HKCC
Associate Degree Scheme in Humanities and Communication
人文及傳意副學士組合課程
2011/12
Associate Degree Scheme in Humanities and Communication  
(Programme Code 8C010)  

comprising  

Associate in Bilingual Communication  
中英語文傳意副學士  
Associate in English for Business Communication  
商業傳意英語副學士  
Associate in Language and Culture  
語文及文化副學士  
Associate of Arts  
文科副學士  

Definitive Scheme Document  

September 2011
This Definitive Scheme Document applies to the cohort of students admitted in the 2011/12 academic year. The Document is subject to review and HKCC may make appropriate changes at any time. Students will be informed of the changes as and when appropriate.
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Section One : General Information
1. **Host Department**

The Associate Degree Scheme in Humanities and Communication (‘The Scheme’) is hosted by Hong Kong Community College (‘HKCC’).

2. **Scheme Operation and Management**

2.1 **Programmes under the Scheme**

The Scheme comprises the four programmes below:

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2.2 **Scheme and Programme Leaders**

A Scheme Leader (SL) is appointed to provide academic support in the realm of quality assurance in both teaching and learning. The SL, with the assistance of an Assistant Scheme Leader, also provides input in staffing, student admission, assessment and feedback, and programme development.

Programme Leaders and Assistant Programme Leaders (where appropriate) are appointed to manage the various programmes under the Associate Degree Scheme in Humanities and Communication.

2.3 **Scheme Management Committee**

The Scheme Management Committee (SMC) assumes overall academic responsibility. It comprises Scheme Leader, Assistant Scheme Leader, Programme Leaders, Assistant Programme Leaders, Subject Leaders and student representatives who will periodically review the academic content, student feedback, and pedagogical issues.

The Student/Staff Consultative Group (SSCG) provides a channel through which student views can be obtained. During the meetings of the Group, teaching staff and student representatives meet for constructive discussion on matters relating to student workload, teaching methods, the relevance of the course content and possible improvements.

3. **Aims and Intended Learning Outcomes**

All the programmes under the Associate Degree Scheme in Humanities and Communication aim to help students develop a foundation of generic skills and broad-based knowledge that nurture life-long learning. These programmes are designed primarily to provide students with fundamental domain-specific knowledge as well as generic knowledge for future academic pursuits, and secondarily to facilitate their entry into the job market as associate professionals.

The structure of the Scheme is intended to provide students with a wide choice of specialism areas and elective subjects, and to offer them more flexibility. Such choices
and flexibility will enable students to make informed decisions on the best ways to enhance their chances for further studies and career development.

The intended learning outcomes of the Scheme centre around generic and professional competencies which encompass the attitude, knowledge, and skills expected of AD graduates. These can be broken down into the following more specific outcomes:

**Outcomes relating to all-roundedness and generic skills**

Upon graduation from the Associate Degree Scheme in Humanities and Communication, students will be able to:

1. Critically assess propositions and arguments commonly encountered in daily life, at work and in tertiary level studies;

2. Invoke creativity and other problem solving skills in dealing with problems encountered in daily life, at work and in tertiary level studies;

3. Effectively use current information technology to carry out tasks commonly encountered in daily life, at work and in tertiary level studies;

4. Demonstrate a professional attitude in terms of sense of responsibility, integrity, self-confidence, service attitude, and teamwork;

5. Communicate effectively in spoken and written English at a competence level required of associate professionals;

6. Identify effective strategies for language learning;

7. Demonstrate ability for self-reflection and intellectual curiosity which are prerequisites for lifelong learning and continuous professional development.

**Professional outcomes**

In addition to the shared learning outcomes for the Associate Degree Scheme in Humanities and Communication as a whole, graduates of individual programmes under the Scheme will be able to achieve specific outcomes related to the profession.

**Associate in Bilingual Communication**

The Associate in Bilingual Communication aims at producing graduates with well-balanced Chinese (including Putonghua) and English communication skills with a professional orientation in order to meet the increasing community demand for competent bilingual communicators.

Upon graduation from the Associate in Bilingual Communication, students will be able to:

BC1. Demonstrate high levels of language proficiency in both Chinese (including Putonghua) and English in carrying out both spoken and written practical communication activities;

BC2. Draw on a body of Chinese and English linguistic knowledge in performing professional and study-related tasks;
BC3. Have an awareness and understanding of their own cultural background and intercultural communication issues in meeting the professional demands at work;

BC4. Have a firm grounding in language studies which can be critically and creatively applied in a variety of professional contexts.

**Associate in English for Business Communication**

The Associate in English for Business Communication prepares students for entry into a profession or degree programme specialising in language studies, communication and media studies, marketing, public relations, and management.

Upon graduation from the Associate in English for Business Communication, students will be able to:

EBC1. Demonstrate competence in communicating with business professionals in written and spoken English;

EBC2. Analyse and appreciate the English language as a resource for constructing meaning in daily life and general business situations;

EBC3. Recognise the important role of language, culture, and communication in daily life and international business contexts;

EBC4. Demonstrate understanding of fundamental theories for success in international business and marketing environments;

EBC5. Apply knowledge of communication and business studies to create multimedia products for effective business communication;

EBC6. Identify their goals for further academic and career development in sectors calling for proficiency in English language and communication skills as well as knowledge in linguistics, communication studies, marketing, public relations, and management.

**Associate in Language and Culture**

Upon graduation from the Associate in Language and Culture, students will be able to:

LC1. Develop awareness of Chinese and Western cultures and demonstrate understanding of East Asian culture and history;

LC2. Trace the political, socio-economic and cultural change of modern China and the world;

LC3. Demonstrate a profound knowledge of the continuity between the recent changes and the past, thus estimating the future from different perspectives;

LC4. Apply relevant concepts and principles of the history and culture to achieve a better understanding of modern society;

LC5. Use Japanese to communicate effectively in daily life and for further study;
LC6. Communicate effectively in modern Chinese including Putonghua.

**Associate of Arts**

This programme takes a broad-based and holistic approach. Upon graduation from the Associate of Arts, students will be able to:

AA1. Demonstrate abilities in independent critical thinking, inter-disciplinary thinking, analysis of social and cultural values, cross-cultural perspective, effective communication and self-reflection;

AA2. Pursue further academic development, clarify career goals and plan ahead for their future - on the basis of better self-understanding of their own interests and aptitudes, as well as better knowledge about different arts and humanity-related disciplines;

AA3. Possess the broad education necessary to understand the major findings and ideas in a variety of disciplines such as humanities, business, social sciences and arts;

AA4. Demonstrate a broad theoretical understanding of the chosen arts and humanity-related discipline and an appreciation of other disciplines / areas of study, which may include liberal arts, business, social sciences, etc.

AA5. Develop a lifelong interest in reading and studying about the cultural, social and political areas that will continue after the completion of the programme.

4. **Entry Requirements**

The minimum requirements for entry into the first year of the two-year full-time Associate Degree Scheme in Humanities and Communication programme are as follows:

(1) Satisfactory completion of Form 6; and
   - Grade E / Level 2 in Hong Kong Certificate of Education Examination (HKCEE) English Language and Chinese Language; and
   - Grade E in 3 Hong Kong Certificate of Education Examination (HKCEE) subjects; and
   - Grade E in 1 Hong Kong Advanced Level Examination (HKALE) subject; or,
   - Grade E in 2 HKALE (AS-level) subjects, which may include Use of English, and Chinese Language and Culture.
   OR
(2) Satisfactory completion of a one-year Pre-Associate Degree Programme offered by a recognised institution; OR
(3) The equivalents of the above requirements.

*Language requirements for Associate in Bilingual Communication:

- Grade D / Level 3 in HKCEE English Language (Syllabus B) and Chinese Language; OR
- Grade E in Use of English and in Chinese Language and Culture at AS-Level; OR
- The equivalents of the above requirements.
Language requirements for Associate in English for Business Communication:

- Grade E / Level 2 in HKCEE English Language (Syllabus B) and Grade E in Use of English at AS-Level; OR
- The equivalents of the above requirements.

For those who do not possess the above-mentioned qualifications but have reached the age of 25 by September in the admission year, they may apply as “mature” students. Mature candidates are expected to demonstrate proficiency in English to study for the programme to the satisfaction of the admissions panel.

5. Granting of Award

Students would be eligible for the Associate Degree award if they satisfy all the conditions listed below:

1. successful completion of the compulsory and elective subjects for a total of 60 credits within the permissible maximum duration;
2. satisfying the level, general education and award-specific requirements of individual awards as stipulated in the Curriculum Structure of Section 8; and
3. having a Grade Point Average (GPA) of 2.0 or above at the end of the programme.

6. Mode and Duration of Study

The four Associate Degree programmes within the Scheme are offered in full-time mode of study. There are 2 semesters per year, each 14-week long. Students are required to complete 15 credits per semester. Prior approval is needed for students to study more or less than 15 credits per semester. The normal duration of the programmes is 2 years, and the maximum duration allowed for completion is 4 years.

Students are required to graduate as soon as they satisfy all the conditions for an award (see Section 5 above).

7. Attendance

Students are required to have attained at least 70% of attendance in each of the subjects they study; otherwise they may be disallowed to sit for the subject examination, downgraded or awarded fail grades for unsatisfactory attendance, participation and / or punctuality.

Regular and punctual attendance at lectures, seminars and tutorials is important. If students are late by 15 minutes for a tutorial or 30 minutes for a lecture, they will be regarded as absent for that particular tutorial or lecture. Students who are often absent or late for class will be asked to explain to their lecturers or tutors. In case of illness, the original doctor’s certificate will be required.

Students must only attend the subject groups in which they are registered. They will have their names listed on the finalised class registers after the add / drop period only if they
are officially registered in that particular subject group. Attendance in other non-registered classes is not allowed.

8. Curriculum Structure

The four Associate Degree programmes offered under the Scheme are credit-based. Students are required to complete a total of 60 credits as specified below (not applicable to the Associate of Arts programme):

- 36 credits of award-specific subjects
- 21 credits of general education (GE) subjects
- 3 credits of either a GE or an award-specific subject.

The general education subjects provide students with fundamental generic skills and chances to broaden their horizon through subject choices in a wide range of disciplines such as arts, humanities, culture, history, China studies, languages, social sciences, business studies as well as science and technology. The award-specific subjects provide students with working knowledge in the selected discipline, and a foundation on which further qualification may be obtained.

8.1 Subject Level and Subject Code

All subjects offered under this scheme are at Level 1, 2 or 3, and most subjects are of 3 credits each. The first digit of the subject code denotes the level of the subject; for example, CC2002 is a Level-2 subject.

8.2 Subject Nature

Each subject is classified as a science (S) or non-science (N-S) subject.

8.3 Credit and Level Requirements

Students are required to successfully complete a total of 60 credits of which
- at least 24 credits are at Level 3;
- at most 12 credits are below Level 2.

8.4 General Education Requirements

Students are required to successfully complete 5 compulsory plus 2 or 3 elective subjects in general education (GE) for a total of 21 or 24 credits.

(I) GE Compulsory Subjects (15 credits)

Students are required to complete the following 5 GE compulsory subjects:

(1) CC2002 Creative and Critical Thinking
(2) CC2035 Information Technology for Language Study
(3) CC2041 English for Academic Studies (Humanities and Communication)
(4) CC2047 English for Workplace Communication (Humanities and Communication)
(5) CC2052 Elementary Statistics
(II) GE Elective Subjects* (6 or 9 credits)

Students are given the flexibility to complete 6 or 9 credits in GE elective subjects, of which at least one subject should be selected from Group A of the following subject areas listed in Table 1:

Group A
- Liberal Arts

Group B
- Business Studies
- China Studies
- Languages
- Liberal Arts
- Science and Technology

Should students decide to take 9 credits in GE elective subjects, they will have to complete a total of 24 credits in GE subjects and 36 credits in award-specific subjects for graduation. Should students choose to take 6 credits in GE elective subjects, they will have to take an additional award-specific elective and complete a total of 21 credits in GE subjects and 39 credits in award-specific subjects for graduation.

Nonetheless, students are not allowed to take the individual programme’s award-specific subjects (both compulsory and elective) as GE elective subjects, even though those award-specific subjects are listed in Table 1.

Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfillment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.

* The offering of any of these subjects is conditional upon enrolment figures and the availability of resources. Some subjects may require completion of prerequisites before enrolment. For details on prerequisite requirements for individual subjects, please refer to Table 7.
<table>
<thead>
<tr>
<th>Group / Area</th>
<th>Nature</th>
<th>Subject Code and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP A</strong></td>
<td>N-S</td>
<td>CC2008 Chinese Civilisation</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>N-S</td>
<td>CC2014 Aesthetics and Art Appreciation</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2016 Understanding Society</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2019 Introduction to Psychology</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2033 Introduction to Philosophy</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2034 The History and Culture of Hong Kong</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2036 Introduction to Chinese Literature</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3003 Contemporary Social Problems</td>
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<td></td>
<td>N-S</td>
<td>CC3004 Development of Pearl River Delta</td>
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<td></td>
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<td>CC3006 The Perspectives of Eastern and Western Cultures</td>
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<tr>
<td></td>
<td>N-S</td>
<td>CC3011 Gender Issues</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3015 Logic</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3016 Mass Media and Culture</td>
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<td>N-S</td>
<td>CC3017 Social Psychology</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3018 The History of Modern China and the World (From 1842 - Now)</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3021 Politics and Government</td>
</tr>
<tr>
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<td>N-S</td>
<td>CC3022 History, Culture, Economic and Social Development of East Asia</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3023 History, Culture, Economic and Social Development of Southeast Asia</td>
</tr>
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<td></td>
<td>N-S</td>
<td>CC3026 Chinese Film and Fiction</td>
</tr>
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<td></td>
<td>N-S</td>
<td>CC3027 Discourse in Popular Cultures</td>
</tr>
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<td></td>
<td>N-S</td>
<td>CC3028 Issues in Applied Ethics</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3029 Modern Western Thought</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3030 Selected Readings of Hong Kong Fiction</td>
</tr>
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<td></td>
<td>N-S</td>
<td>CC3031 Wisdom in Eastern Tradition</td>
</tr>
<tr>
<td><strong>GROUP B</strong></td>
<td>N-S</td>
<td>CC2101 Financial Accounting</td>
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<tr>
<td>Business Studies</td>
<td>N-S</td>
<td>CC2102 Theory and Practice of Management</td>
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<td>N-S</td>
<td>CC2104 Introduction to Microeconomics</td>
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<td>CC2126 Introduction to Marketing</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3144 Practicum in Workplace</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3145 Extensive Practicum in Workplace</td>
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<tr>
<td></td>
<td>N-S</td>
<td>CC3150 Organisational Behaviour</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3153 Principles of Knowledge Management</td>
</tr>
<tr>
<td>China Studies</td>
<td>N-S</td>
<td>CC3121 Business Environment in China</td>
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<td>N-S</td>
<td>CC3122 China’s Economy</td>
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<tr>
<td></td>
<td>N-S</td>
<td>CC3411 Chinese Family and Culture</td>
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<td></td>
<td>N-S</td>
<td>CC3467 Social Development in China</td>
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<td>N-S</td>
<td>CC3471 Social Problems and Social Issues in Contemporary China</td>
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<tr>
<td>Languages</td>
<td>N-S</td>
<td>CC2009 Chinese Language</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2010 Elementary French</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2011 Japanese I</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2012 Elementary Putonghua</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2028 Grammar in Context</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2031 Japanese II</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2054 Chinese Language (Taught in Putonghua)</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2131 Chinese for Business Communication</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3020 Oral Communication in English</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3024 Japanese III</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3025 Japanese IV</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3129 Business Putonghua</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>N-S</td>
<td>CC1002 Astronomy and Fortune-telling</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC1003 Chinese Calligraphy and Painting</td>
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<td>N-S</td>
<td>CC1005 Buddhist Culture and Art</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC1007 The Art of Chinese Board Games</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC1008 Appreciation of Asian and Western Music</td>
</tr>
</tbody>
</table>
### Table 1 - General Education Elective Subjects (Continued)

<table>
<thead>
<tr>
<th>Science and Technology</th>
<th>Subject</th>
</tr>
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<tbody>
<tr>
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<td>CC1006</td>
</tr>
<tr>
<td></td>
<td>CC2006</td>
</tr>
<tr>
<td></td>
<td>CC2007</td>
</tr>
<tr>
<td></td>
<td>CC2201</td>
</tr>
<tr>
<td></td>
<td>CC3008</td>
</tr>
</tbody>
</table>

S = Science subject  
N-S = Non-science subject  
\(^\) Subject of 6 credits

Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfillment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.

Please note that CC2012 and CC3129 are registered as one CEF course, students therefore have to complete BOTH subjects in order to be eligible for CEF reimbursement.

HKCC reserves the right to cancel and/or not to offer individual subjects.
8.5 Award-specific Requirements

8.5.1 Associate in Bilingual Communication

(I) Award-specific Compulsory Subjects (30 credits)

Students are required to complete the following 10 award-specific compulsory subjects:

1. CC2012 Elementary Putonghua
2. CC2412 Foundations of Translation
3. CC2419 Intermediate Putonghua
4. CC3129 Business Putonghua
5. CC3407 Bilingual Communication
6. CC3412 Chinese for Business and Administration
7. CC3452 Introduction to Phonetics
8. CC3454 Language and Society
9. CC3478 The Structure of Modern Chinese
10. CC3479 The Structure of Modern English

(II) Award-specific Elective Subjects* (6 or 9 credits#)

Students are required to complete 2 or 3 award-specific elective subjects selected from the following:

- CC3130 Negotiation Skills
- CC3413 Chinese for the Mass Media
- CC3425 English for the Mass Media
- CC3432 Foundations of Oral Interpretation
- CC3481 Translation for Practical Purposes
- CC3498 Oral Chinese Communication in the Professional Contexts
- CC3607 Foundations of Linguistics

# Please refer to Section 8.4 General Education Requirements
* The offering of any of these subjects is conditional upon enrolment figures and the availability of resources. Some subjects may require completion of prerequisites before enrolment. For details on prerequisite requirements for individual subjects, please refer to Table 7.
% Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfillment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.

Please note that CC2012 and CC3129 are registered as one CEF course, students therefore have to complete BOTH subjects in order to be eligible for CEF reimbursement.
<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CC2002 Creative and Critical Thinking</td>
<td>CC2047 English for Workplace Communication (Humanities and Communication)</td>
</tr>
<tr>
<td></td>
<td>CC2012 Elementary Putonghua</td>
<td>CC2052 Elementary Statistics</td>
</tr>
<tr>
<td></td>
<td>CC2035 Information Technology for Language Study</td>
<td>CC2419 Intermediate Putonghua</td>
</tr>
<tr>
<td></td>
<td>CC2041 English for Academic Studies (Humanities and Communication)</td>
<td>CC3478 The Structure of Modern Chinese</td>
</tr>
<tr>
<td></td>
<td>CC3479 The Structure of Modern English</td>
<td><strong>ONE general education elective subject</strong></td>
</tr>
<tr>
<td>2</td>
<td>CC2412 Foundations of Translation</td>
<td>CC3129 Business Putonghua</td>
</tr>
<tr>
<td></td>
<td>CC3412 Chinese for Business and Administration</td>
<td>CC3407 Bilingual Communication</td>
</tr>
<tr>
<td></td>
<td>CC3452 Introduction to Phonetics</td>
<td>CC3454 Language and Society</td>
</tr>
<tr>
<td></td>
<td><strong>ONE of the following award-specific elective subjects:</strong></td>
<td><strong>TWO award-specific elective subjects OR ONE general education elective</strong> and <strong>ONE award-specific elective subject</strong></td>
</tr>
<tr>
<td></td>
<td>• CC3413 Chinese for the Mass Media</td>
<td><strong>Award-specific electives:</strong></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>• CC3130 Negotiation Skills</td>
</tr>
<tr>
<td></td>
<td>• CC3425 English for the Mass Media</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>• CC3432 Foundations of Oral Interpretation</td>
</tr>
<tr>
<td></td>
<td>• CC3607 Foundations of Linguistics</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td><strong>ONE general education elective subject</strong></td>
<td>• CC3481 Translation for Practical Purposes</td>
</tr>
<tr>
<td></td>
<td><strong>#</strong></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td><strong>#</strong></td>
<td>• CC3498 Oral Chinese Communication in the Professional Contexts</td>
</tr>
</tbody>
</table>

* HKCC reserves the right to change the study pattern.

# Students should ensure that the general education and / or award-specific elective subjects they have selected satisfy the level, general education / subject domain and award-specific requirements. It is students’ sole responsibility to ensure that they have completed all the requirements for graduation.
8.5.2 **Associate in English for Business Communication**

Students are required to complete the following 10 award-specific compulsory subjects:

(I) **Award-specific Compulsory Subjects (30 credits)**

**Business English**
1. CC3601 Business Writing Skills
2. CC3606 Oral Business English

**Language and Communication Studies**
3. CC2028 Grammar in Context
4. CC2602 Introduction to Communication Studies
5. CC3604 Languages, Cultures and Communication
6. CC3605 Multimedia Technologies for Business
7. CC3607 Foundations of Linguistics
8. CC2010 Elementary French
   OR
   CC2011 Japanese I
   OR
   CC2012 Elementary Putonghua *
   *(Students may select the other two subjects as award-specific elective subjects.)*

**Business Studies**
9. CC2102 Theory and Practice of Management
10. CC2126 Introduction to Marketing

(II) **Award-specific Elective Subjects* (6 or 9 credits #)**

Students are required to complete 2 or 3 award-specific elective subjects selected from the following:

- CC2103 Introduction to E-commerce
- CC2114 Consumer Behaviour
- CC3108 Principles of Marketing Management
- CC3118 Advertising and Promotion
- CC3119 International Marketing
- CC3120 Marketing Research and Information
- CC3130 Negotiation Skills
- CC3425 English for the Mass Media
- CC3452 Introduction to Phonetics
- CC3602 Communication for Marketing
- CC3603 Intercultural Communication in Business
- CC3608 Translation for Business Communication

# Please refer to Section 8.4 General Education Requirements
* The offering of any of these subjects is conditional upon enrolment figures and the availability of resources. Some subjects may require completion of prerequisites before enrolment. For details on prerequisite requirements for individual subjects, please refer to Table 7.

* Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfilment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.

% Please note that CC2012 and CC3129 are registered as one CEF course, students therefore have to complete BOTH subjects in order to be eligible for CEF reimbursement. CC3129 is a GE elective subject of the programme. Please refer to Table 1 on P. 8.
## Table 3 - Study Pattern for Associate in English for Business Communication*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC2002 Creative and Critical Thinking</td>
<td>CC2047 English for Workplace Communication (Humanities and Communication)</td>
</tr>
<tr>
<td></td>
<td>CC2028 Grammar in Context</td>
<td>CC2052 Elementary Statistics</td>
</tr>
<tr>
<td>1</td>
<td>CC2035 Information Technology for Language Study</td>
<td>CC2126 Introduction to Marketing</td>
</tr>
<tr>
<td></td>
<td>CC2041 English for Academic Studies (Humanities and Communication)</td>
<td>CC2602 Introduction to Communication Studies</td>
</tr>
<tr>
<td></td>
<td>CC2102 Theory and Practice of Management</td>
<td>ONE general education elective subject#</td>
</tr>
<tr>
<td></td>
<td>CC3601 Business Writing Skills</td>
<td>CC3604 Languages, Cultures and Communication</td>
</tr>
<tr>
<td></td>
<td>CC3606 Oral Business English</td>
<td>CC3605 Multimedia Technologies for Business</td>
</tr>
<tr>
<td></td>
<td>CC3607 Foundations of Linguistics</td>
<td>ONE award-specific elective subject#</td>
</tr>
<tr>
<td>2</td>
<td>ONE of the following award-specific compulsory subjects:</td>
<td>ONE general education elective subject#</td>
</tr>
<tr>
<td></td>
<td>• CC2010 Elementary French OR</td>
<td>ONE general education elective subject#</td>
</tr>
<tr>
<td></td>
<td>• CC2011 Japanese I OR</td>
<td>ONE general education elective subject#</td>
</tr>
<tr>
<td></td>
<td>• CC2012 Elementary Putonghua</td>
<td>ONE general education or one award-specific elective subject#</td>
</tr>
</tbody>
</table>

\* HKCC reserves the right to change the study pattern.

\# Students should ensure that the general education and / or award-specific elective subjects they have selected satisfy the level, general education / subject domain and award-specific requirements. It is students’ sole responsibility to ensure that they have completed all the requirements for graduation.
8.5.3 Associate in Language and Culture

(I) Award-specific Compulsory Subjects (30 credits)

Students are required to complete the following 10 award-specific compulsory subjects:

1. CC2008 Chinese Civilisation
2. CC2011 Japanese I
3. CC2012 Elementary Putonghua
4. CC2031 Japanese II
5. CC2419 Intermediate Putonghua
6. CC3006 The Perspectives of Eastern and Western Cultures
7. CC3016 Mass Media and Culture
8. CC3412 Chinese for Business and Administration
9. CC3604 Languages, Cultures and Communication
10. CC3022 History, Culture, Economic and Social Development of East Asia
    OR
    CC3023 History, Culture, Economic and Social Development of Southeast Asia

(II) Free Elective Subjects* (6 or 9 credits#)

Students are required to complete 2 or 3 free elective subjects selected from the pool of subjects (including those subjects selected from various general education subject domains) offered within this Scheme.

# Please refer to Section 8.4 General Education Requirements

* The offering of any of these subjects is conditional upon enrolment figures and the availability of resources. Some subjects may require completion of prerequisites before enrolment. For details on prerequisite requirements for individual subjects, please refer to Table 7.

Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfillment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.

% Please note that CC2012 and CC3129 are registered as one CEF course, students therefore have to complete BOTH subjects in order to be eligible for CEF reimbursement. CC3129 is a free elective subject of the programme. Please refer to Table 7 on P. 31.
Table 4 - Study Pattern for Associate in Language and Culture*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CC2002 Creative and Critical Thinking</td>
<td>CC2012 Elementary Putonghua</td>
</tr>
<tr>
<td></td>
<td>CC2008 Chinese Civilisation</td>
<td>CC2031 Japanese II</td>
</tr>
<tr>
<td></td>
<td>CC2011 Japanese I</td>
<td>CC2047 English for Workplace Communication (Humanities and Communication)</td>
</tr>
<tr>
<td></td>
<td>CC2035 Information Technology for Language Study</td>
<td>CC2052 Elementary Statistics</td>
</tr>
<tr>
<td></td>
<td>CC2041 English for Academic Studies (Humanities and Communication)</td>
<td>ONE general education elective subject#</td>
</tr>
<tr>
<td>2</td>
<td>CC2419 Intermediate Putonghua</td>
<td>CC3006 The Perspectives of Eastern and Western Cultures</td>
</tr>
<tr>
<td></td>
<td>CC3016 Mass Media and Culture</td>
<td>CC3604 Languages, Cultures and Communication</td>
</tr>
<tr>
<td></td>
<td>CC3412 Chinese for Business and Administration</td>
<td>TWO free elective subjects from the Scheme#</td>
</tr>
<tr>
<td></td>
<td>CC3022 History, Culture, Economic and Social Development of East Asia</td>
<td>ONE general education elective subject#</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>ONE general education or one free elective subject from the Scheme#</td>
</tr>
<tr>
<td></td>
<td>CC3023 History, Culture, Economic and Social Development of South East Asia</td>
<td></td>
</tr>
</tbody>
</table>

* HKCC reserves the right to change the study pattern.
# Students should ensure that the general education and/or award-specific elective subjects they have selected satisfy the level, general education/subject domain and award-specific requirements. It is students’ sole responsibility to ensure that they have completed all the requirements for graduation.
8.5.4 **Associate of Arts**

(I) **Award-specific Compulsory Subjects (3 credits)**

Students are required to complete one of the following language subjects:

- CC2010  Elementary French OR
- CC2011  Japanese I OR
- CC2012  Elementary Putonghua

(II) **Free Elective Subjects* (33 or 36 credits*)**

Students are given the flexibility to complete 11 or 12 subjects chosen from the pool of subjects (including those subjects selected from various general education subject domains) offered within this Scheme, subject to meeting the credit and level requirements.

