<table>
<thead>
<tr>
<th>Subject Code</th>
<th>CBS2080</th>
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</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Fundamentals of Chinese Communication</td>
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<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>2</td>
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<tr>
<td>Pre-requisite/Co-requisite/Exclusion</td>
<td>Students whose HKALE result for Chinese Language and Culture is at grade D or below are advised to complete / concurrently take non-credit bearing Chinese Language Enhancement subject(s) as recommended.</td>
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<tr>
<td>Objectives</td>
<td>This subject aims to enhance and polish the communication skills of the students in both written Chinese and Putonghua for basic usage in the workplace.</td>
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Intended Subject Learning Outcomes

Upon completion of the subject, students will be able to:

(a) develop effective communication skills in both written Chinese and Putonghua required for basic usage in the workplace;
(b) master the format, organization, language and style of expression of various genres of Chinese practical writing such as official correspondences, publicity materials, reports and proposals;
(c) give formal presentation in Putonghua;
(d) engage with formal discussion in Putonghua.

Students will be required to read and write intensively for enhancing their proficiency level in written Chinese. They would be required to organize their own ideas, concepts in sensible and logical manner and present them in both written and spoken format for effective transmission of message in given contexts with specific purposes. Such learning activities would engage them in reasoning and analytical processes. The mastering of effective communication skills in both written Chinese and Putonghua will also facilitate their lifelong learning in various disciplines.

Contribution of the Subject to the Attainment of the Programme Outcomes

Programme Outcomes:

Category B: Attributes for all-roundedness

- Programme Outcomes 7 and 14: The subject will enhance students’ communication abilities of Chinese Language in forms of writing and speaking for different social settings. As the communicative tasks involved require not only good competence in the Chinese Language but also suitable ways of handling social relations and professional convention in communicating with each other, the subject allows students to acquire adequate strategies and be aware of the attitudes they should have for achieving successful communication. These will encourage them to be collaborative with other members within a team, and in the workplace.

Subject Synopsis/Indicative Syllabus

1. Written Chinese for practical purposes
   - uses of words and sentences;
   - coherence in Chinese writing
   - format, organization, language and style of expression of official correspondences, publicity materials, reports and proposals;
   - context dependent stylistic variation

2. Formal Presentation in Putonghua
   - the articulation in Putonghua
   - the flow of speaking
   - choice of words, manner and gesture

3. Formal Discussion in Putonghua
### Teaching/ Learning Methodology

The subject will be conducted in Putonghua, in highly interactive seminars. The subject will motivate the students' active participation by assigning group presentation/discussion in class. In a forum-like format, students are guided to: (1) present to the class, their understanding of each genre designed for the syllabus for discussions and improvement; (2) modify passages in a given genre/style into other genres/styles for addressing different audiences and purposes; (3) give a power-point presentation in Putonghua in front of the whole class, then receive on spot feedback for discussion and improvement; then (4) prepare a written report/proposal on the same topic; and (5) engage in formal discussion in Putonghua on topics related to current issues and/or business operation; then (6) produce a written document on the same topic using a chosen genre.

### Alignment of Assessment and Intended Subject Learning Outcomes

<table>
<thead>
<tr>
<th>Specific Assessment Methods/Tasks</th>
<th>% Weighting</th>
<th>Intended Subject Learning Outcomes to be Assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>a</td>
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<tr>
<td>Written Assignment</td>
<td>30%</td>
<td>✓</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>30%</td>
<td></td>
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<tr>
<td>Final Examination</td>
<td>40%</td>
<td></td>
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<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
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### Student Study Effort Expected

- **Class contact (time-tabled):**
  - Seminar: 42 Hours

- **Other student study effort:**
  - Outside class practice: 3 x 14 = 42 Hours
  - Self-study: 3 x 14 = 42 Hours

- **Total student study effort:** 126 Hours

### Reading List and References

1. 路德慶主編(1982) 《寫作教程》，華東師範大學出版社。
2. 部守義（1991）《演講全書》，吉林人民出版社。
3. 陳建民（1994）《說話的藝術》，語文出版社。
4. 李軍華（1996）《口才學》，華中理工大學出版社。
5. 陳瑞端著（2000）《生活錯誤字》，中華書局。
6. 邢福義、汪國勝主編（2003）《現代漢語》，華中師範大學出版社。
7. 于成鯤主編（2003）《現代應用文》，復旦大學出版社。
8. 鍾文佳（2004）《漢語口才學》，西南師範大學出版社。
9. 李白堅、丁迪蒙（2004）《大學體型寫作訓練規程》，上海大學出版社。
10. 于成鯤、陳瑞端、秦扶一、金振邦主編（2011）《當代應用文寫作規範叢書》，復旦大學出版社。