styles depending on communication contexts; d. demonstrating cross-cultural awareness and appreciate other cultures/societies, based on their understanding of Korean culture/society; and e. develop lifelong language learning skills, including learning and practicing languages using GenAI tools.

Subject Synopsis/ Indicative Syllabus		
	Week	**Contents**

	1-2	**Lesson 6: My Day**
		1. Listening, Speaking, Reading and Writing Practice
		  - Talking about residence and means of transportation
		  - Conversations on past events
		
		2. Hands-On and Collaborative Tasks
		  - Writing a diary
		  - Creating an alibi for a hypothetical incident
		
		3. Cultural Exploration
		  - Daily life of Korean and Hong Kong/Chinese students

	3-4	**Lesson 7: The Weekend**
		1. Listening, Speaking, Reading and Writing Practice
		  - Predicting weather conditions
		  - Conversations on future plan
		
		2. Hands-On and Collaborative Tasks
		  - Making your own weekend plan
		  - Finding out about classmates' schedule
		
		3. Cultural Exploration
		  - Comparison of weekend activities between Korea and other countries

	5-6	**Lesson 8: In Seoul**
		1. Listening, Speaking, Reading and Writing Practice
		  - Making an appointment
		  - Asking for directions
		
		2. Hands-On and Collaborative Tasks
		  - Drawing a map based on your friend's description
		
		3. Cultural Exploration
		  - Exploration of Seoul's historical and cultural landmarks through virtual tours
		  - Finding Korean restaurants in Hong Kong
		  - Comparison between Seoul, Hong Kong, and other cities in the world

	7-8	**Lesson 9: Birthday**
		1. Listening, Speaking, Reading and Writing Practice
		  - Talking about birthday gifts
		  - Describing Family Elders

		2. Hands-On and Collaborative Tasks
		  - Organizing a Party
		
		3. Cultural Exploration
		  - Comparing Korean and Chinese Birthday Celebrations
		  - Special birthday food from each country

	9-10	**Lesson 10: At a Professor's Office**
		1. Listening, Speaking, Reading and Writing Practice
		  - Phone conversation
		  - Making an apology and giving reasons
		  - Expressing wishes and desires
		
		2. Hands-On and Collaborative Tasks
		  - Job interview conversation role plays
		
		3. Cultural Exploration
		  - Major holidays and celebrations in Korean and other countries

	11-12	**Lesson 11: Living in a Dormitory**
		1. Listening, Speaking, Reading and Writing Practice
		  - Asking about going out, accepting and declining invitation
		
		2. Hands-On and Collaborative Tasks
		  - Writing an email to your Korean friend to suggest activities
		  - Creating a club and recruiting members
		
		3. Cultural Exploration
		  - Learning Korean traditional games (e.g. Yutnori)
		  - Comparison with traditional games of other cultures

	13	Oral & written test
Teaching/Learning Methodology	Brief explanations about the Korean grammatical structure in a communicative context are expanded through various activities and tasks for practice. The mode of teaching and learning is highly interactive, involving students in pair/group work, discussion and language games which require students' cooperation. In particular, the course focuses on developing effective communication skills through realistic tasks such as making phone or email inquiries, finding directions, and organizing events, all while deepening understanding of Korean culture and communication norms. Additionally, the use of GenAI tools helps students enhance their comprehension of the Korean language and culture.	

Assessment Methods in Alignment with Intended Learning Outcomes	Students' achievements are assessed based on their engagement with learning and performance across various tasks.

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Participation help students actively involvement in classroom activities, including field trips and cultural activities.

Quiz assesses students' understanding of key concepts in grammar and vocabulary.

Oral tests measure communication skills, focusing on accuracy, fluency, and appropriate responses according to communication norms.

Written tests assess grammar accuracy and sentence construction skills.

Final project (e.g. dubbing project or Vlog), enables students to integrate the contents of the whole semester.

Assignments are evaluated based on the authenticity and completeness of the initial draft, and the understanding of the revised version obtained using the GenAI tool.

Specific assessment methods/tasks	% Weighting	Intended subject learning outcomes to be assessed				
		a	b	c	d	e
1. Participation	10	√	√	√	√	√
2. Quiz	10	√	√	√	√	√
3. Oral tests	30	√		√	√	√
4. Written tests	25		√	√	√	√
5. Final project	15	√	√	√	√	√
6. Assignments	10		√	√	√	√
Total	100 %					

Remarks
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	• Self-practice	39 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	**Textbooks:** *Integrated Korean: Beginning 1* (3rd edition, 2019), University of Hawaii Press *Integrated Korean Workbook: Beginning 1* (3rd edition, 2019), University of Hawaii Press *Integrated Korean: Beginning 2* (3rd edition, 2020), University of Hawaii Press *Integrated Korean Workbook: Beginning 2* (3rd edition, 2020), University of Hawaii Press **References:** *Sejong Korean 1B.* (2022). King Sejong Institute. https://nuri.iksi.or.kr/front/cms/contents/layout2/learningsejong2022/detail.do *Sejong Korean 2A.* (2022). King Sejong Institute. https://nuri.iksi.or.kr/front/cms/contents/layout2/learningsejong2022/detail.do	

[Syllabus prepared by Dr. Sun-A KIM and revised by Ms Juyeon LEE]

Subject Code	CBS3505
Subject Title	Intermediate Japanese I
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Pre-requisite: CBS2502 Introductory Japanese II or equivalent
Objectives	This subject is the continuation of CBS2502 Introductory Japanese II. It aims to provide students with opportunities to develop an informed understanding of Japanese people, culture, society and world views to further develop beginner's Japanese interactive skills achieved in CBS2502 towards early intermediate level to help students become competent interactants in more semi-formal/informal social context in Japan and in Hong Kong-Japan contact situations in Hong Kong.

Intended Learning Outcomes	On successfully completing the subject, students should be able to:
	
	Category A Professional/academic knowledge and skills
	  a. use combined sentences in Japanese with appropriate articulation and intonation;
	  b. make full use of speech functions of statement, question, command and offer in a manner that is appropriate to a given context of situation;
	  c. read and write simple non-technical Japanese texts
	  d. establish positive interpersonal relationship with the Japanese
	
	Category B Attributes for all-roundedness
	  e. develop Japanese social cultural knowledge and relevant language capacity which enables them to make contribution to the international community;
	  f. develop skills of and cultural awareness for effective communication;
	  g. develop ability to engage in independent and reflective learning.