**Area of Concentration**

If students intend to focus on one of the following areas of concentration and have it reflected in the transcript of studies, they have to successfully complete at least 6 subjects (18 credits) in that area and indicate such intention to the College before commencement of the fourth semester of their studies.

**Applied Chinese Studies**

- CC2009 Chinese Language
- CC2036 Introduction to Chinese Literature
- CC2131 Chinese for Business Communication
- CC2419 Intermediate Putonghua
- CC3026 Chinese Film and Fiction
- CC3030 Selected Readings of Hong Kong Fiction
- CC3129 Business Putonghua
- CC3413 Chinese for the Mass Media
- CC3478 The Structure of Modern Chinese
- CC3624 Classical Chinese Fiction

**China Studies**

- CC2008 Chinese Civilisation
- CC2034 The History and Culture of Hong Kong
- CC3018 The History of Modern China and the World (From 1842 – Now)
- CC3121 Business Environment in China
- CC3122 China’s Economy
- CC3411 Chinese Family and Culture
- CC3467 Social Development in China
- CC3471 Social Problems and Social Issues in Contemporary China
- CC3492 Chinese Government and Politics
- CC3625 The Role of Chinese Women in Historical Development
Communication
- CC2602 Introduction to Communication Studies
- CC3016 Mass Media and Culture
- CC3027 Discourse in Popular Cultures
- CC3130 Negotiation Skills
- CC3407 Bilingual Communication
- CC3413 Chinese for the Mass Media
- CC3425 English for the Mass Media
- CC3602 Communication for Marketing
- CC3603 Intercultural Communication in Business
- CC3604 Languages, Cultures and Communication

Humanities
- CC2008 Chinese Civilisation
- CC2033 Introduction to Philosophy
- CC2034 The History and Culture of Hong Kong
- CC2036 Introduction to Chinese Literature
- CC3006 The Perspectives of Eastern and Western Cultures
- CC3011 Gender Issues
- CC3018 The History of Modern China and the World (From 1842 – Now)
- CC3028 Issues in Applied Ethics
- CC3029 Modern Western Thought
- CC3030 Selected Readings of Hong Kong Fiction
- CC3031 Wisdom in Eastern Tradition

Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfillment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.

Please note that CC2012 and CC3129 are registered as one CEF course, students therefore have to complete BOTH subjects in order to be eligible for CEF reimbursement.
Table 5 - Study Pattern for Associate of Arts*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CC2002 Creative and Critical Thinking</td>
<td>CC2047 English for Workplace Communication (Humanities and Communication)</td>
</tr>
<tr>
<td></td>
<td>CC2035 Information Technology for Language Study</td>
<td>CC2052 Elementary Statistics</td>
</tr>
<tr>
<td></td>
<td>CC2041 English for Academic Studies (Humanities and Communication)</td>
<td>ONE general education elective subject#</td>
</tr>
<tr>
<td></td>
<td>ONE general education elective subject#</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>FOUR free elective subjects from any of the following#: &lt;ul&gt;&lt;li&gt;Award-specific elective subjects&lt;/li&gt;&lt;li&gt;General education elective subjects&lt;/li&gt;&lt;li&gt;Any subjects offered in the Scheme&lt;/li&gt;&lt;/ul&gt;</td>
<td>FIVE free elective subjects from any of the following#: &lt;ul&gt;&lt;li&gt;Award-specific elective subjects&lt;/li&gt;&lt;li&gt;General education elective subjects&lt;/li&gt;&lt;li&gt;Any subjects offered in the Scheme&lt;/li&gt;&lt;/ul&gt;</td>
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<tr>
<td></td>
<td>ONE general education elective or one free elective subject from the Scheme#</td>
<td></td>
</tr>
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</table>

* HKCC reserves the right to change the study pattern.

# Students should ensure that the general education and / or award-specific elective subjects they have selected satisfy the level, general education / subject domain and award-specific requirements. It is students’ sole responsibility to ensure that they have completed all the requirements for graduation.
8.6 Programme Curriculum Maps

Each of programme curriculum maps in Table 6.1 - 6.4 presents a mapping of the subjects available to students of that programme in relation to the intended learning outcomes as presented in Section 3. Each programme curriculum map denotes how each of the Scheme and Programme-specific outcomes are introduced, reinforced and assessed. It is worth noting that the Scheme and Programme-specific outcomes are achieved not just through the content of the subjects, but also through the variety of learning and teaching activities through which the contents are delivered.

Furthermore, co-curricular student development activities organised by the Student Development Committee, the Student Union or other organisations also contribute to the Scheme and Programme-specific outcomes.

Key to Table 6.1 – 6.4:

I The learning leading to the particular outcome is introduced in that subject
R The learning leading to the particular outcome is reinforced in that subject
A The learning leading to the particular outcome is assessed in that subject
Table 6.1 - Programme Curriculum Map of Associate in Bilingual Communication

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Title</th>
<th>Scheme Outcome 1 Critical Thinking*</th>
<th>Scheme Outcome 2 Creativity and Problem Solving*</th>
<th>Scheme Outcome 3 Information Technology*</th>
<th>Scheme Outcome 4 Professional Attitude*</th>
<th>Scheme Outcome 5 Communication Skills (English)*</th>
<th>Scheme Outcome 6 Language Learning Strategies*</th>
<th>Scheme Outcome 7 Self-reflection and Lang. Skills for Life Long Learning*</th>
<th>Prog. Outcome BC1*</th>
<th>Prog. Outcome BC2*</th>
<th>Prog. Outcome BC3*</th>
<th>Prog. Outcome BC4*</th>
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<td>Creative and Critical Thinking</td>
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<td>BC1</td>
<td>BC2</td>
<td>BC3</td>
<td>BC4</td>
</tr>
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<td></td>
<td></td>
<td>BC1</td>
<td>BC2</td>
<td>BC3</td>
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</tr>
<tr>
<td>CC2041</td>
<td>English for Academic Studies (Humanities and Communication)</td>
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<td>BC1</td>
<td>BC2</td>
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<td>English for Workplace Communication (Humanities and Communication)</td>
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<td>BC2</td>
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<td></td>
<td>BC1</td>
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**General Education Compulsory Subjects (15 credits)**

**General Education Elective Subjects (6/9 credits)**

**Award-specific Compulsory Subjects (30 credits)**

**Notes:**
- *I, A, R* indicate the credits required for each scheme outcome.
- The General Education Electives should be selected from Group A of the GE list.
- The Award-specific Compulsories list is comprehensive and includes both mandatory and elective courses.

---

20
<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Title</th>
<th>Scheme Outcome 1 Critical Thinking</th>
<th>Scheme Outcome 2 Creativity and Problem Solving</th>
<th>Scheme Outcome 3 Information Technology</th>
<th>Scheme Outcome 4 Professional Attitude</th>
<th>Scheme Outcome 5 Communication Skills (English)</th>
<th>Scheme Outcome 6 Language Learning Strategies</th>
<th>Scheme Outcome 7 Self-reflection, Skills for Life Long Learning, etc.</th>
<th>Prog. Outcome BC1</th>
<th>Prog. Outcome BC2</th>
<th>Prog. Outcome BC3</th>
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* For the full outcome statements of the Scheme, please refer to Section 3 of this document.

* For the full outcome statements of the Associate in Bilingual Communication, please refer to Section 3 of this document.
### Table 6.2 - Programme Curriculum Map of Associate in English for Business Communication

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<th>Subject Code</th>
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<th>Scheme Outcome 2 Creativity and Problem Solving*</th>
<th>Scheme Outcome 3 Information Technology*</th>
<th>Scheme Outcome 4 Professional Attitude*</th>
<th>Scheme Outcome 5 Communication Skills (English)*</th>
<th>Scheme Outcome 6 Language Learning Strategies*</th>
<th>Scheme Outcome 7 Self-reflection, Skills for Life Long Learning, etc.*</th>
<th>Prog. Outcome EBC1#</th>
<th>Prog. Outcome EBC2#</th>
<th>Prog. Outcome EBC3#</th>
<th>Prog. Outcome EBC4#</th>
<th>Prog. Outcome EBC5#</th>
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<td>Information Technology for Language Study</td>
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<td>Scheme Outcome 2 Creativity and Problem Solving*</td>
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<td>Scheme Outcome 7 Self-reflection, Skills for Life Long Learning, etc.*</td>
<td>Prog. Outcome EBC1#</td>
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**Award-specific Compulsory Subjects (Cont’d)**

One of the following 3 subjects

- CC2010 Elementary French
- CC2011 Japanese I
- CC2012 Elementary Putonghua

**Award-specific Elective Subjects (6/9 credits)**

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<th>Subject Code</th>
<th>Subject Title</th>
<th>Scheme Outcome 1 Critical Thinking*</th>
<th>Scheme Outcome 2 Creativity and Problem Solving*</th>
<th>Scheme Outcome 3 Information Technology*</th>
<th>Scheme Outcome 4 Professional Attitude*</th>
<th>Scheme Outcome 5 Communication Skills (English)*</th>
<th>Scheme Outcome 6 Language Learning Strategies*</th>
<th>Scheme Outcome 7 Self-reflection, Skills for Life Long Learning, etc.*</th>
<th>Prog. Outcome EBC1#</th>
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* For the full outcome statements of the Scheme, please refer to Section 3 of this document.

# For the full outcome statements of the Associate in English for Business Communication, please refer to Section 3 of this document.

23
Table 6.3 - Programme Curriculum Map of Associate in Language and Culture

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Title</th>
<th>Scheme Outcome 1 Critical Thinking*</th>
<th>Scheme Outcome 2 Creativity and Problem Solving*</th>
<th>Scheme Outcome 3 Information Technology*</th>
<th>Scheme Outcome 4 Professional Attitude*</th>
<th>Scheme Outcome 5 Communication Skills (English)*</th>
<th>Scheme Outcome 6 Language Learning Strategies*</th>
<th>Scheme Outcome 7 Self-reflection, Skills for Life Long Learning, etc.*</th>
<th>Prog. Outcome LC1#</th>
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General Education Compulsory Subjects (15 credits)

General Education Elective Subjects (6/9 credits)

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**Award-specific Compulsory Subjects (Cont’d)**

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**Award-specific Elective Subjects (6/9 credits)**

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* For the full outcome statements of the Scheme, please refer to Section 3 of this document.

† For the full outcome statements of the Associate in Language and Culture, please refer to Section 3 of this document.
### Table 6.4 - Programme Curriculum Map of Associate of Arts

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**Award-Specific Elective Subjects (18 credits)**

**Applied Chinese Studies**

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<td>Scheme Outcome 2 Creativity and Problem Solving*</td>
<td>Scheme Outcome 3 Information Technology*</td>
<td>Scheme Outcome 4 Professional Attitude*</td>
<td>Scheme Outcome 5 Communication Skills (English)*</td>
<td>Scheme Outcome 6 Language Learning Strategies*</td>
<td>Scheme Outcome 7 Self-reflection, Skills for Life Long Learning, etc.*</td>
<td>Prog. Outcome AA1*</td>
<td>Prog. Outcome AA2*</td>
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**Humanities**

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<th>Scheme Outcome 7 Self-reflection, Skills for Life Long Learning, etc.*</th>
<th>Prog. Outcome AA1*</th>
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**Free Elective Subjects (15/18 credits)**

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<th>Scheme Outcome 2 Creativity and Problem Solving*</th>
<th>Scheme Outcome 3 Information Technology*</th>
<th>Scheme Outcome 4 Professional Attitude*</th>
<th>Scheme Outcome 5 Communication Skills (English)*</th>
<th>Scheme Outcome 6 Language Learning Strategies*</th>
<th>Scheme Outcome 7 Self-reflection, Skills for Life Long Learning, etc.*</th>
<th>Prog. Outcome AA1*</th>
<th>Prog. Outcome AA2*</th>
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</tr>
</tbody>
</table>

* For the full outcome statements of the Scheme, please refer to Section 3 of this document.

# For the full outcome statements of the Associate of Arts, please refer to Section 3 of this document.
9. Medium of Instruction

The medium of instruction is English, unless otherwise stated in individual subject syllabuses.

10. Teaching and Learning Methods

The teaching and learning philosophy underlying the Scheme is based on a holistic, diversified, and flexible approach – one which enables students to achieve the intended learning outcomes. Different teaching and learning methods are used. Some are more effective in building up students’ subject knowledge while others contribute more to developing students’ generic skills and professional competence.

Teaching and learning methods vary from subject to subject and may include interactive lectures, tutorials, case-based learning, problem-based learning, simulation, role plays, group work, practicum, experiential learning, fieldwork, guest talks, company visits, study tours, etc. The diversity of teaching and learning methods addresses the need to use the most appropriate ways to achieve the intended learning outcomes of each subject.

Teaching is conducted through lectures as well as tutorials and/or seminars. To maximise students’ learning, subject lecturers not only play the role of introducing new concepts and imparting knowledge, but they also act as facilitators to encourage students to share their ideas and experience through class discussions, case studies, oral presentations, and group activities. Laboratory sessions and/or practicum may be included for practical subjects to provide hands-on practice. For award-specific subjects, more emphasis will be given to the competence-based and practical orientation of the curriculum.

11. Assessment and Examinations

11.1 Principles of Assessment

Assessment of learning and assessment for learning are both important for assuring the quality of student learning. Assessment of learning is to evaluate whether students have achieved the intended learning outcomes of the subjects they have taken and have attained the overall learning outcomes of the academic programme at the end of their study at a standard appropriate to the award. Appropriate methods of assessment that align with the intended learning outcomes will be designed for this purpose. The assessment methods will also enable the teacher to differentiate students’ different levels of performance within the subject. Assessment for learning is to engage students in productive learning activities through purposefully designed assessment tasks.

Assessment will also serve as feedback to students. The assessment criteria and standards will be made explicit to students before the start of the assessment to facilitate student learning, and feedback provided will link to the criteria and standards. Timely feedback will be provided to students so that they are aware of their progress and attainment for the purpose of improvement.
11.2 Role of Subject Assessment Review Panel

The Subject Assessment Review Panel (SARP) is responsible for monitoring the academic standard and quality of subjects and ratifying subject results. SARP reviews the distribution of grades within a subject and finalises the grades at the end of each semester/term before submitting them to the Board of Examiners (BoE). SARP is also responsible for granting late assessments to students and deciding the form of late assessments.

The SARP is chaired by the Director of HKCC or his delegate. Members of the SARP include the relevant subject examiners, and where appropriate, the Scheme Leader, Assistant Scheme Leader, Programme Leader(s), Assistant Programme Leader(s) and other co-opted members.

11.3 Role of Board of Examiners

The Board of Examiners (BoE) meets at the end of each semester to review students’ progress and is responsible to the Academic Board of the College of Professional and Continuing Education (CPCE) for making decisions on:

1. the classification of awards to be granted to each student on completion of the programme;
2. de-registration cases; and
3. cases with extenuating circumstances.

The BoE is chaired by the Director of HKCC or his delegate. Members of the BoE include the Scheme Leader, the Assistant Scheme Leader, the Programme Leader(s), and other co-opted members.

11.4 Assessment Methods

Students’ performance in a subject shall be assessed by coursework and/or examinations, as deemed appropriate. Where both methods are used, the weighting of each in the overall subject grade has been clearly stated in this definitive scheme document. To pass a subject, students must obtain a pass grade in both coursework AND examination, if any. Satisfactory attainment (or otherwise) of the attendance requirement as stipulated in section 7 will also affect the pass and failure of a student in a subject.

All assessment methods will be designed on the basis that they can assess the extent to which students have attained the intended learning outcomes. The methods may include objective questions, open-ended essays, group projects, field study, laboratory work, presentations, reflective journals, learning portfolios, case study, and various forms of classroom participation.

At the beginning of each semester, the subject lecturer will inform students of the details of the assessment methods to be used within the assessment framework as specified in the definitive scheme document.
### Table 7 - Assessment Weighting

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Nature</th>
<th>Subject Code</th>
<th>Subject Title</th>
<th>Coursework (%)</th>
<th>Exam (%)</th>
<th>Prerequisite</th>
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<tr>
<td><strong>General Education Compulsory Subjects</strong></td>
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<td>N-S</td>
<td>CC2002 Creative and Critical Thinking (\square)</td>
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<td>CC2035 Information Technology for Language Study</td>
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<td>CC2041 English for Academic Studies (Humanities and Communication)</td>
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<td>CC2052</td>
<td>Elementary Statistics (\square)</td>
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<td>N-S</td>
<td>CC2101 Financial Accounting (\square)</td>
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<td>CC2104 Introduction to Microeconomics</td>
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<td>CC2126 Introduction to Marketing (\square)</td>
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<td>CC2011 Japanese I</td>
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<td>CC2012 Elementary Putonghua (\square)</td>
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<td>CC2031 Japanese II</td>
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<td>CC2054 Chinese Language (Taught in Putonghua) (\square)</td>
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<td>CC3020 Oral Communication in English (\square)</td>
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<td>CC3129 Business Putonghua (\square)</td>
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<td>CC2012(^%)</td>
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</table>

**S** = Science subject  
**N-S** = Non-science subject

1. CC2035, CC2004 Introduction to Information Technology, CC2005 Applied Computing, CC2029 Applied Computing for Designer and CC2608 Information Technology for Translators are exclusive to each other.
2. CC2052 and CC2026 Numerical Skills are mutually exclusive.
3. CC3144 and CC3145 are mutually exclusive.
4. CC3150 and CC2108 Organisational Behaviour are mutually exclusive.
5. CC2054 and CC2009 / CC2012 are mutually exclusive.
6. CC2131 and CC2113 Chinese for Business Executives are mutually exclusive.
7. Students should only be allowed to take either CC3020 or CC3016 during their programme of study.
8. or equivalent proficiency of Putonghua, which must be supported by an official document.
9. or a minimum of 42 hours training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document.
10. or a minimum of 84 hours training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document.
11. or a minimum of 126 hours training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document.
12. students taking this subject should have a pass in Form 3 level Putonghua subject or equivalent with valid documentary proof.

Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfillment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.

\% Please note that CC2012 and CC3129 are registered as one CEF course, students therefore have to complete BOTH subjects in order to be eligible for CEF reimbursement.

Subject syllabuses can be obtained via **MY HKCC** accessible through HKCC website at [www.hkcc-polyu.edu.hk](http://www.hkcc-polyu.edu.hk).
### Table 7 - Assessment Weighting (Continued)

<table>
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<th>Subject Domain</th>
<th>Nature</th>
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<th>Prerequisite</th>
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<tr>
<td>Liberal Arts</td>
<td>N-S</td>
<td>CC1002</td>
<td>Astronomy and Fortune-telling</td>
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<td>N-S</td>
<td>CC1003</td>
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<td>CC1005</td>
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S = Science subject  
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8 CC2201 and CC2127 Principles of Business Programming are mutually exclusive.

Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfillment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.

Subject syllabuses can be obtained via MY HKCC accessible through HKCC website at www.hkcc-polyu.edu.hk.
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<tr>
<td></td>
<td>N-S CC3108</td>
<td>Principles of Marketing Management</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>N-S CC3118</td>
<td>Advertising and Promotion</td>
<td>50</td>
<td>50</td>
<td>CC2126</td>
</tr>
<tr>
<td></td>
<td>N-S CC3119</td>
<td>International Marketing</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>N-S CC3120</td>
<td>Marketing Research and Information</td>
<td>50</td>
<td>50</td>
<td>CC2126</td>
</tr>
<tr>
<td></td>
<td>N-S CC3130</td>
<td>Negotiation Skills</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>N-S CC3425</td>
<td>English for the Mass Media</td>
<td>100</td>
<td>0</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>N-S CC3452</td>
<td>Introduction to Phonetics</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>N-S CC3601</td>
<td>Business Writing Skills</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>N-S CC3602</td>
<td>Communication for Marketing</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>N-S CC3603</td>
<td>Intercultural Communication in Business</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>N-S CC3604</td>
<td>Languages, Cultures and Communication</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>N-S CC3605</td>
<td>Multimedia Technologies for Business</td>
<td>100</td>
<td>0</td>
<td>CC2602</td>
</tr>
<tr>
<td></td>
<td>N-S CC3606</td>
<td>Oral Business English</td>
<td>100</td>
<td>0</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>N-S CC3607</td>
<td>Foundations of Linguistics</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>N-S CC3608</td>
<td>Translation for Business Communication</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
</tr>
</tbody>
</table>

S = Science subject  
N-S = Non-science subject  
* or equivalent proficiency of Putonghua, which must be supported by an official document.  
^ or a minimum of 42 hours training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document.  
Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfillment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.  
% Please note that CC2012 and CC3129 are registered as one CEF course, students therefore have to complete BOTH subjects in order to be eligible for CEF reimbursement.  
Subject syllabuses can be obtained via MY HKCC accessible through HKCC website at www.hkcc-polyu.edu.hk.
11.5 **Academic Probation**

If a student’s overall GPA is below 2.0, he/she will be put on academic probation in the following semester. Once the student is able to pull his/her overall GPA up to 2.0 or above at the end of the probation semester, the status of ‘academic probation’ will be lifted. The status of ‘academic probation’ will be reflected in the examination result notification but not in the transcript of studies.

11.6 **Progression and De-registration**

Students will normally have ‘progressing’ status unless they fall within the following categories, any one of which may be regarded as grounds for de-registration from the programme:

(1) they have exceeded the maximum duration of registration for that programme as specified in this document; or

(2) their overall GPA is lower than 2.0 for two consecutive semesters and their Semester GPA in the second semester is below 2.0; or

(3) their overall GPA is lower than 2.0 for three consecutive semesters.

The progression of students to the following academic year will not be affected by the GPA obtained in Summer Term, unless the programme enrolled falls into the category described in the following paragraph and otherwise specified in this document.

Exceptions to the above could only be made if the Summer Term study is mandatory for all students of the programme and that the study constitutes a substantial requirement for graduation.

Notwithstanding the above, the BoE has the flexibility to de-register a student with extremely poor academic performance before the time specified in the categories (2) or (3) above.

In the event that there are good reasons, the BoE has the discretion to recommend that students who fall into categories as stated in (2) or (3) above be allowed to stay on the programme, and these recommendations should be presented to the Academic Board of CPCE for final decision.
11.7 Grading

All subjects will be graded on the basis of Criterion-Referenced Assessment (CRA). Grades will reflect the extent to which a student has attained the Intended Learning Outcomes. Grades are to be interpreted as follows:

<table>
<thead>
<tr>
<th>Subject grade</th>
<th>Grade point</th>
<th>Short description</th>
<th>Elaboration on subject grading description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.5</td>
<td>Exceptionally Outstanding</td>
<td>The student's work is exceptionally outstanding. It exceeds the intended subject learning outcomes in all regards.</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
<td>Outstanding</td>
<td>The student's work is outstanding. It exceeds the intended subject learning outcomes in nearly all regards.</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Very Good</td>
<td>The student's work is very good. It exceeds the intended subject learning outcomes in most regards.</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>Good</td>
<td>The student's work is good. It exceeds the intended subject learning outcomes in some regards.</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Wholly Satisfactory</td>
<td>The student's work is wholly satisfactory. It fully meets the intended subject learning outcomes.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>Satisfactory</td>
<td>The student's work is satisfactory. It largely meets the intended subject learning outcomes.</td>
</tr>
<tr>
<td>D+</td>
<td>1.5</td>
<td>Barely Satisfactory</td>
<td>The student's work is barely satisfactory. It marginally meets the intended subject learning outcomes.</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>Barely Adequate</td>
<td>The student's work is barely adequate. It meets the intended subject learning outcomes only in some regards.</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Inadequate</td>
<td>The student's work is inadequate. It fails to meet many of the intended subject learning outcomes.</td>
</tr>
</tbody>
</table>

‘F’ is a subject failure grade, whilst all others (‘D’ to ‘A+’) are subject passing grades. No credit will be earned if a subject is failed.

At the end of each semester / term, a Grade Point Average (GPA) will be computed as follows, and based on the grade point of all the subjects:

\[
\text{GPA} = \frac{\sum n \times \text{Subject Grade Point} \times \text{Subject Credit Value}}{\sum n \times \text{Subject Credit Value}}
\]

where \( n \) = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester / term, but for subjects which have been retaken, only the grade obtained in the final attempt will be included in the GPA calculation.
In addition, the following subjects will be excluded from the GPA calculation:

1. Exempted subjects
2. Ungraded subjects
3. Incomplete subjects
4. Subjects for which credit transfer has been approved without any grade assigned
5. Subjects from which a student has been allowed to withdraw (i.e. those with the grade ‘W’)

A student who is absent from examination will be given a fail grade. The respective subject will be included in the GPA calculation and will be counted as “zero” grade point. GPA is thus the unweighted cumulative average calculated for all relevant subjects, including failed subjects (if a failed subject is retaken, only the grade obtained in the final attempt will be included) taken by a student from the start of the programme to a particular reference point in time. GPA is an indicator of overall performance and is capped at 4.0.

Any subjects passed after the graduation requirement has been met or subjects taken on top of the prescribed credit requirements for an award shall not be taken into account in the grade point calculation for award classification. However, if a student attempts more elective subjects than the requirement for graduation in or before the semester within which he/she becomes eligible for an award, the elective subjects with a higher grade/contribution (with the exception of the additional subjects taken out of interest and not for satisfying the award requirements) shall be counted in the grade point calculation for award classification (i.e. the subjects attempted with a lower grade/contribution will be excluded from the grade point calculation for award classification), irrespective of when the excessive elective subjects are enrolled. The same principle applies to mutually exclusive compulsory subjects.

The Grade Point Average (GPA) and grade point calculation for award classification (Award GPA) will both be shown in the transcript of studies.

11.8 Retaking of Subjects

If the failed subject is a compulsory subject, a student needs to retake that subject again. If the failed subject is a mutually exclusive compulsory subject, a student may either retake that same subject or another mutually exclusive compulsory subject. If the failed subject is an elective subject, a student may retake that same subject or another elective subject from the same elective subject set.

In addition to retaking a subject due to failure, a student may retake any subject for the purpose of improving his/her grades. Retaking of subjects is with the condition that the maximum study load of 21 credits per semester is not exceeded. A student wishing to retake passed subjects will be accorded a lower priority than those who are required to retake (due to failure in a compulsory subject) and can only do so if places are available. Furthermore, if a student is eligible to graduate upon completion of all graduation requirements of his/her programme of study, he/she will not be allowed to retake any subject for the purpose of improving the subject grade or GPA.

The number of retakes of a subject is not restricted. While only the grade obtained in the final attempt of retaking will be included in the calculation of the Grade Point Average (GPA) and the Grade Point Average for award classification (AGPA), the grades
obtained in previous attempts will also be reflected in the transcript of studies. This applies to the retake of the same subject only, and in cases where students take another subject to replace a failed subject, the fail grade will be retained and taken into account in the calculation of the GPA, despite the passing of the other subject. If a student retakes a previously passed subject and fails in the latest attempt, the credits earned for that particular subject will be revoked.

11.9 **Plagiarism and Dishonesty**

Students should be honest in completing academic assignments. The College takes a very serious view against dishonesty in examinations / assessment and plagiarism in coursework. In particular, all students should read the sections on “Conduct of Examinations” and “Plagiarism and Bibliographic Referencing” in the HKCC Student Handbook.

Penalties ranging from disqualification to expulsion may be imposed in cases of proven dishonesty in examinations / assessment and / or plagiarism.

