

List of Subjects Offered to Exchange/Short-term Non-local Study Students for Semester 2 (Spring) 2024/25
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
CBS3446	Corporate Communication: Theory and Practice	3	ALL	N/A	Y	Y	Y	Y
CBS3505	Intermediate Japanese I	3	ALL	after placement test	Y	Y	Y	Y
CBS3532	Business Japanese	3	ALL	after placement test	Y	Y	Y	Y
CBS3534	Spoken Japanese and Intonation	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
CBS3635	Intermediate Korean II	3	ALL	after placement test	Y	Y	Y	Y
CBS3636	Korean Arts and Lifestyle	3	ALL	N/A	Y	Y	Y	Y
CBS3640	Korean Through Media	3	ALL	N/A	Y	Y	Y	Y
CBS3950	Pragmatics: Language in Use	3	ALL	N/A	Y	Y	Y	Y
CBS4446	Intercultural Communication in Corporate Context	3	ALL	N/A	Y	Y	Y	Y
CBS4536	Intercultural Communication in Japanese	3	ALL	after placement test	Y	Y	Y	Y
CBS4953	Techniques in Language Sciences	3	ALL	N/A	Y	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	<p>At the successful completion of this subject students should be able to:</p> <p>Category A Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> 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. <p>Category B Attributes for all-roundedness</p> <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<p>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.</p>																																																																															
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="540 999 1544 1713"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Dictations</td> <td>10%</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Interaction tests</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Listening test</td> <td>15%</td> <td></td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Mid-term Quiz</td> <td>10%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Final test</td> <td>20%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. Active class participation</td> <td>15%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="7"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Assessment tasks 1, 3 & 6 encourage students to demonstrate independent</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Dictations	10%				✓	✓			2. Interaction tests	30%	✓	✓	✓		✓	✓	✓	3. Listening test	15%			✓		✓			4. Mid-term Quiz	10%		✓	✓	✓				5. Final test	20%		✓	✓	✓				6. Active class participation	15%	✓	✓			✓	✓	✓	Total	100 %							
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	<p>learning of past and forthcoming subject contents and help them engage actively in a variety of class room activities.</p> <p>Assessment task 2 enables students to apply their Japanese communication skills in a simulated communicative situation.</p> <p>Assessment tasks 4 & 5 assess students' cumulative language skills and knowledge and also help them identify their levels of achievement.</p>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lecture 	13 Hrs.
	<ul style="list-style-type: none"> ▪ Seminar 	26 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Exercise, assignment and test preparation (2 hours × 13 weeks) 	26 Hrs.
	<ul style="list-style-type: none"> ▪ Review, presentation preparation, and self-access listening practice 	56 Hrs.
	Total student study effort	121 Hrs.
Reading List and References	<p>Textbook : Koyama, Satoru. 2007. <i>J-Bridge for Beginners Vol. 1</i>. Tokyo: Bonjinsha</p> <p>Recommended references: <Kana></p> <p>* Apart from textbooks on <i>Kana</i>, there are numerous free online learning resources available for your learning:</p> <p>『日語仮名習字簿』(2003) 香港：向日葵出版社</p> <p>Matsumoto, Masumi. 2008. <i>Textbook of Kana 从零開始學日語</i>. Taiwan: Dah Hsin Publishing House.</p> <p>http://allabout.co.jp/children/netkidslearning/closeup/CU20080226A/index2.htm</p> <p>http://www.learn-hiragana-katakana.com/</p> <p>http://www.zompist.com/flash.html</p> <p>http://learnthekana.com/</p> <p>http://www.realkana.com/</p> <p>http://www.okayama-u.ac.jp/user/int/study/gakusyuu/index.html</p> <p>http://www.kongregate.com/games/Giallo/kana-practice</p>	

<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://webjapanese.com/sound/katsuzetsu/index.html>

<http://web.uvic.ca/hrd/japanese/listen/>

<http://www.ajalt.org/sfyj/index.html>

<http://webjapanese.com/sound/greetings/index.html>

<Vocabulary and Grammar>

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

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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

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<http://www.guidetojapanese.org/learn/grammar>

<http://www.languageguide.org/nihongo/>

<http://iteslj.org/v/j/>

<http://www.marinebat.com/nakama/vocab/>

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http://www.excite.co.jp/dictionary/japanese_chinese/

<http://dictionary.goo.ne.jp/>

[Syllabus prepared by Kazuhiro Teruya & Masaki Seo]

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	<p>On successfully completing the subject, students should be able to:</p> <p>Category A Professional/academic knowledge and skills</p> <ul style="list-style-type: none"> 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 <p>Category B Attributes for all-roundedness</p> <ul style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 every day 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 familiarise oneself with the geography of Japan																																																																																																		
Teaching/Learning Methodology	<p>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.</p>																																																																																																		
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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	<p>Textbook : Koyama, Satoru. 2007. <i>J-Bridge for Beginners Vol. 1</i>. Tokyo: Bonjinsha</p> <p>Recommended texts</p> <p><Kana practice and Quiz></p> <p><i>Textbook of Kana 从零開始学日语</i> (2008) Taiwan, Dah-Hsin Publishing House (大新書局)</p> <p>http://www.learn-hiragana-katakana.com/</p> <p>http://www.zompist.com/flash.html</p> <p>http://learnthekana.com/</p> <p>http://www.realkana.com/</p> <p>http://www.okayama-u.ac.jp/user/int/study/gakusyuu/index.html</p>	

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<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>

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http://www.excite.co.jp/dictionary/japanese_chinese/

<http://dictionary.goo.ne.jp/>

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. Various activities using role-plays, games and multi-media apps will be used to enhance communication skills.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. recognize 450 words; b. read and write <i>Hanguel</i> (The Korean Alphabet) accurately; c. pronounce correctly onset consonants, vowels and coda consonants with appropriate intonations; d. use correctly and appropriately the fundamental grammar structures, including particles and polite endings; e. employ basic speech functions and make short conversations in Korean, including greetings, self-introduction, asking and answering to questions about everyday life; f. read and write simple Korean paragraphs that satisfy some everyday communicative purposes by using the grammar structures learned in class; g. have confidence in communicating with others as a social being; and h. develop lifelong language learning skills.

Subject Synopsis/ Indicative Syllabus	<table border="1"> <thead> <tr> <th>Week</th> <th>Contents</th> <th>Remark</th> </tr> </thead> <tbody> <tr> <td>1-2</td> <td>Korean alphabet</td> <td>Orientation</td> </tr> <tr> <td>3-4</td> <td>Lesson 1. Greetings</td> <td></td> </tr> <tr> <td>5-6</td> <td>Lesson 2. Korean Language Class</td> <td></td> </tr> <tr> <td>7-8</td> <td>Lesson 3. The University Campus</td> <td></td> </tr> <tr> <td>9-10</td> <td>Lesson 4. At Home Lesson 5. At the Bookstore</td> <td>Culture activities</td> </tr> <tr> <td>11-12</td> <td>Lesson 6. My Day</td> <td></td> </tr> <tr> <td>13</td> <td>Oral & written test</td> <td></td> </tr> </tbody> </table>		Week	Contents	Remark	1-2	Korean alphabet	Orientation	3-4	Lesson 1. Greetings		5-6	Lesson 2. Korean Language Class		7-8	Lesson 3. The University Campus		9-10	Lesson 4. At Home Lesson 5. At the Bookstore	Culture activities	11-12	Lesson 6. My Day		13	Oral & written test																																																																	
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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 grammar, vocabulary and expressions for better communication in Korean. Also, students will learn how to successfully participate in a range of daily situations where Korean is a medium of communication. Various activities using role-plays, games and multi-media apps will be used to enhance communication skills.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. conduct simple 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. use irregular verbs proficiently; d. distinguish different speech styles (formal and informal styles) and choose and use an appropriate style in a given situation accurately; e. conduct everyday activities in Korean, such as asking directions, setting up a friends gathering, talking about important days and schedule, etc.; f. have confidence in communicating with others as a social being; and g. develop lifelong language learning skills.

Subject Synopsis/ Indicative Syllabus	<table border="1"> <thead> <tr> <th data-bbox="594 254 704 331">Week</th> <th data-bbox="704 254 1219 331">Contents</th> <th data-bbox="1219 254 1446 331">Remark</th> </tr> </thead> <tbody> <tr> <td data-bbox="594 331 704 390">1-2</td> <td data-bbox="704 331 1219 390">Lesson 7. The Weekend</td> <td data-bbox="1219 331 1446 390">Orientation</td> </tr> <tr> <td data-bbox="594 390 704 443">3-4</td> <td data-bbox="704 390 1219 443">Lesson 8. In Seoul</td> <td data-bbox="1219 390 1446 443"></td> </tr> <tr> <td data-bbox="594 443 704 495">5-6</td> <td data-bbox="704 443 1219 495">Lesson 9. Birthday</td> <td data-bbox="1219 443 1446 495"></td> </tr> <tr> <td data-bbox="594 495 704 548">7-8</td> <td data-bbox="704 495 1219 548">Lesson 10. At a Professor's Office</td> <td data-bbox="1219 495 1446 548"></td> </tr> <tr> <td data-bbox="594 548 704 636">9-10</td> <td data-bbox="704 548 1219 636">Lesson 11. Living in a Dormitory</td> <td data-bbox="1219 548 1446 636">Culture activities</td> </tr> <tr> <td data-bbox="594 636 704 688">11-12</td> <td data-bbox="704 636 1219 688">Lesson 12. Family</td> <td data-bbox="1219 636 1446 688"></td> </tr> <tr> <td data-bbox="594 688 704 741">13</td> <td data-bbox="704 688 1219 741">Oral & written test</td> <td data-bbox="1219 688 1446 741"></td> </tr> </tbody> </table>	Week	Contents	Remark	1-2	Lesson 7. The Weekend	Orientation	3-4	Lesson 8. In Seoul		5-6	Lesson 9. Birthday		7-8	Lesson 10. At a Professor's Office		9-10	Lesson 11. Living in a Dormitory	Culture activities	11-12	Lesson 12. Family		13	Oral & written test																																																																	
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Subject Code	CBS3446
Subject Title	Corporate Communication: Theory and Practice
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject, to be delivered in tandem with bilingual workshops that are focused on skills pertaining to corporate communication (CC) functions, aims to provide a conceptual grounding for students who plan to develop a career in communication-related fields in general or in CC in particular. Specifically the subject aims to develop among students a basic understanding of the niche of CC units in the corporate world, and give them an overview of major CC functions, including those of a strategic nature such as corporate identity development and branding.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: Category A: Professional/academic knowledge and skills 1. corporate communication sense 2. knowledge of major CC functions 3. awareness of the common CC issues Category B: Attributes for all-roundedness 4. knowledge of the rise of the new media in the C21st, as well as 5. the new business environment in which corporations operate
Subject Synopsis/ Indicative Syllabus	Part A (Weeks 2 – 7) 1. The development of the profession from PR and Marketing agency to CC 2. The new cultural, corporate environment in which corporations operate 3. Overview of routine and strategic CC functions Part B (After Week 7) 4. CC's niche in the overall corporate structure 5. The internal/ external focus of CC <i>vis-a-vis</i> stakeholders relations, employee relations, and the development of a corporate culture <i>There will be input from visiting lecturers from CC consultancy firms and/ or corporate in-house CC units on routine and strategic CC functions including community liaison, corporate social responsibility, CC and marketing and media relations.</i>