Subject Synopsis/ Indicative Syllabus	1. make a proposal and request 2. describe ongoing action and state of being 3. distinguish informal and formal speech 4. express potentiality 5. prohibit action and give permission 6. give a number of representative examples 7. qualify things and events to provide their detail 8. share present and past experiences 9. give and demand explanation 10. illustrate exchange of services

Teaching/Learning Methodology	The subject is composed of two parts: lectures offer learning content, and seminars expand that content through various activities and tasks. Topics covered in the subject enable students to develop communicative capacity and to understand Japanese culture at the beginner's level. Mode of teaching and learning is highly interactive, involving students in pair/group work and discussion in which learning tasks are collectively completed. Interaction tests enable students to integrate and apply communication skills and knowledge gained through their instructed and self-learning. A visitor session will be organized in order to offer students an opportunity to interact with the speakers of Japanese. Students are expected to engage in a number of computer-assisted learning tasks.	

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
1. Interaction tests	15%	√	√		√	√	√	√
2. Listening test	10%		√		√	√		√
3. Project work	15%	√	√	√	√	√	√	√
4. Dictation	10%		√	√		√		√
5. Mid-term Quiz	15%		√	√		√	√	√
6. Final written test	20%		√	√		√	√	√
7.Active class participation	10%	√	√	√	√	√	√	√
8. L2L exercises	5%							√
Total	100 %							

The subject is assessed entirely through continuous assessment. Students are assessed in terms of all four skills, and cultural knowledge. Students are also encouraged to develop the ability to effectively use ICT tools and Generative AI tools to facilitate language learning.

Remarks
The use of GenAI tools is allowed in preparing the assessment in this subject. However, all the work students submit for assessment should be THEIR OWN ORIGINAL work. Asking GenAI to do the assignment and submitting the work generated by GenAI, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own.

If a student has decided to use of GenAI tools, he/she is required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA or MLA styles).

	"I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows:_____"	
Student Study Effort Required	Class contact:	
	▪ Lectures	13 Hrs.
	▪ Seminars	26 Hrs.
	Other student study effort:	
	▪ Exercise, assignment and test preparation	28 Hrs.
	▪ Review, presentation preparation, and self- learning	56 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	**Textbook :** Koyama, Satoru. 2008. *J-Bridge for Beginners Vol. 1,* Tokyo: Bonjinsha References: Reading Exercises News web EASY <http://www3.nhk.or.jp/news/easy/> AJALT Online 教材 <http://www.ajalt.org/online/> Pronunciation and Listening *Mastering Japanese by Ear* (waku waku bunpoo Listening 99) (1995) Tokyo:Bonjinsha Vocabulary and Grammar Makino, S. and Tsutsui, M (1986) *A Dictionary of Basic Japanese Grammar*. Tokyo: The Japan Times Mizutani, O and Mizutani, N. (1977) *An Introduction to Modern Japanese*.Tokyo: The Japan Times Maynard, Senko K. (1990). *An Introduction to Japanese Grammar and Communication strategies.* Tokyo: The Japan Times. *Minna no Nihongo Elementary I&II Grammar Explanation Book* 大家的日本語 文法解説書 (1998) Taiwan, Dah-Hsin Publishing House（大新書局） Alfonso, Anthony (1989) *Japanese Language Patterns VOL.1 : A Structural Approach*: Jo^chi Daigaku	

Alfonso, Anthony (1989) *Japanese Language Patterns VOL.2 : A Structural Approach*: Jo^chi Daigaku

Dictionaries

Esther Y.W.Lai (2008) *New Japanese-Cantonese Dictionary* 新日広辞典 Green-wood Press（青木出版印刷公司）

孔碧儀・施仲謀（2001）*Japanese-Cantonese Dictionary* 日本語広東語辞典 Toho Books on China（東方書店）

The Japan Foundation(1986) Basic Japanese-English Dictionary 基礎日本語学習辞典 Bonjinsha Oxford

新時代日漢辞典(2001) Taiwan, Dah-Hsin Publishing House(大新書局)

Japanese-Chinese Dictionary 日中辞典（2001）Shogakukan 小学館

Online Dictionaries

ENG/JP Dictionary: https://ejje.weblio.jp/
CH/JP Dictionary: https://cjjc.weblio.jp/
単語林: http://tangorin.com/
電子辞書: http://jisho.org/

August 6, 2024

Subject Code	CBS3535
Subject Title	Intermediate Reading Japanese
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	CBS3537 Introductory Reading Japanese or CBS2503 Introductory Japanese II or equivalent
Objectives	This subject aims to help students retrieve relevant information from a range of authentic Japanese language texts by not only enabling them to develop an intermediate reading skill that is required of them to carry out information retrieval but also empowering them to identify ways in which more complex and technical authentic texts than those accessible at the intermediate level become to a certain extent intelligible. The subject also aims to help students engage in writing simple Japanese texts which are useful in real-life informal and formal situations.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students should be able to: (a) develop intermediate Japanese language skills that is required to read comparatively complex authentic texts for global comprehension and some fine points of argument; (b) write simple Japanese language texts that satisfy some communicative purposes both in informal and formal everyday contexts; (c) distinguish generic structure of a range of different text types and further develop interests in reading Japanese language texts; Category B Attributes for all-roundness the students will be able to achieve: (d) the skills involved in accessing authentic written Japanese texts; (e) the skills required for collaborative and multidisciplinary work; (f) the ability to engage in independent and reflective learning and problem solving.

Subject Synopsis/ Indicative Syllabus *(Note 2)*

Week	Content	Remark
1	Introduction	Reading material to be provided
2-4	Enabling text: demonstrations,	Quiz 1 (Week 3)

		procedures etc.	
	5-8	Reporting text: chronicles, interviews etc.	Quiz 2 (Week 7)
	9-13	Recreating text: conversation in narratives	Quiz 3 (Week 10)
	14	Review	Exam

Teaching/Learning Methodology *(Note 3)*	The subject is composed of two parts: lectures offer learning content that is expanded through various activities and tasks in the subsequent seminars. Mode of teaching and learning is highly interactive, involving students in pair/ group work and discussion in which learning tasks are collectively completed. Where appropriate, students are expected to present their understanding of the content of relevant texts individually and/or in pair/group. Different modes of learning not only enhance their language skills specified in the Intended Learning Outcomes but also enable them to deal with problem solving individually and collaboratively.
Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*	(table below)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Quiz	20 %	√		√			
2. Ho ework	15 %		√				√
3. Writing task	20 %	√			√		
4. Examination	30 %	√		√	√		
5. Active class participation	15 %					√	√
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The assessment tasks (1), (3) & (4) assess students' incremental development of reading and writing skills, and (2) & (5) observe students' independent and reflective learning processes.