11.10 **Guidelines for Award Classification**

In using these guidelines for award classification, the BoE shall exercise its judgement in coming to its conclusions as to the award for each student, and where appropriate, may use other relevant information. The following are guidelines only for the BoE’s reference in determining award classifications:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>The student’s performance/attainment is outstanding, and identifies him or her as exceptionally able in the field covered by the programme in question.</td>
</tr>
<tr>
<td>Credit</td>
<td>The student has reached a standard of performance/attainment which is more than satisfactory but less than outstanding.</td>
</tr>
<tr>
<td>Pass</td>
<td>The student has reached a standard of performance/attainment ranging from just adequate to satisfactory.</td>
</tr>
</tbody>
</table>

11.11 **Student Appeals**

A student may appeal on academic grounds. However, a student’s disagreement with the decision of a SARP / BoE is not in itself an adequate grounds for appeal. Any appeal should be directed to the Director of HKCC. Details are set out in the HKCC Student Handbook.

11.12 **Exceptional Circumstances**

*Absence from an Assessment Component*

If a student is unable to complete all the assessment components of a subject due to illness or other circumstances beyond his/her control, and considered by the SARP as legitimate, the SARP will determine whether the student will have to complete the assessment and, if so, by what means. This assessment shall take place before the commencement of the following academic year (except that for Summer Term, which
may take place within 3 weeks after the finalisation of Summer Term results). If the late assessment cannot be completed before the commencement of the following academic year, the CPCE Academic Board Chairman shall decide on an appropriate time for completion of the late assessment.

**Late Assessment**

If a student has been absent from an examination (or other assessments) because of illness, injury or other unforeseeable reasons, he/she may apply for a late assessment. Where appropriate, applications for late assessment will be referred to the Subject Assessment Review Panels (SARP) for approval. Late assessment is not an automatic entitlement. Should a late assessment be granted, the examination will be regarded as a first assessment and the actual grade obtained will be awarded. Details of applications for late assessment can be found in the Student Handbook.

**Aegrotat Award**

If a student is unable to complete the requirements of the programme in question due to very serious illness or other very special circumstances which are beyond his/her control, and considered by the BoE as legitimate, the College of Professional and Continuing Education (CPCE) will determine whether the student will be granted an aegrotat award. Aegrotat award will be granted under very exceptional circumstances.

A student who has been offered an aegrotat award shall have the right to opt either to accept such an award, or request to be assessed on another occasion to be stipulated by the BoE; the student’s exercise of this option shall be irrevocable.

The acceptance of an aegrotat award by a student shall disqualify him or her from any subsequent assessment for the same award.

An aegrotat award shall normally not be classified, and the award parchment shall not state that it is an aegrotat award. However, the BoE may determine whether the award should be classified provided that they have adequate information on other students’ academic performance.

**Other Particular Circumstances**

A student’s particular circumstances may influence the procedures for assessment but not the standard of performance expected in assessment.

**11.13 Other Regulations**

Students of the Associate Degree programmes are bound by all other regulations of HKCC, the CPCE, and/or the University.
Section Two : Syllabuses
CC1002 天文與占卜 Astronomy and Fortune-telling

程度 1
學分 3
學科性質 非科學
教學語言 中文（粵語講授；中文書寫）輔以英文
教學模式 28 小時課堂講授
14 小時導修課
修讀的必備條件 無
評估方法 60%課堂習作
40%期終考試

科目目標

- 認識和掌握天文與占卜的一些基本知識和二者互相之間的聯繫，並能引發其跨學科的思考和學習興趣。
- 認識中國星座和中國星名的含義，以及隱藏在星名後面的故事，進一步認識天文與中國曆法（農曆）之間緊密的關係。
- 通過學習和實際觀測，學生能認識和分辨常見的星座；認識中外傳統的觀星方法和其他常用的觀測天象運行的儀器。
- 課程內容將同時兼顧理論及實踐兩方面，務求同學不僅獲得天文學上的知識及訓練，還可加強同學了解大自然現象及天體運行的知識。

學習成果

在完成此科目後，學生有足夠能力：

- 瞭解中外占卜術的歷史發展。
- 獲取中外占卜術背後的文化意義。
- 獲取中外占卜術與古代天文學知識的關係。
- 比較中外占卜術的異同。
- 運用天文的器材觀天象，瞭解天文星系的發展。
- 結合天文學知識，結合中外占卜術，可以探討天體運行的知識。

指示性教學內容

- 中外天文學與占卜術的關係
  天文學的定義，簡述中外天文学的發展，占卜術與天文的關係。

- 中國天文學發展史
  中國天文學自先秦至當代的發展，紫金山天文台的意義。

- 西方天文學的歷程
  加里略的發展，哥白尼定律，近代西方天文台。
星空的初步認識
瞭解星雲的分佈，中國漢代的觀測儀器，西方的天文望遠鏡。

中國占星術
八卦，混天儀，星圖。

西方占卜術
塔羅牌與占卜術。

天文與中國傳統風水學
中國傳統風水學的定義，風水與四時星際的互動關係。

天文與地理學
觀天術的發展與地理環境的關係，火山爆發與星系的發展。

天文知識與農業社會
傳統農業社會與天文，天文與四時農業盛衰。

教學方法
課堂一般以講課、小組討論及小組報告等形式進行，課後進行各種有關占卜與天文的參觀與實踐；學生需要在整個學習過程中主動參與課堂的討論及實習，務求理論與實踐並重。

評估方法
本課程評核將以個人習作、小組書面報告和課堂匯報，測試及考試等形式進行。
1. 個人習作——主要以撰寫論文的方式，考核同學研究天文與占卜關係的基礎知識。
2. 小組書面報告——主要從小組同學合作撰寫的報告中，考核同學合作能力及報告所獲的知識。
3. 課堂匯報——主要考核同學報告能力，能否在有限時間內，發揮報告的重點。

指示性參考書目
推介教科書
陳九金：《形象解碼-引領進入神秘的星座世界》北京：群言出版社，2004年。
香港天文學會編：《觀星小手冊》香港：世界出版社，2004年。

參考書


中國天文學史整理研究小組：《天文史話》上海：上海科學技術出版社，1981年。
南京大學外交系編：《天文專業英語文選》北京：商務印書館，1982年。
談錫永：《紫微鬥數星曜總談》香港：博益出版集團，1988年。
陳江風：《天文與人文》北京：國際文化出版公司，1988年。
傅隸樸：《周易理解》四川：巴蜀書社，1991年。
李心龍：《占星術》海口：海南出版社，1993年。
邵偉華：《卜易預測學》西安：太白文藝出版社，1994年。
袁俊慧：《天文地理知識博采》北京：電子工業出版社，1994年。
慧心齋主編：《紫微鬥數全集》香港：星星出版社，1994年。
吳鑫基、溫學詩主編：《現代天文學十五講》北京：北京大學出版社，2005年。
科目目標

- 中國書法及繪畫素為中國文化遺產的重要組成部份，二者有著悠久歷史及豐富內涵，它們融合科學、藝術、文化精神，趣味、美學和欣賞為一體，也是中國文化「天人合一」的呈現方式之一，吸引著衆多愛好者神遊傳統書法及繪畫。學習書畫的人，能藉書寫及繪畫，融合個人的性情於大自然奇趣，書法的剛勁與陰柔、人物造型、花鳥畫像、臨摹白描也呈現中國士人道德與學問的特色，學習中國書法及繪畫均有無窮的樂趣，故本科尤重教導中國傳統書法的字體種類及基礎知識。
- 除了教導中國傳統書法及繪畫的全貌，設色層次、摹形法貌的特色、書畫理論、歷史流變外，亦會運用趣味的教學方法介紹書法的規則，基本畫工設置及圖畫背後的文化知識，並從實習中提煉許多具有代表性的前賢書法及繪畫圖譜。

學習成果

在完成此科目後，學生有足夠能力：

- 明白中國書法、繪畫背後的文化理念與基本書畫的知識。
- 獲取漢語結構及漢字流變的知識。
- 提高學員創作及欣賞中國書畫的能力。
- 多認識中國文化及藝術根基。
- 結合藝術、文化、美學和欣賞為一體的融通能力。

指示性教學內容

- 中國書法及繪畫的重要
  從中外文化的角度，分析中國書畫在人類歷史文化上的地位。

- 中國字體及繪畫藝術的種類及歷史
  書法：殷甲骨文、秦代書法、漢代書法、魏晉書法、南北朝書法、唐代書法、五代書法、宋代書法、元代書法、明清書法；泛論甲骨、鐘鼎、篆、隸、楷、行、草各種書體。

- 中國書畫藝術的美學及文化特色
  中國書畫與美學、道學及修德三者的關係，由視覺藝術到性靈之教。
中國書畫藝術的畫訣
書法的術語及畫訣，漢字的起源流變及書法基本技巧，基本點畫的形態，字體的結構及章法佈局要訣。

書畫分門細論
篆書、行書、草書、楷書；文人畫、山水畫；人物繪畫的基本法則；宗教畫的奇趣，年畫的精妙。

書畫與人文生活
了解人文社會進程與書畫的互動關係。

教學方法
- 鼓勵積極參與課堂及導修課的教學活動，透過講授介紹各種字體、畫法、歷代字體及繪畫圖譜的演變，亦運用有關書法及繪畫知識的電子光碟及視覺器材，生動地教導學員了解中國書法及繪畫文化的特色及規則。
- 理論與實際並重，透過大量個案分析（歷代及同學作品）深化課堂所教的知識。講師亦藉導修課進行書寫練習及描繪山水，實習字書的體例及品評高低，模範歷代著名書法家，藉繪畫竹及梅等自然草木，體會中國先賢書法及摹繪的運意與規則，達到理論與實踐並重的教學理想。

評估方法
廣泛利用各種評核機制：小組書面報告、字書實習、測試及個人終期報告的評鑑模式，準確衡量學生所學，亦特別重視學生的參與，更公平全面有效地評核學生的能力。

本課程評核以個人習作、小組書面報告、課堂匯報、測試及個人終期報告的形式進行，
1. 小組書面報告——主要從小組同學合作撰寫的報告中，考核同學的合作能力，及從報告考察所獲的知識。
2. 個人字書實習——主要考核同學能運用各種書法體例，進行研習。
3. 小組課堂匯報——主要考核同學報告重點及回應同學提出的問題。
4. 測試——考核同學所獲的知識。
5. 個人終期報告——要求每位同學撰寫論文一篇（約三千字），考核同學了解中國書畫的基礎知識。

指示性參考書目
推介教科書
朱光潛：《談美》台北：聖天堂出版社，2001年。

參考書


楊再春編：《中國書法工具手冊》北京：北京體育學院出版社，1985 年。

徐復觀：《中國藝術精神》台湾：學生書局，1986 年。

蔣彝：《中國書法》上海：上海書畫出版社，1986 年。

蔣彝：《中國繪畫文化》上海：上海書畫出版社，1987 年。

楊榮福編：《書法知識手冊》北京：國際文化出版社，1988 年。

徐建融編：《中國書法》上海：上海外語教育出版社，1988 年。

王嘉良：《中國古代美術教育史綱》黑龙江：黑龙江人民出版社，1997 年。
佛教文化與藝術  Buddhist Culture and Art

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科目目標

- 本課程旨在探討佛教的基本義理及其所衍生的文化與藝術，特別是佛教在中國的發展與中國文化和藝術所構成的互動關係。
- 學員修讀本科，可以初步認識佛教的基本義理，明白佛教與日常生活的關係，及明白佛教義理與造像、佛教繪畫圖像、梵樂、美術建築及茶道的關係。
- 學員可以明白自印度傳入佛教與中國本土文化融合、創造與轉化的過程。
- 學員可以了解佛教如何透過各種藝術形態，表現其博大精深的義理。
- 學員可以學習認識佛教各種造像及寺廟建築藝術，佛教繪畫圖像，並可以享受梵樂及茶道。

學習成果

在完成此科目後，學生有足夠能力:

- 學習印度及中土佛學的大意
- 明白佛教義理與佛教藝術的關係
- 比較中土與印度的佛教造像的異同及其背後的文化意義
- 能掌握中土佛學，與道教及儒家思想的異同
- 從實習考察中可以欣賞佛教造像及繪畫的特色
- 在日常生活中引證講師教導的佛教教義

指示性教學內容

- 佛教的基本義理、歷史及其特質
  佛的定義，印度佛學的發展歷史及特色。

- 佛學傳入中國的歷程
  自漢代至當代中土佛學的發展，唐代佛學發展的大義。

- 小乘、大乘佛教與文化、藝術
  小乘、大乘佛教教義，印度佛教與中國文化、藝術的關係。
印度佛教與中國佛教的異同
印度佛教教義與中土佛教教義的異同，印度佛教造像的特色，中土的觀音像。

佛教文化的要義
中土佛教繪畫、佛教音樂，佛教詩詞、佛教與小說。

佛教造像藝術
唐代敦煌佛教造像與南方佛教小型佛像的異同，佛教的文化意義，佛教造像的演變。

佛教寺廟建築藝術
香港志蓮淨苑建築藝術的特色。

佛教繪畫藝術
佛教繪畫與禪意，藝術創意與佛學。

佛學與梵樂
佛教音樂與韻律。

佛學與茶道
中日茶道的發展與佛學方法，日本茶藝與日本神道及中土佛教的關係與書法。

禪與人生
三藏音薩與人生觀，佛字的要義，持守與悟教。

教學方法
學員需要積極參與課堂及導修課的教學活動。在課堂上，主要由講師運用各種文獻資料、佛像、佛教圖畫、梵樂及有關佛教寺廟的建築藝術及書法，尤其是電子光碟及視覺器材，教導學員了解印度佛教與中國佛教的異同，觀賞佛教藝術文化的特色及要點，從而令課程更富趣味及科學邏輯。講師也會藉導修課，帶領學員出外參觀寺廟及觀察書畫圖像，引導他們運用課堂上學習的知識，領悟佛教藝術的要義，達到理論與實踐並重的教學理想。

評估方法
本課程評核將以個人習作、小組書面報告、課堂匯報、測驗及考試的形式進行。
1. 個人習作——主要以撰寫論文的方式，考核同學了解佛教文化及藝術的基礎知識。
2. 小組書面報告——主要從小組同學合作撰寫的報告中，考核同學合作能力及從報告考察同學所獲的佛教知識。
3. 課堂匯報——主要考核同學報告能力，能否在有限時間內，發揮報告內容的重點。

指標性參考書目
推介教科書
賴永海：《中國佛性論》上海：上海人民大學出版社，1988年。
參考書


賴永海：《佛道詩禪：佛教文化論》北京：中國青年出版社，1970年。

賴永海：《佛學與儒學》杭州：浙江人民出版社，1992年。

高楠順次郎著，世界佛學名著譯叢編譯《佛教藝術：音樂、戲劇、美術》台北：華宇出版社，1988年。

楊曾文編：《佛教文化面面觀》濟南：齊魯書社，1989年。

李濤：《佛教與佛教藝術》西安：西安交通大學出版社，1989年。
科目目標

中國醫學素為中國文化遺產的重要部份，有著悠久的歷史及豐富的內涵，它們融合醫學科學、倫理、文化精神和趣味為一體，也是呈現中國文化精義「天人合一」的形式之一，吸引著眾多愛好者神遊傳統中醫文化。學習中醫學的人，往往能藉醫學原理及藥方，融合個人於大自然奇趣之中，糅合道學剛勁與陰柔，陰陽調和相濟，學習中醫藥學均有無窮的樂趣，故本科尤教導中國傳統醫學的基礎知識及文化要義，使學員明白中國醫學的文化精神。同時，本科更旨在增加學員學習中醫學的興趣，提高學員掌握中國醫學文化基礎知識。

學習成果

在完成此科目後，學生有足夠能力：

- 明白中國醫學文化的基礎知識及特點。
- 運用掌握的基礎知識與各學員交流中醫學文化。
- 從實習中分辨及了解人類經脈的分佈及五臟六府構成的原理。
- 藉了解中國醫學的特色，欣賞中國文化精義內「天人合一」養生之道。

指示性教學內容

- 中醫學歷史及重要
  中國醫學的地位，自先秦至近代中國醫學的歷史發展。

- 中醫學的特色
  針灸、骨療的原理、中醫問診、問診及切診。

- 中醫經脈及診斷原理
  以李時珍《本草綱目》為中心的引介。

- 中醫學與道學文化
  氣功原理與中醫的發展。
中醫兒科及方劑學
癲癇及傷寒的治療方法。

中醫骨傷及婦科
跌打損傷與治療應用。

五臟病理
五臟、脹胃與道家治療方法。

中醫膏方及調養
引介基本中藥及飲料營養方法。

中醫療傷
以華陀論醫為中心的討論。

氣功與養生
道家氣功治療方法。

中醫倫理學
中醫的醫德及操守。

教學方法
學生需要積極參與課堂及導修課的教學活動。在課堂上，主要由講師介紹中國醫學的基礎知識、治療方法，中國醫學的內容，尤其運用電子光碟內有關中國醫學知識，人體經絡的光盤及視覺器材，教導學生了解中國醫學的要訣及其蘊含的歷史文化，使科目更富趣味及科學邏輯。講師也會藉導修課，使學生掌握中醫學經脈的基礎知識，體會中國傳統醫師斷診的方法與規則。

評估方法
廣泛利用各種評核方式，例如討論、報告、實習、測驗及個人終期報告的評鑑模式，準確衡量學生所學，亦特別重視學生課堂的參與，務求透過各種評核模式，公平全面有效地評核學生明白、運用及實習所掌握的中醫學基礎知識能力。

1. 小組書面報告——主要從小組同學合作撰寫的報告中，考核同學的合作能力，及從報告考察同學所獲的中醫學基礎知識。
2. 小組課堂匯報——主要考核同學在有限時間內報告重點及回應同學提出問題。
3. 測驗——考核同學了解中醫學理的基礎知識。
4. 個人實習報告——考核同學觀診後，撰寫中醫病理文化的報告。
5. 個人終期報告——考核每位同學撰寫論文一篇（約三千字），考核同學了解經脈與中國食療文化關係的基礎知識。
指示性參考書目

推介教科書
周萍：《中醫學基本常識及針灸學》合肥：安徽科學技術出版社，1985年。

參考書
劉燕池：《中醫學基礎概論》北京：中醫古籍出版社，1986年。
向敬協：《中醫辨脈症治》北京：中國中醫藥出版社，1998年。
史方奇：《中醫優生長壽法》重慶：科學技術文獻社，1988年。
黨毅：《中醫營養食療學》北京：科學出版社，1988年。
申卻駿：《中醫營養學》北京：中醫古籍出版社，1988年。
張發榮：《中醫學基礎》成都：四川科學技術出版社，1991年。
楊力：《中國運氣學》北京：北京科學技術出版社，1995年。
門九章：《中醫學導論》北京：科學出版社，2001年。
李以義：《中醫痰病的現代研究與治療》北京：學苑出版社，2002年。
科目目標

- 棋藝素為中國優秀文化遺產的一部份，它有著悠久歷史及豐富內涵。它融合科學、藝術、文化、趣味和競技為一體，吸引著億萬愛好者遊棋局內。其引人入勝的對局，構思精妙的殘局和排局，尤其是臨局交兵時的競爭，更是其他競技項目所不能比擬的，有著無窮的樂趣和魅力，故本科教導學員注意中國傳統及當代棋藝的種類及基礎知識。
- 教員除了運用趣味的教學方法外，更詳細介紹棋藝的規則和棋藝背後的文化知識。而學員亦從實戰中了解甚具特色的棋例及棋譜，可以提升學員的棋藝。
- 學員可從學習中國象棋的過程中，明白象棋中不同的殘局及破解方法，增加玩藝的樂趣。

學習成果

在完成此科目後，學生有足夠能力：

- 從下棋的佈陣及棋藝中，掌握中國棋藝的特色及其背後的文化理念。
- 分析中國象棋中的殘局及破解的道理。
- 分辨中國棋藝的種類及佈局。
- 學習及實踐不同棋藝的下棋方法及規則。

指示性教學內容

- 中國棋藝及遊藝活動的關係
  棋藝的定義，棋藝與遊藝活動的關係。

- 中國傳統棋藝的種類及歷史
  介紹中國主要棋藝的種類及特色，了解中國棋藝的歷史演變。

- 中國傳統棋藝的文化特色
  了解中國棋藝背後的文化理念，下棋的規則。

- 東西文化交融下的中國棋藝發展
  中國象棋及國際象棋。
棋盤和棋子的種類
介紹中外不同的棋盤，不同棋子面貌背後的文化理念。

棋藝的術語
介紹不同棋藝的專有名詞。

棋藝的規則
介紹不同棋藝的法則背後的文化理念。

棋藝文化
飛行棋、波子棋、戰鬥棋、鬥獸棋。

棋藝佈局
中國象棋、圍棋、當代各種戰棋、殘局及其破解之法。

教學方法
教學方法
學員需要積極參課堂及導修課的教學活動。在課堂上，主要由講師運用各種棋盤、棋子，尤其是電子光碟棋盤及視覺器材，教導學員了解中國棋藝文化的特色及規則，增加課程的趣味及科學邏輯。講師也會藉導修課，使學員運用課堂上學習知識，進行不同棋藝的下棋遊戲，實習棋子的走法、「吃子」、記錄方法及不同棋藝的佈局與規則，達到理論與實踐並重的教學理想。

評估方法
評估方法
本課程評核將以平日個人習作、小組報告、課堂匯報、測驗及個人終期報告的形式進行。

1. 個人習作——主要撰寫論文一篇（約一千字），考核同學了解中外棋藝佈局的基礎知識。
2. 小組書面報告——主要從小組同學合作撰寫的報告中，考核同學的合作能力，及從報告考察同學所獲的棋藝知識。
3. 小組課堂匯報——主要考核同學在有限時間內報告重點及回應同學提出的問題。
4. 測驗——考核同學所獲的知識。
5. 個人終期報告——要求每位同學撰寫論文一篇（約三千字），考核同學了解棋藝與社會文化的互動關係。

指示性參考書目
推薦教科書
王國棟：《中國棋藝文化教程》北京：北京大學出版社，2000 年。

參考書
何明遠：《棋藝技術》北京：清華大學出版社，1980 年。
王嘉良：《象棋高級教程》黑龍江：黑龍江人民出版，1997 年。
沈世明：《中國棋藝的歷史》北京：北京人民大學出版社，2000 年。

陳文良：《中國棋藝思想》北京：北京大學出版社，2000 年。

王國棟：《象棋教程》北京：北京大學出版社，2002 年。

古盛名：《棋藝與文化》上海：旭日出版社，2003 年。

大恒電子出版社出版編：《中國象棋》（光盤 + 手冊）北京：北京光碟科技發展有限公司，2004 年。
CC1008 中西音樂欣賞 Appreciation of Asian and Western Music

程度 1
學分 3
學科性質 非科學
教學語言 中文（粵語講授；中文書寫）輔以英文
教學模式 28小時課堂講授
14小時導修課
修讀的必備條件 無
評估方法 100% 課堂習作

科目目標

- 介紹中西音樂由古代至二十世紀的主要樂曲、不同時期的音樂家或演奏者，使學員明白每一時代音樂發展與歷史文化的互動關係。
- 初步認識中西音樂藝術的基本原理、中西音樂的異同。
- 明白欣賞中西音樂的方法。
- 了解中西音樂的發展歷程、中外古典音樂與近代音樂藝術發展的關係。
- 了解中國音樂的種類及門派，並認識西方演奏家的藝術造藝，提升學員欣賞中西音樂的能力及興趣，擴闊學員文化視野。

學習成果

在完成此科目後，學生有足夠能力：

- 明白中西音樂演變的歷史。
- 比較中西音樂基礎樂理的異同。
- 分析中西音樂文化的異同。
- 運用簡單的樂器演奏中西音樂基礎樂章。
- 學習欣賞音樂的方法，分析中西樂理。

指導性教學內容

- 中西音樂的基本義理、歷史及其特質
  教導中西樂譜及自公元前至今樂理的演變。

- 中西樂器的介紹
  介紹中西方常用的樂器及特點。

- 中西著名樂譜及演奏家
  介紹西方的音樂家，如貝多芬、蕭百納等；中國的音樂家，如聶耳等。
了解中國音樂的文化意義
樂器背後的文化理念及創意。

學習西方音樂與西方文化的關係
戰爭與音樂、社會經濟發展與音樂。

欣賞中西音樂的方法
觀賞樂章及樂譜，學習聆聽樂器音調。

中西音樂的流派
西方的近代與古典樂派、中方的和諧與激昂的樂派。

了解中西音樂的風格
作者創作旋律與樂理、樂理與個人風格的互動。

中西音樂文化
比較中西音樂的異同。

欣賞中國及西方音樂典範
中國國歌、二泉映月、馬塞進行軍曲及藍色多瑙河。

中西古典音樂的風格
介紹西方音樂家蕭伯納及貝多芬等的名作、中國音樂家李叔同等的名作。

音樂藝術與人生
總結音樂與人生的發展，音樂變換與人們心情的互動關係。

教學方法
學員需要積極參與課堂及導修課的教學活動。在課堂上，主要由講師運用各種文獻資料、音樂樂譜及各種中外樂器，尤其是音樂光碟及視覺器材，教導學員了解中西音樂藝術的異同，聆聽欣賞中外音樂藝術文化的特色，使課程更富趣味及觀賞價值。講師也應著重於播放中外著名樂曲，使學員運用課堂上所學習的知識，明白音樂發展與時代文化的相互關係，達到理論與實踐並重的教學理想。

評估方法
本課程評核將以個人習作、小組報告、課堂匯報、測驗及個人終期報告的形式進行。

1. 個人習作——主要撰寫論文一篇（約一千字），考核同學了解中外樂理的基礎知識。
2. 小組書面報告——主要從小組同學合作撰寫的報告中，考核同學的合作能力，及從報告考察同學所獲的中外著名樂章的知識。
3. 小組課堂匯報——主要考核同學在有限時間內報告重點及回應同學提出的問題。
4. 測驗——考核同學所獲的知識。
5. 個人終期報告——要求每位同學撰寫論文一篇（約三千字），考核同學了解中外著名樂曲與社會文化的互動關係。
指示性參考書目

推介教科書

伍國棟：《中國音樂》上海：上海外語教育出版社，1999 年。

參考書


許之衝：《中國音樂小史》上海：商務印書館，1939 年。

沈知白：《中國音樂史綱要》上海：上海文藝出版社，1982 年。

朱世瑞：《中國音樂中復調思維的形成與發展》北京：人民音樂出版社，1992 年。

黃翔鵬：《中國音樂文物大系》鄭州：大象出版社，1996 年。

林紫渝：《音樂與美術》香港：時代生活叢書出版社，1997 年。

劉承華：《中國音樂的人文闡釋》上海：上海音樂出版社，2002 年。
Aims

This subject equips students with critical and creative thinking skills. It provides the conceptual framework to identify problems in both everyday life and specific domains and to make the right and appropriate decisions. By widening their horizon and stimulating their multi-dimensional thinking style, it cultivates a proper attitude which promotes students’ critical and creative power. Studying the subject will also help develop students’ critical thinking and creative thinking for their life-long learning and facilitate their future work prospect.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the importance of thinking skills in their everyday life
- appreciate their existing thinking habits, mental blocks and attitudes that hinder them from being creative and/or critical
- be aware of the different types of thinking, how they are different, how they can complement each other and how they can be applied to everyday situations
- become more attuned to fallacious reasoning in everyday life and know how to correct the fallacies found
- apply the techniques for critical thinking in evaluating solutions and arguments
- develop the attitude and techniques for creative problem solving
- apply the basic skills for working in innovative problem solving teams

Indicative Contents

- **Thinking as a Skill**
  Concept of Thinking; Importance of thinking; Habitual thinking vs thinking as a deliberate skill that can be controlled; Vertical (critical) vs lateral (creative) thinking; Attitude and psychological preparations for thinking.