Teaching/Learning Methodology	<p>Subject matter is delivered in lectures and consolidated in seminars. Learning takes the form of self-formed study groups, small-group meetings with teachers, drafting and re-drafting of plans for major assignments as well as making an oral-presentation during seminars. Lectures delivered over a span of thirteen weeks are used to address the questions that define the scope of this subject. Students are strongly encouraged to work in team and work on their plans for major assignments beyond class time.</p>																																																											
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	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Reading lecture notes and recommended works 	39 Hrs.
	<ul style="list-style-type: none"> ▪ OP-related group-work and practices 	27 Hrs.
	Total student study effort	105 Hrs.
Reading List and References	<p>Strongly recommended</p> <p>Argenti, Paul A. 2016. <i>Corporate Communication</i>. 7th ed., New York : McGraw-Hill Irwin.</p> <p>Cornelissen, Joep. 2011. <i>Corporate Communication</i>. 3rd ed. London: SAGE Publications Ltd.</p> <p>Goodman, Michael B. and Peter B. Hirsch. 2010. <i>Corporate Communication: Strategic Adaptation for Global Practice</i>. NY: Peter Lang Publishing.</p> <p>Luttrell, R., & Capizzo, L. W. 2022. <i>Public relations campaigns : an integrated approach</i> (Second edition.). Thousand Oaks, California: SAGE Publications, Inc.</p> <p>Ngai, C.S.B. and Ng, Pak Kei. 2013. Transforming into the new era: public relations industry in Hong Kong and China. <i>Public Relations Review</i>, 39(5), 575-577.</p> <p>Ngai, C.S.B. and Singh, Rita Gill. 2014. Communication With Stakeholders Through Corporate Web Sites: An Exploratory Study on the CEO Messages of Major Corporations in Greater China. <i>Journal of Business and Technical Communication</i>, 28(3), 352-394.</p> <p>Ngai, C.S.B. and Ng, P.K. 2015. The Development of the Corporate Communication Profession in Hong Kong. In Ng, Patrick P.K. and Ngai, Cindy S.B., Eds., <i>Role of Language and Corporate Communication in Greater China</i>, Springer SBM, Heidelberg, 3-16.</p> <p>Ngai, C.S.B. and Singh, R. G. 2015. Communication Styles Embedded in the Bilingual e-Messages of Corporate Leaders in Greater China. In Ng, Patrick P.K. and Ngai, Cindy S.B., Eds., <i>Role of Language and Corporate Communication in Greater China</i>, Springer SBM, Heidelberg, 91-108.</p> <p>魏城璧、吳柏基 2011 《企業傳訊新探：語言·策略·實務》。南京：南京大學出版社。</p> <p>Recommended</p> <p>Fombrun, Charles J. and van Riel, Cees. 2007. <i>Essentials of Corporate Communication: implementing practices for effective reputation management</i>. London: Routledge.</p> <p>Garriga, E. & Mele, D. 2004. Corporate Social responsibility theories: Mapping the territory. <i>Journal of Business Ethics</i>, 53, 51-71.</p> <p>Kaplan, A. M., & Haenlein, M. 2010. Users of the world, unite! The</p>	

	<p>challenges and opportunities of social media. <i>Business Horizon</i>, 53, 59-68.</p> <p>Kietzmann, J. H., Hermkens, K., McCarthy, I.P., & Silvestre, B. S. 2011. Social media? Get serious! Understanding the functional building blocks of social media. <i>Business Horizon</i>, 54, 241-251.</p> <p>Porter, M. E. & Kramer, M. R. 2006. Strategy and society: The link between competitive advantage and corporate social responsibility. <i>Harvard Business Review</i>, 78-93.</p> <p>陳家華(著)、曾良倫(編) 2015 《公關與危機管理》，香港: 香港城市大學出版社。</p> <p>利嘉敏 2010 《公關學一天課》，香港: Cup 茶杯。</p> <p>利嘉敏 2018 《公關智商》，香港: 花千樹出版有限公司。</p> <p>利嘉敏 2021 《逆戰公關》，香港: 花千樹出版有限公司。</p> <p>Web Resources</p> <p>Corporate Communication International. http://www.corporatecomm.org/index.html</p> <p>Corporate Communication International- Hong Kong Chapter http://www.cbs.polyu.edu.hk/CCIHKC/index.html</p> <p>Asia Pacific Communication Monitor 2017/18 http://www.zerfass.de/APCM-WEBSITE/</p> <p>European Communication Monitor 2019 http://www.communicationmonitor.eu</p> <p>North American Communication Monitor 2018-2019 http://plankcenter.ua.edu/north-american-communication-monitor/</p>
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[Syllabus revised by Mr Jackin WONG]

Subject Code	CBS3505
Subject Title	Intermediate Japanese I
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	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	<p>On successfully completing the subject, students should be able to:</p> <p>Category A Professional/academic knowledge and skills</p> <ul style="list-style-type: none"> 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 <p>Category B Attributes for all-roundedness</p> <ul style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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. express regret 10. give and demand explanation 11. describe obligation and necessity 12. illustrate exchange of services																																																																																								
Teaching/Learning Methodology	<p>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.</p>																																																																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th data-bbox="508 1035 789 1247" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="789 1035 954 1247" rowspan="2">% weighting</th> <th colspan="7" data-bbox="954 1035 1451 1178">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="954 1178 1024 1247">a</th> <th data-bbox="1024 1178 1094 1247">b</th> <th data-bbox="1094 1178 1164 1247">c</th> <th data-bbox="1164 1178 1234 1247">d</th> <th data-bbox="1234 1178 1304 1247">e</th> <th data-bbox="1304 1178 1373 1247">f</th> <th data-bbox="1373 1178 1451 1247">g</th> </tr> </thead> <tbody> <tr> <td data-bbox="508 1247 789 1316">1. Interaction test</td> <td data-bbox="789 1247 954 1316">20%</td> <td data-bbox="954 1247 1024 1316">√</td> <td data-bbox="1024 1247 1094 1316">√</td> <td data-bbox="1094 1247 1164 1316">√</td> <td data-bbox="1164 1247 1234 1316"></td> <td data-bbox="1234 1247 1304 1316">√</td> <td data-bbox="1304 1247 1373 1316">√</td> <td data-bbox="1373 1247 1451 1316">√</td> </tr> <tr> <td data-bbox="508 1316 789 1386">2. Listening test</td> <td data-bbox="789 1316 954 1386">15%</td> <td data-bbox="954 1316 1024 1386"></td> <td data-bbox="1024 1316 1094 1386">√</td> <td data-bbox="1094 1316 1164 1386"></td> <td data-bbox="1164 1316 1234 1386"></td> <td data-bbox="1234 1316 1304 1386"></td> <td data-bbox="1304 1316 1373 1386"></td> <td data-bbox="1373 1316 1451 1386">√</td> </tr> <tr> <td data-bbox="508 1386 789 1455">3. Dictations</td> <td data-bbox="789 1386 954 1455">10%</td> <td data-bbox="954 1386 1024 1455"></td> <td data-bbox="1024 1386 1094 1455">√</td> <td data-bbox="1094 1386 1164 1455">√</td> <td data-bbox="1164 1386 1234 1455"></td> <td data-bbox="1234 1386 1304 1455">√</td> <td data-bbox="1304 1386 1373 1455"></td> <td data-bbox="1373 1386 1451 1455">√</td> </tr> <tr> <td data-bbox="508 1455 789 1524">4. Project work</td> <td data-bbox="789 1455 954 1524">15%</td> <td data-bbox="954 1455 1024 1524">√</td> <td data-bbox="1024 1455 1094 1524">√</td> <td data-bbox="1094 1455 1164 1524">√</td> <td data-bbox="1164 1455 1234 1524">√</td> <td data-bbox="1234 1455 1304 1524">√</td> <td data-bbox="1304 1455 1373 1524">√</td> <td data-bbox="1373 1455 1451 1524">√</td> </tr> <tr> <td data-bbox="508 1524 789 1593">5. Mid-term Quiz</td> <td data-bbox="789 1524 954 1593">10%</td> <td data-bbox="954 1524 1024 1593"></td> <td data-bbox="1024 1524 1094 1593">√</td> <td data-bbox="1094 1524 1164 1593">√</td> <td data-bbox="1164 1524 1234 1593"></td> <td data-bbox="1234 1524 1304 1593">√</td> <td data-bbox="1304 1524 1373 1593">√</td> <td data-bbox="1373 1524 1451 1593">√</td> </tr> <tr> <td data-bbox="508 1593 789 1703">6. Final written test</td> <td data-bbox="789 1593 954 1703">15%</td> <td data-bbox="954 1593 1024 1703"></td> <td data-bbox="1024 1593 1094 1703">√</td> <td data-bbox="1094 1593 1164 1703">√</td> <td data-bbox="1164 1593 1234 1703"></td> <td data-bbox="1234 1593 1304 1703">√</td> <td data-bbox="1304 1593 1373 1703">√</td> <td data-bbox="1373 1593 1451 1703">√</td> </tr> <tr> <td data-bbox="508 1703 789 1812">7. Active participation</td> <td data-bbox="789 1703 954 1812">15%</td> <td data-bbox="954 1703 1024 1812">√</td> <td data-bbox="1024 1703 1094 1812">√</td> <td data-bbox="1094 1703 1164 1812">√</td> <td data-bbox="1164 1703 1234 1812">√</td> <td data-bbox="1234 1703 1304 1812">√</td> <td data-bbox="1304 1703 1373 1812">√</td> <td data-bbox="1373 1703 1451 1812">√</td> </tr> <tr> <td data-bbox="508 1812 789 1877">Total</td> <td data-bbox="789 1812 954 1877">100□□%</td> <td colspan="7" data-bbox="954 1812 1451 1877"></td> </tr> </tbody> </table>	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	20%	√	√	√		√	√	√	2. Listening test	15%		√					√	3. Dictations	10%		√	√		√		√	4. Project work	15%	√	√	√	√	√	√	√	5. Mid-term Quiz	10%		√	√		√	√	√	6. Final written test	15%		√	√		√	√	√	7. Active participation	15%	√	√	√	√	√	√	√	Total	100□□%							
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	<p>The subject is assessed entirely through continuous assessment. Students are assessed in terms of all four skills, and cultural knowledge.</p>	
<p>Student Study Effort Required</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ lecture 	<p>13 hours</p>
	<ul style="list-style-type: none"> ▪ seminar 	<p>26 hours</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Preparation for assignments and group work 	<p>28 hours</p>
	<ul style="list-style-type: none"> ▪ Review, preview and self-learning 	<p>56 hours</p>
	<p>Total student study effort</p>	<p>124 hours</p>
<p>Reading List and References</p>	<p>Textbook : Koyama, Satoru. 2008. <i>J-Bridge for Beginners Vol. 2</i>, Tokyo: Bonjinsha</p> <p>References:</p> <p><Reading Exercises></p> <p>News web EASY <http://www3.nhk.or.jp/news/easy/></p> <p>Hir@gana Times <http://www.hiraganatimes.com/></p> <p>AJALT Online 教材 <http://www.ajalt.org/online/></p> <p>Reading Tutor <http://language.tiu.ac.jp/></p> <p><Writing></p>	