	Remarks The use of GenAI tools is allowed in preparing the assessment in this subject. However, all the work students submit for assessment should be THEIR OWN ORIGINAL work. Asking GenAI to do the assignment and submitting the work generated by GenAI, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own. If a student has decided to use of GenAI tools, he/she is required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA or MLA styles). "I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows: _____"

Student Study Effort Required	Class contact:	
	▪ Lecture	14 Hrs.
	▪ Seminar	28 Hrs.
	Other student study effort:	
	▪ Quiz and homework preparation	28 Hrs.
	▪ Review and preview including exam and written tasks	49 Hrs.
	Total student study effort	119 Hrs.

Reading List and References	Reading List: There is no set textbook for this subject. A compilation of authentic and constructed Japanese written texts will be used and provided throughout the semester. Reference: Asuku Shuppan Henshubu (ed.). 2008. *Nihongo hyoogen bunkei jiten* 『日本語表現文型辞典一英・中・韓対訳付き』 Tokyo: ASK Publisher. Makino, S. and Tsutsui, M. 1986. *A dictionary of basic Japanese*

	grammar. Tokyo: The Japan Times. [Word and phrase-based reference grammar of Japanese] Makino, S. and Tsutsui, M. 1995. *A dictionary of Intermediate Japanese Grammar*. Tokyo: The Japan Times. [Word or phrase-based intermediate reference grammar of Japanese] Martin, Samuel E. 1975. *A reference grammar of Japanese*. Rutland, Vermont & Tokyo, Japan: the Charles E. Tuttle Company, Inc. [Most comprehensive coverage of the grammar of Japanese written in English: Romanization makes it difficult to access] Maynard, Senko K. 1990. *An Introduction to Japanese Grammar and Communication strategies.* Tokyo: The Japan Times. [Reference grammar based on usage]

Syllabus prepared by Dr. Kazuhiro Teruya

Subject Code	CBS3536
Subject Title	Intermediate Japanese II
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Pre-requisite: CBS3505 Intermediate Japanese I or equivalent
Objectives	This subject is the continuation of CBS3505 Intermediate Japanese I. It aims to continue to provide students with opportunities to develop an informed understanding of Japanese people, culture, society and world views to further develop early intermediate's Japanese interactive skills achieved in CBS3505 towards mid-intermediate level to help students become competent interactants in more semi-formal/informal social context in Japan and in Hong Kong-Japan contact situations in Hong Kong.
Intended Learning Outcomes	On successfully completing the subject, students should be able to: Category A Professional/academic knowledge and skills a. express logical relationship between the sequence of events that illustrate present and past personal experiences and daily events; b. present an explanation on a given subject matter supported by reasoning and evidence; c. read and write a range of non-technical Japanese texts useful in everyday life; d. establish positive interpersonal relationship with the Japanese; Category B Attributes for all-roundedness e. develop Japanese social cultural knowledge and relevant language capacity which enables them to make contribution to the international community; f. develop skills of and cultural awareness for effective communication; g. develop ability to engage in independent and reflective learning.
Subject Synopsis/ Indicative Syllabus	1. Express ability, inclination and probability 2. Express one's opinion and provide reason 3. Give a report 4. Describe benefit exchanged 5. Project speech and idea 6. Describe temporal and sequence of events 7. Express gratitude for the care provided 8. Give and demand information on personal background

	9. Describe cause and effect relationship of everyday events 10. Express change and one's own attitude towards it 11. Provide information through hearsay 12. Describe likelihood of events 13. Express causative relationship between interactants and events
Teaching/ Learning Methodology	The subject is composed of two parts: lectures offer learning content, and seminars expand that content through various activities and tasks. Topics covered in the subject enable students to develop communicative capacity and to understand Japanese culture at the beginner's level. Mode of teaching and learning is highly interactive, involving students in pair/group work and discussion in which learning tasks are collectively completed. Interaction tests enable students to integrate and apply communication skills and knowledge gained through their instructed and self-learning. A visitor session will be organized in order to offer students an opportunity to interact with the speakers of Japanese. Students are expected to engage in a number of computer-assisted learning tasks.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
1. Interaction tests	15%	✔	✔		✔	✔	✔	✔
2. Listening test	10%				✔	✔		✔
3. Project work	15%	✔	✔	✔	✔	✔	✔	✔
4. Dictation	10%	✔		✔				✔
5. Mid-term Quiz	15%	✔	✔	✔	✔	✔	✔	✔
6. Final written test	20%	✔	✔	✔	✔	✔	✔	✔
7.Active class participation	10%	✔	✔	✔	✔	✔	✔	✔
8. L2L exercises	5%							✔
Total	100 %							

The subject is assessed entirely through continuous assessment. Students are assessed in terms of all four skills, and cultural knowledge. Students are also encouraged to develop the ability to effectively use ICT tools and Generative AI tools to facilitate language learning.

Remarks
The use of GenAI tools is allowed in preparing the assessment in this subject. However, all the work students submit for assessment should be THEIR OWN ORIGINAL work. Asking GenAI to do the assignment and submitting the work generated by GenAI, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own.

If a student has decided to use of GenAI tools, he/she is required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA or MLA styles).

"I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows:_____ "

Student Study Effort Expected	Class contact:	
	▪ Lectures	13 Hrs.
	▪ Seminars	26 Hrs.
	Other student study effort:	
	▪ Exercise, assignment and test preparation	26 Hrs.
	▪ Review, presentation preparation, and self- learning	56 Hrs.
	Total student study effort	121 Hrs.

Reading List and References	**Main textbook :** Koyama, Satoru. 2008. *J-Bridge for Beginners Vol. 2,* Tokyo: Bonjinsha References: <Reading Exercises> News web EASY <http://www3.nhk.or.jp/news/easy/> Hir@gana Times <http://www.hiraganatimes.com/> AJALT Online 教材 <http://www.ajalt.org/online/> <Pronunciation and Listening> Kobayashi, Noriko. Tanba, Junko. Takahashi, Junko. Fujimoto, Izumi and Miyake, Kazuko. (1998), *Mastering Japanese by Ear* (waku waku bunpoo Listening 99) (1995) Tokyo:Bonjinsha *Minna no Nihongo Listening Task 25* (*Chookai Tasuku 25*) (2003) Tokyo: 3A Corporation http://web.uvic.ca/hrd/japanese/listen/ "Real World" Japanese <http://www.ajalt.org/rwj/> NHK Online <http://www.nhk.or.jp/> Aizuchi <http://www.sal.tohoku.ac.jp/nik/aizuchi/> <Vocabulary and Grammar> Alfonso, Anthony (1989) *Japanese Language Patterns VOL.1 : A Structural Approach*: Jōchi Daigaku

Alfonso, Anthony (1989) *Japanese Language Patterns VOL.2 : A Structural Approach*: Jōchi Daigaku

Makino, Seiich and Tsutsui, Michio. (1986) *A Dictionary of Basic Japanese Grammar*. Tokyo: The Japan Times.