- **Critical Thinking: Introduction**
  Critical thinking; Role of critical thinking and how it can complement creative thinking in problem solving; Logic and critical thinking.

- **Refining Solutions to Problems**
  Steps in refining: working out details, finding imperfections and complications, and making improvements and decisions.
- **Evaluating Arguments**
  Common errors affecting truth including either/or thinking, issue avoidance, overgeneralization, double standards, shifting burden of proof, and irrational appeal; Common errors affecting validity.

- **Creative Thinking: Introduction**
  Creativity as the ability to modify self-imposed constraints; Characteristics of creative people; Basic elements affecting creativity in practice: person, process, product and climate; Introduction to stages in the creative process.

- **Generating Ideas**
  Avoiding blocks to creativity; Stimulating ideas using various techniques and tools: forced uncommon responses, free association, analogy, unusual combinations, visualization, brain storming, and Edward de Bono’s various techniques such as the six thinking hats, Tony Buzan’s mindmapping technique, etc.

- **Creative and Critical Thinking in Teams**
  Characteristics of effective teams; Stimulating creativity and problem solving in teams; Communication, trust building and conflict-reduction for teams.

**Teaching/Learning Approach**

The emphasis of the subject is on enabling students to acquire the attitudes and skills in practical thinking. Lectures will be used to explain and demonstrate the topics and techniques introduced. Games, cases and exercises will be used during tutorials to let students experience thinking in action. To motivate students to actively change their own attitudes and participate in experiential workshop-style tutorials, a lot of interesting and daily examples and cases will be used as illustration/demonstration during lectures, for exercises during tutorials and for assignments. To achieve the best learning outcomes, the lecturer/instructor will try to create a climate that is challenging, dynamic and yet idea-supporting, trusting, and playful. Debates and risk-taking will be encouraged, which facilitates students’ making their own judgments in a rational as well as fluent way. Both English and Chinese will be used as the medium of instruction and in assessments.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and an examination designed to develop and assess creative and critical thinking as well as communication skills.

**Indicative Readings**

**Recommended Textbook**


**References**
De Bono, Edward. *Creativity*. HarperCollins Publisher. (latest ed.).

李天命著《語理分析的思考方法》香港：青文書屋 (1982)

勞思光著《思想方法五講新編》香港：香港中文大學 (2000)

李天命著《從思考到思考之上》香港：明報出版社 (2002)
CC2006  Introduction to Internet Technology

Level  2
Credits  3
Nature  Science
Medium of Instruction  English
Mode of Study  28 hours of Lecture
              14 hours of Tutorial
Prerequisites  Nil
Assessment  50% Coursework
            50% Examination

Aims
This subject aims to introduce the basic concepts and essential knowledge of the applications and technology on Internet and World Wide Web. It provides a conceptual framework to understand the operation of Internet and to understand how computers are connected and talk to each other. Studying this subject will also help develop students’ analytical ability on network technology.

Learning Outcomes
On successfully completing this subject, students will be able to:

- understand the basic concepts and applications of Internet and World Wide Web.
- design and develop simple Internet applications with HTML.
- apply relevant Internet knowledge to enhance their understanding of other situations of networking.

Indicative Contents

- **Fundamentals of World Wide Web**
  Internet basics; Client/server model; Basic HTML; Browsers; Searching the Web; Downloading programs and files; Web graphics; Multimedia; Web programming tools.

- **Internetworking Technology**
  Concepts on internetworking; Internetworking architecture; Protocols and standards; IP, UDP, TCP, SMTP, SNMP, and IP addresses; Domain name system; Agents; Intranets; Extranets.

- **Internet Applications**
  Client-server interactions; Electronic mail; Telnet and FTP; Electronic publishing, Electronic fund transfer; Electronic data interchange; Internet service providers; Application service providers; Internet applications and services in Hong Kong.

- **Internet Security**
  Security and firewall; Privacy and security issues; Introduction to Virtual Private Network (VPN).
**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key Internet concepts, with specific reference to the latest Internet technology wherever appropriate. The techniques of designing and developing small-scale web-based programs will also be taught.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of different network configuration. The activities in tutorials normally include hands-on exercises and program writing with various web programming techniques.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, assignments, tests and examination designed to develop and assess analytical skills of the students.

**Indicative Readings**

Recommended Textbook

References


H. Albert Napier, Philip J. Judd, *Discovering the Internet: Brief Concepts and Techniques*, Course Technology (latest ed.).

Karl Barksdale, Michael Rutter, Ryan Teeter, *Internet BASICS*, Course Technology (latest ed.).

Perry, Schneider. *New Perspectives on the Internet*, Thomson Learning (latest ed.).
Aims

This subject describes a list of environmental factors: heat, light, sound, electricity and magnetism, for consideration in the design of buildings. Students will be introduced to the analysis and assessment of the thermal, lighting, acoustic, irradiation and moisture performance characteristics of buildings. The concept of maintaining the built environment of buildings and integrating the buildings with the macro-environment will be emphasized. Environmental assessment methods will be introduced as a tool to assess the impact of the built structure on the environment.

Learning Outcomes

On successfully completing of the subject, students will be able to:

- appreciate the fundamental factors of environmental science: heat, light, sound, electricity and magnetism, in building design
- design and construct the built environment in accordance to the environmental science criteria
- use the performance requirements to maintain a stable built environment for human comfort
- analyse and assess the thermal, lighting, acoustic, irradiation and moisture performance characteristics of buildings
- integrate buildings into the macro-environment: geographical factor and the consequent social, economic and ecological impact of the buildings
- use environmental assessment methods such as environmental impact assessment and environmental audit in some large-scale projects like reclamation and land filling

Indicative Contents

- **Meteorology and Climatology**
  Effects and impacts of meteorology and climatology on the micro-climate and human comfort of buildings. Application in the design of buildings with consideration of weather and climate.

- **Heat**
- **Light and Sound**
  Basic physics of light and electromagnetic radiation; lighting for vision. Nature of sound and its levels; attenuation, control of noise with building acoustics.

- **Electricity and Magnetism**
  Induction of electricity by magnetism, and vice versa. Power supplies and distribution in buildings.

- **Water**
  Water supplies and fluid flow. Treatment of water before discharge.

- **Environmental Issues**
  Limits of Earth’s resources such as land, water, energy, mineral and food. Environmental pollution such as in air, water or land, with chemical, radiation and noise. Problems of ecosystems and conservation. Assessment methods: environmental audit and environmental impact assessment.

**Teaching/Learning Approach**

A wide range of methods will be adopted, which include lectures, small group discussions, student presentations, project based and problem-solving tasks and case study work. Lectures are for the introduction of the basic environmental concepts in building. Discussions and presentations during tutorial and seminars are used to stimulate students to appreciate and solve problems in environmental issues in large-scale construction projects. Where appropriate, the use of computer assisted learning techniques will be employed. It is intended to create an environment that encourages active learning.

Students will be encouraged to reflect on their learning activities to review what they have learned and to plan further action and activity.

**Assessment**

Assessment such as individual assignments, tests and examination will be used to assess the application of the knowledge assimilated in lectures and reinforced in tutorials. Students are trained to search for information, comprehend, criticise and summarise in own words in the project reports and problem-solving tasks. Students are required to present findings from project and case study in the seminars.

**Indicative Reading**

Recommended Textbook

References


科目目標

本科主要介紹中國文化的基本精神及特質，簡論中西文化在價值系統及哲學觀念的差異。在傳統社會結構中，中國文化價值極容易從日常生活中得到體現，故本課程從政治、社會、倫理、傳統建築藝術、繪畫、經濟、宗教、飲食、法律等各方面教導有關中國文化知識，本科尤注意同學運用所學的中國文化知識，了解當代中國人所思所想，故為同學舉辦多次戶外考察，同學就考察的景物，擬定研究課題，撰寫報告及書面習作，引證課堂教導的知識，在香港的現實生活中，體會中國文化的特質，中國文化與現代社會的命運。

學習成果

在完成此科目後，學生有足夠能力：

- 從觀察現時香港景物中，學習中西方文化特色。
- 體會中國文化的意義。
- 學習從上層及下層的不同角度欣賞中國文化。
- 從多元的視野中，分析中國文化的要義及特點。
- 培養從宏觀及微觀的角度，探討中國文化。
- 從日常生活中，應用中國哲學及文化的知識。

指示性教學內容

- **中國文化的要義**  
  何謂中國文化？研究「文化」的方法，介紹當代中外學者對中國文化的看法。

- **中國古代建築藝術**  
  寺廟，祠堂，道觀建築藝術的特色。

- **中國飲食文化**  
  中國南北飲食文化的異同，飲食文化的器具。

- **中國家族倫理**  
  長幼有序，不同的稱謂，人倫物便道。
中國人的愛情觀
中國人對親人，鄉鄰，兄弟之情，男女相愛的情。

中國人的諸神崇拜
道教諸神，中國佛教，行業神。

中國人的死後世界
死葬禮儀，死後的世界與人間的互動。

中國法律文化
刑具，禮法之爭。

中國軍事思想
墨子，宋代軍事思想，鄭和下西洋。

評估方法
本課程評核將以個人習作，小組報告和課堂匯報，測驗及考試的形式進行。
平時分佔 50%，考試 50%。
1. 個人習作——主要以撰寫論文的方式，考核同學研究天文與占卜關係的基礎知識。
2. 小組書面報告——同學要從戶外考察中，撰寫有關報告，考核同學合作能力及報告所獲的知識。
3. 課堂匯報——主要考核同學報告能力，能否在有限時間內，發揮報告的重點。

參考書目
推介教科書
香港城市大學中國文化科目中心編：《中國文化導讀》香港：香港城市大學出版社，1999年。

參考書
王力編：《中國古代文化史講座》北京：北京大學出版社，1989年。
余英時：《歷史人物與文化危機》上海：上海人民出版社，1987年。
李治安：《中國古代官僚政治》北京：書目文獻出版社，1993年。
### CC2009 中國語文 Chinese Language

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#### 科目目標

本課程主要培養同學閱讀、書寫、演說及撰寫中文學術論文的基本能力。課程教導同學規範地運用中文的字、詞、句；培養同學閱讀學術論文及名家名著的興趣及能力；介紹撰寫各類文章的基礎知識，包括應用文及學術文等；訓練同學在演講、討論及系統地發表意見等各方面的技巧。

#### 學習成果

在完成此科目後，學生有足夠能力：

- 了解漢字流變及漢語語法結構的基礎知識，寫正字及規範的漢語。
- 提高閱讀中文著作、書寫和口語能力，理解不同文章的技巧和思想內涵。
- 掌握不同種類應用文體的寫作，以應付職業需求及其他社會事務的需要。
- 獲取撰寫學術論文的基礎知識，提高寫作學術文章的基本能力，例如恰當歸納背景材料，靈活運用注釋、分論、總結等各項寫作要點，從而具備良好的文章表達力、組織力和論辯力等。
- 通過個人演說及討論，有效及準確地表達個人意見。
- 運用所學的知識，成功分辨論點、論據、事例的能力。

#### 指示性的教學內容

- **基礎中文**
  - 詞性、句子、篇章結構
  - 漢語語法通論
  - 文字流變及簡化字通論
  - 文章閱讀技巧

- **實用文寫作訓練**
  - 書信（各公私函件）
  - 歡迎辭
  - 報告
  - 求職信及履歷表
學術性文章寫作訓練
評論文章（時事、人物、影視評論等）
學術性資料搜集技巧
一般學術論文的格式（學術回顧、研究要點、標題、目錄、內容提要、文章結構、章節安排、結論、注釋及參考書目等）

教學方法
理論與實際並重，透過大量個案分析（佳作及病例）深化課堂所教，並鼓勵學生參與課堂報告、討論及互評作品等，進一步活用中文，強化自信。學生提交各類寫作功課，學習自評及修改，在實踐中驗證各種寫作理論。

評估方法
廣泛利用各種評核機制：例如討論、報告、演說、測驗及考試等評鑑模式，準確衡量學生所學，亦特別重視學生的參與，務求透過各文類的寫作及各模擬演辯，更公平、全面地評核學生的能力。
1. 個人習作——主要以持續評估的方法，要求同學撰寫應用文及學術性文體，以各類文章寫作考核同學的綜合語文能力。
2. 小組書面報告——小組同學要從閱讀有關著作的篇章中，合作撰寫報告，以考核同學閱讀、鑒賞、溝通組織的能力。
3. 小組課堂匯報——主要考核同學演說、報告重點及回應同學提出問題的能力。
4. 測驗——考核同學所獲有關撰寫學術論文及公函的知識。
5. 考試——考核同學所獲有關撰寫學術論文及實用文的知識。

指定課本
本課程涉及的參考材料較廣泛，無指定課本。

參考書
Lawrence, M. S. Writing as a Thinking Process. The University of Michigan Press (latest ed.).

于成鲲主編：《現代應用文》，上海：復旦大學出版社，最新版。
文天谷：《財經應用文寫作教程》，上海：立信會計出版社，最新版。
吳宜澄、盧姵綺：《論文寫作格式手冊》，台北：桂冠圖書股份有限公司，最新版。
呂叔湘：《現代漢語八百詞》，香港：商務印書館，最新版。
胡裕樹：《現代漢語》，香港：三聯書店，最新版。
高小和編：《學術論文寫作》，南京：南京大學出版社，最新版。
張慶勳：《論文寫作手冊》，台北：心理出版社，最新版。
路德慶主編：《寫作教程》，上海：華東師範大學出版社，最新版。
盧丹懷等編著：《中港應用文傳意大全》，香港：商務印書館(香港)有限公司，最新版。
**Aims**

This subject serves to introduce to students basic and fundamental French. The most practical aspects of using French will be illustrated in daily life to enhance students’ proficiency. By means of understanding French culture, students can learn the French language in easier ways.

**Learning Outcomes**

On successfully completing this course, students will be able to:

- use the basic phonetics of French.
- use the common phrases in French to cope with their travel needs.
- express themselves in French to survive in French speaking countries.
- appreciate some aspects of French culture.

**Indicative Contents**

- **French Pronunciation**
  The consonants and vowels of French; Words in company; Intonation.

- **Everyday Communication**
  Addressing others and introduction of oneself; Affirmative, negative and skeptical responses; Talking about time, date, and weather; Expressing gratitude and apology.

- **Basic survival**
  Traveling by air, train and bus; Staying in a hotel, restaurant etc; Applying for a visa and at customs.

- **Social Life**
  Starting, changing and closing a conversation; Making telephone calls and appointments; Expressing congratulations and good wishes; Meeting and seeing people off.

**Teaching/Learning Approach**

This foundation course, designed for students with no previous knowledge of the language, focuses on the development of the students’ linguistic skills through practical use of the language. Both oral and written forms are given equal emphasis. Heavy interaction between the lecturer and the students is expected.
Assessment Approach

Assessment such as individual and group assignments, presentation, tests and examination will be used to assess the application of the learnt knowledge. Written assignments and presentations are, respectively, for training written and oral communication skills.

Indicative Reading

Recommended Textbook

References


Audio-visual materials
CC2011 Japanese I

Level 2
Credits 3
Nature Non-science
Medium of Instruction Japanese (supplemented by English and/or Cantonese)
Mode of Study 28 hours Lecture
14 hours Tutorial
Prerequisite Nil
Assessment 50% Coursework
50% Examination

Aims

This course aims to introduce students to the basics of Japanese pronunciation, writing systems, sentence structure and grammar, while stimulating their interests in both the Japanese language and its culture.

Learning Outcomes

On successfully completing this subject, students will be able to:

- know how to pronounce the Japanese sounds correctly.
- recognize and know how to read and write Japanese characters (Hiragana, Katakana, Kanji and Rōmaji).
- develop a vocabulary repertoire of about 500 words (including Kanji, commonly used expressions and phrases).
- acquire a basic knowledge of the characteristics and grammar of Japanese language.
- understand and engage in simple conversations on everyday matters.
- create a preliminary interest in Japanese culture.

Indicative Contents

- **Phonetic Systems**
  All vowels and consonants, syllables, pitch accent, intonation

- **Writing Systems**
  Various writing systems (Rōmaji, Hiragana, Katakana, Kanji)

- **Vocabulary / Reading /Writing**
  Simple vocabulary (e.g. daily greetings, simple counting, numbers, currency, times and dates); read simple dialogues and short passages; write simple sentences

- **Grammar**
  Simple verbs (present/past tense; affirmative/negative form), basic particles

- **Speaking / Listening**
  Simple daily conversations (e.g. introduce oneself and others, give a gift to someone, and simple requests)

- **Culture / Society**
  Selected topics on Japanese culture and society
Teaching/Learning Approach

This foundation course, designed for students with no previous knowledge of the language, focuses on enabling students to master the Japanese sounds and writing systems. Through direct drills, practices and activities in classes, students will participate actively in the learning process. A multimedia approach will be adopted whereby students will be exposed to audio and visual materials to enhance their understanding of the Japanese language and culture.

Assessment Approach

A variety of assessment tools will be used, including written assignments, oral presentations, case studies, tests and examination designed to develop and assess students’ communication skills in the Japanese language.

Indicative Readings

Recommended Textbooks
大新書局出版社編輯部『大家的日本語—初級 I』（『みんなの日本語』）（台北：大新書局，2002）。(First half of the textbook will be used.)

References
向日葵出版社編『日語假名習字簿』(香港：向日葵出版社，2004)。
大新書局出版社編輯部『大家的日本語—初級（讀本篇）』（台北：大新書局，2004）。
大新書局出版社編輯部『大家的日本語—初級 I, II (句型練習冊)』（台北：大新書局，2003）。
大新書局出版社編輯部『大家的日本語—初級 I, II (練習 C、會話 イラストシート)』（台北：大新書局，2002）。
向日葵出版社編『日本語 90 日 1』(90 Days of Japanese Language 1) (香港：向日葵出版社，2002)。
大新出版社『新日本語の基礎』(大新出版社，1998)
CC2012

初級普通話 Elementary Putonghua

程度 2
學分 3
學科性質 非科學
教學語言 普通話
學習模式 28 小時課堂講授
14 小時導修課
修讀的必備條件 無
不能同時修讀的科目 CC2054 中國語文 (普通話講授)
評估方法 60% 課堂習作
40% 期終考試

科目目標

本課程旨在教授學生漢語拼音體系的基礎知識，鞏固其對普通話語音的認識，在此基礎上增進學生對普通話和粵語詞彙、語法之區別的比較認識，從而使他們可恰當、準確、流利地在日常生活中運用普通話進行交流。

學習成果

在完成此科目後，學生有足夠能力：

- 掌握漢語拼音的基礎知識如認讀聲母、韻母、聲調等，同時加強其對普通話語音特點如輕聲、兒化、變調的認識，使其可恰當、準確、有效地運用普通話。
- 看拼音讀、寫漢語辭彙和句子。
- 掌握用普通話表達和基本溝通技巧。通過小組合作和互相觀摩來培養自我學習的能力和團隊合作的精神，同時增強個人自信心。

指示性的教學內容

- 漢語拼音介紹
- 漢語拼音聲母、韻母、聲調
- 輕聲、兒化、變調
- 漢語拼音拼寫基本規則
- 普通話聆聽及辨音訓練
- 日常用語和對話
- 普通話說話、會話及朗讀訓練
- 普粵詞彙比較和對譯
- 普通話量詞搭配
教學方法

主要講課由教師為學生講解課文中的語音、話音和語法現象，學生依次進行朗讀及做書面練習，每堂課並使用有聲光碟作領讀及聆聽訓練。

導修課由教師準備課外練習，包括書面練習和口語訓練，學生可分小組或個人進行；口語訓練的模式可為角色扮演、專題討論及小組報告等。

評估方法

以連續評估和期末考試兩種方式進行，二者均有筆試與口試兩種形式。其中連續評估包括個人短講，期中測驗和會話評估。

連續評估方式包括：
(i) 個人口語評估：將以個人短講的方式進行評估。
(ii) 期中測驗：內容包括漢語拼音拼寫、看漢語拼音拼寫漢語詞語及句子；粵語方言詞語及短句與普通話的對譯；普通話破音字；聆力測
(iii) 會話評估：學員將分為五至四人一組，自選題目，編寫並表演一段情景會話。

期末考試評估方式包括：
口試和筆試

教科書及參考書目

指定教科書
普通話研習社編：《普通話課本（第一冊）》香港：普通話研習社，2001年。

參考書目
中國社會科學院語言研究所詞典編輯室編：《現代漢語詞典》香港：商務印書館，2001年。
曾子凡編著：《廣東話普通話口語詞對譯手冊》香港：三聯書店，2002年。
李明、石佩文編著：《漢語普通話語音辨正》北京：北京語言文化大學出版社，1998年。
王國安主编，張少雲、彭增安著：《普通話發音基本功》香港：商務印書館，1999年。

附加資料（學習普通話網上資源）：
理工大學中國語文中心（網上語言學習資源庫——普通話音節表、語音和聆聽練習）
http://www.clc.polyu.edu.hk/

香港教育城漢語拼音自學網頁(普通話音韻表、漢語拼音板和拼音練習等)
http://resources.emb.gov.hk/%7Echi/frontpage.html

香港電台普通話台(收聽普通話節目) http://www.rthk.org.hk

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# Aesthetics and Art Appreciation

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<td>Non-science</td>
<td>Medium of Instruction</td>
<td>English and Chinese</td>
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<td>Teaching Pattern</td>
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<td>14 hours Seminar</td>
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<td>Prerequisites</td>
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<td>Assessment</td>
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<td></td>
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<td>50% Examination</td>
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## Aims

The subject aims at giving students a brief historical survey on aesthetics of both the West and the East. This includes the introduction to the basic concept and definition of aesthetics and art appreciation, analysis and critique of various artworks/performances. Students should be able to apply relevant concepts and principles to artworks/performances appreciation and understand the relationship between aesthetics, art and culture.

## Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the basic concept and definition of aesthetics and art appreciation.
- appreciate, analyse and criticise artworks/performances.
- apply relevant concepts and principles to artworks/performances appreciation through watching the artwork and performances.
- recognise the relationship between aesthetics, art and culture.

## Indicative Contents

- **The Concept and Definition of Aesthetics**
  - What is aesthetics?
  - Introduction to Western aesthetics and Chinese aesthetics

- **The Concept and Definition of Art Appreciation**
  - What is art?
  - Introduction to art appreciation

- **Appreciating Paintings**
  - Appreciate, analyse and criticise western/Chinese paintings
  - Apply relevant concepts and principles to western/Chinese paintings appreciation
  - Understand the relationship between aesthetics, paintings and western/Chinese culture

- **Appreciating Sculptures**
  - Appreciate, analyse and criticise western/Chinese sculptures
  - Apply relevant concepts and principles to western Chinese sculptures appreciation
  - Understand the relationship between aesthetics, sculptures and western/Chinese culture
Appreciating Theatre
Appreciate, analyse and criticise western/ Chinese theatre
Apply relevant concepts and principles to western Chinese theatre appreciation
Understand the relationship between aesthetics, theatre and western/ Chinese culture

Appreciating Dance
Appreciate, analyse and critique various western/ Chinese dance
Apply relevant concepts and principles to western Chinese dance appreciation
Understand the relationship between aesthetics, dance and western/ Chinese culture

Teaching/Learning Approach
An active learning approach and peer learning approach will be adopted in the subject. Teaching and the selection of teaching materials will be respectively conducted and exercised in both Chinese and English languages. Students will be required to actively participate in the learning process. And students will take part in a wide range of interesting and challenging activities. Audio visual materials will be used for learning purposes.

Indicative Reading
朱光潛：《西方美學史》北京：人民文學出版社，2003 年。
李澤厚：《美學論集》台北：三民書局，1996 年。
周憲：《美學是甚麼》台北：揚智文化，2002 年。
宗白華：《宗白華全集》安徽：安徽教育出版社，2000 年。
楊辛、甘霖：《美學原理》北京：北京大學出版社，2003 年。
葉朗：《中國美學史大綱》上海：上海人民出版社，2004 年。
Aims

This subject aims to develop students’ sociological understanding of human society. It equips them with a understanding of concepts and theories in sociology, and facilitates their analysis of social phenomena in contemporary society. Most important of all, it enables them to realize and appreciate the importance of cultural diversity in the changing human world.

Learning Outcomes

On successfully completing this subject, students will be able to:

- grasp the basic concepts and theories in sociology.
- apply sociological concepts and theories to analyzing social phenomena in both local and global contexts.
- demonstrate a humanistic attitude to understanding social issues in human societies.

Indicative Contents

- **Developing a Sociological Consciousness**
  The sociological perspective; The history and development of sociology.

- **Culture, Socialization and Social Relations**
  Inter-cultural and intra-cultural variations; Agents of socialization; Gender socialization and inequality; Crime, sub-culture and deviance.

- **Social Stratification and Capitalism**
  Class structure and mobility; Class inequality and poverty; Interaction among class, gender and race; Education and social stratification; Professionalization.

- **Power and Politics**
  State and nationalism; Distribution of political power; State, economy and welfare.

- **Social Change and Economic Development**
  From agricultural to industrial and post-industrial societies; Theories of social change and economic development; Globalization and the information society.

- **Mass Media and Communication**
  Media technologies and human communications; Mass media and social change; Mass media and social consent; Images, advertising and popular culture.
Teaching/Learning Approach

Theories and concepts are explicated during lectures, which emphasize active interaction between students and lecturers. Lectures are delivered with the aid of audio-visual materials to strengthen students’ sensitivity to current social issues.

In seminars, students are divided into small groups to conduct presentations of assigned topics. They are expected to apply relevant sociological theories and concepts to examining social issues, during group discussion.

Assessment Approach

In addition to tests and examination that assess students’ understanding of sociological concepts and theories, presentations as well as written reports are used to examine students’ competence in conducting sociological analysis of current social issues.

Indicative Reading

Recommended Textbooks
Henslin, James M., Essentials of Sociology: A Down-To-Earth Approach, Pearson/Allyn and Bacon (latest ed.).

Tepperman, Lorne, and Blain, Jenny, Think Twice: Sociology Looks at Current Social Issues, Prentice Hall (latest ed.).

References
Abbott, Pamela, and Wallace, Claire, Introduction to Sociology: Feminist Perspectives, Routledge (latest ed.).


Aims

This subject develops students’ understanding of the psychology of human behaviour. The subject provides students with a unified theme of what constitute academic psychology, the different conceptual psychological frameworks available and the relevance of these theories to one’s daily life. Through the understanding of human behaviour, it is hoped that students will become more able in communicating and handling social relationship, problem solving and critical thinking.

Learning Outcomes

On successfully completing this subject, students will be able to:

- distinguish the differences between popular psychology and academic psychology
- understand the fundamentals of psychological theories
- understand the use of scientific reasoning in the study of psychology
- explain phenomena in daily lives with the use of psychological concepts and theories
- see phenomena and issues as a result of complex interplay among individuals, groups and society

Indicative Contents

- **History and Development of Psychology as a Science**
  Scope of psychology; History of psychology; Value and contributions of psychology to human life; Concept of scientific reasoning; Steps in conducting research in psychology.

- **Biological Foundations of Psychology**
  Neurons and action potential; Organization of Nervous System; Evolution, genes and behaviour.

- **Consciousness, Emotion and Motivation**
  States of consciousness: sleep and dreams; Consciousness, hypnosis and drugs, Components of emotions; Psychological and physiological aspects of emotions; Universality of emotions; Theories of motivation: homeostasis and drives.

- **Sensation and Perception**
  Sensory modalities and processes; Function of perception; Principles of perceptual organization; Perceptual constancy and development.