Lang-8 <<http://lang-8.com/>>

<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

<http://webjapanese.com/sound/katsuzetsu/index.html>

<http://web.uvic.ca/hrd/japanese/listen/>

<http://www.ajalt.org/sfyj/index.html>

<http://webjapanese.com/sound/greetings/index.html>

“Real World” Japanese <<http://www.ajalt.org/rwj/>>

My kikitori <<http://mykikitori.com/index.html>>

Yes Japan <<http://www.yesjapan.com/YJ6/>>

<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

<http://www.guidetojapanese.org/learn/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

<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

http://www.excite.co.jp/dictionary/japanese_chinese/

<http://dictionary.goo.ne.jp/>

Subject Code	CBS3532										
Subject Title	Business Japanese										
Credit Value	3										
Level	3										
Pre-requisite / Co-requisite/ Exclusion	[Pre-requisite:] CBS2502 Introductory Japanese II or equivalent										
Objectives	This subject enables students not only to develop their Japanese language capacities that are essential for successful business communication in a range of business and business-related everyday contexts but also to equip them with the working knowledge about Japanese business situation and practice.										
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students should be able to:</p> <p>Category A Professional/academic knowledge and skills</p> <p>(a) use verbal and paralinguistic expressions that are deployed commonly in a range of business-related situations where colleagues and business counterparts carry out social activities;</p> <p>(b) apply intercultural knowledge appropriately by adopting polite and honorific expressions that are used for business exchange within and outside company and;</p> <p>(c) become self-sufficient learners who can demonstrate autonomy in learning.</p> <p>Category B Attributes for all-roundness</p> <p>(d) develop working knowledge and language capacity to contribute to the international business community;</p> <p>(e) demonstrate raised awareness of intercultural communication problems in the business context;</p> <p>(f) develop skills of effective communication.</p>										
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<table border="1"> <thead> <tr> <th>Week</th> <th>Content</th> <th>Remark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction & revision</td> <td></td> </tr> <tr> <td>2</td> <td>Unit 1: Self-introduction</td> <td></td> </tr> </tbody> </table>		Week	Content	Remark	1	Introduction & revision		2	Unit 1: Self-introduction	
Week	Content	Remark									
1	Introduction & revision										
2	Unit 1: Self-introduction										

3-4	Unit 1 & 2: Greetings	Quiz 1
5-6	Units 3 & 4: Making requests	Quiz 2 (Week 5), Mid-term test (Week 4)
7-8	Units 4 & 5: Invitation	
9-10	Units 5 & 6: Making a phone call	Quiz 3 (Week 9)
11-12	Units 7 & 8: Making proposals	Guest session preparation
13	Guest session	
14	Summary	Interaction test

<p>Teaching/Learning Methodology (Note 3)</p>	<p>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. To enable real-life interaction and attest working interactional skills and intercultural knowledge, guest session is held where native speakers of Japanese and students carry out interaction based on a range of business-related topics.</p>
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<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Quizzes</td> <td>30 %</td> <td></td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Interaction test</td> <td>20 %</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Mid term test</td> <td>20 %</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>4. Project work</td> <td>20 %</td> <td></td> <td></td> <td>√</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>5. Active class participation</td> <td>10 %</td> <td></td> <td></td> <td>√</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Quizzes	30 %		√		√			2. Interaction test	20 %	√	√					3. Mid term test	20 %	√	√		√			4. Project work	20 %			√		√		5. Active class participation	10 %			√			√	Total	100 %						
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	<p>Assessment tasks 1 & 3 enable students to apply their accumulative skills and knowledge and identify their levels of achievement.</p> <p>Assessment task 2 & 4 enable students to further integrate and apply the skills acquired and to self-reflect on their learning in a real/simulated life context.</p> <p>Assessment task 5 encourages students to demonstrate independent learning of past and forthcoming subject's content for their active class participation.</p>	
Student Study Effort Required	Class contact:	
	<ul style="list-style-type: none"> ▪ Lecture 	14 Hrs.
	<ul style="list-style-type: none"> ▪ Seminar 	28 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Exercise, quiz and test preparation (2 hours × 14 weeks) 	28 Hrs.
	<ul style="list-style-type: none"> ▪ Review & project work preparation 	56 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Textbook:</p> <p><i>Getting down to business: Japanese for business people</i> 新装版 ビジネスのための日本語, Yoneda Ryusuke et al. 3A Corporation</p> <p>Reference:</p> <p>Neustupný, J. V. 1987. <i>Communicating with the Japanese</i>. Tokyo: The Japan Times.</p> <p>Makino, Seiichi & Michio Tsutsui. 1995. <i>A dictionary of intermediate Japanese grammar</i>. Tokyo: The Japan Times.</p> <p>Matsumoto, Setsuok et al. 2007. <i>A Guide to Business Japanese and Manners/ ビジネス日本語 Drills 外国人のための「ビジネス敬語」から「会社訪問」まで</i>. Tokyo. Unicom.</p> <p>Maynard, Senko. 1990. <i>An introduction to Japanese grammar and communication strategies</i>. Tokyo: The Japan Times.</p> <p>Naito, Kyoko (ed.). 2007. <i>DVD de manabu! Dekiru hito no Business manner/DVD で学ぶ! できる人のビジネスマナー</i>. Tokyo. Seitosha.</p> <p>Nakane, Chie. 1985. <i>Japanese society</i>. University of California Press.</p> <p>Sasaki, Mizue, Yoshiaki Murasawa, Kazuyo Hosoi & Kiyoko Fujio.</p>	

	<p>2001. <i>Academic Japanese for International students</i>. Tokyo: The Japan Times.</p> <p>Shimada, Megumi, Shibukawa, Aki, Ogawa, Shingo & Kato, Kiyokata. 2001. <i>Contemporary Business Japanese, First Step to JETRO Business Japanese Proficiency Test/ 「ジェトロビジネス日本語能力テスト」 入門 わかるビジネス日本語</i>. Tokyo. ASK/BNC.</p> <p>Dictionaries:</p> <p>[Usage dictionary]</p> <p>Hirose, Masanobu. 1994. <i>Effective Japanese Usage Guide: A Concise Explanation of Frequently Confused Words and Phrases</i> (Paperback). Tokyo: Kodansha.</p> <p>[Accent dictionary:]</p> <p>NHK 日本語発音アクセント辞典. 1998. 日本放送出版協会</p>
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Syllabus prepared by Dr. Kazuhiro Teruya

Subject Code	CBS3534																			
Subject Title	Spoken Japanese and Intonation																			
Credit Value	3																			
Level	3																			
Pre-requisite / Co-requisite/ Exclusion	CBS2501 Introductory Japanese I or equivalent																			
Objectives	This subject enables students to project themselves well in Japanese so that their Japanese verbal expression is accurately understood and preferably perceived by speakers of Japanese in a range of social cultural contexts in order to effectively achieve relevant communicative purpose. It also aims to help students to develop their Japanese language speaking capacity towards an early to mid-intermediate language level.																			
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students should be able to:</p> <p>Category A Professional/academic knowledge and skills</p> <p>(a) identify features relevant to the learning of Japanese sounds and of their ways of making meanings; (b) characterize their own pronunciation and intonation as well as those of others; (c) use characteristic features of Japanese sounds appropriately in spoken Japanese</p> <p>Category B Attributes for all-roundness</p> <p>the students will achieve:</p> <p>(d) the skills for effective oral communication (e) the capacity for analytical and critical thinking (f) the ability to engage in independent and reflective learning</p>																			
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<table border="1"> <thead> <tr> <th>Week</th> <th>Content</th> <th>Remark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction: Japanese sounds</td> <td></td> </tr> <tr> <td>2-4</td> <td>Units 1 & 2: Borrowing & Change of plan</td> <td>Quiz 1 (Week 4)</td> </tr> <tr> <td>5-7</td> <td>Units 3 & 4: At restaurant & Impression of travel</td> <td>Quiz 2 (Week 7)</td> </tr> <tr> <td>8</td> <td>Review</td> <td>Oral test 1</td> </tr> <tr> <td>9-11</td> <td>Units 5 & 6: Shopping & Looking for</td> <td>Quiz 3 (Week 11)</td> </tr> </tbody> </table>		Week	Content	Remark	1	Introduction: Japanese sounds		2-4	Units 1 & 2: Borrowing & Change of plan	Quiz 1 (Week 4)	5-7	Units 3 & 4: At restaurant & Impression of travel	Quiz 2 (Week 7)	8	Review	Oral test 1	9-11	Units 5 & 6: Shopping & Looking for	Quiz 3 (Week 11)
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		part-time jobs																																																							
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Teaching/Learning Methodology (Note 3)	<p>Interactive lecture-seminars will help learners explore the concepts used in the description and analysis of the Japanese sounds and also put them into practice for effective spoken Japanese communication. Mode of teaching and learning is highly interactive, involving students in pair/group work and discussion in which learning tasks are, where appropriate, collectively completed. Students are required to carry out various listening comprehension tasks, speak aloud and demonstrate speaking following a range of model recordings.</p>																																																								
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Oral test × 2</td> <td>40 %</td> <td></td> <td></td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Reading aloud project</td> <td>20 %</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Quizzes</td> <td>30 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>4. Active class participation</td> <td>10 %</td> <td></td> <td></td> <td>√</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Highly interactive lecture-seminar encourages students to engage with various speaking tasks during and outside class. Assessment Tasks 1 & 2 help assess spoken language skill expected to develop through those speaking tasks. And a series of quiz incrementally assess students' understanding of the subject content. Method 4 encourages students to engage in various individual/group works that help improve speaking skill through their reflective and independent learning.</p>			Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Oral test × 2	40 %			√	√			2. Reading aloud project	20 %		√	√	√			3. Quizzes	30 %	√	√	√		√		4. Active class participation	10 %			√			√	Total	100 %						
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Student Study Effort Required	Class contact:	
	▪ Lecture	13 Hrs.
	▪ Seminar	26 Hrs.
	Other student study effort:	
	▪ Exercise, quiz and test preparation	28 Hrs.
	▪ Review & project work preparation	49 Hrs.
	Total student study effort	116 Hrs.
Reading List and References	<p>Textbook:</p> <p>Boikuman, Fusako et al. 2006. <i>Kiite oboeru hanashikata: Nihongo nama chukei, shochukyu hen (1)</i> / “Speaking by listening and remembering: Japanese live broadcast, introductory and intermediate level (1). Tokyo: Kuroshio Shuppan. 『聞いて覚える話し方 日本語生中継・初中級編(1)』 ボイクマン総子、他</p> <p>References:</p> <p>Boikuman, Fusako et al. 2006. <i>Kiite oboeru hanashikata: Nihongo nama chukei, shochukyu hen (2)</i> / “Speaking by listening and remembering: Japanese live broadcast, introductory and intermediate level (2). Tokyo: Kuroshio Shuppan. 『聞いて覚える話し方 日本語生中継・初中級編(2)』 ボイクマン総子、他</p> <p>Kano, Toshiyuki et al. (2004). <i>Ichinichi 10pun no hatsuon renshu “10 minutes daily pronunciation practice”</i>. Tokyo: Kuroshio Publisher. 1日10分の発音練習</p> <p>M.A.K. Halliday & William S. Greaves. 2008. <i>Intonation in the grammar of English</i>. London & Oakville: Equinox.</p> <p>Neustupny, V. 1987. <i>Communicating with the Japanese</i>. Tokyo: The Japan Times.</p> <p>Sato, Hitoshi et al. (2006). <i>Shadowing: Nihongo o hanaso “Shadowing: let’s speak Japanese, introductory to intermediate level”</i>. Tokyo: Kuroshio Publisher. シャドーイング 日本語を話そう、初～中級編</p> <p>Shibatani, Masayoshi. 1990. <i>The languages of Japan</i>. Cambridge: Cambridge University Press.</p> <p>Teruya, Kazuhiro. 2007. <i>A systemic functional grammar of Japanese (two volumes)</i>. (Chapter 3 for intonation in Japanese). London: Continuum.</p> <p>Toda, Takako. (2004). <i>Komyunikeeshon no tame no Nihongo hatsuon</i></p>	