Maynard, Senko K. (1990). *An Introduction to Japanese Grammar and Communication strategies.* Tokyo: The Japan Times.

Mizutani, Osamu and Mizutani, Nobuko. (1977) *An Introduction to Modern Japanese*. Tokyo: The Japan Times

Minna no Nihongo Elementary I&II Grammar Explanation Book 大家的日本語 文法解説書 (1998) Taiwan, Dah-Hsin Publishing House（大新書局）

Teruya, Kazuhiro. 2007. *A systemic functional grammar of Japanese* (two volumes). [Not written for language learners but examples and grammar summary are useful for better understanding of the workings of Japanese grammar]

http://www.languageguide.org/nihongo/
http://iteslj.org/v/j/
http://www.marinebat.com/nakama/vocab/

< Dictionaries>

Esther Y.W.Lai (2008) *New Japanese-Cantonese Dictionary* 新日広辞典 Green-wood Press（青木出版印刷公司）

孔碧儀・施仲謀（2001）*Japanese-Cantonese Dictionary* 日本語広東語辞典 Toho Books on China（東方書店）

The Japan Foundation(1986) Basic Japanese-English Dictionary 基礎日本語学習辞典 Bonjinsha Oxford

新時代日漢辞典(2001) Taiwan, Dah-Hsin Publishing House(大新書局)

Japanese-Chinese Dictionary 日中辞典（2001）Shogakukan 小学館

<Online dictionaries>

ENG/JP Dictionary: https://ejje.weblio.jp/
CH/JP Dictionary: https://cjjc.weblio.jp/
単語林： http://tangorin.com/
電子辞書： http://jisho.org/

Subject Code	Introductory Reading Japanese
Subject Title	CBS3537
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject aims to help students retrieve relevant information from a range of authentic Japanese language texts not only by enabling them to develop an introductory reading skill that is required of them to attain the relevant information but also by empowering them to identify ways in which more complex authentic texts than those accessible at the introductory level become to a certain extent intelligible. The subject also aims to help students engage in writing simple Japanese texts which are useful in real-life everyday situations.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students should be able to: (a) read and write fluently the Japanese writing system *kana* and accustom themselves to readings of Japanese words of Chinese origin as well as English loanwords in a range of simple authentic and constructed text examples; (b) write simple Japanese language texts that satisfy some everyday communicative purposes; (c) identify generic structure of a range of different text types for global comprehension to develop interest in reading Japanese language texts. Category B Attributes for all-roundness the students will be able to achieve: (d) the skills involved in accessing authentic written texts; (e) the skills required for collaborative and multidisciplinary work; (f) the ability to engage in independent and reflective learning and problem solving

Subject Synopsis/ Indicative Syllabus	Week	Content	Remark
	1	Introduction	Reading material to be provided
	2-4	Reading & Writing *Kana*	Quiz 1 (Week 3)
	5-7	Recommending text: advertisement, warning etc.	Quiz 2 (Week 7)
	8-10	Doing text: invitation letters etc.	Quiz 3 (Week 10)
	11-13	Sharing text: personal email, conversation [chat, gossip etc.]	
	14	Review	Exam

Teaching/Learning Methodology *(Note 3)*	The subject is composed of two parts: lectures offer learning content that is expanded through various activities and tasks in the subsequent seminars. Mode of teaching and learning is highly interactive, involving students in pair/ group work and discussion in which learning tasks are collectively completed. Where appropriate, students are expected to present their understanding of the content of relevant texts individually and/or in pair/group. Different modes of learning not only enhance their language skills specified in the Intended Learning Outcomes but also enable them to deal with problem solving individually and collaboratively.

Assessment Methods in Alignment with Intended Learning Outcomes
(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Quiz	20 %	√		√			
2. Homework	20 %	√	√	√			√
3. Writing task	15 %	√	√		√		
4. Examination	30 %	√		√	√		
5. Active class participation	15 %					√	√
Total	100 %						

	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:	
	The assessment tasks (1), (3) & (4) help identify students' incremental development of reading and writing skills, and (2) & (5) observe students' independent and reflective learning processes.	
Student Study Effort Required	Class contact:	
	▪ Lecture	13 Hrs.
	▪ Seminar	26 Hrs.
	Other student study effort:	
	▪ quiz and homework preparation (2 hours x 14 weeks)	28 Hrs.
	▪ review and preview including exam and written task (3 hours x 14 weeks)	42 Hrs.
	Total student study effort	109 Hrs.
Reading List and References	Reading List: There is no set textbook for this subject. A compilation of authentic and constructed Japanese written texts will be used and provided throughout the semester. References: Makino, S. and Tsutsui, M. 1986. *A dictionary of basic Japanese grammar.* Tokyo: The Japan Times. [Word and phrase-based reference grammar of Japanese] Makino, S. and Tsutsui, M. 1995. *A dictionary of Intermediate Japanese Grammar*. Tokyo: The Japan Times. [Word or phrase-based intermediate reference grammar of Japanese] Martin, Samuel E. 1975. *A reference grammar of Japanese*. Rutland, Vermont & Tokyo, Japan: the Charles E. Tuttle Company, Inc. [Most comprehensive coverage of the grammar of Japanese written in English: Romanization makes it difficult to access]	

Matsumoto, Masumi . 2008. *Textbook of Kana* 從零開始學日語.
    Taiwan: Dah Hsin Publishing House.
Maynard, Senko K. 1990. *An Introduction to Japanese Grammar and Communication strategies*. Tokyo: The Japan Times. [Reference grammar based on usage]

* For learning *Kana*, many free online learning resources including games are available for anyone who wishes to learn both *Hiragana* and *Katakana* effectively, for example: http://www.learn-hiragana-katakana.com/.