- **Learning**
  Classical conditioning; Operant conditioning; Social and cognitive approaches to learning; Limitations and applications of each theories.
- **Memory and Cognition**
  Attention and selectivity; Memory and its processes; Categorizations of memory; Constructive memory and its implication; Application of theories to improve memory; Organization of long-term memory: schema; Abstraction; Problem-solving and reasoning.

- **Intelligence and Psychological Measurement**
  Intelligence: classical and contemporary theories; Measurement of intelligence: history and development; Basic concepts in psychological measurement.

- **Perspectives of Human Development**
  Physical Development; Cognitive development; Social and personality development; Emotional development; Moral development.

- **Human Behaviours in Public**
  Social perception; Concept of self; Attitudes and behaviour: cognitive dissonance and persuasion; Social influence; Obedience and compliance; Interpersonal attraction; Group influence.

- **Key Issues of Mental Health, Stress and Coping**
  Defining abnormality; Disorders and their types according to DSM classification; Source and effects of stress on psychological functioning and physical health; Coping and managing stress.

**Teaching/Learning Approach**

Lectures will be used to explain key concepts and theories with the aid of learning and teaching activities that have been prepared and provided on the Web in order to encourage students’ active participation during contact hours. Such activities include self-assessment, class exercises, small group discussion topics, role-play and case demonstration. Moreover, audio-visual materials will also be used to facilitate learning during lecture.

Tutorials are conducted to help students make use of the psychological concepts learned in the lectures. Tutorials and/or web-based materials and references can be considered as both a supplement to lectures and a self-learning tool for integration and internalization of subject material.

**Assessment Approach**

Students will be assessed on all the materials presented in lectures, specified pages in the text book, plus video shows and demonstrations in tutorials. A variety of assessment methods will be used such as presentations, case studies, written reports, test and examination, which are designed to both develop and assess students’ critical thinking and communication skills on top of the subject matter in the subject.

**Indicative Readings**

Recommended Textbook
*Weiten, Wayne. Psychology: Themes & Variation.* Wadsworth. (latest ed.).

Supplementary
*Baron, R.A. Psychology.* London: Allyn and Bacon. (latest ed.).

Yeung, K.C. *Human Growth and Behaviour I: Vol. I.* Hong Kong: Hong Kong Polytechnic University. (latest ed.).

高尚仁：《心理學新論》香港：商務印書館 (最新版本)。

葉重新：《心理學》台北：心理出版社 (最新版本)。
This practical course provides a platform for students to learn, consolidate, and improve their knowledge in English grammar in different contexts that involve extensive use of the English language, such as news reporting, business writing, oral communication, and literary writings. Through these contexts students will understand the underlying grammatical principles in the workings of English, with a major focus on formation and functions of various sentence patterns for different purposes of writing. With this knowledge, students can take a step forward into the identification and correction of grammatical error, evaluation and appreciation of deviations in sentence structures in different genres of text, and production of contextually appropriate and grammatically correct sentences. Students who wish to improve their grammar for better communication, understand and appreciate the intricate network of grammatical rules, or pursue further studies in language or linguistics will find this course useful.

Learning Outcomes

On successfully completing this subject, students will be able to:

- make use of the various grammatical concepts learnt to facilitate the communication process for various purposes.
- analyse, explain and correct grammatical inconsistencies, ambiguities and other stylistic aberrations to achieve communicative success in different contexts.
- identify the use of different sentence patterns from diverse settings (e.g. news, commercial advertisements, business correspondences, fictions, films, etc).
- produce grammatical and context-specific texts with reference to the nature and purpose of writing.

Indicative Contents

- **Grammar in Newspaper**
  Major sentence, minor sentence, sentence part, word class, phrase, clause, variation in sentence structure

- **Grammar in Business**
  Subjunctive, imperative, you-attitude, sentence reduction for brevity, sentence expansion for clarity

- **Grammar of the Spoken Language**
  Contraction, minor sentence, word stress, sentence stress, intonation

- **Grammar and Literary Language**
  Poetic license, stylistic aberrations, grammar of poetic language
Teaching/Learning Approach

Lectures are reserved for discussing and analyzing the inner workings of English grammar in different contexts.

Tutorials are practice sessions to ensure students’ thorough comprehension of the rules of English grammar by applying them to the analysis and production of grammatical and context-specific sentences. Students are thus expected to be specially disciplined and committed to the course of study since the course entails a rather systematic and largely logical approach to the study of English grammar.

Assessment Approach

A variety of assessment tools will be used. These include take-home assignments that help students to revise materials taught and discussed in the lectures and tutorials, a quiz and a final examination that evaluate the depth of internalization of the newly-learnt concepts through students’ demonstration of applying these concepts to their analysis and creation of texts for different contexts.

Indicative Reading

Recommended Textbook

References
Crystal, D. Making Sense of Grammar, Pearson Education (latest ed.).
Greenbaum, S. and Nelson, G. An Introduction to English Grammar, Longman (latest ed.).
Hughes, R. Exploring Grammar in Writing, Cambridge University Press (latest ed.).
Koch, R. S. Focus on Grammar: An Advanced Course for Reference and Practice Workbook, Addison-Wesley (latest ed.).
**CC2031 Japanese II**

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<td>Credits</td>
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<td>Nature</td>
<td>Non-science</td>
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<tr>
<td>Medium of Instruction</td>
<td>Japanese (supplemented by English and/or Cantonese)</td>
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<tr>
<td>Mode of Study</td>
<td>28 hours Lecture 14 hours Tutorial</td>
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<td>Prerequisite</td>
<td>CC2011 (Japanese I), or a minimum 42 hours training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document</td>
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<td>Assessment</td>
<td>50% Coursework 50% Examination</td>
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**Aims**

This foundation course is basically a continuation of CC2011 Japanese I. It aims to further develop students’ competence in correct pronunciation, writing, vocabulary and grammar through more reading, writing, speaking and listening practices of Japanese language.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- recognize and pronounce more new sounds.
- strengthen their *Katakana* usage.
- develop a vocabulary repertoire of about 1,000 words (including *Kanji*, commonly used expressions and phrases).
- acquire a fundamental knowledge of Japanese grammar and sentence patterns.
- speak simple Japanese phrases and sentences to initiate and respond in situational conversations at the elementary level.
- read and understand short passages.
- cultivate a preliminary understanding of Japanese culture.

**Indicative Contents**

- **Phonetic and Writing Systems**
  More new sounds and their corresponding *Katakana* practices

- **Vocabulary / Reading /Writing**
  Essential daily vocabulary (e.g. location and position, different counters and counting methods); read short dialogues and passages; write basic sentences in correct word order

- **Grammar**
  More verbs (e.g. transitive, give, receive), state verbs (e.g. understand, like); present/past tense form, affirmative/negative form and verb conjugations; expressions of existence; adjectives and conjugations; comparative and superlative structure; more particles
**Speaking / Listening**
Substitution, transformation and expansion drills; situational conversations (e.g. pay a visit to someone, invitation and decline, shopping, sightseeing, ordering); simple listening comprehension practice

**Culture / Society**
Selected topics on Japanese culture and society

**Teaching/Learning Approach**
Through direct drills, practices and activities in classes, students will participate actively in the learning process. A multimedia approach will be adopted whereby students will be exposed to audio and visual materials to enhance their understanding of the Japanese language and culture.

**Assessment Approach**
A variety of assessment tools will be used, including written assignments, oral presentations, case studies, tests and examination designed to develop and assess students’ communication skills in the Japanese language.

**Indicative Readings**

**Recommended Textbooks**
大新書局出版社編『大家的日本語—初級 I』（『みんなの日本語』）(台北：大新書局，2002)。 (Second half of the textbook will be used.)

**References**
向日葵出版社編『日語假名習字簿』(香港：向日葵出版社，2004)。

大新書局出版社編輯部『大家的日本語—初級 (讀本篇)』（台北：大新書局，2004）。

大新書局出版社編輯部『大家的日本語—初級 I, II (句型練習冊)』 (台北：大新書局，2003)。

大新書局出版社編輯部『大家的日本語—初級 I, II (練習 C、會話 イラストシート)』（台北：大新書局，2002）。

向日葵出版社編『日本語 90 日 1』 (90 Days of Japanese Language 1)(香港：向日葵出版社，2002)。

大新出版社『新日本語の基礎』 (大新出版社，1998)
**CC2033 哲學概論 Introduction to Philosophy**

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**Aims**

This subject helps provide a solid foundation of knowledge of the Eastern and Western philosophies and further equips students with a basic understanding of the scope and the meaning of the discipline of philosophy.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- understand the scope and meaning of philosophy;
- grasp the basic characteristics of both western and Chinese philosophy, and also their main differences;
- understand the basic methods and problems in philosophy, and appreciate the works of philosophers; and
- apply the philosophical theories in analyzing the students’ own worldview and find out an acceptable philosophical outlook.

**Indicative Contents**

- **The Meaning of Philosophy**
  The different branches of philosophy; Metaphysics; Epistemology; Ethics; the significance of philosophy; Kant’s understanding of philosophy.

- **The Existence of God**
  Rational proves of the existence of God; the meaning of religion.

- **Mind, Body and Self**
  The relation of mind and body; the structure of consciousness; the existence of the human soul; personal identity and the problem of self.

- **The Meaning of Life I: Plato**
  The theory of Ideas; ideal life and ideal state; the existence of afterlife; the meaning of love.

- **The Meaning of Life II: Confucianism**
  The theory of human nature; Confucius, Mencius, and Xunzi; virtues and the moral meaning of life; the relation between Tien(天) and human beings.
• **The Meaning of Life III: Taoism**
  The pursuit of spiritual freedom; Laozi and Zhuangzi; Wuwei (無為) and the artistic meaning of life.

• **The Meaning of Life IV: Buddhism**
  The painfulness of life and the causes of this painfulness; the analysis of the eternal flux and the empty nature of the phenomena; the pursuit of quietude.

• **The Philosophical Differences between East and West**
  The philosophical differences between east and west, an elementary outline.

**Teaching/Learning Approach**

As philosophy is a subject encouraging people to reflect more openly and deeply, students will be encouraged not only to understand but to question their own original points of view, in order to philosophize for themselves. The lectures not just teach the books or philosophers’ viewpoints, but to endeavor to criticize them and help students set up their own thinking. Therefore, aside from the students’ ability of understanding the theories and of finding suitable reference materials, their critical thinking power and creativity are also what the course aims at. Discussions and debates will be conducted in tutorial lessons to sharpen the students’ philosophizing ability. Moreover, a number of films will be used as example in discussing their philosophical ideas.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, group projects, book reading reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Reading**

**Recommended Textbooks**


牟宗三：《中國哲學十九講》台灣：學生書局，1989年。

錢穆：《中國思想史》台灣：學生書局，1983年。

**References**


勞思光：《哲學淺說新編》香港：中文大學出版社，1998年。

林正弘主編：《想一想哲學問題》台灣：三民書局，2002年。
CC2034 香港歷史與文化 The History and Culture of Hong Kong

Level  2  
Credits  3  
Nature  Non-science  
Medium of instruction  English and Chinese (Spoken: Cantonese; Written: Chinese)  
Teaching Pattern  28 hours Lecture  
           14 hours Tutorial  
Prerequisite  Nil  
Assessment  50% Coursework  
           50% Examination  

Aims

This subject aims at helping students understand and explore the characteristics of the culture and history of Hong Kong from historical perspectives and enable them to use such knowledge to solve current problems.

Learning Outcomes

On successfully completing this subject, students will be able to:

- open their mind of Hong Kong in the filed of economic system, judicial system, administrative style, heritage, the tourist industry, legislative system, cultural characteristic and the development of social life;
- understand the 19th and 21st century from different perspectives and take a broader view of the period in Hong Kong, the character of the cultural, economic and the political of Hong Kong;
- have a profound knowledge of the continuity and change in Hong Kong between the recent past and the present, thus looking at the future from different perspectives;
- trace the political, socio-economic and cultural change of Hong Kong and the modern world;
- apply relevant knowledge concepts and principles of the history of Hong Kong in daily life;
- identify and deal with the current problems which we have encountered;
- analyze the most recent current issues in Hong Kong through the use of the history and trace the historical roots of these current problems; and
- develop a lifelong interest in reading and studying about the cultural and history of Hong Kong that will continue after the completion course.

Indicative Contents

- **Introduction**
  The geography condition, the climate, the economic value and cultural characteristic of Hong Kong.

- **Hong Kong’s salient past(old Hong Kong)**
  The traditional village; the fishing and farming in Hong Kong.

- **Beginning of the Colonial Hong Kong, 1842-1911**
  Opium War; the 2nd Opium War; the Taiping Uprising; the Boxer Uprising; the late Qing reform; the 1911 Revolution.
- **Emergence of a Hong Kong Problem, 1911 - 1942**
  The May Fourth Movement; early warnings; war and negotiations.

- **British or Chinese Hong Kong? 1943 - 1945**
  The activity of rightists and leftists; the British government and the National Government of Nanjing; the attitude of the Communist Government to the situation of Hong Kong.

- **Crown Colony for Ever, 1946 - 1979**
  Preparations for negotiations; a new government in China; the Cultural Revolution and Hong Kong.

- **Towards the Joint Declaration, 1979 - 1984**
  Negotiations, a British initiative, Beijing reactions; beginning of negotiations; the breakthrough; agreement.

- **Hong Kong in Transition, 1985 - 1988**
  British policy to Hong Kong; democratic debates.

- **The Tiananmen Factor, 1989 - 1991**
  Turmoil in Beijing; identity crisis; rise of confrontation.

- **End of Cooperation and the new era, 1992 - now**
  A new Governor; confrontation; failure of conciliation; the new government after 1997.

**Teaching/ Learning Approach**

During lectures and tutorials, interactive approach is adopted. Students are required to actively participate in discussion and presentation. Audio and visual materials are also used to enhance students’ understanding of the teaching content. Each tutorial, students will be divided into groups and required to present an assigned topic for discussion.

**Assessment Approach**

A variety of assessment tools will be used, including presentation, case studies, written reports, tests and examination designed to assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

**Recommended Textbook**

**References**


余繩武、劉存寛主編：《十九世紀的香港》香港：麒麟出版社，1994 年。

余繩武、劉存寛主編：《二十世紀的香港》香港：麒麟出版社，1995 年。

蔡榮芳：《香港人之香港史》香港：牛津大學出版社，2001 年。
CC2035  Information Technology for Language Study

Level 2
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 14 hours of Lecture
28 hours of Workshop/Tutorial
Prerequisites Nil
Exclusion CC2004 Introduction to Information Technology
CC2005 Applied Computing
CC2029 Applied Computing for Designer
Assessment 100% Coursework

Aims
This subject is designed to equip students with fundamental knowledge in Information Technology and
skills in using a number of current computer applications and Information Technology tools for achieving
their goals in language study and daily-life applications.

Learning Outcomes
On successfully completing this subject, students will be able to:

- describe fundamental concepts of the micro-computing system: hardware and software.
- use and analyse the requirements of information technology for language learning and communication purposes.
- identify and evaluate information technology tools to aid the presentation, reinforcement and assessment of learning materials.
- use current information technology necessary for applications in academic and daily life situations.

Indicative Contents

- **Software and Hardware Technology**
  Overview of computer technology; Hardware/software related concepts, e.g. processing technology, storage technology, input technology, output technology, operating system, etc.

- **Communication and Internet Technology**
  Basic concepts of communication and internet technology; Internet features and resources; WWW (World Wide Web) and browsers; Search engines.

- **Desktop Publishing**
  Word processing, page layout and graphic design, basic multimedia authoring and editing.

- **End-user Computer Application**
  Spreadsheet processing; File processing and database handling; Working with presentation software.
Computer-assisted Language Learning Tools

Computer-mediated communication: synchronous and asynchronous communication; Email; Newsgroups and discussion lists; Audio and video conferencing; Multimedia language learning resources (e.g. resources on the Web, CD-ROM, etc.); Advantages and disadvantages of various computer-mediated communication tools.

Teaching/Learning Approach

Theories and fundamental concepts are introduced in lectures. Video shows on relevant topics may be arranged to stimulate students’ learning of the concepts.

The workshops and tutorials are conducted in computer laboratories. Under the guidance of their instructor, students will gain hands-on experience in using the software applications and other multimedia tools related to their needs in academic studies and real-life applications.

Assessment Approach

A variety of assessment tools are used, including hands-on quizzes, computer laboratory assignments, presentation, projects, and a major test contributing to 25%-30% of the course grade. All assessment tasks are designed to help students understand and evaluate the concepts and applications of information technology and assess their end-user computing knowledge and skills for applications in academic and daily-life situations.

Indicative Readings

Recommended Textbook

References
Burd, S. D., System Architecture, Presentice-Hall (latest ed.).


Walters, R., Computer-mediated Communications: Multimedia Application, Artech House (latest ed.).
CC2036 中国的文学概论 Introduction to Chinese Literature

课程信息
- 课程代码：CC2036
- 课程名称：中国的文学概论
- 课程简介：

课程目标
- 本课程透过课程讲授、导修练习及分组作业的方式，训练学生对中文文学的阅读及鉴赏能力。透过掌握中文文学的特质，同学可明瞭文学与社会、生活的关系，以及提升自身的文化素养。

学习成果
- 如同学成功完成本科目，应能：
  - 认识中文文学各种文体的特
  - 掌握中文文学的流变，了解中文文学的特质；
  - 有效运用各种阅读文本的方法，提高对文学作品的鉴赏能力；
  - 加强对中文的运用，培养中国文化修养；
  - 提升批判思考及创造性思维的能力。

指示性教学内容
- 阅读中文文学的方法
  概述中文文学的特质，介绍阅读中文文学文本的方法。

- 言志
  探讨文本与作者的关係，文学作品的创造及作者的感发问题。
  主要选用材料：诗，如杜甫〈登高〉，李商隐〈无题·八岁偷照镜〉等。

- 中国文学的情
  透过分析众多作品，领会中文文学的重要特质——情，探究情如何在作品表表现的問題。
  要选用材料：诗·词·书信、小说，如元好问〈雁丘词·问世间情是何物〉，林觉民〈与妻诀别书〉，张爱玲〈倾城之恋〉等。

- 文以载道
  探讨文学与社会的关係，讲解文学作品如何承载社会课题。
  主要选用材料：诗·文，如杜甫〈新婚别〉，梁启超〈论小说与群治的关係〉等。
• 中國文學與生活
文学與生活息息相關，本課題會講解中國文學作品如何體現文人的生活趣味，如茶、酒、藥、旅遊與文學作品。
主要選用材料：詩、文、小說，如陶淵明〈飲酒〉，劉鶚《老殘遊記》，沈從文《湘行散記》等。

• 中國文學的雅與俗
剖析雅俗這對概念與中國文學的關係，及審美標準的變遷等問題。
主要選用材料：詞、小說、戲曲，如羅貫中《三國演義》，王實甫《西廂記》，金庸《射雕英雄傳》等。

教學方法
本課程理論與實踐並重。主講課集中講解與課題相關的概念和理論，導修課為學生提供相關的課堂練習，如口頭報告、小組討論及小習作等，以鞏固所學。本課程採用材料廣泛，體裁眾多，古今兼備。

評估方法
本課程採用連線評估方法，分別從學生的口頭報告、書面報告、課堂參與，加上測驗和考試，衡量學生所學。

指定課本
本課程涉及的參考材料較廣泛，無指定課本。

參考書目
朱自清：《朱自清古典文學論文集》，上海：上海古籍出版社，最新版。
青木正兒：《中國文學概說》，台北：莊嚴文化，最新版。
徐復觀：《中國文學精神》，上海：上海書店出版社，最新版。
葉維廉：《中國詩學》，北京：三聯書店，最新版。
劉大杰：《中國文學發展史》，香港：古文書局，最新版。
鄭振鐸：《中國俗文學史》，北京：中國作家出版社，最新版。
魯迅：《中國小說史略》，香港：三聯書店，最新版。
龔鵬程：《文學散步》，台北：漢光文化事業股份有限公司，最新版。
CC2041  English for Academic Studies (Humanities and Communication)

Level 2
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 42 hours of Seminar
10 hours of Workshop*
Prerequisites Nil
Assessment 100% Coursework

Aims
This subject prepares students for successful academic studies in an English medium post-secondary school learning environment. The main focus of this subject is to develop students’ confidence and competence in using English within academic contexts relevant to their studies in humanities and communication subjects.

Learning Outcomes
On successfully completing this subject, students will be able to:

- Apply learned reading strategies to improve comprehension of humanities and communication-related materials.
- Identify others’ attitude from spoken and written sources and respond critically to their ideas.
- Use the process approach to write a well-structured academic essay.
- Summarize and paraphrase ideas effectively.
- Research for information, integrate ideas, and document sources properly.
- Communicate effectively in spoken academic contexts.
- Reflect critically on their own learning process.

Indicative Contents

- **Reading and Listening Skills**
  Strategies used for different reading purposes (for general understanding, for details, for inference, etc.). Note-taking from spoken and written sources.

- **Writing Skills**
  Process approach for writing an academic essay: essay structure, topic generation, essay outline, thesis statement and plan of development, topic sentence and support, introductions and conclusions, essay unity, coherence and support, sentence skills and common ESL errors. Paraphrasing and summarizing skills. Response essays.

- **Research Skills**
  Library and other research. Interviewing skills. Documentation style (e.g. MLA, APA, etc.).

- **Speaking Skills**
  Seminar discussion (Presenting ideas, identifying speakers’ attitude, expressing opinions, agreeing/disagreeing, asking for clarification, etc.). Question-handling.
• **Study Skills**
  
  Reflection on learning processes. Learning in class and working in groups

**Teaching/Learning Approach**

Students will be required to participate actively in the learning process. During seminars, students will take part in a wide range of interesting and challenging language learning activities such as role-plays, discussions, individual and group activities, which reflect students’ needs in their studies in humanities and communication subjects. In particular, students will be required to plan and collaborate with peers in a major team project/assignment which will give them an opportunity to experience learning from peers as well.

In language laboratory sessions, audio-visual materials will be used to improve students’ listening and speaking skills, and the online learning platform will be used as a tool to promote extended learning after class. Students are also encouraged to engage in constant reflection on learning processes and to evaluate their own as well as their peers’ performance and team work skills in the learning tasks. Through extensive interactive practices, the course helps students gain mastery of the academic language skills needed for effective academic communication.

*The 10-hour workshops are designed to provide additional language support to help students with lower English proficiency achieve the learning outcomes of the subject. Only students who have obtained a pass in the Use of English examination at AS level or equivalent proficiency, which must be supported by an official document, are not required to attend the workshops. In the workshop sessions, English practices corresponding to the topics covered in the seminars will be conducted.*

**Assessment Approach**

The assessment of this subject is based on 100% continuous assessment. Students’ spoken and written academic English skills will be assessed through a combination of individual and group assessment tasks related to the learning outcomes of the subject. Tasks may include individual written tasks, group oral tasks, group written project, quizzes and tests, etc. Students will be assessed on accuracy as well as the appropriacy of the language used in fulfilling the assessment tasks.

In addition, to encourage a spirit of enquiry and sharing and to help students explore the creativity and enjoyment of the process of learning and researching knowledge, part of students’ grade will be based on their class participation throughout the course of the semester.

*Students who are required to attend the workshops are required to complete the assigned tasks of the workshop such as in-class exercises and a self-learning portfolio satisfactorily, or else the coursework grade will be downgraded by one letter grade (e.g. C+ downgraded to C).*

**Indicative Readings**

Recommended Textbook

*An abridged edition of:*  

***. *Reading and Study Skills*. McGraw-Hill. (latest ed.).
References

Madden, Carolyn G. and Rohlck, Theresa N. *Discussion and Interaction in the Academic Community*. University of Michigan Press. (latest ed.).


Wallace, Michael J. *Study Skills in English*. Cambridge University Press. (latest ed.).
Aims

This subject is designed to equip students in humanities and communication disciplines with the written and spoken English language and communication skills required in clerical and administrative roles in their future professions. The main focus is to develop in students the competence to select the appropriate language and strategies for effective communication in daily workplace contexts.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the basic principles of business communication and use them to evaluate the effectiveness of business messages.
- Apply appropriate strategies for writing effective business messages in clerical and administration positions, including those of a positive, negative and persuasive nature.
- Write different business documents such as letters, memos and e-mails with appropriate organization pattern, format, tone and sentence skills.
- Deliver in business presentations and communicate accurately and professionally in other oral business communication tasks such as telephoning and job interviews.

Indicative Contents

- **Principles of Workplace Communication**
  Communication process; Analysis of purpose, audience, information and context; Verbal and nonverbal communication strategies; Selection of communication channels; Writing process; Patterns of organization (e.g. direct and indirect pattern).

- **Workplace Writing**
  Business letters, memos and e-mails (e.g. format, structure and layout); Routine and goodwill messages; Persuasive and negative messages. Résumés and job application letters; Reader-oriented (e.g. “you” view and impersonal statements); Tone (e.g. informal and professional tones); Style (e.g. positive, inclusive, familiar and concise styles); Grammar and vocabulary for business writing.

- **Oral Communication in the Workplace**
  Business presentations (e.g. organization of ideas, delivery skills and teamwork); Business telephone calls; Job interviews.
Teaching/Learning Approach

Seminars focus on the study of different communication strategies and language skills with practical examples relevant to students’ potential career fields. Different learning activities such as writing practices, role-play, case studies and group discussions are used.

In language laboratory sessions, audio-visual and on-line materials are used to reinforce students’ learning.

*The 10-hour workshops are designed to provide additional language support to help students with lower English proficiency achieve the learning outcomes of the subject. Only students who have obtained a pass in the Use of English examination at AS level or equivalent proficiency, which must be supported by an official document, are not required to attend the workshops. In the workshop sessions, English practices corresponding to the topics covered in the seminars will be conducted.

Assessment Approach

(a) Coursework (50%)
Students’ performance will be evaluated through both individual and group assessment tasks related to the learning outcomes of the subject. Tasks may include individual written tasks (e.g. writing a business letter, memo or email), presentations, quizzes and tests.

(b) Examination (50%)
Students are required to attend an examination at the end of the semester.

*Students who are required to attend the workshops are required to complete the assigned tasks of the workshop such as in-class exercises and a self-learning portfolio satisfactorily, or else the coursework grade will be downgraded by one letter grade (e.g. C+ downgraded to C).

Indicative Readings

Recommended Textbook

References


Aims

This subject aims to provide students with fundamental understanding of basic statistics and their applications. Studying the subject also helps develop students’ ability to compile statistical data, carry out simple statistical calculation and understand the elements of probability and probability distributions. The emphasis will be on application of statistical methods to solving practical problems.

Learning Outcomes

On successfully completing this subject, students are expected to be able to:

- understand some basic knowledge and skills of elementary statistics;
- apply statistical reasoning to describe and analyze essential features of data sets and different problems in real-life situations.
- extend their knowledge of statistical techniques and adapt inferential procedures to different situations.
- develop and extrapolate statistical concepts in synthesizing and solving problems.
- apply relevant statistics knowledge to enhance their further studies.
- demonstrate the abilities of logical and analytical thinking.

Indicative Contents

- **Nature of Statistics**
  Descriptive and inferential statistics, types of data, data collection methods, sampling techniques, observational and experimental studies.

- **Descriptive Statistics**
  Organization of data, frequency distributions, graphical representation, measures of central tendency, measures of variability and measure of position. Practical examples in real life are used.

- **Probability**
  Experiment, events, sample space and probability, probability rules and conditional probability.

- **Discrete Probability Distributions**
  Discrete random variables, probability distributions, expected value, variance and binomial distribution. Illustrations of their applications in real life examples.
- **Normal Distributions**
  Properties of normal distribution, standard normal distribution, sampling distribution of sample mean and application on central limit theorem. Illustrations of their applications in real life examples.

- **Inferential Statistics**
  Confidence intervals for a population mean, confidence intervals for a population proportion and sample size determination, null and alternative hypothesis, type I and II errors.