	<p><i>ressun “Japanese pronunciation lessons for communication”</i>. Tokyo: 3A Network.</p> <p>Dictionaries:</p> <p>[Accent dictionary:]</p> <p>NHK 日本語発音アクセント辞典. 1998. 日本放送出版協会</p>
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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

	<ol style="list-style-type: none"> 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 																																		
<p>Teaching/ Learning Methodology</p>	<p>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.</p>																																		
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Interaction tests</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Listening test</td> <td>15%</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Interaction tests	30%	✓	✓		✓	✓	✓	✓	2. Listening test	15%				✓			✓
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	3. Project work	15%	✓	✓	✓	✓	✓	✓	✓
	4. Dictation	5%	✓		✓				✓
	5. Mid-term Quiz	10%	✓	✓	✓	✓	✓	✓	✓
	6. Final written test	15%	✓	✓	✓	✓	✓	✓	✓
	6.Active class participation	10%	✓	✓	✓	✓	✓	✓	✓
	Total	100 %							
<p>The subject is assessed entirely through continuous assessment. Students are assessed in terms of all four skills, and cultural knowledge.</p>									
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	Main textbook :								

References

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/>>

Reading Tutor <<http://language.tiu.ac.jp/>>

<Writing Practice>

Lang-8 <<http://lang-8.com/>>

<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://webjapanese.com/sound/katsuzetsu/index.html>

<http://web.uvic.ca/hrd/japanese/listen/>

<http://www.ajalt.org/sfyj/index.html>

<http://webjapanese.com/sound/greetings/index.html>

“Real World” Japanese <<http://www.ajalt.org/rwj/>>

My kikitōri <<http://mykikitōri.com/index.html>>

Yes Japan <<http://www.yesjapan.com/YJ6/>>

NHK Online <<http://www.nhk.or.jp/>>

RhinoSpike <<http://rhinospike.com/>>

ECIS <<http://opal.ecis.nagoya-u.ac.jp/~jems/hosokyoku/bangumi.html>>

Aizuchi <<http://www.sal.tohoku.ac.jp/nik/aizuchi/>>

CARLA <<http://www.carla.umn.edu/index.html>>

<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.guidetojapanese.org/learn/grammar>

<http://www.languageguide.org/nihongo/>

<http://iteslj.org/v/j/>

<http://www.marinebat.com/nakama/vocab/>

<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

http://www.excite.co.jp/dictionary/japanese_chinese/

<http://dictionary.goo.ne.jp/>

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 <i>(Note 1)</i>	<p>Upon completion of the subject, students should be able to:</p> <p>(a) read and write fluently the Japanese writing system <i>kana</i> 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;</p> <p>(b) write simple Japanese language texts that satisfy some everyday communicative purposes;</p> <p>(c) identify generic structure of a range of different text types for global comprehension to develop interest in reading Japanese language texts.</p> <p>Category B Attributes for all-roundness</p> <p>the students will be able to achieve:</p> <p>(d) the skills involved in accessing authentic written texts;</p> <p>(e) the skills required for collaborative and multidisciplinary work;</p> <p>(f) the ability to engage in independent and reflective learning and problem solving</p>

Subject Synopsis/ Indicative Syllabus	<table border="1"> <thead> <tr> <th data-bbox="516 226 659 264">Week</th> <th data-bbox="659 226 1138 264">Content</th> <th colspan="6" data-bbox="1138 226 1442 264">Remark</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 264 659 338">1</td> <td data-bbox="659 264 1138 338">Introduction</td> <td colspan="6" data-bbox="1138 264 1442 338">Reading material to be provided</td> </tr> <tr> <td data-bbox="516 338 659 380">2-4</td> <td data-bbox="659 338 1138 380">Reading & Writing <i>Kana</i></td> <td colspan="6" data-bbox="1138 338 1442 380">Quiz 1 (Week 3)</td> </tr> <tr> <td data-bbox="516 380 659 453">5-7</td> <td data-bbox="659 380 1138 453">Recommending text: advertisement, warning etc.</td> <td colspan="6" data-bbox="1138 380 1442 453">Quiz 2 (Week 7)</td> </tr> <tr> <td data-bbox="516 453 659 495">8-10</td> <td data-bbox="659 453 1138 495">Doing text: invitation letters etc.</td> <td colspan="6" data-bbox="1138 453 1442 495">Quiz 3 (Week 10)</td> </tr> <tr> <td data-bbox="516 495 659 569">11-13</td> <td data-bbox="659 495 1138 569">Sharing text: personal email, conversation [chat, gossip etc.]</td> <td colspan="6" data-bbox="1138 495 1442 569"></td> </tr> <tr> <td data-bbox="516 569 659 600">14</td> <td data-bbox="659 569 1138 600">Review</td> <td colspan="6" data-bbox="1138 569 1442 600">Exam</td> </tr> </tbody> </table>							Week	Content	Remark						1	Introduction	Reading material to be provided						2-4	Reading & Writing <i>Kana</i>	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											
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Teaching/Learning Methodology (Note 3)	<p>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.</p> <p>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.</p>																																																																				
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>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.</p>	
<p>Student Study Effort Required</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lecture 	<p>13 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Seminar 	<p>26 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ quiz and homework preparation (2 hours x 14 weeks) 	<p>28 Hrs.</p>
	<ul style="list-style-type: none"> ▪ review and preview including exam and written task (3 hours x 14 weeks) 	<p>42 Hrs.</p>
	<p>Total student study effort</p>	<p>109 Hrs.</p>
<p>Reading List and References</p>	<p>Reading List:</p> <p>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.</p> <p>References:</p> <p>Makino, S. and Tsutsui, M. 1986. <i>A dictionary of basic Japanese grammar</i>. Tokyo: The Japan Times. [Word and phrase-based reference grammar of Japanese]</p> <p>Makino, S. and Tsutsui, M. 1995. <i>A dictionary of Intermediate Japanese Grammar</i>. Tokyo: The Japan Times. [Word or phrase-based intermediate reference grammar of Japanese]</p> <p>Martin, Samuel E. 1975. <i>A reference grammar of Japanese</i>. 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]</p>	

	<p>Matsumoto, Masumi . 2008. <i>Textbook of Kana</i> 從零開始學日語. Taiwan: Dah Hsin Publishing House.</p> <p>Maynard, Senko K. 1990. <i>An Introduction to Japanese Grammar and Communication strategies</i>. Tokyo: The Japan Times. [Reference grammar based on usage]</p> <p>* For learning <i>Kana</i>, many free online learning resources including games are available for anyone who wishes to learn both <i>Hiragana</i> and <i>Katakana</i> effectively, for example: http://www.learn-hiragana-katakana.com/.</p>
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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	<p>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.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students should be able to:</p> <p>Category A Professional/academic knowledge and skills</p> <p>(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</p> <p>Category B Attributes for all-roundness</p> <p>the students will achieve:</p> <p>(d) the capacity for scholarly enquiry through analytical and critical</p>