Syllabus prepared by Dr. Kazuhiro Teruya

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	CBS3538
Subject Title	Japanese Culture: from Samurai to Hello Kitty
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	NIL
Objectives	This subject surveys a wealth of Japanese traditional and contemporary culture and society, including Japanese traditions, lifestyle, history, religion, technology, and current popular culture such as J-pop songs and anime/manga, and innovative lifestyle. It provides a gateway into other Japanese courses offered by the Department of Chinese and Bilingual Studies by introducing socio-cultural contexts in which Japan has prospered and built an advanced nation and also by engaging with some key issues, which therefore provide a basis for further study at the Department and Faculty levels.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students should be able to: Category A Professional/academic knowledge and skills (a) analyse key elements of Japanese culture and society for better understanding; (b) articulate key social and cultural features associated with contemporary Japan for informed discussion; (c) analyse the relationship between culture and society Category B Attributes for all-roundness the students will achieve: (d) the capacity for scholarly enquiry through analytical and critical thinking (e) the skills required for collaborative and multidisciplinary work

	(f) the ability to engage in independent and reflective learning

Subject Synopsis/ Indicative Syllabus

(Note 2)

Week	Content	Remark
1	Orientation & introduction of subject matter	Reading material to be provided
2-6	Traditional culture: Japanese language, communication and culture, literature, business & economy, history, ceremony, religion,	
7	Summary	Mid-term test
8-13	Contemporary culture: *manga & anime*, people & fashion, J-pop song, literature, technology	
14	Overall summary	Final exam

Teaching/Learning Methodology

(Note 3)

The subject is composed of lectures given by a number of (guest) experts on the relevant subject matter in order to present varied elements and features of Japanese culture and society from multiple perspectives. Lectures may also involve pair/group work depending on the nature of subject matter and tasks based on which a range of topics would be discussed so as to enhance analytical and critical thinking and also to encourage collaborative work.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Mid-term test	30	√	√	√			
2. Final exam	30	√	√	√	√		
3. Short essay	40	√	√	√	√		√
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Mid-term test and Final exam assess students' working knowledge of key features of Japanese culture and society. And Short essay examines students' capacity for scholarly enquiry in the relevant subject matter.

<u>Remarks</u>
The use of GenAI tools is allowed in preparing the assessment in this subject. However, all the work students submit for assessment should be THEIR OWN ORIGINAL work. Asking GenAI to do the assignment and submitting the work generated by GenAI, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own.

If a student has decided to use of GenAI tools, he/she is required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA or MLA styles).

"I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows: _____"

Student Study Effort Required	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Reading material and preparation for test	32 Hrs.
	▪ Writing a short essay	38 Hrs.
	Total student study effort	109 Hrs.

Reading List and References	Reading List: Course readings will be made available at the beginning of semester. There is no set textbook. References: Craig, Timothy J. 2000. *Inside the world of Japanese popular culture*. M.E. Sharpe. Grenville, Bruce (ed.). 2008. *The delirious world of anime + comics + video games + art*. Berkeley, Los Angeles & London: University of California Press. Harmon, Gary L. 1983. 'On the nature and functions on popular culture'. *Studies in Popular Culture* 6: 3-15. Lunning, Frenchy. 2006. *Mechademia 1: emerging worlds of anime and manga*. Minneapolis: University of Minnesota Press.

	Machiko, Kusahara. 'The art of creating subjective reality: an analysis of Japanese digital pets'. *Leonardo, Vol. 34*, Number 4, pp. 299-302. Morris-Suzuki, Tessa. 1995. 'The invention and reinvention of "Japanese Culture"'. *The Journal of Asian Studies 54, no. 3*, pp. 759-780. Nambara, Shigeru. 1946. 'Creation of new Japanese civilization'. *Ethics, Vol. 56, No. 4*, pp. 291-296. Okada, Maki. 1991. 'Musical characteristics of Enka'. *Popular Music, Volume 10/3*. Stevens, Carolyn. 2007. *Japanese Popular Music: Culture, Authenticity and Power*. Routledge. Gen Ishisaka (ed.) 1983. *Kodansha encyclopedia of Japan.* Tokyo: Kodansha.

Syllabus prepared by Dr. Kazuhiro Teruya

Subject Code	CBS3634
Subject Title	Intermediate Korean I
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	**Pre-requisite:** Introductory Korean II or equivalent
Objectives	Students with elementary-level proficiency of Korean will acquire intermediate-level communication skills for various social, academic, and professional contexts. Students will gain much greater exposure to both traditional and contemporary Korean culture and society through topics introduced in textbooks and introduced by their peers. These activities will not only improve language proficiency but also enhance intercultural awareness. Students will engage in various writing assignments and projects to master different writing styles, and further refine their spoken Korean via interaction with native Korean speakers and strategic use of technology tools including GenAI.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. conduct relatively complicated social activities in Korean, e.g., making a polite request, writing letters, making phone calls in various situations, describing food and tastes, using irregular verbs and various tenses correctly; b. understand and express sophisticated ideas reflecting the Korean way of thinking in various academic and professional context using authentic Korean expressions; c. demonstrate intercultural awareness and competence by comparing traditional and contemporary Korean culture/society with that of their own culture; and d. develop lifelong language learning skills, including learning and practicing languages using GenAI tools.

Subject Synopsis/ Indicative Syllabus	1. **Language skill practice**
	   a. **Speaking**
	      • Various sentence endings used in different situations
	      • Asking someone's opinion
	      • Making a polite request
	   b. **Listening**
	      • Listening scripts about Korean society and daily lives (e.g. the transportation system in Seoul, extending family terms to other social relations)
	   c. **Reading**
	      • Reading passages on Korean culture and society (e.g. folk stories, religions, food culture, etc.)
	   d. **Writing**
	      • Writing a letter concentrating on honorific expressions used differently depending on sender-recipient relationship
	      • Writing essays about similarities and differences in major sites of Korea, Hong Kong or other countries using various grammars and expressions
	
	2. **Cultural activities**
	   a. Creating a Korean-style variety show game
	   b. Brief research on traditional street markets in Korea
	   c. Brief research on UNESCO cultural heritage in Seoul
	   d. Ordering food delivery
	   e. Introducing Korean pop music to peers
	
	3. **Projects**
	   a. Interviewing Korean people
	      • Asking in-depth questions about Korean culture/society to Korean people
	      • Exchanging opinions on culture differences of Korea and Hong Kong/China/other countries
	      • Discussing the cross-cultural similarities and differences with peers
	   b. Keeping a learning journal
	      • Making sentences using grammar and expressions
	      • Explaining how the vocabulary and expressions reflect Koreans' way of thinking

Teaching/Learning Methodology	Brief explanations about the Korean grammatical structure in a communicative context are expanded through various activities and tasks for practice. The mode of teaching and learning is highly interactive, involving students in pair/group work, discussion and language games which require students' active participation.