**Teaching/Learning Approach**

Lectures are used to introduce and explain statistics concepts, techniques and their applications in a non-theoretical approach. Students have ample opportunities to apply, consolidate and reinforce the subject knowledge learned through related problem-solving exercises in tutorials.

**Assessment Approach**

Effective assessment tools are adopted, including end-of-chapter type problems, written assignments, tests and examinations, all designed to develop and assess the analytical and problem-solving skills of students.

**Indicative Readings**

Recommended Textbook

References

CC2054
Chinese Language (Taught in Putonghua)

| 程度 | 2 |
| 學分 | 3 |
| 學科性質 | 非科學 |
| 教學語言 | 中文 (普通話講授，中文書寫(繁簡並用)，普通話口述報告) |
| 教學模式 | 42小時課堂講授 |
| 修讀的必備條件 | 要求具有中學三年級普通話科合格或同等學歷，並須提交相關證明文件 |
| 不能同時修讀的科目 | CC2009 中國語文科或 CC2012 初級普通話科 |
| 評估方法 | 60%課堂習作 |
| | 40%期終考試 |

科目目標
本科以普通話授課，主要培養同學閱讀、書寫、撰寫中文學術論文的基本能力，及以普通話聆聽和演說的能力。課程也教導同學規範地運用中文的字、詞、句；培養同學閱讀學術論文及名家名著的興趣及能力；介紹撰寫各類文章的基礎知識，包括應用文及學術性文章等；訓練同學以普通話演講、討論及系統地發表意見等各方面的技巧；並注意訓練同學以普通話演說的基本技巧。

學習成果
在完成此科目後，學生有足夠能力：
- 通過聆聽、演說及討論的訓練，有效及準確地以普通話進行交流、演說及表達個人意見。
- 了解漢字流變及漢語語法結構的基礎知識，寫正字及規範的漢語。
- 提高閱讀中文著作、書寫和口語能力，理解不同文章的技巧和思想內涵。
- 掌握不同種類應用文體的寫作，以應付職業需求及其他社會事務的需要。
- 獲取撰寫學術論文的基礎知識，提高寫作學術文章的基本能力，例如恰當歸納背景材料、靈活運用注釋、分論、結論等各項寫作要點，從而具備良好的文章表達力、組織力和論辯力等。
- 運用所學的知識，成功分辨論點、論據、事例的能力。

指示性的教學內容
基礎及正確漢語拼音 (漢語拼音方案)
普通話用語、對話及演說技巧
普通話聆聽練習
基礎中文：詞性、句子、篇章結構
簡化字
閱讀文章技巧
介紹相關實用文
學術性文章寫作訓練
教學方法

理論與實踐並重，透過普通話授課，學生依次進行朗讀、上課匯報、以普通話回答問題及書面習作，上課時使用有聲光碟為領讀及聆聽訓練，導修課由教師準備課外練習，包括書面練習、聆聽及口語訓練，學生可分小組或個人進行，加強及鞏固普通話知識；另一方面，同學寫作應用文深化中國語文知識，又要求同學以普通話進行課堂報告、討論及互評作品，進一步活用中文；而學生提交各類文章，進行學習自評及修改。

評估方法

1. 個人寫作——主要以持續評估方法，要求同學撰寫應用文及學術性文章，以各類文章寫作考核同學的綜合語文能力。
2. 個人口語評估——以個人短講方式進行。
3. 小組課堂匯報——小組同學要以普通話演說、報告指定文章的重點及回應同學提出問題。
4. 測試——考核同學中國語文及普通話的知識。
5. 考試——考核同學撰寫學術論文，實用文及普通話的知識。

指定課本
普通話研習社編：《普通話課本（第一冊）》，香港：普通話研習社，2001 年。
蔡富春主編：《中國商務應用文書手冊》，香港：經濟日報出版社，最新版。

參考書
李明、石佩文編著：《漢語普通語口語辨正》，北京：北京語言文化大學出版社，1998 年。
于成鲲主編：《現代應用文》，上海：復旦大學出版社，最新版。
呂淑湘：《現代漢語八百詞》，香港：商務印書館，最新版。
國家語言文字工作委員會普通話培訓測試中心編：《普通話水平測試實施綱要》，北京：商務印書館，最新版。
CC2101 Financial Accounting

Level 2
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Assessment 40% Coursework
60% Examination

Aims

This subject introduces the basic concepts of financial accounting. It enables students to apply fundamental financial theories, analyse financial statements and reports, and prepare basic financial statements.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the assumptions, principles and conventions underlying financial accounting process
- appreciate the role and importance of accounting information in assisting decision-making in a business context
- undertake the work involved in the recording, processing, summarizing and reporting phases of the accounting cycle
- apply relevant accounting concepts and principles in the preparation of financial statements
- apply fundamental analytical tools for the interpretation of financial statements

Indicative Contents

- **Role and Principles of Financial Accounting and Reporting**
  Nature, principles and scope of financial accounting, management accounting, financial management and auditing; Users of financial accounts and statements; Accounting Standards; Application of information technology in processing financial and related information; Ethical consideration in Financial Reporting.

- **Financial Accounting Framework**
  Double-entry bookkeeping and accounting systems; Methods of classifying expenditure between capital and revenue; Accounting treatment of fixed assets, current assets, liabilities, provisions and reserves, and capital; Control accounts, bank reconciliation, suspense accounts, and correction of errors; Preparation of journal, ledger accounts, trial balance and basic financial statements.

- **Additional Issues on Earnings**
  Extraordinary items, accounting changes, earnings per share, cash and stock dividends.

- **Preparation of Financial Statements**
  Preparation of Financial Statements for sole-traders, clubs or societies, partnerships, and limited companies.
Analysis and Interpretation of Financial Statements
Need for analysis and interpretation of financial statements; Interpretation techniques including ratio
analysis and cash flow statement; Calculation and interpretation of basic financial ratios.

Teaching/Learning Approach
Lectures focus on the introduction and explanation of key concepts and applications of the accounting
principles.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in
lectures and to apply the theories to the analysis of problem sets and case studies.

Assessment Approach
A variety of assessment tools will be used, including individual assignments, in-class exercises, tests and
an examination designed to develop and assess students’ analytical and quantitative skills in solving
accounting problems.

Indicative Readings
Recommended Textbook

References

Hong Kong Financial Reporting Standards. HKICPA.
Aims

This subject introduces the key concepts and theories concerning the functions of management in a fast changing environment. It provides a foundation for the more in-depth treatment in the management and business subjects. Studying this subject will also help develop students’ critical thinking for their lifelong learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the nature of managerial work
- explain the key concepts and theories in managing organisations
- identify and evaluate the functions of management
- appreciate the importance of different management functions in managing organisations

Indicative Contents

- **Management and Management Theory**
  Nature of management, level of managers and the role of managers in an organisation; Evolution of management theories and their implications for management of organisations in Hong Kong.

- **Business Environment**
  Factors affecting the performance of an organisation in a fast changing environment; General and specific environmental factors; Implications of globalisation to Hong Kong business; Social responsibility and managerial ethics of business.

- **Planning**
  Principles of planning; Role and method of strategic planning in organisations; Decision making in business and industrial organisations.

- **Organising in Enterprise**
  Key elements of organisational structure and design; Identification of various forms of organisational structure and their advantages and disadvantages.

- **Leading Function of Managers**
  Basic theories in motivation; Application of motivation theories in organisations; Leadership styles and its implication to management.
- **Control Function in Organisation**
  Importance of control in organisations; Types of control and their application to organisation; Importance of performance assessments.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key concepts and theories of the syllabus topics. Occasional discussions will be conducted.

Tutorials provide students with the opportunity to deepen their understanding of the concepts and theories taught in lectures and to apply them to the analysis of real-life business issues. The activities in tutorials normally include student presentations, discussions of problems sets and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

Recommended Textbook

References


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<tr>
<th><strong>CC2103</strong></th>
<th><strong>Introduction to E-Commerce</strong></th>
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<td>Medium of Instruction</td>
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| Teaching Pattern | 28 hours of Lecture  
14 hours of Tutorial |
| Prerequisites | Nil |
| Assessment | 60% Coursework  
40% Examination |

### Aims

This subject equips students with the knowledge of fundamentals of E-Commerce (EC), various technical and non-technical infrastructures and mechanisms supporting EC. Studying the subject will help develop students’ analytical / practical skills in the applications of E-Commerce in a business setting. It also provides the conceptual framework to analyse possible benefits and limitations of applying the e-commerce approach to business.

### Learning Outcomes

On successfully completing this subject, students will be able to:

- understand how EC is being conducted in online business activities.
- understand the advantages and disadvantages of using e-commerce in a business setting.
- appraise various social issues associated with the conduct of electronic commerce.
- analyse and evaluate the possible benefits and limitations of applying the e-commerce approach to business.

### Indicative Contents

- **Fundamentals of E-Commerce (EC)**
  Fundamentals of EC and some of its terminology; Business-to-Business (B2B) and Business-to-Customer (B2C) concepts; Success factors for EC.

- **Applications and Implementation of EC**
  EC Advertisement; Internet marketing; Auction basics; Web auction strategies; Virtual community strategies.

- **Electronic Payment Systems**
  Basics of Electronic Payment Systems; Common technologies to be used; Advantages and disadvantages of different technologies.

- **Technical Infrastructure for EC**
  Web Hosting Services; Comparison of Web Hosting; Commerce Service Providers and the advantages and limitations of each; E-business software and its choice; Basic Electronic Commerce Software Functions; Electronic fund transfer; Web-based client/server; Intranet and extranet.

- **The Environment of EC**
  Legal Environment of EC; Ethics Issues in EC; Taxation of EC.
- **Internet Security**
  Security Threats to E-Commerce; Implementing Security for EC; Risk associated with EC.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key E-Commerce concepts, with specific reference to current issues wherever appropriate. Talk(s) from the industrialists might be arranged.

Tutorials provide students with the opportunity to consolidate their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life issues. The activities in tutorials normally include student presentations and discussions of problem sets and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess students’ analytical / practical skills in the applications of E-Commerce in a business setting as well as communication skills.

**Indicative Readings**

Recommended Textbook
Gary P. Schneider, *New Perspectives on E-commerce (Comprehensive)*, Thomson Learning (latest ed.).

References
Efrain Turban, David King, *Introduction to E-Commerce*, Prentice Hall (latest ed.).

Gary P. Schneider, *Electronic Commerce*, Thomson Learning (latest ed.).

CC2104  Introduction to Microeconomics

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<td>Medium of Instruction</td>
<td>English</td>
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</table>
| Teaching Pattern | 28 hours of Lecture  
                  14 hours of Tutorial |
| Prerequisites | Nil |
| Assessment | 50% Coursework  
               50% Examination |

Aims

This subject equips students with analytical skills that are necessary for the understanding of economic issues from a micro perspective. It provides the conceptual framework to analyse microeconomic behaviour of economic agents, business decisions, and market efficiency. Studying the subject will also help develop students’ critical thinking for their life-long learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the issues involved in the allocation of scarce resources for individual economic agents and the economy as a whole.
- apply relevant economic knowledge to conduct economic analysis of the behaviour of firms and markets.
- identify market failure and discuss the effectiveness of government economic policy upon the tradeoff between efficiency and equity.
- use concepts of market force interaction to analyse and predict changes in markets.

Indicative Contents

- **Scope of Microeconomic Analysis**
  Concept of scarcity, choice and opportunity cost; Nature of economics as a science for understanding human behaviour.

- **Demand, Supply and the Price Mechanism**
  The law of demand; Elasticity of demand; The law of supply; Production and cost; Price control; The functions of price and the market system.

- **Production and costs**
  Production function; Law of diminishing returns; Various measures of cost; Costs in the short run and long run; Economies and diseconomies of scale.

- **Market Structure**
  Perfect competition; Monopoly; Monopolistic competition; Oligopoly; Profit maximization under different market structure.
- **Efficiency of Markets**
  Efficiency and social interest; Market failure and government; Taxation; Externalities and property rights; Public goods and common resources.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key economic concepts, with specific reference to current economic issues wherever appropriate. Occasional group discussions will be conducted.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life economic issues. The activities in tutorials include student presentations and discussions of problems sets and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

**Recommended Textbook**

**References**

Miller, Roger LeRoy, *Economics today – the micro view*, Addison Wesley (latest ed.).

Parkin, Michael, *Microeconomics*, Addison Wesley (latest ed.).

CC2114  Consumer Behaviour

Level 2  
Credits 3  
Nature Non-Science  
Medium of Instruction English  
Teaching Pattern 28 hours of Lecture  
14 hours of Tutorial  
Prerequisites Nil  
Assessment 50% Coursework  
50% Examination

Aims

This subject is designed for students to develop conceptual and theoretical understanding how purchase decisions are made and what factors influence both the decision process and its outcomes. It provides an overview on how various individual and socio-cultural factors might affect the decision making of consumers and their strategic implications.

Learning Outcomes

On successfully completing this subject, students will be able to:

- gain a broad understanding of the relationships between the organisation and its customer behaviour in a dynamic business environment.
- develop an understanding of situational influences and its impacts on marketing strategy and gain an overview of consumer decision process.
- appraise both internal and external factors (i.e. psychological, social, culture, and economic) in influencing consumer behaviour and segmentation.
- investigate customer dynamics and explore future trends of consumer behaviour and its implications to marketing.

Indicative Contents

- **Introduction**
  Nature of consumer consumption; Consumption meanings; Overview of consumer behaviour; Terminology and definitions; Consumer behaviour and marketing strategy.

- **Situational Influences and Marketing Strategy**
  Nature of situational influences; Situation classification; Situational influences and marketing strategy.

- **An Overview of Consumer Decision Process**
  Problem recognition; Information search; Evaluation and selecting alternatives; Making purchase; Post-purchase evaluations; Customer satisfaction and loyalty.

- **Internal Influences and Marketing Strategy**
  Nature of perception; Interpretation; Perception and marketing Strategy; Nature of Learning; Motivation; personality, and emotion and its implications on marketing strategies; Attitude formation and change.
• **External Influences and Marketing Strategy**
  Demographics, culture, subcultures, values, and lifestyles; Reference group and family influence;
  Cross-cultural behaviour; Concept of social class and its implications on marketing strategies.

**Teaching/Learning Approach**

Lectures focus on the main theoretical and factual aspects of the syllabus. Case studies, article reviews and real life examples will be singled out for deeper analysis alongside relevant theories and concepts. Occasional group discussions will be conducted.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and apply the theories to the analysis of real-life consumer behaviour issues. The activities in tutorials normally include student presentations and discussions of problems sets and case studies. Tutorials are interactive. Students are expected to actively contribute to the discussion and give their comments, constructive criticism and questions to the presenting teams.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, written reports, participation in discussion, test and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

Recommended Textbook

References


Aims

This subject introduces the basic principles and concepts of Marketing. It equips students with foundation knowledge and skills of marketing to analyse market situations. It exposes students to various areas of marketing. The subject will also help develop students’ oral and written communication skills and critical thinking.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the role of marketing in today’s competitive and dynamic environment
- establish the relationship between marketing planning and corporate planning
- recognise the importance of various areas in marketing such as consumer behaviour, market research, global marketing and ethical issues
- analyse the marketing environment, and identify marketing opportunities, threats and other factors or issues affecting marketing decisions
- apply relevant marketing concepts, knowledge and theories to practical marketing situations

Indicative Contents

- **Role of marketing in an organisation**
  Role of marketing in the modern organisation; Evolution of marketing; Products and services marketing; Relationship between marketing planning and corporate planning.

- **Marketing Environment – Macro-environment and Micro-environment**
  Economic, social, legal, competition, cultural and demographic factors; Relationship with suppliers, intermediaries, customers and others factors such as resources.

- **Segmentation and Positioning**
  Importance of segmentation and positioning; Different segmentation bases and types of positioning strategies.

- **Consumer Behaviour and Organisational Buying**
  Basic knowledge of consumer behaviour such as different needs and motivations, perceptions and learning theories; Organisational buying process.

- **Market Research**
  Introduction to basic marketing research methodologies and applications.
• **Marketing Mix**  
  Foundation concepts of Marketing Mix: Product, Price, Place and Promotion.

• **International Marketing Issues and impact of IT**  
  Concepts, examples and issues related to international marketing; Applications of IT such as online marketing.

• **Ethical issues**  
  Marketing impact on individuals and society; Social responsibility and marketing ethics.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key marketing concepts, with reference to current marketing issues or examples wherever appropriate.

Tutorial sessions provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life marketing situations. The activities in tutorials normally include group work, student presentations and discussions of problems sets and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including group presentations and written reports, individual assignments, in-class exercises, tests and examination designed to assess the expected outcomes.

**Indicative Readings**

**Recommended Textbook**


**References**

Lamb Hair McDaniel. *Marketing*. Thomson, South-Western. (latest ed.).

CC2131 中文商務傳意 Chinese for Business Communication

程度 2
學分 3
學科性質 非科學
教學語言 中文（粵語講授；中文書寫）
教學模式 42小時課堂講授
修讀條件 無
不能同時修讀的科目 CC2113 Chinese for Business Executives 商務行政中文
評估方法 50%課堂習作
50%期終考試

課程目標

本課程透過課堂講授、課堂練習、分組習作等方式，訓練學生運用中文傳播商業、行政訊息的能力。課程尤注重培訓學員口語表達及專業商務行政中文寫作的能力，全面地訓練學生掌握專業商務中文的各種技能。

學習成果

學生成功完本科目，應能：

- 明白商務行政中文的定義和種類。
- 瞭解商務行政中文的體例及格式。
- 運用中文商務實用文的知識，成功撰寫適合各行業的中文實用文的文類。
- 掌握及運用商務中文的口語知識。
- 以中文進行商務溝通及撰寫商務行政文書。

課程內容

- 中文商務實用文的定義
  介紹中文商務實用文的發展歷史、定義、種類及應用範圍，介紹中港台三地中文商務實用文體例及用語的異同，概括本課程主要教學內容：商務信函（包括電子郵件，傳真），商務廣告，行政管理（包括公司章程，會議記錄，工作總結等），商務調研決策文書（包括商品/企業說明書，市場調查報告等）。

- 商務信函
  介紹商務信函的各種類別及各自寫作原則，例如傳統書信，電子郵件和傳真的方式，內容包括查詢，訂貨，退貨，議價，邀請，慶賀等。

- 商務行政管理文書
  介紹各類商務行政管理文書處理，例如公司章程，聘請書與解聘書，授權委托書，商務請示與報告，工作總結等。

- 商務會議及談判文書
  介紹會議紀錄，商務談判方案/紀要，商務合作意向書，協議書及商務合同的撰寫方法。
• 契約及法律檔
介紹中國大陸法律檔的撰寫要點及注意的事項，中國與台灣中文法律檔撰寫的異同，土地屋契，勞工法律檔的要例。

• 廣告與招商
介紹中港台三地撰寫廣告文稿的異同，撰寫口語廣告的要點，廣告文書的特色，介紹公關策劃方案，商品/企業說明書，招標書與投標書等的寫作。

• 商務調研決策文書
介紹市場調查報告，預測報告，可行性研究報告，企業經營計劃，價格方案等的體例及撰寫方法。

• 口語：商務/行政演講與談判
介紹演講稿的寫作，介紹商務/行政演講的技巧，如何設定計劃，解釋決定，闡述立場等；介紹如何進行商務談判，辯論等。

教學方法
本課程是理論與實際並重，透過大量個案分析（佳作及病例）深化課堂所教知識，並鼓勵學生參與討論及小組報告，進一步活用中文，強化自信。

評估方法
本課程採用持續評估方法，學生須撰寫平時習作，如廣告，演講辭等，也須完成導修課堂小組報告，如商務會面，談判等，另有期中測驗及期末考試，綜合檢測學生掌握本課程的水平。

指定課本
蔡富春主編：《中國商務應用文書手冊》，香港：經濟日報出版社(香港)出版，最新版。

參考書
董兆傑：《口語訓練》，香港：語文出版社，最新版。
張斌：《漢語語法修辭常識》，香港：香港教育圖書公司，最新版。
陳建民：《說話的藝術》，香港：語文出版社，最新版。
陳永生[等]編著：《國際商務函電與合同》，香港：華語教學出版社，最新版。
李錦昌編著：《現代商業傳意大全》，香港：商務印書館(香港)有限公司，最新版。
黎運漢，李軍著：《商業語言》，台灣：台灣商務印書館股份有限公司，最新版。
白雲開：《21 世紀商用中文書信寫作手冊》，香港：香港城市大學出版社，最新版。
盧丹懷：《中港應用文傳意大全》，香港：商務印書館(香港)有限公司，最新版。

崔文凱，王琰編著：《商務文書寫作一本通》，北京：中國言實出版社，最新版。
CC2201 Principles of Programming

| Level  | 2 |
| Credits | 3 |
| Nature | Science |
| Medium of Instruction | English |
| Teaching Pattern | 28 hours of Lecture |
| | 14 hours of Tutorial / Laboratory |
| Prerequisites | Nil |
| Exclusion | CC2127 Principles of Business Programming |
| Assessment | 40% Coursework |
| | 60% Examination |

Aims

This subject aims to provide students with the practical skills of computer programming in the context of problem solving. It provides students with an understanding of the structure of a high-level programming language, and of the design and analysis process of programming. It also provides students with some practical experiences of writing structured programs.

Learning Outcomes

On successfully completing this subject, students will be able to:

- write programs for solving practical problems in the business environment
- recognise the importance of documentation in software development
- further develop their analytical skills and problem solving skills in other areas
- enhance critical and creative thinking competence

Indicative Contents

- **Fundamentals of Programming**
  Syntax; Semantics; Compilation; Linking; Execution.

- **Programming Approaches**
  Functional programming; Procedural programming; Structural programming; Object-oriented programming.

- **Data Types**
  String; Numerical data; Boolean; Operators; Literals.

- **Input and Output**
  Standard input/output; Files.

- **Concepts and Technique of Control**
  Sequencing; Alternation; Repetition; Recursion.

- **Practical Programming**
  Programming in a selected high-level language e.g. C, C++ or Java.
Teaching/Learning Approach

Theories and basic concepts will be delivered during the lectures. In the tutorials and laboratory sessions, students will be required to design and develop software solutions to practical problems by applying the general principles learned in the lectures.

Assessment Approach

A variety of assessment tools will be used, including programming projects, tests and an examination designed to develop and assess skills of writing programs to solve practical problems and of writing documentation.

Indicative Reading

Recommended Textbooks
Wu, T. C. An Introduction to Object-Oriented Programming with Java. McGraw-Hill. (latest ed.).
Adams, J. and Nyhoff, L. C++: An Introduction to Computing. Prentice Hall. (latest ed.).

References
Barnes, D. and Kolling, M. Objects first with Java: a practical introduction using BlueJ. Prentice Hall. (latest ed.).
Deitel, H.M. and Deitel, P.J. Java: How to Program. Prentice Hall. (latest ed.).
Deitel, H.M. and Deitel, P.J. C++: How to Program. Prentice Hall. (latest ed.).
Savitch, W. Problem Solving with C++. Addison Wesley. (latest ed.).
Deitel, H.M. and Deitel, P.J. C: How to Program. Prentice Hall. (latest ed.).
CC2412 Foundations of Translation

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| Teaching Pattern | 28 hours of Lecture  
14 hours of Seminar |
| Prerequisites | Nil |
| Assessment  | 50% Coursework  
50% Examination |

Aims

This subject introduces students to the basic principles and methodology of translation, and to guide them towards the development of systematic approaches to the task of translation. It aims at helping students to develop their own principles of translation after acquiring the basic translation skills.

Learning Outcomes

On successfully completing this subject, students will be able to:

- grasp the basic translation theories and apply them.
- familiarise themselves with basic translation skills in different text types.
- differentiate different cultural issues and apply them to translation.
- make good use of dictionaries and different learning tools, such as websites, in the process of translation.
- effectively communicate information, arguments and analysis in a variety of forms.
- enhance the competence in critical and creative thinking.
- be prepared for life-long learning.

Indicative Contents

- **Introduction: What is Translation**
  Basic translation skills and theories.

- **Various Types of Translation**
  Different translation text types, including literary, legal, commercial, governmental and media texts.

- **Readers, Texts and Contexts**
  Readership; Text types; Different usages of contexts and collocations.

- **Translation Equivalence**
  The issue of equivalence; Dynamic equivalence vs formal equivalence.

- **Translation Process**
  The process of translation; Methodology of translation: addition, omission, inversion, separation, reversion, adaptation and annotation.

- **Literal translation vs liberal translation**
  Issues on semantic and free translation vs word-for-word renderings.
- **Parts of Speech**
  Specific uses of nouns, verbs, adjectives and adverbs during translation.

**Teaching/Learning Approach**

Theories and basic concepts will be delivered during the lectures. Exercises will be carried out in seminars to illustrate and reinforce the concepts.

**Assessment Approach**

Assignments and one quiz will be given out as assessment tools. Class participation in tutorial exercises will also be included. The major assessment tool will be the examination.

**Indicative Readings**

Recommended Textbooks


**References**


錢歌川：《翻譯的基本知識》台北：台北開明書店，最新版。

張振玉：《譯學概論》台北：台北協林，最新版。

蔡思果：《翻譯研究》香港：香港友聯，最新版。

蔡思果：《翻譯新究》台北：台北大地，最新版。

孫述宇、金聖華：《英譯中：英漢翻譯手冊》台北：台北聯經，最新版。

張培基等：《英漢翻譯教程》上海：上海外語教育，最新版。

林以亮：《林以亮論翻譯》台北：台北志文，最新版。

宋淇：《翻譯叢論》香港：香港中文大學，最新版。

黃宜範：《翻譯與語意之間》台北：台北聯經，最新版。

羅新章：《翻譯論集》北京：北京商務，最新版。
<table>
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| 評估方法 | 60% 課堂習作  
                 40% 期終考試 |

### 科目目標

本課程旨在鞏固學生漢語拼音體系的基礎知識，強化其對普通話語音的認識，在此基礎上增進學生對普通話和粵語詞彙、語法之區別的比較認識，從而使他們可恰當、準確、流利的在日常生活用運用普通話進行交流。

### 學習成果

在完成此科目後，學生有足夠能力：

- 掌握普通話的標準讀音，包括聲調、聲母、韻母、兒化、輕聲以及破音字的分辨；
- 深化粵、粵語和普通話語法辨別比較，可使用正確的現代漢語普通話語法；
- 熟練運用更多的普通話口語辭彙，在各種不同的場合中都能自如地運用普通話表達自己；
- 培養普通話自學能力，加強使用普通話表達的能力。

### 指示性教學內容

- **語音**
  字詞正音（聲調、聲母、韻母、兒化、輕聲以及破音字的分辨）

- **辭彙/語法**
  粵普翻譯
  普通話口語表達

- **實踐技巧**
  各種場景對話
  朗讀、討論
  聽力理解

### 教學方法

主講課主要由教師為學生講解課文中的語音、辭彙和語法現象，學生依次進行朗讀及做書面練習，每堂課並使用有聲光碟作領讀及聆聽訓練。
導修課由教師準備課外練習，包括書面練習和口語訓練，學生可分小組或個人進行；口語訓練的模式可為角色扮演、專題討論及小組報告等。

評估方法

以連續評估和期末考試兩種方式進行，二者均有筆試與口試兩種形式。其中連續評估包括個人短講，期中測驗和會話評估。

指示性參考書目

推介教科書
普通話研習社編：《普通話教程（第二冊）》香港：普通話研習社，2001年。

參考書
中國社會科學院語言研究所詞典編輯室編：《現代漢語詞典》香港：商務印書館，2001年。
曾子凡編著：《廣州話普通話口語詞對譯手冊》香港：三聯書店，2002年。
張照雄主編：《普通話水平測試實施綱要》北京：商務印書館，2004年。

附加資料：學習普通話網上資源
理工大學中國語文中心（網上語文學習資源庫--普通話音節表、語音和聆聽練習）
http://www.clc.polyu.edu.hk/

香港教育城漢語拼音自學網頁（普通話聲韻表、漢語拼音板和拼讀練習等）
http://resources.emb.gov.hk/%7Echi/frontpage.html

香港電台普通話台（收聽普通話節目）
http://www.rthk.org.hk
CC2602  Introduction to Communication Studies

Level  2  
Credits  3  
Nature  Non-science  
Medium of Instruction  English  
Teaching Pattern  28 hours of Lecture  
14 hours of Seminar  
Prerequisite  Nil  
Assessment  50% Coursework  
50% Examination  

Aims

This course provides various communication models and theories for students to understand the human communication process. It develops their abilities and interests in evaluating the effectiveness of communication in different kinds of contexts ranging from self-concept to communication in mass media. It also encourages students to appreciate equality and respect as the basis of effective communication and prepares them to take more focused courses in communication such as media design and production.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify and explain models and theories that are relevant to the nature of human communication.
- apply communication models and theories to evaluate the effectiveness of self-communication, interpersonal communication in personal relationships, interpersonal communication in groups and interpersonal communication in organisations.
- suggest improvements on ineffective communication.
- explain the role and impact of mass media on human communication.
- apply the concept of equality and respect in modern communication.