	<p>thinking</p> <p>(e) the skills required for collaborative and multidisciplinary work</p> <p>(f) the ability to engage in independent and reflective learning</p>																																														
<p>Subject Synopsis/ Indicative Syllabus</p> <p>(Note 2)</p>	<table border="1"> <thead> <tr> <th>Week</th> <th>Content</th> <th>Remark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Orientation & introduction of subject matter</td> <td>Reading material to be provided</td> </tr> <tr> <td>2-6</td> <td>Traditional culture: Japanese language, communication and culture, literature, business & economy, history, ceremony, religion,</td> <td></td> </tr> <tr> <td>7</td> <td>Summary</td> <td>Mid-term test</td> </tr> <tr> <td>8-13</td> <td>Contemporary culture: <i>manga & anime</i>, people & fashion, J-pop song, literature, technology</td> <td></td> </tr> <tr> <td>14</td> <td>Overall summary</td> <td>Final exam</td> </tr> </tbody> </table>	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: <i>manga & anime</i> , people & fashion, J-pop song, literature, technology		14	Overall summary	Final exam																												
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<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>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.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Mid-term test</td> <td>30</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Final exam</td> <td>30</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Short essay</td> <td>40</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in</p>	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 %						
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3. Short essay	40	√	√	√	√		√																																								
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	<p>assessing the intended learning outcomes:</p> <p>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.</p>	
<p>Student Study Effort Required</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lecture 	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Reading material and preparation for test 	<p>32 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Writing a short essay 	<p>38 Hrs.</p>
	<p>Total student study effort</p>	<p>109 Hrs.</p>
<p>Reading List and References</p>	<p>Reading List:</p> <p>Course readings will be made available at the beginning of semester. There is no set textbook.</p> <p>References:</p> <p>Craig, Timothy J. 2000. <i>Inside the world of Japanese popular culture</i>. M.E. Sharpe.</p> <p>Grenville, Bruce (ed.). 2008. <i>The delirious world of anime + comics + video games + art</i>. Berkeley, Los Angeles & London: University of California Press.</p> <p>Harmon, Gary L. 1983. 'On the nature and functions on popular culture'. <i>Studies in Popular Culture</i> 6: 3-15.</p> <p>Lunning, Frenchy. 2006. <i>Mechademia 1: emerging worlds of anime and manga</i>. Minneapolis: University of Minnesota Press.</p> <p>Machiko, Kusahara. 'The art of creating subjective reality: an analysis of Japanese digital pets'. <i>Leonardo</i>, Vol. 34, Number 4, pp. 299-302.</p> <p>Morris-Suzuki, Tessa. 1995. 'The invention and reinvention of "Japanese Culture"'. <i>The Journal of Asian Studies</i> 54, no. 3, pp. 759-780.</p> <p>Nambara, Shigeru. 1946. 'Creation of new Japanese civilization'. <i>Ethics</i>,</p>	

	<p><i>Vol. 56, No. 4, pp. 291-296.</i></p> <p>Okada, Maki. 1991. 'Musical characteristics of Enka'. <i>Popular Music, Volume 10/3.</i></p> <p>Stevens, Carolyn. 2007. <i>Japanese Popular Music: Culture, Authenticity and Power.</i> Routledge.</p> <p>Gen Ishisaka (ed.) 1983. <i>Kodansha encyclopedia of Japan.</i> Tokyo: Kodansha.</p>
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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 78 hours of formal Korean instruction or equivalent will acquire the communication skills needed to conduct basic social activities. Students will have a much greater exposure to Korean culture through topics introduced in the textbooks and introduced by their peers. Students will learn various writing styles through completing workbook exercises and writing assignments, and learn more spoken varieties via interaction with Korean speakers.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. conduct longer conversations to discuss daily episodes and social phenomena using authentic Korean expressions; b. use various tenses and sentence ending expressions correctly; c. conduct relatively complicated everyday activities in Korean, such as making/answering phone calls in various situations, writing letters, describing food and tastes, asking about prices and bargaining; d. understand longer passages containing sophisticated ideas; e. understand the Korean way of thinking and Korean culture; f. search internet to find information in Korean; g. have confidence in communicating with others as a social being; and h. develop lifelong language learning skills.

Subject Synopsis/ Indicative Syllabus	<table border="1"> <thead> <tr> <th data-bbox="565 258 656 331">Week</th> <th data-bbox="656 258 1182 331">Contents</th> <th data-bbox="1182 258 1446 331">Remark</th> </tr> </thead> <tbody> <tr> <td data-bbox="565 331 656 390">1-3</td> <td data-bbox="656 331 1182 390">Lesson 13. On the Telephone</td> <td data-bbox="1182 331 1446 390">Orientation</td> </tr> <tr> <td data-bbox="565 390 656 441">3-6</td> <td data-bbox="656 390 1182 441">Lesson 14. At the Airport</td> <td data-bbox="1182 390 1446 441"></td> </tr> <tr> <td data-bbox="565 441 656 491">6-8</td> <td data-bbox="656 441 1182 491">Lesson 15. Shopping</td> <td data-bbox="1182 441 1446 491"></td> </tr> <tr> <td data-bbox="565 491 656 541">8-10</td> <td data-bbox="656 491 1182 541">Lesson 16. At a Restaurant</td> <td data-bbox="1182 491 1446 541">Culture activities</td> </tr> <tr> <td data-bbox="565 541 656 592">10-12</td> <td data-bbox="656 541 1182 592">Lesson 1. Weather and Seasons</td> <td data-bbox="1182 541 1446 592"></td> </tr> <tr> <td data-bbox="565 592 656 642">13</td> <td data-bbox="656 592 1182 642">Oral & written test</td> <td data-bbox="1182 592 1446 642"></td> </tr> </tbody> </table>										Week	Contents	Remark	1-3	Lesson 13. On the Telephone	Orientation	3-6	Lesson 14. At the Airport		6-8	Lesson 15. Shopping		8-10	Lesson 16. At a Restaurant	Culture activities	10-12	Lesson 1. Weather and Seasons		13	Oral & written test																																																																														
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Student Study Effort Expected	Class contact:	
	• Lectures	13 Hrs.
	• Seminars	26 Hrs.
	Other student study effort:	
	• Exercise and homework	26 Hrs.
	• Practice and video watching	39 Hrs.
	Total student study effort	104 Hrs.
Reading List and References	Textbooks: <i>Integrated Korean: Beginning 2</i> (3 rd edition, 2020), University of Hawaii Press <i>Integrated Korean Workbook: Beginning 2</i> (3 rd edition, 2020), University of Hawaii Press <i>Integrated Korean: Intermediate 1</i> (3 rd edition, 2020), University of Hawaii Press <i>Integrated Korean Workbook: Intermediate 1</i> (3 rd edition, 2020), University of Hawaii Press	

Subject Code	CBS3635
Subject Title	Intermediate Korean II
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Pre-requisite: Intermediate Korean I or equivalent
Objectives	Students with 117 hours of formal Korean instruction or equivalent will acquire communication skills needed to carry out various social activities. Language skills necessary for further study and employment will also be introduced. A set of advanced vocabulary of abstract concepts will be presented through multimedia to enhance the students' speaking, listening, reading and writing abilities.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. speak Korean naturally in a variety of situations with correct pronunciation and intonation and with fluency, b. speak at a regular pace and understand Korean even in unfamiliar contexts or situations; c. express ideas with various tenses and aspects; d. distinguish the socio-cultural contexts to use different speech styles (formal, informal, and intimate styles) and use an appropriate style in a given situation; e. have a good command of ending-connective style; f. comprehend and produce complex sentences and make long sentences correctly and read simple news stories from newspapers; g. communicate effectively with correct communication strategy in Korean; h. have confidence in communicating with others as a social being; and i. develop lifelong language learning skills.

Subject Synopsis/ Indicative Syllabus	Week	Contents	Remark								
	1-2	Lesson 2. Clothing and Fashion	Orientation								
	3-4	Lesson 3. Travel									
	5-6	Lesson 4. Life in Korea I									
	7-8	Lesson 5. Life in Korea II									
	9-10	Lesson 6. Public Transportation	Culture Activities								
	11-12	Lesson 7. At a Store									
	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.									
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	e	f	g	h	i
	1. Participation	5	√	√	√	√	√	√	√	√	√
	2. Quiz	10	√	√	√	√	√	√	√	√	√
	3. Workbook assignments	10			√	√	√	√	√	√	√
	4. Presentation	20	√	√	√	√	√	√	√	√	√
	5. Written test	20			√	√	√	√	√	√	√
	6. Oral test	20	√	√	√	√	√	√	√	√	√
	7. Learning to learn	5	√	√	√	√	√	√	√	√	√
Total	100 %										

Student Study Effort Expected	Class contact:	
	• Lectures	13 Hrs.
	• Seminars	26 Hrs.
	Other student study effort:	
	• Exercise and homework	26 Hrs.
	• Practice and video watching	39 Hrs.
	Total student study effort	104 Hrs.
Reading List and References	Textbooks: <i>Integrated Korean: Intermediate 1</i> (3 rd edition, 2020), University of Hawaii Press <i>Integrated Korean Workbook: Intermediate 1</i> (3 rd edition, 2020), University of Hawaii Press	

Subject Code	CBS 3636
Subject Title	Korean Arts and Lifestyle
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	<p>This subject aims to help students to understand and appreciate Korean culture and to respect cultural diversity and find their own Chinese identity by analyzing the cultural similarities and differences between Korea and China. This goal will be fulfilled through in-class discussions, the essay assignment, and the final project that require students to compare and contrast the characteristics of Korean culture with Chinese counterpart.</p> <p>The main contents of the subject are about the fundamental elements of Korean life and culture that have formed the current cultural identity of Korean people, including contemporary pop culture, food, clothing, shelter and traditional arts. Through in-class discussions, students are encouraged to connect the various cultural aspects of Korea to those of China.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Articulate and describe the fundamental information about Korean culture through reading and writing; b. Examine and criticize the validity of information and arguments about Korean culture, and reach a sound judgment through logical reasoning; c. Identify, define, and analyze the similarities and differences of Korean and Chinese cultures; d. Acquire lifelong abilities to learn to appreciate cultural and ethnic diversities as a global citizen; and e. Communicate and collaborate effectively with other people.