Assessment Methods in Alignment with Intended Learning Outcomes	Students' improvement is assessed in a range of different tasks, both oral and written ones. The assessments are meticulously designed to diagnose and evaluate students' performance. At the same time, the assessment process provides students with opportunities to consolidate and further explore the course content, thereby ensuring alignment with the intended learning outcomes.

Specific assessment methods/tasks	% Weighting	Intended subject learning outcomes to be assessed			
		a	b	c	d
1. Participation	10	√	√	√	√
2. Quiz	15	√	√	√	√
3. Oral test	20	√	√	√	√
4. Written test	20		√	√	√
5. Project	20	√	√	√	√
6. Writing assignment	15		√	√	√
Total	100 %				

Remarks

The use of GenAI tools is allowed in preparing the assessment in this subject. However, all the work students submit for assessment should be THEIR OWN ORIGINAL work. Asking GenAI to do the assignment and submitting the work generated by GenAI, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own.

If a student has decided to use of GenAI tools, he/she is required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA or MLA styles).

"I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows:_____"

Student Study Effort Expected	Class contact:	
	• Lectures and seminars	39 Hrs.
	Other student study effort:	
	• Assignment	39 Hrs.
	• Self-practice	39 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	**Textbooks:** *Integrated Korean: Beginning 2* (3rd edition, 2020), University of Hawaii Press *Integrated Korean Workbook: Beginning 2* (3rd edition, 2020), University of Hawaii Press *Integrated Korean: Intermediate 1* (3rd edition, 2020), University of Hawaii Press *Integrated Korean Workbook: Intermediate 1* (3rd edition, 2020), University of Hawaii Press **References:** *King Sejong Institute Foundation.* (Retrieved in 2023). Online King Sejong Institute. https://www.iksi.or.kr/lms/main/main.do *Center for teaching and learning Korean.* (Retrieved in 2023). https://kcenter.korean.go.kr/kcenter/index.do	

[Syallbus prepared by Dr. Sun-A KIM and revised by Dr. Sinae SIM]

Subject Code	CBS3641
Subject Title	Korean Language through Culture
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	**Pre-requisite:** CBS2632 *Introductory Korean II*, passing the placement test or equivalent
Objectives	Cultural knowledge and culturally-appropriate communication skills are important for effective communication, particularly in a foreign language. This course aims to tightly integrate Korean language and culture using authentic Korean materials focusing on significant topics in the culture and lifestyle of contemporary Korea. It is designed for intermediate-level learners of Korean to progress to a high-intermediate level. Students will be engaged with various cultural activities created in a physical world and in metaverse.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. achieve a high-intermediate level of proficiency in speaking, listening, reading, and writing; b. communicate in Korean more effectively using communication norms of the Korea language (e.g., honorific systems, fillers, non-verbal gestures, etc.) and cultural knowledge; c. demonstrate understanding of contemporary Korea culture and society and intercultural awareness; and d. develop lifelong language learning skills, including learning and practicing languages using GenAI tools.

Subject Synopsis/ Indicative Syllabus	Week	Contents
	1	*Hangul*, the Korean Alphabet
	2	Sharing Personal Information at the First Meeting in Korea
	3	Taboos and Gestures in Korea
	4	Housing in Korea
	5	Leisure Activities in Korea
	6	Seasonal Changes and Lifestyle in Korea
	7	Social Gatherings in Korea

8	Cultural Heritage in Korea
9	Food Culture in Korea
10	Travel and Transportation in Korea
11	Trends and Fashion in Korea
12	Family in Contemporary Korea
13	Final Tests (Writing and Speaking Tests)

Teaching/Learning Methodology	Students will learn new vocabulary, grammar points, and expressions on cultural topics as well as communication norms in Korean through various written texts and multimodal materials. The mode of teaching and learning in the classroom is highly interactive with pair-works, role-plays and in-class discussions. Students are required to conduct a small-scale project on an assigned topic and lead discussions in class. Quizzes and assignments will be frequently given to diagnose and evaluate students' progresses. In addition, students' writing and speaking skills are assessed. Additionally, through the use of GenAI tools, students can enhance their understanding of Korean language and cultural nuances, enriching their overall learning experience.
Assessment Methods in Alignment with Intended Learning Outcomes	Students' improvement is assessed in a range of different tasks;

Specific assessment methods/tasks	% Weighting	Intended subject learning outcomes to be assessed			
		a	b	c	d
1. Quizzes	20	√	√	√	√
2. Assignments	10	√	√	√	√
3. Discussion Leading	20	√	√	√	√
4. Writing Test	30	√	√	√	√
5. Speaking Test	20	√	√	√	√
Total	100 %				

The quizzes evaluate vocabulary and grammar points regularly and track students' learning processes. Assignments help students review what they have learned in class and apply their learning to novel communication contexts. Discussion leading allows students to use various expressions covered in class and internalize the Korean way of communication by leading discussions of peer students. The writing and

	speaking tests measure students' accuracy and fluency in Korean speaking, listening, reading, and writing under given contexts. The five assessment methods were designed to enhance students' communication abilities. **<u>Remarks</u>** The use of GenAI tools is allowed in preparing the assessment in this subject. However, all the work students submit for assessment should be THEIR OWN ORIGINAL work. Asking GenAI to do the assignment and submitting the work generated by GenAI, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own. If a student has decided to use of GenAI tools, he/she is required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA or MLA styles). "I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows: _____"	
Student Study Effort Expected	Class contact:	
	• Lectures and seminars	39 Hrs.
	Other student study effort:	
	• Assignment	26 Hrs.
	• Self-practice	39 Hrs.
	Total student study effort	104 Hrs.
Reading List and References	Argüelles, A., & Kim, J.-R. (2000). *A historical, literary, and cultural approach to the Korean language*. Elizabeth, N.J.: Hollym. Kim, N. K. (2000). *Modern Korean: An intermediate reader*. Honolulu: University of Hawaii Press. King Sejong Institute (2021). *Sejong Korean culture 1 & 2*. Retrieved from https://nuri.iksi.or.kr/e-book/ecatalog5.jsp?Dir=158&catimage=&callmode=admin *Metaverse KSI Campus*. (2023). https://zep.us/play/@ksif National Academy of the Korean Language. (2002). *An illustrated guide to Korean culture: 233 traditional key words*. Seoul: Hakgojae.	