Indicative Contents

- **Fundamentals of Communication**
  - Importance of communication; Key elements of communication; Models of communication; Historical development of communication; Communication research; Respecting diversity in communication.

- **Communication Theories**
  - Psychological process of perception; Listening and responding; Defensive and supportive communication climate; Verbal and nonverbal communication.

- **Communication in Contexts**
  - Communication and self-concept
    Personal identity; Particular others and generalised others; Influence from family, peers and society; Ways to build up self-esteem.
Interpersonal Communication in Personal Relationships
Passion and commitment; Relationship dialectics.

Interpersonal Communication in Groups and Teams
Definition of a group; Functions of groups; Conflict management; Leadership.

Interpersonal Communication in Organisations
Definition of an organisation; Functions of organisational communication; Perspectives in organisations; Organisational values and cultures.

Mass Communication
Nature of mass communication; Historical development of mass media; Different types of mass media; Power and influence of mass media on human communication; News reporting and journalism; Advertising.

Challenges posed by Communication Technologies
Different modern technologies of communication and their impact.

Teaching/Learning Approach
Lectures focus on the introduction and explanation of communication theories with specific reference to examples from local daily life. Students will have the chance to discuss and reflect on communication dialogues.

Seminars deepen students' understanding of the theories by engaging them in more active learning tasks. Students are provided the opportunity to watch videos of simulated communication contexts. They will then discuss the effectiveness of communication in that particular context. They will also have the chance to share their analyses and suggestions with other classmates.

Assessment Approach
A variety of assessment tools will be used, including group projects and presentations, written reports, case studies, tests and examinations designed to develop and assess students' achievement of the subject expected learning outcomes.

Indicative Reading
Recommended Textbook

References
Aims

This subject introduces to students with the concepts of social problems from a sociological perspective. It provides to students with fundamental overview on sociological paradigms and cultivates students’ critical thinking ability. Studying the subject equips students with analytical skills that are necessary for the understanding of social problems in contemporary society.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify social issues from a sociological perspective.
- gain insight of both global and local social problems.
- make a reasoned analysis of the prevailing social problems.
- become sensitive toward the development of social policies in tackling social problems.
- develop social awareness toward the society they are living in.

Indicative Contents

- **The Sociology of Social Problems**
  The sociological diagnosis of social problems, pitfalls in sociological theorizing, social disorganization and social dysfunctions.

- **Crime and Juvenile Delinquency**
  The criminal justice system, trends and patterns of crime and delinquency, prevailing criminological theories and social control.

- **Poverty and Inequality**
  A delineation of poverty, trends in poverty, poverty and economic inequality from a global perspective.

- **Race and Ethnicity**
  Prejudice and discrimination, assimilation and pluralism, explaining racial and ethnic stratification.

- **Families**
  Structures and characteristics of families throughout the world, sociological perspectives on families, violence in families, families and intimate relationships.
- **Education**  
  Sociological theories of education, schools and societies, educational quality and educational challenges in the twenty-first century.

- **Urbanization and Urban Problems**  
  The urban environment, the development of cities, models of urban growth, suburbanization and the fiscal crisis of cities.

- **Population and the World’s Environment**  
  Growth and control of population, the theory of demographic transition, population in industrialized and developing countries, a conflicting perspective on population, human intrusion into the natural environment.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of social problems based on sociological theories and concepts.

Seminars provide students with the opportunity to deepen their understanding of the concepts delivered in lectures and to apply the theories to the analysis of contemporary issues and problems. The activities in seminars include student presentations and discussions of case studies.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical skills in examining the understanding of social problems.

**Indicative Reading**

Recommended Textbooks

References


CC3004 Development of Pearl River Delta

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Aims

This subject provides students with the knowledge of the fundamental structure of the Pearl River Delta region and a comprehensive understanding of various aspects of her socio-economic development and their implications to Hong Kong’s development by introducing the most updated information about the latest and salient socio-economic development in the Pearl River Delta region and developing students’ ability to identify, comprehend and analyse the business and economic press coverage of Pearl River Delta and Hong Kong with a critical perspective.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand and analyse the pertinent socio-economic development of the Pearl River Delta region and the implications to Hong Kong’s development
- identify the challenges and opportunities afforded at around the Pearl River Delta region
- appraise the future development of the Pearl River Delta region by investigating the underlying forces and factors that facilitate or inhabit the development

Indicative Contents

- Introduction
  Definition of Pearl River Delta; Importance of Guangdong and Pearl River Delta; Economic reform and the openness policy; Links with Hong Kong.

- Foreign Investment and Foreign Trade
  Guangdong’s external trade; Exports of Pearl River Delta; The opening of domestic market and foreign investment; Possibility of a South China Trading bloc.

- Industrial Structure and Industrial Policy
  Patterns of industrial structure in Guangdong; Retardation of the tertiary sector; Processing operations and foreign-invested enterprises; An effective and equitable policy.

- Labour Market
  Labour cost and labour supply in Pearl River Delta; Human resources and the development of High-Tech and tertiary industries; Liberalisation of the labour market; Relaxing household registration.
- Infrastructure of Pearl River Delta
  Electricity, land transportation, port construction, telecommunications, co-ordination of infrastructure in Hong Kong and Pearl River Delta.

- Environmental Degradation
  Problems of environmental pollution, air and water pollution; Problems of industrial wastes; Sources of environmental pollution; Role of Township and Village Enterprises (TVEs) in environmental pollution; Controlling environmental pollution.

- Regional economic development
  Greater Pearl River Delta concept; Pan Pearl River Delta regional cooperation; Impacts of Yangtze River Delta region to Pearl River Delta.

Teaching/Learning Approach
Lectures focus on providing students with the most updating information about the socio-economic development in Pearl Rover Delta and analyzing the implications to Hong Kong’s development.

Tutorials provide students with the opportunity to deepen their understanding of the lecture discussions and to identify and comprehend the opportunities and challenges of latest salient issues through individual and group presentations.

Assessment Approach
A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills. Students will be required to actively participate in the learning process through reading articles, doing project and conducting self-study.

Indicative Readings

Recommended Textbook
This is a wide and dynamic topic mainly involving current issues and we are not recommending a specific textbook.

References
Cheng Y. S. (ed). Guangdong in the Twenty first Century: Stagnation or second Take-off. City University of Hong Kong Press (latest ed.).

Liu P. W., et al., The Fifth Dragon: The Emergence of Pearl River Delta. Addison Wesley, Singapore (latest ed.).

Yeh, Lee, Lee and Sze (ed.) Building a Competitive Pearl River Delta Region—Cooperation, Coordination, and Planning. Centre of Urban Planning and Environmental Management, HKU (latest ed.).

Yeung, Shen and Li, The Western Pearl River Delta—Growth and opportunities for Cooperative Development with Hong Kong, Hong Kong Institute of Asia-Pacific Studies, the Chinese University of Hong Kong (latest ed.).

Greater PRD: bridgehead to the China market, Research Department, Hong Kong Trade Development Council (latest ed.).

Pearl River Super Zone: tapping into the world's fastest growing economy, South China Morning Post (latest ed.).

Central Policy Unit, HKSAR (http://www.info.gov.hk/cpu/english/new.htm)

Hong Kong Trade Development Council: Pan-Pearl River Delta (http://panprd.tdctrade.com)

Hong Kong Trade Development Council: Pearl River Delta (http://prd.tdctrade.com)

CC3006 The Perspectives of Eastern and Western Cultures

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| Teaching Pattern | 28 hours of Lecture  
14 hours of Tutorial |
| Prerequisite | Nil |
| Assessment | 50% Coursework  
50% Examination |

Aims

On the basis of theories and contextual analyses, this subject examines the changing relationship among culture, society, history, religion, and popular arts in the East and West. It allows students to understand the key problems of human creativity, social mentality and cultural consumption in the contexts of local history and global transformation. All these forces will be pivotal in the development of our cultural imagination, cultural education and cultural policies in the years ahead.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify the similarities and differences between Eastern and Western cultures.
- become more sensitive to different cultural novelties and distinctiveness and successfully interact with people of different cultural backgrounds.
- differentiate the multiple perspectives with which people view the East and West today.
- analyze the complex interplay between the modern self, society and history through an interdisciplinary approach.
- develop a capacity for independent judgment on both Eastern and Western cultural practices and social institutions they must deal with today.
- apply cultural concepts and theories to the analysis of the fundamental issues and problems of different civilizations.

Indicative Content

- **The Conceptions and Definitions of Eastern and Western Cultures**
  Concepts of cultures, difference between cultures and civilizations, representations of the East and West, Globalization and Americanization, Samuel Huntington’s notion of “the Clash of Civilization”.

- **The Conceptions of Beauty**
  The difference between the East and West in the concepts of beauty, the western images of Eastern beauty, the Japanese images of western beauty, ancient and modern representations of perfect human figures; modern cultural meaning of “Miss Universe”.

- **Language and Communication**
  The origins and evolutions of Eastern and Western languages, pidgins and colonialism, language and the society, accents and Class, tone and gender, the secret of good communications, Greetings and manners, the difference between verbal and body languages in the East and West.
• **Childhood and Toy Culture**
The difference between the East and West in the concepts of Childhood; the history of Eastern and Western toys, the history of Barbie doll, Barbie culture and the representation of American womanhood; the impact of American Barbie culture on China and Hong Kong; the opponent of Barbie: the emergence of Blythe doll in the early 2000s, Gundam culture and the Japanese worldview.

• **Buddhism and Christianity**
The difference between the East and West in the conception of afterlife, the concepts of heaven and hells, the life and thoughts of Jesus and Buddha, the rise and decline of Buddhism in India, the impact of Buddhism on East and South East Asian Society; Christianity and Jewish culture, the rise of Christianity in Europe and America.

• **Fortune-telling and Social Culture**

• **Love relationship and Marriage**
The origin and evolution of Valentine culture in the West, the difference between the East and West in dating culture; the Eastern and Western conceptions of “Love”; the origins and the evolution of marriage in human society; different marriage pattern in Eastern and Western culture, Eastern and Western definitions of marriage.

• **Gender and Sexuality**
The rise of feminism in modern western society; ancient Chinese representations of Chinese womanhood; the difference between the West, India and China in attitudes toward sex, sex education in East and West, homosexual cultures in the East and West.

• **Disney Culture and Globalization**
The Making of Disney Culture in America; Disney Culture and the rise of American middle class in the second half of the 20th century, Disney films and American family culture, the impacts of Disney culture on Japan, China and Hong Kong.

• **Historical Memory and Museums**
Colonialism and the British Museums; the flowering of European culture and the development of The British Museum; the Beijing National Museum and the rise of Chinese nationalism; Museum of Hong Kong History and collective identity in Hong Kong.

• **Popular Cultures (I): Comics and the Society**
The origins and development of Eastern and Western comics, “Superman” and American heroic culture; Japanese comics and social culture, the impact of Japanese comics on Hong Kong, Taiwanese and Chinese teen culture.

• **Popular Cultures (II): Films and TV culture and the Society**
The development of western film industry; the impact of Hollywood culture on the world; the development of Chinese film industry; the interactive relationship between Film and TV culture, cultural identities and social mentality.

• **Orientalism and Occidentalism**
Edward Said’s notion of Orientalism, the rise of Occidentalism in Asia, the similarities and differences between Orientalism and Occidentalsim, the development of Chinese Occidentalism and June Fourth Student Movement; Occidentalism and Japanese pop cultures.
Teaching/Learning Approach

The lecturer will use the Chinese language to present the topics related to Eastern cultures so as to make the teaching content much more accessible and comprehensible to students. Students are required to actively participate in discussion and presentation. Audio and visual materials are also used to enhance students’ understanding. In each tutorial, students will be divided into groups and will be required to present an assigned topic for discussion. They will be occasionally required to participate in fieldwork and to explore historical sites in Hong Kong under the guidance of the lecturer.

Assessment Approach,

In addition to tests and final examination that assess students’ understanding of cultural concepts and theories, presentation as well as essays are used to examine students’ competence in conducting cultural analysis of cultural issues.

Indicative Reading

Recommended Textbook

References


Law, Kwai-cheung (羅貴祥), 《大眾文化與香港》Mass Culture and Hong Kong, Hong Kong: Youth Literary Press, 1990.


Lok, Fung (洛楓), 《世紀末的城市：香港的流行文化》The Decadent City, Hong Kong: Oxford University Press, 1995.


Turner, Mathew (田邁修) and Ngan, Suk-fun (顏淑芬), eds. 《香港六十年代：身份文化認同與設計》
Hong Kong in the Sixties: Cultural Identity and Design. Hong Kong: Hong Kong Arts Centre, 1994.

This subject introduces the basic concepts in the science of food and nutrients. These lay the foundation of healthy nutrition and diet. The goal is to create among students an awareness of the relation between diet and health, and to encourage them to follow the principles of a balanced diet to maintain their health, fitness and vitality. It also equips students with the practical ways to implement precautions to prevent food-borne illnesses and the means to design a balanced diet for different stages of one’s life cycle, as well as with reference to one’s health condition.

Learning Outcomes
On successfully completing this subject, students will be able to:

- identify the concepts of the role of nutrients and their metabolism in health and diseases
- analyse the inter-relationship between diet and fitness
- plan a balanced diet for different stages in the life cycle
- plan a balanced diet to maintain health, fitness and vitality
- apply the principles in the prevention of food-borne diseases
- follow the guidelines of Critical Control Point analysis for food-borne diseases
- show enhanced critical thinking and problem-solving skills
- show enhanced professionalism in terms of care, integrity and sense of responsibility

Indicative Contents

- **Overview of Nutrients and Nutrition**
  Important nutrients to human health, carbohydrates, lipids, proteins, vitamins, minerals and water. Dietary reference intakes and nutritional assessment.

- **Metabolism**
  Digestion, absorption, transportation, and storage/utilisation of nutrients in the human body.

- **Planning of Diet in Health and for Some Diseases**
  Principles and guidelines in planning a balanced diet to maintain health and to prevent certain diseases such as heart disease, cancer and diabetes; Food fads and trends.

- **Diet Supplements and Functional Food**
  Wholesome food versus diet supplements in maintaining health and delay degeneration.
- **Weight Management**
  Energy balance between intake and expenditure; Definition of normal, over- and under- weight using body mass index.

- **Nutrition and Fitness**
  Energy requirement for various physical activities.

- **Nutrition in Life Cycle**
  Dietary consideration during various stages in the life cycle: childhood, adolescence, adulthood, pregnancy and elderly.

- **Food Safety and Prevention of Food-borne Illness**

**Teaching/Learning Approach**

Lectures emphasize the understanding and explanation of basic information and relevant concepts of nutrition and food hygiene.

Tutorials provide a venue for discussion and illustration of the application in designing a healthy diet in health and illness.

**Assessment Approach**

Assessment such as individual and group assignments, presentations, tests and an examination will be used to assess the application of the theoretical knowledge. Written assignments and oral presentations are, respectively, for the training of written and oral communication skills. In addition, students’ ability in making analysis and planning for a balanced and health promoting diet is assessed.

**Indicative Readings**

Recommended Textbook

References

CC3011 Gender Issues

Level 3
Credits 3
Nature Non-science
Medium of Instruction English
Teaching Pattern 28 hours Lecture
14 hours Seminar
Prerequisite Nil
Assessment 60% Coursework
40% Examination

Aims

This subject aims at systematically enhancing students’ awareness of gender stereotypes and inequality in society from both the personal and sociological perspectives. It equips them with a critical and gender sensitive mind to observe, interpret and articulate social interaction and phenomena. Social construction and deconstruction of gender issues are discussed to enable students to appreciate the importance of gender balance and equality in the changing human world.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify a framework of study in gender issues.
- deconstruct the current issues of gender inequality from a sociological perspective.
- develop gender sensitivity toward social issues.
- demonstrate the ability to use relevant perspectives and arguments in analyzing gender issues.

Indicative Contents

- **Thinking about Gender**
  Sociological imagination and the sociological framework for thinking about women and men.

- **Gender Difference and Gender Inequality**
  Natural differences between the sexes, discrimination in everyday life, and the problem in sociological perspectives.

- **The Social Construction of Gender**
  Femininity, masculinity and the concept of androgyny.

- **The Social Construction of Gender in Chinese Society**
  The social construction of language, knowledge, and Chinese culture.

- **Sex Segregation and Work**
  The male/female earnings gap; Sex segregation in the workplace; Consequences of occupational sex segregation.

- **Family, Economy and the Institutionalization of Gender Inequality**
  Historical perspectives on modern families; Feminist perspective on families, and the diversity of contemporary households.
Gender, Social Stratification and Social Policy
Current social policy related to gender issues; Concept of a gender-balanced society.

Teaching/Learning Approach
To facilitate students’ learning in this subject, lectures, seminars and group presentations are offered. Students are encouraged to actively participate in the learning process. During lectures, theories and concepts on sociology and gender issues are delivered. In seminars, students take part in various kinds of interesting and challenging group presentations and discussion which help to consolidate and enrich their understanding and critical analysis of the subject matter.

Assessment Approach
In addition to an examination that assesses students’ understanding and application of gender concepts and theories, presentations, case studies and group projects as well as written reflection papers are used to enhance students’ analytical ability and sensitivity in conducting personal and sociological analysis of gender issues.

Indicative Reading
Recommended Textbook


References


Lee, Eliza W.Y., Gender and Change in Hong Kong: Globalization, Postcolonialism and Chinese Patriarchy, Hong Kong: Hong Kong University Press, 2003.


俞智敏等合譯〔Pamela Abbott & Claire Wallace〕著：《女性主義觀點的社會學》台北：巨流圖書公司，1996。

顧燕鶯、林芳玫等：《女性主義理論與流派：本土撰寫最完整女性主義入門讀本》台北：女書文化事業有限公司，1996。
CC3015 Logic

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours Lecture
14 hours Tutorial
Prerequisites CC2002 Critical and Creative Thinking
or CC2427 The Art of Reasoning
Assessment 40% Coursework
60% Examination

Aims

This subject aims to strengthen the rational dimension of holistic (or liberal arts) education through enhancing students' ability in logical reasoning and abstract thinking (and hence in critical thinking). It lets students see the power of logic through a wide range of applications in daily life. It also cultivates students’ appreciation to the beauty of the exactitude of formal logic - the essence of human rationality.

Learning Outcomes

On successfully completing this subject, students will be able to:

- apply logical techniques in assessing reasoning both in everyday life and in academic pursuit.
- become more critically aware of fallacies in everyday reasoning.
- use reason in solving conflicts and disputes and in making decisions.

Indicative Contents

- **Introduction**
  Logic: the first of the seven traditional liberal arts. The history of logic.
  The branches of logic. Logic and reasoning.

- **Statement Logic**
  Logical connectives. Symbolizing English arguments.
  Using truth tables to evaluate arguments.
  Tautology, contradiction, and logical equivalence. Natural deduction.
  Applications of statement logic.

- **Predicate Logic**
  Predicates and quantifiers. Symbolizing English arguments. Logic of relations.
  Identity. Natural deduction. Applications of predicate logic.

Teaching/Learning Approach

Students will be required to actively participate in the learning process. Concepts and rules of logic, together with a lot of examples, are delivered in lectures. The students are required to do exercises after the lectures but before coming to the tutorials. In the tutorials, discussion will focus on places where students encounter difficulties.
Assessment Approach

A variety of assessment tools will be used, including assignments, group projects, presentations, case studies, written reports, tests and examination designed to develop and assess students’ grip of logical concepts and techniques and their ability of applying these concepts and techniques to everyday arguments.

Indicative Reading

Recommended Textbook

References


Tidman, Paul and Kahane, Howard, *Logic and Philosophy*, Wadsworth (latest ed.).
Mass Media and Culture

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English, supplemented by Chinese
Teaching Pattern 28 hours of Lecture
14 hours of Seminar
Prerequisites Nil
Assessment 60% Coursework
40% Examination

Aims

This subject provides an introductory survey of the mass media and their effects on culture, in particular in the Hong Kong society. It enables students to understand and apply key concepts in cultural and media theory, and critically analyze the relationship between media and cultural production, especially within the context of Hong Kong. Taking a critical approach, we will analyze and compare various media, including television, print, and the Internet.

Learning Outcomes

On successfully completing this subject, students will be able to:

- apply key concepts in cultural and media theories.
- evaluate the nature of various types of mass media and their potential effects on the individual and society.
- critically analyze the relationship between media and cultural production, especially within the context of Hong Kong;

Indicative Contents

- **Changing Media**
  Old and new media, media convergence, information society, media functions.

- **Media Theory**
  Media economics, political economy, cultural theories, gatekeeping, framing, agenda setting.

- **Newspaper, Television, Internet, Advertising, Public Relations**
  Muckraking, professional journalism, public broadcasting, genres of advertising and public relations.

- **Media Impacts**
  Propaganda, multi-step flow model, selective reception, social learning theory, cultivation theory, stereotyping, spiral of silence.

- **Media Ethics**
  Press freedom, social responsibility, truthfulness, privacy, confidentiality, personal conflict of interests.
Teaching/Learning Approach

Students will have the opportunity to learn concepts through a variety of media, including books, lectures, videos, and the Internet. The purpose is to expose students to the mass media as they are used and consumed in modern societies, helping them draw connections between theoretical concepts and real world applications. Students will further develop their habits of analytical thinking by critically evaluating and discussing issues from multiple perspectives.

Assessment Approach

A variety of assessment tools will be used, including group presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

Indicative Reading

Recommended Textbook

References


電視與文化認同，馬傑偉著，香港：突破出版社，1996年。
CC3017 Social Psychology

Level 3
Credits 3
Nature Non-science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Seminar
Prerequisites CC2019 Introduction to Psychology
Assessment 60% Coursework
40% Examination

Aims

This subject familiarizes students with different psychological theories in explaining human behaviour in social setting. It provides a balanced explanation of human behaviour, which often is the interplay of internal and contextual influences, instead of either one of the forces alone. The subject also provides opportunities for students to apply concepts and theories in understanding social phenomena in real life.

Learning Outcomes

On successfully completing this subject, students will be able to:

- articulate major concepts and major theories to explain social phenomena
- recognize the importance of context and social influence on human attitudes and behaviours
- conduct basic empirical study with the use of appropriate research methods to examine social phenomenon with meaningful purpose

Indicative Contents

- **Introduction to Social Psychology**
  Defining social psychology; Research methodologies; Utility of the discipline; The latest development and application of the field.

- **Social Cognition**
  Concept of self and identity; Attribution; Social scheme; Stereotypes; Prejudice and discrimination.

- **Attitude and Behaviour**
  Component of attitudes; Attitudes change persuasion, cognitive dissonance and attitude inoculation; Predicting behaviours with attitude.

- **Interpersonal interaction**
  Interpersonal attraction; Intimacy; Love.

- **Altruistic and Aggressive Behaviour**
  Altruistic behaviour; Social loafing; Diffusion of social responsibility; De-individualization.

- **Social Influence**
  Theory of conformity; Compliance; Obedience; Power of role; Cult behaviour.
- **Group Dynamics**
  Group thinking; Social dilemmas; Polarization; Gender and cultural differences.

**Teaching/Learning Approach**

Theories and concepts will be explained in lectures with the aid of real life examples, newspaper clips, cases and other sources. Students are also expected to participate in activities prepared

Guided discussions, experiment demonstrations will be used in seminar to help students to actively apply concepts and theories learnt in the lectures. On-site data collection, field visits and studies will also be employed for group projects.

**Assessment Approach**

In addition to tests and examination that will be used to assess students’ understanding and application of concepts and theories; presentations, case studies as well as group written reports will also be used to evaluate students’ analytical ability and competence in conducting systematic research on social phenomena on top of the subject matter.

**Indicative Reading**

**Recommended Textbooks**

Vaughan and Hogg. *Introduction to Social Psychology.* French Forest NSW: Pearson Education. (latest ed.).

**References**


Smith, P.B., and Bond, M.H. *Social psychology across cultures: Analysis and perspectives.* Boston: Allyn & Bacon. (latest ed.).
CC3018  The History of Modern China and the World
(From 1842 - Now)

Level: 3
Credits: 3
Nature: Non-science
Medium of Instruction: English and Chinese (Spoken: Cantonese; Written: Chinese)
Teaching Pattern: 28 hours Lecture
14 hours Seminar
Prerequisite: Nil
Assessment: 50% Coursework
50% Examination

Aims

This subject will explore the dawn and evolution of modern China and its interaction with the World from historical perspectives and thus enable students to use the knowledge of the past to analyse current affairs.

Learning Outcomes

On successful completion of the subject, students will be able to:

- trace the political, socio-economic and cultural changes of modern China and the world.
- develop a good knowledge of the continuity and change between the past and the present, thus looking into the future from different perspectives.
- analyse with the current issues which we have encountered.
- apply relevant concepts and principles of history to modern Chinese society.

Teaching/Learning Approach

An active learning approach and peer learning approach will be adopted in the subject. Students will be required to actively participate in the learning process. And students will take part in a wide range of interesting and challenging activities, audio visual materials will be used for learning purposes.

Indicative Contents

- **An Introduction of the conception of Chinese modernity**
  The research method of Japanese and Western scholars, the limitation of the Chinese scholars.

- **The first clash with the West: Opium Wars**
  The culture and the economic clash between China and West, the reason of the outbreak of the Opium War.

- **Revolution, Republic and Warlordism**
  The May Fourth Movement, Intellectuals and Western Cultures.

- **The Sino-Japanese War and The Communist Revolution**
  The Interaction between Popular Culture and Modern Chinese Nationalism, Modern Chinese Museum: the collective memory of China’s Past.
The Cultural revolution and the Cult of Mao
The rise of Mao, The June Fourth Movement and the 1997 Handover.

Assessment Approach
In addition to tests and an examination that assess student’s understanding and application of concepts and theories, presentations, case studies as well as group written reports are used to examine students’ analytical ability and competence in conducting systematic investigation of the history of modern China.