<p>Subject Synopsis/ Indicative Syllabus</p>	<table border="1"> <thead> <tr> <th data-bbox="597 222 704 302">Week</th> <th data-bbox="704 222 1443 302">Contents</th> </tr> </thead> <tbody> <tr> <td data-bbox="597 302 704 354">1</td> <td data-bbox="704 302 1443 354">Introduction to the Course and Overview of Korea</td> </tr> <tr> <td data-bbox="597 354 704 445">2</td> <td data-bbox="704 354 1443 445">Philosophical Tradition, Religion, and Education in Korea</td> </tr> <tr> <td data-bbox="597 445 704 497">3</td> <td data-bbox="704 445 1443 497">Gender Equality and Family Issues in Korea</td> </tr> <tr> <td data-bbox="597 497 704 588">4</td> <td data-bbox="704 497 1443 588">Multiculturalism and Demographic Change of Korea</td> </tr> <tr> <td data-bbox="597 588 704 678">5</td> <td data-bbox="704 588 1443 678">Korean War and its Impact on the Korean Culture</td> </tr> <tr> <td data-bbox="597 678 704 730">6</td> <td data-bbox="704 678 1443 730">Korea's Political Culture</td> </tr> <tr> <td data-bbox="597 730 704 783">7</td> <td data-bbox="704 730 1443 783">Movie Day</td> </tr> <tr> <td data-bbox="597 783 704 835">8</td> <td data-bbox="704 783 1443 835">Korea's Economy and its Business Culture</td> </tr> <tr> <td data-bbox="597 835 704 888">9</td> <td data-bbox="704 835 1443 888">Korea's Media and Digital Culture</td> </tr> <tr> <td data-bbox="597 888 704 940">10</td> <td data-bbox="704 888 1443 940">Korea's Popular Culture</td> </tr> <tr> <td data-bbox="597 940 704 993">11</td> <td data-bbox="704 940 1443 993">Beyond Korean Wave</td> </tr> <tr> <td data-bbox="597 993 704 1045">12</td> <td data-bbox="704 993 1443 1045">Group Presentation</td> </tr> <tr> <td data-bbox="597 1045 704 1098">13</td> <td data-bbox="704 1045 1443 1098">Group Presentation</td> </tr> </tbody> </table>	Week	Contents	1	Introduction to the Course and Overview of Korea	2	Philosophical Tradition, Religion, and Education in Korea	3	Gender Equality and Family Issues in Korea	4	Multiculturalism and Demographic Change of Korea	5	Korean War and its Impact on the Korean Culture	6	Korea's Political Culture	7	Movie Day	8	Korea's Economy and its Business Culture	9	Korea's Media and Digital Culture	10	Korea's Popular Culture	11	Beyond Korean Wave	12	Group Presentation	13	Group Presentation
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<p>Teaching/Learning Methodology</p>	<p>The in-class teaching and learning activities consist of two parts. Lectures introduce the major information about Korean culture, while seminars for whole-class and small group discussions let students express their viewpoints about the topics, identify the uniqueness of Korean and Chinese cultures and the similarities, and analyze the reasons behind them. The mode of teaching and learning is highly interactive by eliciting students' active participation and collaboration in group work and discussions. In particular, the subject requires students as a group to produce a final project and present it in class during the final week of the semester.</p> <p>To facilitate students' understanding and learning, various authentic multimedia resources including video-recorded documentary films and drama and movie clips on each topic are shown in class. Also, in the middle of the semester, as cultural experience, one class session on Korean food is held at a local Korean restaurant, in which the instructor and invited guest speakers illustrate the characteristics of Korean food and the cuisine with authentic examples.</p>																												

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. In-class discussion	15%	√	√	√	√	√
2. Hot topic of the week	20%	√	√	√	√	√	
3. Group project and presentation	20%	√	√	√	√	√	
4. Individual written essay	20%	√	√	√	√		
5. Final test	20%	√	√	√	√		
6. Learning to learn	5%	√	√	√	√	√	
Total	100 %						
<p>A final test is written to have students read and write fundamental information about Korea. In-class discussions, a group project and presentation, and individual written essay make students to go beyond the facts they have read by themselves and learned in the lectures by evaluating, interpreting, analyzing, and comparing them with their own society, culture, and identity.</p>							
Student Study Effort Expected	Class contact:						
	▪ Lectures						26 Hrs.
	▪ Seminars						13 Hrs.
	Other student study effort:						
	▪ Reading and research on the topics						39 Hrs.
	▪ Research and writing an essay						20 Hrs.
	▪ Research and preparation for the group project						20 Hrs.
	Total student study effort						118 Hrs.

**Reading List and
References**

Required Reading Materials:

There are no particular textbooks for this course. However, reading materials will be posted on the corresponding topics on Blackboard.

Complementary Reading References:

Andrew Eungi Kim. Introduction to Korean Society (Korea University, 2017)

Michael Breen. The New Koreans (St. Martin's Press, 2017) Bruce Commings. Korea's Place in the Sun: A Modern History (Norton, 2005)

Kyung Moon Hwang. Past forward: essays in Korean history (Anthem Press, 2019)

A history of Korea: from Land of the Morning Calm to states in conflict (Indiana University, 2012)

Video-recording References:

Korea Now, Yonhap News Agency <https://en.yna.co.kr/video/index>
Gateway to Korea <http://www.korea.net>

Subject Code	CBS3640
Subject Title	Korean Through Media
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Pre-requisite: CBS2632 Introductory Korean II, passing the placement test, or equivalent
Objectives	Students with 78 hours of Korean language instruction or those with a compatible level of Korean proficiency will acquire communication skills in Korean through media materials, such as Korean K-Pop songs, dramas, TV commercials, internet media, and/or movie clips. Students will be able not only to improve their Korean proficiency through authentic language inputs from diverse contexts, but also to learn the communication norms in Korean with greater exposure to Korean culture in this course.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. achieve an intermediate level of proficiency in speaking, listening, reading, and writing; b. express themselves and communicate more effectively in Korean in various socio-cultural contexts; c. gain more confidence and motivation in communicating in Korean; and d. acquire communication norms in Korean and socio-cultural awareness of the Korean society. e. have confidence in communicating with others as a social being; and f. develop lifelong language learning skills.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. To watch and listen short clips of Korean dramas, films, TV commercials, or songs, as well as read authentic materials on the internet 2. To learn new vocabulary, grammar points, and expressions in the materials 3. To read and understand the transcripts, lyrics or internet resources 4. To practice the learned vocabulary, grammar points, and expressions further and extend them to communicatively meaningful contexts for proficiency development 5. To review the learned contents and materials through role-plays or skits

	<table border="1"> <thead> <tr> <th data-bbox="548 195 654 268">Week</th> <th data-bbox="654 195 1122 268">Contents</th> <th data-bbox="1122 195 1395 268">Remark</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 268 654 396">1-4</td> <td data-bbox="654 268 1122 396">K-Pop</td> <td data-bbox="1122 268 1395 396">Video message to your favorite celebrity</td> </tr> <tr> <td data-bbox="548 396 654 449">5-7</td> <td data-bbox="654 396 1122 449">K-drama & TV Commercials</td> <td data-bbox="1122 396 1395 449"></td> </tr> <tr> <td data-bbox="548 449 654 539">8-9</td> <td data-bbox="654 449 1122 539">Korean Internet Pages (Webtoons & Famous Websites)</td> <td data-bbox="1122 449 1395 539">Karaoke Contest</td> </tr> <tr> <td data-bbox="548 539 654 632">10-12</td> <td data-bbox="654 539 1122 632">Korean Film & Novel</td> <td data-bbox="1122 539 1395 632">TV Commercial Contest</td> </tr> <tr> <td data-bbox="548 632 654 684">13</td> <td data-bbox="654 632 1122 684">Oral & written test</td> <td data-bbox="1122 632 1395 684"></td> </tr> </tbody> </table>	Week	Contents	Remark	1-4	K-Pop	Video message to your favorite celebrity	5-7	K-drama & TV Commercials		8-9	Korean Internet Pages (Webtoons & Famous Websites)	Karaoke Contest	10-12	Korean Film & Novel	TV Commercial Contest	13	Oral & written test																																																													
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Teaching/Learning Methodology	<p>Every week students learn new words, grammar points, expressions, and communicative and cultural norms through short clips (around 5 minutes for each clip) of multimedia materials (K-Pop songs, television dramas, commercials or films) or authentic resources on the internet. The mode of teaching and learning is highly interactive, and students practice through role-plays or skits, some of which will be tested as a quiz.</p>																																																																														
Assessment Methods in Alignment with Intended Learning Outcomes	<p>Students' improvement is assessed in a range of different tasks, both oral and written ones.</p> <table border="1"> <thead> <tr> <th data-bbox="542 1094 862 1251" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="862 1094 1040 1251" rowspan="2">% weighting</th> <th colspan="6" data-bbox="1040 1094 1508 1192">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th data-bbox="1040 1192 1117 1251">a</th> <th data-bbox="1117 1192 1193 1251">b</th> <th data-bbox="1193 1192 1269 1251">c</th> <th data-bbox="1269 1192 1346 1251">d</th> <th data-bbox="1346 1192 1422 1251">e</th> <th data-bbox="1422 1192 1508 1251">f</th> </tr> </thead> <tbody> <tr> <td data-bbox="542 1251 862 1310">1. Participation</td> <td data-bbox="862 1251 1040 1310">10%</td> <td data-bbox="1040 1251 1117 1310">√</td> <td data-bbox="1117 1251 1193 1310">√</td> <td data-bbox="1193 1251 1269 1310">√</td> <td data-bbox="1269 1251 1346 1310">√</td> <td data-bbox="1346 1251 1422 1310">√</td> <td data-bbox="1422 1251 1508 1310">√</td> </tr> <tr> <td data-bbox="542 1310 862 1369">2. Quiz</td> <td data-bbox="862 1310 1040 1369">20%</td> <td data-bbox="1040 1310 1117 1369">√</td> <td data-bbox="1117 1310 1193 1369">√</td> <td data-bbox="1193 1310 1269 1369">√</td> <td data-bbox="1269 1310 1346 1369"></td> <td data-bbox="1346 1310 1422 1369">√</td> <td data-bbox="1422 1310 1508 1369">√</td> </tr> <tr> <td data-bbox="542 1369 862 1428">3. Assignments</td> <td data-bbox="862 1369 1040 1428">10%</td> <td data-bbox="1040 1369 1117 1428">√</td> <td data-bbox="1117 1369 1193 1428">√</td> <td data-bbox="1193 1369 1269 1428">√</td> <td data-bbox="1269 1369 1346 1428">√</td> <td data-bbox="1346 1369 1422 1428">√</td> <td data-bbox="1422 1369 1508 1428">√</td> </tr> <tr> <td data-bbox="542 1428 862 1486">4. Written test</td> <td data-bbox="862 1428 1040 1486">15%</td> <td data-bbox="1040 1428 1117 1486">√</td> <td data-bbox="1117 1428 1193 1486">√</td> <td data-bbox="1193 1428 1269 1486">√</td> <td data-bbox="1269 1428 1346 1486">√</td> <td data-bbox="1346 1428 1422 1486">√</td> <td data-bbox="1422 1428 1508 1486">√</td> </tr> <tr> <td data-bbox="542 1486 862 1545">5. Oral test</td> <td data-bbox="862 1486 1040 1545">15%</td> <td data-bbox="1040 1486 1117 1545">√</td> <td data-bbox="1117 1486 1193 1545">√</td> <td data-bbox="1193 1486 1269 1545">√</td> <td data-bbox="1269 1486 1346 1545">√</td> <td data-bbox="1346 1486 1422 1545">√</td> <td data-bbox="1422 1486 1508 1545">√</td> </tr> <tr> <td data-bbox="542 1545 862 1604">6. Project</td> <td data-bbox="862 1545 1040 1604">25%</td> <td data-bbox="1040 1545 1117 1604">√</td> <td data-bbox="1117 1545 1193 1604">√</td> <td data-bbox="1193 1545 1269 1604">√</td> <td data-bbox="1269 1545 1346 1604">√</td> <td data-bbox="1346 1545 1422 1604">√</td> <td data-bbox="1422 1545 1508 1604">√</td> </tr> <tr> <td data-bbox="542 1604 862 1663">7. Learning to Learn</td> <td data-bbox="862 1604 1040 1663">5%</td> <td data-bbox="1040 1604 1117 1663">√</td> <td data-bbox="1117 1604 1193 1663"></td> <td data-bbox="1193 1604 1269 1663"></td> <td data-bbox="1269 1604 1346 1663"></td> <td data-bbox="1346 1604 1422 1663">√</td> <td data-bbox="1422 1604 1508 1663">√</td> </tr> <tr> <td data-bbox="542 1663 862 1751">Total</td> <td data-bbox="862 1663 1040 1751">100 %</td> <td colspan="6" data-bbox="1040 1663 1508 1751"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e	f	1. Participation	10%	√	√	√	√	√	√	2. Quiz	20%	√	√	√		√	√	3. Assignments	10%	√	√	√	√	√	√	4. Written test	15%	√	√	√	√	√	√	5. Oral test	15%	√	√	√	√	√	√	6. Project	25%	√	√	√	√	√	√	7. Learning to Learn	5%	√				√	√	Total	100 %						
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Student Study Effort Expected	Class contact:	
	• Lectures	13 Hrs.
	• Seminars	26 Hrs.
	Other student study effort:	
	• Exercise and homework	26 Hrs.
	• Practice through video watching	39 Hrs.
	Total student study effort	104 Hrs.
Reading List and References	<p>Textbook: Selected transcripts of Korean songs, dramas, film clips, TV commercials and internet pages</p> <p>References: <i>Korean through Songs</i> (2012), Seoul: 夏雨. <i>Learning Easy Korean by the Culture</i> (2011), Seoul: Korea Language Plus. <i>Korean for Intermediate Learners 1</i> (2011), Seoul: Hollym.</p> <p>Websites: Sejonghaktang: http://www.sejonghaktang.org Study Korean: http://study.korean.net SBS: http://www.sbs.co.kr KBS: http://www.kbs.co.kr MBC: http://mbc.co.kr JTBC: http://www.jtbc.co.kr Naver webtoon: http://comic.naver.com/webtoon/weekday.nhn Daum webtoon: http://cartoon.media.daum.net/</p>	