Sohn, H.-M. (2006). *Korean language in culture and society*. Honolulu: University of Hawaii Press.

Song Jae, J. (2005). *The Korean language: Structure, use and context*. New York: Routledge.

이화형. (2013). *한국 문화를 말하다* [*Talking about Korean culture*]. 파주: 태학사.

조현용. (2017). *한국어, 문화를 말하다* [*Korean language and culture*]. 서울: 하우.

Additional learning materials compiled by the lecturer

[Syllabus prepared by Dr. Sun-A KIM and revised by Dr. Sinae SIM]

Subject Code	CBS3948
Subject Title	Semantics: Meaning in language
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject aims to equip students with the analytical skills and theoretical knowledge to pursue further study in semantics. It introduces students to some fundamental concepts in the field of semantics, such as sense and reference, lexical relations, referring expressions, arguments, predicates, thematic roles, analytic sentence, contradiction, entailment, and figurative language. Students will learn how to apply these concepts to analyze data in English and Chinese.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: **Category A:** Professional/academic knowledge and skills a) attain a good understanding of the basic concepts and theories in the field of semantics; b) apply the concepts and theories to analyze natural language data; c) examine how English and Chinese are similar to and different from each other in terms of semantics. **Category B:** Attributes for all-roundedness d) develop analytical and problem-solving skills through the analysis of meaning at the word and sentence levels; e) appreciate the similarities and differences between English and Chinese in terms of sentences.
Subject Synopsis/ Indicative Syllabus	1. Different levels of meaning 2. Distinction between sentences, utterances, and propositions 3. Reference and sense 4. Lexical relations 5. Lexical and structural ambiguities 6. Referring expressions 7. Predicates, arguments and adjuncts 8. Thematic roles 9. Sense properties and entailment 10. Figurative language 11. Logical connectives 12. Logical quantifiers
Teaching/Learning Methodology	Theory and practice will be fully integrated throughout the course. In addition to lectures that provide key concepts and theories, highly

	interactive seminars are designed to encourage students to actively participate in discussion and to enable them to master the theoretical tools for analyzing natural language data.						

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
		a	b	c	d	e
1. Test 1	30%	✓	✓	✓	✓	✓
2. Test 2	30%	✓	✓	✓	✓	✓
3. Test 3	40%	✓	✓	✓	✓	✓
Total	100%					

Students will be assessed by three closed book tests. The tests are intended to assess the students' understanding of the key concepts and theories as well as their ability to apply their knowledge to analyze meaning at the word and sentence levels.

Student Study Effort Expected

Class contact:	
▪ Lectures	26 Hrs.
▪ Seminars	13 Hrs.
Other student study effort:	
▪ Readings	34 Hrs.
▪ Exercises for the seminars	20 Hrs.
▪ Assignments	12 Hrs.
Total student study effort	105 Hrs.

Reading List and References

Textbooks:
Hurford, James R., Brendan Heasley, and Michael B. Smith. (2007) *Semantics: A coursebook*. 2nd edition. Cambridge University Press.
Kearns, Kate. (2011) *Semantics*. 2nd edition. Basingstoke: Palgrave.
Saeed, John I. (2016) [Online version of] *Semantics*. 4th edition. Chichester: Wiley-Blackwell.

Highly recommended:
Gregory, Howard. (2000) *Semantics*. Routledge.
Hoffman, Thomas. (1993) *The realms of meaning*. New York: Longman.

| | Löbner, Sebastian. (2013) [Online version of] *Understanding semantics*. 2nd edition. Abingdon: Routledge.
Riemer, Nick. (2010) [Online version of] *Introducing semantics*. New York: Cambridge University Press.
Zimmermann, Thomas and Wolfgang Sternefeld. (2013) [Online version of] *Introduction to semantics: An essential guide to the composition of meaning*. Berlin: De Gruyter Mouton. |

[Syllabus revised by Dr Cherie WONG]

Subject Code	CBS3949
Subject Title	Sounds and Sound Systems of Language
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject aims to provide students with the practical skills and theoretical knowledge to pursue further study in phonetics and phonology. It will introduce students to the basic concepts in articulatory phonetics, acoustic phonetics, and speech perception with special reference to the sounds of English, Cantonese, Putonghua. Students will also have hands-on experience with transcribing with the International Phonetic Alphabet (IPA), analyzing speech sounds using computer softwares, and doing linguistic analysis with the sound system of a language.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: **Category A:** Professional/academic knowledge and skills a) enhance phonetic awareness; b) understand the mechanism of sound production; c) understand the acoustic properties of sounds; d) understand the perceptual properties of sounds; e) transcribe sounds in English, Cantonese, and Putonghua using the International Phonetic Alphabet; f) have a good grasp of the sound systems of English, Cantonese, and Putonghua. **Category B:** Attributes for all-roundedness g) develop critical thinking and problem solving skills, h) improve the understanding of the sounds of English, Putonghua and Cantonese improved, and reinforce biliteracy and trilingualism.
Subject Synopsis/ Indicative Syllabus	1. The production and description of speech sounds 2. Performing transcription using the International Phonetic Alphabet 3. Acoustic properties of speech sounds 4. Perception of speech sounds 5. Sounds and sound categories

Teaching/Learning Methodology	The subject will be conducted in both lectures and seminars. Lectures enhanced with multimedia and web demonstrations will introduce students to the important facts and concepts. Seminars will be more interactive in nature and students will acquire the necessary understanding and skills through discussion and workshop-type activities.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed							
		a	b	c	d	e	f	g	h
1. Test I	30%	✓	✓			✓	✓	✓	✓
2. Test II	30%	✓		✓		✓	✓	✓	✓
3. Test III	35%	✓	✓	✓	✓	✓	✓	✓	✓
4. Participation in experiments or alternative assignments	5%	✓				✓	✓	✓	✓
Total	100%								

Assessment is to be conducted in English by a series of tests. The tests are designed to assess students' ability to provide and read IPA transcriptions of words and sentences in English, Cantonese and Putonghua; and their ability to analyse the differences and similarities in the phonological systems of the three languages.

The materials submitted for this assessment must be the student's own work. The submitted work may not be accepted for the purpose of assessment if its authenticity is questionable. Submitting GenAI-generated materials as students' own work or part of their work is an act of academic dishonesty. Students who are found committing academic dishonesty will face disciplinary actions.