Subject Code	CBS3950
Subject Title	Pragmatics: Language in Use
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject offers a general introduction to pragmatics (the way that people mean something different from what they literally say), with special focus on critiquing different theoretical claims and concepts. It introduces students to some fundamental theoretical concepts in the field of pragmatics, such as speech acts, implicature, and presupposition. Students will engage in activities to build their ability to apply these concepts to language and interactions they observe in their own life and to think critically about pragmatic claims.
Intended Learning Outcomes	We hope that the students will develop some of the following skills: Category A: Professional/academic knowledge and skills a) understand and explain key concepts and theories in the field of pragmatics; b) apply the key concepts and theories in the field of pragmatics to discuss and analyze phenomena observed in natural language; Category B: Attributes for all-roundedness c) demonstrate critical thinking about abstract questions and an ability to weigh evidence for and against different points of view to reach one's own conclusion
Subject Synopsis/ Indicative Syllabus	Topics of the subject may include, but are not limited to, the following: 1. Pragmatic vs. semantic meaning a. Underdetermination of meaning b. Different types of meaning c. Truth-conditional vs. non-truth-conditional meaning 2. Speech act theory a. Performatives b. Austinian speech acts c. Rule-based approaches to speech acts 3. Gricean pragmatics a. Non-natural meaning b. The Cooperative Principle c. Implicature 4. Types of implicature a. Diagnostics for conversational and conventional implicature b. Weak/strong implicatures and the epistemic state c. Ignorance implicatures

	<ul style="list-style-type: none"> d. Clausal implicatures e. Quantity implicatures and alternatives <ol style="list-style-type: none"> 5. Alternative approaches to pragmatics <ul style="list-style-type: none"> a. Neo-Gricean pragmatics b. Relevance Theory 6. Presupposition 7. Other topics <ul style="list-style-type: none"> a. Generics b. Metaphor c. Politeness d. Experimental pragmatics 8. Why people use pragmatic meaning 									
Teaching/Learning Methodology	<ul style="list-style-type: none"> • Interactive class discussions and activities • Out-of-class work: reading, watching lectures, carrying out projects, completing other tasks 									
Assessment Methods in Alignment with Intended Learning Outcomes	<p>This subject uses self-assessment. Each student will work with the instructor throughout the semester to determine their own set of goals and evaluation criteria, and will propose a grade for themselves in consultation with the instructor and based on their own criteria and the evidence they produce about how much they have met those criteria.</p> <table border="1"> <thead> <tr> <th>Specific assessment methods/tasks</th> <th>% weighting</th> <th>Intended subject learning outcomes to be assessed</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>all</td> </tr> <tr> <td>Self-assessment</td> <td>100%</td> <td>✓</td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			all	Self-assessment	100%	✓
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Self-assessment	100%	✓								
Student Study Effort Expected	<p>The amount of time each student will spend depends on what goals they set and what things they want to do in order to accomplish those goals and demonstrate their learning. Therefore, the actual number of hours spent will be different for every student, but we expect that this class will take an average of about 9 hours of work per week, and students may spend anywhere from 50 to 130 hours depending on what they aim to do. These hours include time spent for completing learning modules outside of class (each of which includes a variety of tasks, such as reading, watching videos, reflecting, completing assignments, etc.), participating in in-class activities, and completing projects.</p>									
Reading List and References	<p>No textbook is needed for this class. Anything that needs to be read is provided within the relevant learning module. Most readings have been prepared by the instructor; no primary, secondary, or even tertiary external sources are assigned in this subject (but suggestions for supplementary readings are offered in the provided materials). The content of this subject has been prepared based mainly on the following sources:</p>									

	<ul style="list-style-type: none"> • Austin, J. L. (1962/1975). <i>How to Do Things with Words</i>. (ed. J. O. Urmson & M. Sbisà.) Harvard University Press. • Chapman, S. (2011). <i>Pragmatics</i>. Palgrave Macmillan. • Geurts, B. (2010). <i>Quantity Implicatures</i>. Cambridge University Press. • Huang, Y. (2014). <i>Pragmatics</i> (2nd edition). Oxford University Press. • Levinson, S. (1983). <i>Pragmatics</i>. Cambridge University Press. • Lycan, W. (2000). <i>Philosophy of Language: A Contemporary Introduction</i>. Routledge. • Noveck, I. (2018). <i>Experimental Pragmatics: The Making of a Cognitive Science</i>. Cambridge University Press. • Thomas, J. (1995). <i>Meaning in Interaction: An Introduction to Pragmatics</i>. Routledge. • Zufferey, S., Moeschler, J., & Reboul, A. (2019). <i>Implicatures</i>. Cambridge University Press.
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[Syllabus revised by Dr Stephen POLITZER-AHLES]

Subject Code	CBS4446
Subject Title	Intercultural Communication in Corporate Context
Credit Value	3
Level	4
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>This subject offers a general introduction to the key theories in the field of intercultural communication which are of great importance to language and communication professionals working at the focal point of inter-regional and international encounters. Through an overview of the development of the critical reflections on the functioning of different human societal and professional cultures together in a rapidly globalizing world, our students should become aware of the methods of rational resolution of conflicts and problems as well as acculturation strategies across a wide range of intercultural and socio-cultural contexts. Classical examples and authentic cases in intercultural communication issues in corporate context are used for exemplification and for assisting students to learn these issues with the aid of the conceptual resources covered in this subject.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/ academic knowledge and skills:</p> <ol style="list-style-type: none"> a) have a solid understanding of major concepts and ideological strands of intercultural communication; b) interpret common intercultural communication issues in societal and corporate settings; c) acquire the ability to communicate effectively with representatives of diverse cultures; d) have the ability to mediate in potential intercultural conflict situations; <p>Category B: Attributes for all-roundness:</p> <ol style="list-style-type: none"> e) have a deeper understanding of cultural differences vis-à-vis their own (self & group) identities; f) develop analytical and critical thinking skills.

<p>Subject Synopsis/ Indicative Syllabus</p>	<p>A. Definition of Culture, cultural convergence vs divergence, interplays between cultures, language and cognition: linguistic relativism vs cultural relativism</p> <p>B. Communication norms in inter-cultural contexts from a critical postmodern perspective: Identity negotiation, cultural stereotypes, co-cultural theory and standpoint theory, acculturation strategies</p> <p>C. Cultural dimensional analysis from a group-stereotypic, predictive cultural relativism perspective: Cultural dimensional models on contrastive communication styles and conflicts resolution strategies in corporate contexts</p> <p>D. A basic understanding of intercultural communication competence as evaluative and training norms in societal and corporate contexts</p>																																																												
<p>Teaching/Learning Methodology</p>	<p>Subject matter is delivered in lectures and consolidated in seminars. Learning takes the form of self-formed study groups, small-group meetings with teachers, documentary and drama review, drafting and re-drafting of plans for major assignments, making an oral-presentation/demo as well as a written extended summary of the presentation/demo.</p>																																																												
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<p>In conjunction with the ILOs and the learning and teaching methodology stipulated in previous sections, teamwork is promoted</p>																																																													

	<p>by allowing tasks 2 and 3 to be done on a group basis. Task 1 must be conducted on an individual basis to ensure each student's grip of the subject matter can be assessed directly. These tasks are designed to help students identify one or more than one relevant topic, work on it/them in conjunction with the subject teacher in small-group setting to refine their grip of the related conceptual matter, and then, between themselves, put together a presentation that would demonstrate this grip.</p> <p>Besides, in the marking schemes for these tasks, students will be clearly briefed that credits will be given to traits such as accuracy in subject-matter handling, clarity in articulation, and appropriate use of exemplification that is drawn upon a broad range of intercultural communication experiences relevant to the covered conceptual resources.</p>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lecture 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Library Work, Meeting Foreigners 	40 Hrs.
	<ul style="list-style-type: none"> ▪ Group Work 	30 Hrs.
	Total student study effort	109 Hrs.
Reading List and References	<ol style="list-style-type: none"> 1. Chen, G. (2005). <i>Foundations of intercultural communication</i>. Lanham, Md.: University Press of America. 2. Chamberlain, S. (2005). Recognizing and Responding to Cultural Differences in the Education of Culturally and Linguistically Diverse Learners. <i>Intervention in School and Clinic</i>, 40(4), 195-211. 3. Cooper, Calloway-Thomas, Simonds, Calloway-Thomas, Carolyn, & Simonds, Cheri. (2007). <i>Intercultural communication : A text with readings</i> (1st ed.). Boston, Mass.: Pearson Allyn & Bacon. 4. Gudykunst, W., & Speech Communication Association. (1983). <i>Intercultural communication theory : Current perspectives</i> (International and intercultural communication annual ; v. 7). Beverly Hills, CA: Sage Publications. 5. Gudykunst, W. (2003). <i>Cross-cultural and intercultural communication</i>. Thousand Oaks, Calif.: Sage Publications. 	

6. Louie, & Louie, Kam. (2008). *The Cambridge companion to modern Chinese culture* (Cambridge companions to culture). Cambridge [England]: Cambridge University Press.
7. Holliday, A., Kullman, J., & Hyde, M. (2021). *Intercultural communication : An advanced resource book for students* (Fourth ed., Routledge applied linguistics). Abingdon, Oxon: Routledge.
8. Jandt, F. (2021). *An introduction to intercultural communication : Identities in a global community* (10th ed.). Thousand Oaks, California: SAGE Publications.
9. Jandt, F. (2004). *Intercultural communication : A global reader*. Thousand Oaks, Calif.: Sage Publications.
10. Martin, J., & Nakayama, T. (2014). *Experiencing intercultural communication : An introduction* (Fifth ed.). New York, NY: McGraw-Hill.
11. Neuliep, J. (2021). *Intercultural communication : A contextual approach* (Eighth ed.). Thousand Oaks, California: SAGE Publications.
12. Norales, F. (2006). *Cross-cultural communication : Concepts, cases and challenges*. Youngstown, New York: Cambria Press.
13. Novinger, T. (2001). *Intercultural communication : A practical guide* (1st ed.). Austin, TX: University of Texas Press.
14. Scollon, Jones, Scollon, Suzanne B. K, & Jones, Rodney H. (2012). *Intercultural communication : A discourse approach* (3rd ed., Language in society (Oxford, England) ; 21). Malden, MA: Wiley-Blackwell.
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16. Shim, Kim, Martin, Kim, Min-Sun, & Martin, Judith N. (2008). *Changing Korea : Understanding culture and communication* (Critical intercultural communication studies, v. 10). New York, N.Y.: Peter Lang.
17. Steers, Nardon, Sánchez-Runde, Nardon, Luciara, & Sánchez-Runde, Carlos. (2016). *Management across cultures : Developing global competencies* (Third ed.). Cambridge, United Kingdom: Cambridge University Press.
18. Stuart. Twelve Practical Suggestions for Achieving Multicultural Competence. *Professional Psychology: Research and Practice* 2004, Vol 35 No. 1, 3-9.

	<p>19. Sugimoto, Y. (2009). <i>The Cambridge Companion to Modern Japanese Culture</i> (Cambridge companions to culture). Cambridge University Press.</p> <p>20. Thomas, D., & Peterson, M. (2015). <i>Cross-cultural management : Essential concepts</i> (Third ed.). Thousand Oaks, CA: SAGE.</p> <p>21. Truss, L. (2005). <i>Talk to the hand : The utter bloody rudeness of everyday life (or six good reasons to stay home and bolt the door)</i>. London: Profile.</p> <p>22. 陳國明、安然編著，2010。《跨文化傳播學關鍵術語》，北京：中國社會科學出版社。</p> <p>23. 竇衛霖主編，2014，《跨文化商務交流：案例分析》（第二版），北京：對外經濟貿易大學出版社。</p> <p>24. 黃光國、胡先縉著，2004，《面子：中國人的權利遊戲》，北京：中國人民大學出版社。</p> <p>25. 孫有中、吳東英主編，2017，《全球本土化視角下的跨文化研究》，北京：外語教學與研究出版社</p> <p>26. 祖曉梅著，2015，《跨文化交際》，北京：外語教學與研究出版社。</p>
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[Syllabus revised by Mr Jackin WONG]

Subject Code	CBS4536
Subject Title	Intercultural Communication in Japanese
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	CBS3536 Intermediate Japanese II or equivalent
Objectives	This subject aims to further improve students' Japanese language communication skills in particular in intercultural contexts. It offers major concepts of intercultural communication together with practical issues, their possible solutions and a range of styles and negotiation strategies so as to help further expand students' communicative capacities into advanced level. This subject also aims to offer opportunities for intercultural communication wherein students' working knowledge can be put to the test for successful intercultural communication in Japanese.
Intended Learning Outcomes	Upon completion of the subject, students should be able to : Category A Professional/academic knowledge and skills a. have a good grasp of major concepts in a range of communication styles in Japanese b. have a good mastery of Japanese communication norms c. develop strategies to avoid communication breakdown and misunderstanding due to cultural and communicative differences Category B Attributes for all-roundedness d. familiarise oneself with various communication styles and rules in intercultural contexts e. cultivate intercultural tolerance and understanding needed for the wider multicultural society f. be able to participate as a global citizen in the globalizing society
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Impressive self-introduction 2. Rules of communication 3. Intercultural communication 4. Non-verbal communication 5. Gender specific language in Japanese 6. Spoken language and written language in Japanese 7. Basic manner in making phone calls 8. Taking memos 9. Characteristics of Japanese companies overseas 10. Preparation for job interviews of Japanese companies overseas 11. Writing informal and formal letters 12. Writing e-mail messages 13. Formal and informal communication styles 14. Characteristics of Japanese society
Teaching/Learning Methodology	The subject is composed of two parts. Lectures offer learning content which is supported by highly interactive seminars where task-based communicative tasks are employed to provide students with various opportunities to put the learning content into practice and by doing so help them improve and consolidate their communicative skills including fluency

	<p>and accuracy in spoken Japanese. Students are expected to participate in pair and group tasks in the seminar and discussion in the lecture. As extra resources, this subject will use various additional material other than a set textbook such as course notes and Blackboard both of which act to supplement lectures and tutorials. Blackboard is an integral part of this subject and students are expected to check it regularly. A visitor session will be organized in order to offer students an opportunity to communicate with the speakers of Japanese.</p>																																																																													
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="520 555 1484 1279"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Mid-tern test</td> <td>10</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Final exam</td> <td>20</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Presentation and/or project work</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Listening tests</td> <td>20</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>5. Homework</td> <td>5</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>6. Active class participation</td> <td>15</td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Mid-term test and Final exam assess students' working knowledge of key features of Japanese communication styles and rules.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Mid-tern test	10	✓	✓	✓	✓			2. Final exam	20	✓	✓	✓	✓			3. Presentation and/or project work	30	✓	✓	✓	✓	✓	✓	4. Listening tests	20	✓	✓	✓	✓			5. Homework	5	✓	✓	✓	✓	✓	✓	6. Active class participation	15					✓	✓	Total	100 %						
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	<p><i>Expressions</i>. Tokyo: ASK.</p> <p>JAL Academy 2008. <i>Japanese for Hotel Staff</i>. Taiwan: Dah-Hsin Publishing House.</p> <p>Kaoo, K. 2006. <i>BJT Business Japanese proficiency Test: Japanese Listening & Reading Comprehension Test Portion Action, Official Full-version Practice test with Complete Solutions</i>. Tokyo: JETRO.</p> <p>Makino, S., et. al. 1995. <i>A dictionary of intermediate Japanese grammar</i>. The Japan Times.</p> <p>Maynard, S. 1998. <i>Principles of Japanese Discourse: A Handbook</i>. Cambridge: Cambridge University Press.</p> <p>Neustupny, J.V. 1989. <i>Communicating with the Japanese</i>. The Japan Times.</p> <p>Shimada, M. et.al. (2001) <i>Contemporary Business Japanese: First Step to JETRO</i></p> <p>Tanaka, R. 1994. <i>Advertising Language: A Pragmatic Approach to Advertisements in Britain and Japan</i>. London: Routeledge.</p> <p>The Japan Times. <i>Writing Business Letters in Japanese</i>. Tokyo: The Japan Times</p>
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Syllabus prepared by Dr Mizuho TAMAJI and Dr Kazuhiro TERUYA

Subject Code	CBS4953
Subject Title	Techniques in Language Sciences
Credit Value	3
Level	4
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	With proper techniques, cognitive and physiological aspects of language use and comprehension can be observed in real time. This subject provides an overview of the techniques and instruments that can be used to capture and describe the articulation, physical properties, perception and brain activities of language in real time. It will introduce the students to diverse techniques and software (e.g., electroglottography, nasometry, acoustic processing software, experiment control software and computer programming) and how to apply these techniques and software to the study of language. Students will be offered hands-on experience of learning to use these techniques.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a) Explain basic concepts underlying diverse techniques and software for observing language in real time; b) Use these techniques and software to solve a problem given to them; c) Think critically about what technique should be used to study a specific aspect of language processing. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> d) Develop strategies for learning autonomously and collaboratively; e) Be able to assess the performance of oneself and one's peers fairly and responsibly.
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Overview of techniques • Nasometry • Electroglottography • Laryngoscopy • Surface electromyography • Acoustic measurement and manipulation • Experiment control • Programming
Teaching/Learning Methodology	<ul style="list-style-type: none"> ● Lectures ● Hands-on class activities and discussion ● Out-of-class work: carrying out projects and assignments using the techniques practiced in class

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
	Presentation	25%	✓	✓	✓	✓	
	Group projects	25%	✓		✓	✓	✓
	Take-home test 1	10%	✓		✓		
	Take-home test 2	25%	✓	✓	✓		
	In-class exercise	15%	✓		✓	✓	
	Total	100%					
<p>Students will have assignments to conduct data analysis or similar tasks using the software and techniques discussed in class. In addition, they will complete two take-home tests in which they will respond to hypothetical scenarios or questions related to these techniques, and the underlying principles of all the techniques discussed in the lectures.</p> <p>Students will also work on a group project on techniques to be used in some hypothetical clinical and/or research cases.</p> <p>Students will also collaborate and finish another project using techniques covered in the lecture and present their findings.</p>							
Student Study Effort Required	Class contact:						
	▪ Lectures						39 Hrs.
	Other student study effort:						
	▪ Reading and other pre-class preparation						30 Hrs.
	▪ Projects						30 Hrs.
	▪ Tests						10 Hrs.
	Total student study effort						109 Hrs.
Reading List and References	Suggested readings:						
	"Demystifying programming". http://www.mypolyuweb.hk/~sjpolit/demystifying_programming.html .						
	Johnson, K. (2003). Acoustic and Auditory Phonetics (2nd edition). Oxford: Blackwell Publishers.						
	Ladefoged, P. & Johnson, K. (2011). A Course in Phonetics (6 th edition).						

	<p>Wadsworth, Centage Learning.</p> <p>Kong, J. (2007). Laryngeal Dynamics and Physiological Models: High Speed Imaging and Acoustical Techniques. Beijing: Beijing University Press.</p> <p>Luck, S. J. (2005). An Introduction to the Event-Related Potential Technique. Cambridge: MIT Press.</p> <p>王士元、彭剛. (2007). 語言、語音與技術. 香港城市大學出版社.</p>
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[Syllabus revised by Dr Elaine KWONG and Dr CHEN Si]