Remarks
The use of GenAI tools is allowed in preparing the assessment in this subject. However, all the work students submit for assessment should be THEIR OWN ORIGINAL work. Asking GenAI to do the assignment and submitting the work generated by GenAI, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own.

If a student has decided to use of GenAI tools, he/she is required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA or MLA styles).

"I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows: _____"

Student Study Effort Expected	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Seminar	13 Hrs.
	Other student study effort:	
	▪ Private Study	93 Hrs.
	Total student study effort	132 Hrs.

Reading List and References	Bauer Robert.S. and Paul. K. Benedict. 1997. *Modern Cantonese Phonology.* Berlin: Walter de Gruyter. Ladefoged, Peter. 2001. *A Course in Phonetics.* Orlando: Harcourt Brace Publishers. Lin, Yen-Hwei. 2007. *The Sounds of Chinese.* Cambridge: Cambridge University Press. The International Phonetic Association. 1999. H*andbook of the International Phonetic Association.* Cambridge: Cambridge University Press. Zsiga, Elizabeth C. (2013). *The sounds of language: an introduction to phonetics and phonology.* Wiley-Blackwell. Websites: Virtual Tutorials in Phonology 語音導修室 (http://www.cbs.polyu.edu.hk/VTP) 粵語審音配詞字庫 (http://humanum.arts.cuhk.edu.hk/Lexis/lexi-can/) Ladefoged, Peter. 2001. A Course in Phonetics. (http://phonetics.ucla.edu/) IPA Help (http://www.sil.org/computing/ipahelp/index.htm) IPA fronts (http://www.phon.ucl.ac.uk/home/wells/fonts.htm)

[Syllabus revised by Dr Sarah CHEN]

Subject Code	CBS4943
Subject Title	Language and Society
Credit Value	3
Level	4
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This course provides a comprehensive introduction to sociolinguistics, with a special focus on language variation and change in multilingual and multicultural societies. The first part of the course addresses language variation according to users, including regional and social varieties and discusses how they contribute to language change. This necessarily overlaps with language variation according to use in e.g. stylistic variation, pragmatics and the role of societal attitudes on language use and linguistic vitality.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: **Category A:** Professional/academic knowledge and skills a) attain a good understanding of the factors that contribute to language variation and language change; b) master the analytical skills and research methods for conducting research in sociolinguistics; c) gain a solid theoretical grounding in the field of sociolinguistics. **Category B:** Attributes for all-roundedness d) critically appraise language-related issues from daily to institutional communication in multilingual and multicultural societies; e) develop a heightened awareness and appreciation of multilingualism and multiculturalism within and beyond the local environment.
Subject Synopsis/ Indicative Syllabus	1. Language choice in multilingual communities 2. Regional and Social dialects 3. Language change over time 4. Language and gender 5. Style and variation 6. Face and linguistic politeness 7. Attitudes to language 8. Speech communities, social networks, communities of practice

Teaching/Learning Methodology	Theory and practice will be fully integrated throughout the course. Lectures will provide key concepts and theories of sociolinguistics and guidance on how to apply them. In addition, highly interactive in-class activities are designed to encourage students to actively participate in discussion and to enable them to master the analytical and research skills for conducting research in sociolinguistics.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
		a	b	c	d	e
1. Participation in lectures and seminars	13%	✓	✓	✓	✓	✓
2. Essays x 2	58%	✓	✓	✓	✓	✓
3. Group presentations	29%		✓	✓	✓	✓
Total	100%					

Course assessments consist of (i) participation in lectures and seminars (13%), (ii) two essays (58%), and (iii) a group presentation (29%). The two essay-type assignments are intended to assess the students' analytical and research skills by asking them to collect appropriate linguistic data to demonstrate their understanding of the topics discussed in this subject. The group presentations are intended to assess the students' ability to apply the key concepts and theories they have learned from this subject by asking them to undertake small-scale research projects in sociolinguistics. Students are encouraged to optionally utilize generative AI tools to aid their research and preparation for essays and presentations. The intended purpose is to facilitate the learning process, not replace their own analysis and writing. Students should properly cite any content obtained from AI sources per academic integrity guidelines. Evaluation will remain focused on assessing students' understanding as demonstrated through their submitted work.

Remarks

The use of GenAI tools is allowed in preparing the assessment in this subject. However, all the work students submit for assessment should be THEIR OWN ORIGINAL work. Asking GenAI to do the assignment and submitting the work generated by GenAI, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own.

If a student has decided to use of GenAI tools, he/she is required to declare

the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA or MLA styles).

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Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Readings	35 Hrs.
	▪ Exercises	20 Hrs.
	▪ Essays	15 Hrs.
	▪ Group presentations	15 Hrs.
	Total student study effort	124 Hrs.
Reading List and References	**Textbook:**	
	We will primarily draw on two textbooks (available on PolyU e-library):	
	Holmes, J. and N. Wilson. 2017. *An Introduction to Sociolinguistics*. London: Routledge. Meyerhoff, M. (2011). *Introducing Sociolinguistics*. (2nd Ed.). London: Routledge.	
	Additional readings:	
	Additional readings will be made available during the course and linked or posted online via Blackboard. A few works are noted below.	
	Bolinger, Dwight. 1980. *Language: The Loaded Weapon*. London: Longman.	
	Boroditsky, Lera. 2003. Linguistic Relativity. In Nadel, L. (ed.) *Encyclopedia of Cognitive Science,* pp. 917-921. London: MacMillan Press.	
	Brown, Penelope and Stephen Levinson. 1987. *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.	

Holmes, Janet and Miriam Meyerhoff. 2005. *The Handbook of Language and Gender.* Malden, MA: Blackwell.

Labov, William. 1984. Field methods of the project in linguistic change and variation. In John Baugh and Joel Sherzer (eds.) *Language in Use*, pp. 28–53. Prentice-Hall.

Lakoff, Robin Tolmach. 2004. In Mary Bucholtz (ed.) *Language and Woman's Place*: *Text and Commentaries*. New York: Oxford University Press.

Li, David C. S. 2000. Cantonese-English code-switching research in Hong Kong: A Y2K review. *World Englishes* 19: 305-322.

Tannen, Deborah. 1990. *You Just Don't Understand: Women and Men in Conversation*. New York: Morrow, Ballentine.

Trudgill, Peter. 2003. *A Glossary of Sociolinguistics*. Edinburgh: Edinburgh University Press.

[Syllabus revised by Dr Cathryn DONOHUE and Dr TAO Ran]