Indicative Reading
Recommended Textbooks

Indicative Reading
Recommended Textbooks

References


李定一：《近代中國史》台北：正中書局，1963 年。
徐中約：《近代中國史》上下冊 香港：香港中文大學出版社，2001年。
CC3020 Oral Communication in English

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<tr>
<td>Credits</td>
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<tr>
<td>Nature</td>
<td>Non-Science</td>
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<tr>
<td>Medium of Instruction</td>
<td>English</td>
</tr>
<tr>
<td>Teaching Pattern</td>
<td>42 hours of Seminar</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
</tr>
<tr>
<td>Exclusion</td>
<td>Students should only be allowed to take either CC3020 or CC3606 Oral Business English during their programme of study.</td>
</tr>
<tr>
<td>Assessment</td>
<td>100% Coursework</td>
</tr>
</tbody>
</table>

**Aims**

The main purpose of this subject is to help students develop their oral English skills. Building on a base of knowledge and strategies introduced in class, students will have many opportunities to practice and improve fluency as well as accuracy of their oral English output. Students will also increase their confidence in English usage through an enhanced awareness of their own language learning strategies.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- use knowledge of the International Phonetic Alphabet and pronunciation rules to improve the accuracy of their spoken English.
- apply skills and strategies to communicate fluently in interpersonal, group, and public situations.
- analyse critically the effectiveness of communication in interpersonal, group, and public situations.
- increase awareness and confidence in their ability to communicate orally in English.

**Indicative Contents**

- **English Pronunciation**
  International Phonetic Alphabet (the IPA system); Features of English consonant and vowel sounds; Pronunciation patterns; Syllables; Stress; Intonation.

- **Interpersonal Communication**
  Communication and relationship development; Assertive conflict resolution; Interpersonal communication in school life, social life, and business life.

- **Group Communication**
  Problem-solving and decision making; Leadership techniques; Group conflict management.

- **Public Communication**
  Organizing presentation content; Improving delivery techniques; Types of delivery; Overcoming presentation fear.
**Teaching/Learning Approach**

Students will spend a portion of seminar time acquiring knowledge and strategies to improve communication skills. Through pair and group activities, students will have numerous opportunities to practice what they learn, building fluency and confidence in their oral English production. They will also be exposed to audio-visual recordings of interpersonal, group, and public communication, developing the ability to critique examples as another means of internalising the knowledge and techniques of this subject.

A portion of seminar time will also be spent in the language laboratory, where students will make use of listening activities, the Internet, and other technologies to improve the accuracy of their spoken English.

**Assessment Approach**

Assessment will mostly centre around speaking tasks, both extemporaneous and impromptu in nature. Individual presentations allow students to demonstrate their public communication skills while a group role-play/video assignment measure student’s ability to demonstrate effective interpersonal and group communication. Quizzes are used to assess students’ knowledge of the IPA system as well as other aspects of English pronunciation. Students’ participation in peer review and constructive feedback will be an assessment component that measures their ability to analyze the effectiveness of various forms of communication while a reflection paper will seek to assess students internalisation and reflection on subject knowledge and activities.

**Indicative Reading**

**References**


Hancock, Mark, *English Pronunciation in Use*, Cambridge University Press (latest ed.).

CC3021 Politics and Government

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours Lecture 14 hours Tutorial
Prerequisites Nil
Assessment 50% Coursework 50% Examination

Aims

This subject aims to systemically enhance students’ understanding of the roles and functions of government and the interplay among government and politics, with specific reference to the local Hong Kong context. Related concepts are introduced to equip students’ analytical skills that are necessary to analyze of the current political issues. It also helps to promote the students' social awareness and responsible citizenship and to develop their critical thinking for their life-long learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify and discuss the roles, functions, inter-relationship, and dynamics of politics and government;
- relate and apply the basic concepts and relevant knowledge to analyze and evaluate of current local issues in government and politics;
- develop a critical awareness of the trend of the interplay between government and politics;
- develop the commitment to concern political issues in the changing society.

Indicative Contents

- **An Overview of the Nature of Politics and Government**
  The importance of understanding politics and government; The meaning of politics; The concepts of political development.

- **Governments**
  The roles and functions of government; The state as an agent of modernization.

- **The Structure of Government**
  Legislature, executive and judiciary system; Different forms of government.

- **The Patterns of Government in the Contemporary World**
  Three dimensions of norms of political systems; Five main types of political systems in contemporary world including liberal-democratic, egalitarian-authoritarian, traditional-inegalitarian, populist and authoritarian-inegalitarian regimes.

- **Political Culture**
  Systems, patterns and processes
- **Political Parties**
  Roles of political parties; ideology and structure of the major political parties.

- **Change and Political Development**
  Characteristics and the process of political development, democratization, political institutionalization and political decay.

- **Current Issues**
  - Politics and government
  - Public sector reform
  - Checks and balances, and accountability
  - Need for and limits to government action
  - Alternatives of government action

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key concepts, with specific reference to current political issues. Lectures emphasize on active interaction between students and lecturer. With the aid of audio-visual materials, group discussions will be arranged to strengthen students’ awareness of current political issues.

Seminars are conducted in the form of small class. In seminars sessions, students would be divided into small groups to conduct presentations of assigned topics. They are expected to make use of the seminar sessions to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life political issues.

**Assessment Approach**

Besides an examination that assess students’ understanding and application of political concepts and theories; a variety of assessment tools will also be used, including presentations, case studies, written reports, designed to assess students’ critical thinking abilities and competence in conducting theoretical analysis of current political issues.

**Indicative Readings**

**Recommended Textbook**


**References**


Lee, C.Y. and Cheung, B.L. *Public Sector Reform in HK*, Hong Kong: CUHK Press (latest ed.).

Osborne, D. & Gaebler, T., *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector*, Plume Book (latest ed.).

Tsang, S., *Government and Politics*, Hong Kong University (latest ed.).

羅永祥，陳志輝編著《香港特別行政區施政架構》香港：三聯書店。(最新版本)
History, Culture, Economic and Social Development of East Asia

| Level  | 3 |
| Credits | 3 |
| Nature | Non-science |
| Medium of Instruction | English and Chinese (Spoken: Cantonese; Written: Chinese) |
| Teaching Pattern | 28 hours of Lecture  
14 hours of Tutorial |
| Prerequisite | Nil |
| Assessment | 50% Coursework  
50% Examination |

Aims

This is an interdisciplinary subject designed to introduce students to the historical, cultural, economic and social aspects of East Asia. It helps widen students’ knowledge of East Asia, in particular, China, Korea and Japan.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify the similarity and difference between China, Japan and Korea in culture, history, economy and society;
- be sensitive to the cultural novelties and distinctiveness of different East Asia countries and successfully interact with people of different East Asian cultural backgrounds;
- appreciate the multiple perspectives with which people view East Asian social and economical development;
- analyse the complex interplay between economic development, culture, society and history through an inter-disciplinary approach;
- demonstrate a capacity for independent judgment on East Asian cultural practices and social institutions they must deal with today;
- apply different concepts and theories to the analysis of the fundamental issues and problems of East Asia; and
- develop a lifelong interest in reading and studying about East Asia that will continue after the completion of the course.

Indicative Content

- **Introduction**
  The Concept of East Asia; the Physical and Ethnic Geography of East Asia, the Need for Historical and Cultural Understanding; Land, People and Languages

- **Cultural and Social Tradition in East Asia**
  Basic Social Structures and Family System; Religious Traditions in Asia, Confucianism in East Asia Society; Literature and Arts; Popular Culture
- **East Asian Response to the West in the 19th Century**
The Impact of the West on East Asia; Foreign Aggression on China’s Periphery; Early Westernization in Self-Defence in China; The Reaction to Christian Missions in China; the Resort to Military Force in Japan; the Creation of New Government in Japan, Korea’s Response to the Outside world

- **Imperial Japan: Economy, Politics and Society**
The Maturing of the Economy; Social and Cultural Change; Taishō Democracy; the Rise of Militarism; Japan at War; Colonizing Korea

- **China: From Monarchy to Warlordism**
The Late Qing Reform; the Revolution of 1911; the Republic’s Decline into Warlordism

- **World War II in East Asia**
Japan’s Aggression in China, Japan’s Greater East Asia Co-Prosperity Sphere; the War Ending in East Asia

- **The New China and the New Japan**
The Rise of Maoist Leadership; Founding the People’s Republic; The American Occupation and the Yoshida Ministries, 1945-1954; Social and Cultural Change in the Era of High Growth in Japan

- **The Cold War in East Asia**
War in Korea; Korea: from Colony to Divided Nation; Taiwan: from Colony to Republic; China, Taiwan and the United Nation; the Rim Nations of East Asia

- **The Resurgence of East Asian Economic Power**
Japan as “Number 1”; Little Dragons; China Joining the World Market Economy; The Japan that can Say No; the Japanese Model of Economic Growth;

- **The Eve of and the Beginning of the 21st Century**
Disaster at Tiananmen; Democracy Coming to Taiwan; the Korean Peninsula: Democracy and Nuclear Weapons, Red Star over Hong Kong; Economic downturn in East Asia, SARS Crisis in East Asia; Taiwanese Independent Movement; the Sino-Japan Relation

**Teaching/ Learning Approach**

During lectures and tutorials, interactive approach is adopted. Students are required to actively participate in discussion and presentation. Audio and visual materials are also used to enhance students’ understanding of the teaching content. Each tutorial, students will be divided into groups and required to present an assigned topic for discussion.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies; written reports, tests and examination designed to assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

Recommended Textbooks

References


梁英明 《近現代東亞文化》 北京：北京大學出版社，1995年。

余定邦、喻常森編：《近現代中國與東亞關係史》 廣州：中山大學出版社，1999年。
CC3023 

History, Culture, Economic and Social Development of Southeast Asia

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<tr>
<td>Nature</td>
<td>Non-science</td>
</tr>
<tr>
<td>Medium of Instruction</td>
<td>English</td>
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</tbody>
</table>
| Teaching Pattern | 28 hours of Lecture  
14 hours of Tutorial |
| Prerequisite | Nil |
| Assessment | 50% Coursework  
50% Examination |

Aims

This is an interdisciplinary subject designed to introduce students to the historical, cultural, economic and social aspects of Southeast Asia. Informed by theories and contextual analyses, this subject enable students to understand the certain critical differences among different Southeast Asia countries while appreciating how they constitute a regional world system based on certain shared cultural values and practices.

Learning Outcomes

On Successfully completing this subject, students will be able to:

- identify the similarity and difference among Southeast Asia countries in culture, history economy and society.
- be sensitive to the cultural novelties and distinctiveness of different Southeast Asia countries and successfully interact with people of different Southeast Asian cultural backgrounds.
- appreciate the multiple perspectives with which people view Southeast Asian social and economical development.
- analyze the complex interplay between economic development, culture, society and history through an inter-disciplinary approach.
- demonstrate a capacity for independent judgment on Southeast Asian cultural practices and social institutions they must deal with today.
- apply different concepts and theories to the analysis of the fundamental issues and problems of Southeast Asia.
- develop a lifelong interest in reading and studying about Southeast Asia that will continue after the completion of the course.

Indicative Contents

- **Introduction**
  The Concept of Southeast Asia; the Physical and Ethnic Geography of Southeast Asia, the Need for Historical and Cultural Understanding; Land, People and Languages

- **Waterways: From Early Settlements to the First Maritime Kingdom**
  Evidence from Prehistory; Farming and Metalworking; Early States and Indian Influences; Funan; Champa; Srivijiaya; Waterways; Settlements and Trade
Basic Social Structures and Family System
Southeast Asian Kingship; Kingship and Display; Angkor and Cambodia; Early Javanese Kingdoms; Borobudur; Prambanan; Eastern Java; Majapahit; Pagan and Burma; A Tai Century; Ayudhya; The Indian Legacy

Multiplicity of Beliefs: The Religions of Southeast Asia
Hinduism; Buddhism; Theravada Buddhism; Confucianism; Taoism; Islam; Christianity; Messianic and Millenarian Beliefs

Cultural Tradition in Southeast Asia
Literature and Arts; Popular Culture; the Relations between Buddhism and Southeast Philosophy; the Interaction between Elitist and Popular Culture; Folk Culture

European Economic Advances in Southeast Asia
European Contacts and Early Colonization; Colonization by Trade; Dutch Territorial Conquests in Java; the Expansion of European Control; Britain; French Indochina; USA; Consolidation of Independence in Siam

New National Cultures in Southeast Asia
Early Resistance; The Beginning of Nationalism; Social Change: Education, language and Literacy; International Influence on the Emergence of Nationalism/ Religion and Nationalism; Secular Nationalism; Benedict Anderson’s notion of Southeast Asian Cultural Nationalism

Violence and Transition: Occupation, Independence and Cold War
Japanese Occupation; Mobilization; Japanese–Trained Armies; Resistance; Economic and Social Disruption; the End of Japanese Occupation; The Indochina War; the Agony of Cambodia and Laos; Independence in Other Countries: Malaysia and Singapore

Economic Development and Democracy: Southeast Asia in Recent decades
Accelerated Economic Growth; the Fifth Little Dragon: Thailand; Authoritarian Rule and Economic Development; ASEAN; Economic Crisis in the late 2000s, Corruption and Economic Crimes in Philippine; Singapore’s Competition with Hong Kong as a Financial Center;

Critical Social Issues in Contemporary Southeast Asia
Muslim and Terrorism in Indonesia; Prostitution and AIDS in Thailand; Anti-Chinese sentiment in Malaysia and Philippine

Teaching/ Learning Approach
During lectures and tutorials, interactive approach is adopted. Students are required to actively participate in discussion and presentation. Audio and visual materials are also used to enhance students’ understanding of the teaching content. Each tutorial, students will be divided into groups and required to present an assigned topic for discussion. They will be occasionally required to participate in fieldwork and explore historical sites in Hong Kong and mainland China under the guidance of the lecturer.

Assessment Approach
A variety of assessment tools will be used, including presentations, case studies; written reports, tests and examination designed to assess critical thinking as well as analytical and communication skills.
Indicative Readings

Recommended Textbooks


References


梁英明，《近現代東南亞（1511-1992）》，北京：北京大學出版社，1994年。

余定邦、喻常森編，《近代中國與東南亞關係史》，廣州：中山大學出版社，1999年。
CC3024  
Japanese III

Level  
3

Credits  
3

Nature  
Non-science

Medium of Instruction  
Japanese (supplemented by English and/or Cantonese)

Mode of Study  
28 hours Lecture

14 hours Tutorial

Prerequisite  
CC2031 (Japanese II), or a minimum of 84 hours training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document

Assessment  
50% Coursework

50% Examination

Aims

This course is a continuation of CC2031 Japanese II. It aims to further develop students’ competence in acquiring more vocabulary and complicated grammar through more grammatical, reading, writing, speaking and listening practices of Japanese language.

Learning Outcomes

On successfully completing this subject, students will be able to:

- develop a cumulated vocabulary repertoire of about 1,300 words (including Kanji, commonly used expressions and phrases).
- read and understand longer passages.
- write clear and appropriate Japanese sentences with accurate grammar (especially on the three verb categories and their different verb conjugations) and sentence skills.
- speak and use simple and daily used expressions to initiate and respond to different social contexts, such as requesting, giving permission, declining, and expressing one’s ability and experience, as well as to engage in different situational conversations.
- understand Japanese culture in more depth and relate it to application of the language.

Indicative Contents

- **Vocabulary**
  More vocabulary of general terms, adverbs and conjunctions

- **Grammar**
  Three categories of verbs and their different conjugations (e.g. dictionary, affirmative, negative and ‘-te’ forms); continuous verb form; different verb forms for request, duty, obligation, permission, and prohibition; expressions to indicate ability and experience; how to connect two or more actions/events, alternative or indefinite number of actions/events; more particles

- **Reading/Writing**
  Read longer passages and understand more elaborated comprehension; use simple and complex sentences to write short compositions
- **Speaking / Listening**
  Substitution, transformation and expansion drills; oral response drills; situational conversations; listen to short passages; conversational practices to initiate and give appropriate responses to different questions and communicate in different social contexts

- **Culture / Society**
  Selected topics on Japanese culture and society

**Teaching/Learning Approach**

Through direct drills, practices and activities in classes, students will participate actively in the learning process. A multimedia approach will be adopted whereby students will be exposed to audio and visual materials to enhance their understanding of the Japanese language and culture.

**Assessment Approach**

A variety of assessment tools will be used, including written assignments, oral presentations, case studies, tests and examination designed to develop and assess students’ communication skills in the Japanese language.

**Indicative Readings**

**Recommended Textbook**

大新書局出版社編輯部『大家的日本語—初級 II』 （『みんなの日本語』）（台北：大新書局，2002）。(First half of the textbook will be used.)

**References**

大新書局出版社編輯部『大家的日本語—初級 (讀本篇)』 （台北：大新書局，2004）。

スリーエーネットワーク編 『やさしい作文』（台北：大新書局，2003）。

大新書局出版社編輯部『大家的日本語—初級 I, II (句型練習冊)』（台北：大新書局，2003）。

大新書局出版社編輯部『大家的日本語—初級 I, II (練習 C、会話イラストシート)』（台北：大新書局，2002）。

向日葵出版社編『日本語 90 日 1 & 2』 (90 Days of Japanese Language 1 & 2) （香港：向日葵出版社，2002）。

大新出版社『新日本語の基礎』（大新出版社，1998）。

日本語ジャーナル編集部『日本生活事情』（株式会社アルク，1993）。

159
CC3025

Japanese IV

Level 3
Credits 3
Nature Non-science
Medium of Instruction Japanese (supplemented by English and/or Cantonese)
Mode of Study 28 hours Lecture
14 hours Tutorial
Prerequisite CC3024 (Japanese III), or a minimum of 126 hours training on
Japanese and/or equivalent proficiency of Japanese, which must be
supported by an official document
Assessment 50% Coursework
50% Examination

Aims

This course is a continuation of CC3024 Japanese III. It aims to further develop and strengthen students’
competence in acquiring more vocabulary and a higher level of grammar through more grammatical,
reading, writing, speaking and listening practices of Japanese language.

Learning Outcomes

On successfully completing this subject, students will be able to:

- demonstrate similar language proficiency skills as required by The Japanese-Language Proficiency
  Test N5 administered by The Japan Foundation and Japan Educational Exchanges and Services;
- develop a cumulated vocabulary repertoire of about 1,500 words (including Kanji, commonly used
  expressions and phrases);
- read and understand longer, more complicated passages;
- write clear and appropriate Japanese sentences using more complicated grammatical elements,
  accurate grammar, and varied sentence skills;
- speak and utilize commonly used expressions to initiate and respond to different social contexts,
  especially exhibiting the ability to converse in appropriate stylistic registers; and
- understand Japanese culture in more depth and relate it to application of the language.

Indicative Contents

- Vocabulary
  More vocabulary of general terms, adverbs and conjunctions.

- Grammar
  Two levels of speech (polite style verb form vs. plain style verb form) and their different linguistic
  expressions / verb conjugations; verbs of quoting and telling what one thinks; expressions of
  guessing; verbs of giving and receiving objects and acts; conditional expressions and verb forms;
  using a simple sentence as a noun modifier to form complex sentences; more particles.

- Reading / Writing
  Read longer passages and understand more complicated comprehension; use a variety of short and
  complex sentence structures to write longer compositions.
- **Speaking / Listening**
  Substitution, transformation and expansion drills; oral response drills; situational conversations; listen to longer passages; conversational practices to initiate and give appropriate responses to different questions and communicate in different social contexts by using appropriate stylistic registers.

- **Culture / Society**
  Selected topics on Japanese culture and society.

**Teaching/Learning Approach**

Through direct drills, practices and activities in classes, students will participate actively in the learning process. A multimedia approach will be adopted whereby students will be exposed to audio and visual materials to enhance their understanding of the Japanese language and culture.

**Assessment Approach**

A variety of assessment tools will be used, including written assignments, oral presentations, case studies, tests and examination designed to develop and assess students’ communication skills in the Japanese language.

**Indicative Reading**

**Recommended Textbook**

大新書局出版社編輯部『大家的日本語—初級 II』（『みんなの日本語』）（台北：大新書局，2002）。(Second half of the textbook will be used.)

**References**

大新書局出版社編輯部『大家的日本語—初級（讀本篇）』（台北：大新書局，2004）。

スリーエーネットワーク編『やさしい作文』（台北：大新書局，2003）。

大新書局出版社編輯部『大家的日本語—初級 I, II (句型練習冊)』（台北：大新書局，2003）。

大新書局出版社編輯部『大家的日本語—初級 I, II (練習 C、会話 イラストシート )』（台北：大新書局，2002）。

向日葵出版社編『日本語 90 日 1 & 2』(90 Days of Japanese Language 1 & 2）（香港：向日葵出版社，2002）。

大新出版社『新日本語の基礎』（台北：大新書局，1998）。

日本語ジャーナル編集部『日本生活事情』（東京：株式会社アルク，1993）。
CC3026 中國電影與小說 Chinese Film and Fiction

| 程度 | 3 |
| 學分 | 3 |
| 學科性質 | 非科學 |
| 教學語言 | 中文（普通話或粵語） |
| 教學模式 | 28 小時課堂講授 | 14 小時導修課 |
| (但因本課程涉及較多的電影放映，可將二者結合，成為每周 3 小時的授課與導修同時進行的課程) |
| 修讀的必備條件 | 無 |
| 評估方法 | 50%課堂習作 | 50%期終考試 |

科目目標

本科目主要介紹中國（大陸、香港、台灣）電影與小說之間的改編關係。課程採用個案討論的方式，通過對電影與小說各自藝術特色的評價，使同學深入了解社會狀態、人情世故在時空與文化差異中的變遷。同學亦可藉改寫小說為電影劇本的過程，結合所獲電影與小說互動的知識，可以訓練同學理解文字，理解影像的能力，對學生之獨立思考及自我終生學習甚有裨益。

學習成果

學生在完成此科目後，應能：

- 了解電影與小說各自的特色優點；
- 掌握電影與小說敘事方式的藝術特色；
- 探討電影改編小說的得失；
- 分析時空差異、文化差異對電影改編小說的影響；
- 掌握如何將流行小說改編為結構嚴謹的電影劇本；
- 增強對文字語言及影像語言的欣賞和反思能力。

指示性的教學內容

- **電影與小說導論**
  電影與小說的藝術特色
  中國電影改編小說的歷史簡介

- **現代小說的電影改編**
  五四的反思：如魯迅〈祝福〉與桑弧導演同名電影；魯迅〈阿 Q 正傳〉與岑範導演同名電影等；
  現實與人性：如茅盾〈林家鋪子〉與水華導演同名電影；沈從文〈蕭蕭〉與謝飛導演《湘女蕭蕭》
  華麗與蒼涼：如張愛玲〈紅玫瑰與白玫瑰〉與關錦鵬導演同名電影；張愛玲〈色戒〉與李安導演同名電影
當代小說的電影改編

影評及電影劇本創作

教學方法

評估方法

指定課本

指示性的參考書目
王海洲主编：《镜像与文化：港台电影研究》，北京：中国电影出版社，最新版。
于艾平：《电影诗：剧本创作技巧与案例》，北京：北京广播学院出版社，最新版。
夏衍：《电影剧本创作几个问题》，上海：复旦大学出版社，最新版。
李道新：《中国电影文化史》，北京：北京大学出版社，最新版。
CC3027 Discourse in Popular Cultures

Level 3
Credits 3
Nature Non-science
Medium of Instruction English and Chinese
Teaching Pattern 28 hours of Lecture
14 hours of Seminar
Prerequisite Nil
Assessment 100% Coursework

Aims

This course equips students with discourse analytical skills in rhetoric that are necessary for the understanding of popular cultures. Students will study how social symbols are used in music and movie to create, maintain or oppose social meanings and to reflect and sustain social identities and ideologies of youths.

Learning Outcomes

On successfully completing this subject, students will be able to:

- define popular culture.
- analyse cultural texts of music and movie.
- recognize and appreciate the social influences of popular cultures on youth identities and ideologies.
- compare popular cultures of US and HK.

Indicative Contents

- **Discourse analysis: An introduction**
  Textual Analysis ; Critical studies.

- **Popular cultures**
  Definition of culture (hierarchy, representation, gender roles, social identities, social classes, social ideologies); Definition of popular cultures; Definition of youth cultures; Media Determinism.

- **Popular music**
  Emotions and passions; Sociology of consumption; Discourse patterns of lyrics and cultures; Performer's iconography; Influence of popular music on youth identities and ideologies; Historical and cultural contexts of popular music of US and HK: A comparison.

- **Movies**
  Movie narratives, genres and cultures; Visual communication in movies and cultures; Influence of movie on youth identities and ideologies; Historical and cultural contexts of movie of US and HK: A comparison.
The relationship of cultures and other popular media
e.g. Comics, television, print media, etc.

Teaching/Learning Approach

Lectures focus on the understanding of popular cultures with simple textual analyses. Relevant examples will be used for explanation. Class activities such as discussions will be arranged occasionally.

In tutorials, students will apply simple discourse analysis skills to analyze different cultural texts under guidance.

Assessment Approach

100% coursework approach is adopted. To foster students’ learning in this subject, students are required to conduct a number of analyses of different cultural texts of music and movie throughout the course.

A variety of coursework assessment tools will be used, including test, individual case analysis and report, and group projects & presentations designed to develop and assess students’ achievement of the subject expected learning outcomes.

Indicative Readings

Recommended Textbooks

References


史文鴻：《電影文化理論和批判》，香港：次文化有限公司，最新版。

Other references: Current music and movie clips from US and HK
Aims

This course will discuss a cluster of major issues within the field of applied ethics. This includes ethical problems in relation to abortion, euthanasia, animal ethics, starvation and the duty of the affluent countries to relieve the suffering of those who are in poor countries under a global context, etc. In addition, we will provide an introduction to the key moral theories used in applied ethics, and consider how such theories help in making ethical judgments about the problems encountered in the above aspects.

Learning Outcomes:

On successfully completing this subject, students will be able to:

- develop a working knowledge of basic moral principles and theories, and the ability to diagnose moral disagreements in relation to common issues in applied ethics.
- critically reflect on the various strengths and weaknesses of different approaches to an ethical problem.
- appreciate the depth of moral dilemmas and understand the possibility that the dilemmas can be resolved differently.
- evaluate the extent to which different moral theories can help us understand the emerging problems that we face as moral agents in an increasingly complex society.

Indicative Contents

- **Abortion**
  Explain the difference between a person and a human organism. Should we regard all fetuses as persons? Might abortion be still morally permissible if we supposed that fetuses were persons?

- **Euthanasia**
  Explain the distinction between killing and letting die. Elaborate how such a distinction will become morally significant in the case of euthanasia (active and passive euthanasia).

- **Animals**
  Explore the ethical obligations that human beings have towards animals. How this understanding will affect the way, for instance, that factory farming and the use of animals in medical research might be carried out. This will also have implication on the issue of food ethics.
Starvation & Global Responsibility
A discussion of the moral relation between agents in rich countries and the starving people who situate far away from them. Investigate into the moral significance, if any, of national boundaries in the age of globalization.

Teaching/Learning Approach
Primary focuses will be placed on discussion in lectures and tutorial. While most of the learning materials will be in written form, as we elaborate the subjective nature of the moral issues, we will from time to time use documentaries, films, and other media to stimulate students’ awareness of the matter.

While introducing the different moral positions, we will deliberately leave rooms for students to make their own judgment on how the respective moral dilemmas should be resolved. So, students are expected to take an active role in class discussion and in understanding the various concerns of the moral problems.

Assessment Approach
A variety of assessment tools will be used, including presentation, case studies, written reports and examinations. They will be designed to assess students’ ability to carry out logical analysis of the various practical moral matters.

Indicative Reading

Peter Singer, Practical Ethics. Cambridge, (latest ed.).


Singer’s Websites: http://www.utilitarian.net/singer/

Ethics Update: http://ethics.sandiego.edu/Applied/
CC3029 Modern Western Thought

Level 3
Credits 3
Nature Non-science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Seminar
Prerequisite Nil
Assessment 60% Coursework
40% Examination

Aims

The course studies the development of Western philosophy from Descartes to Hume. It focuses on the two major philosophical movements of the period, namely Rationalism and Empiricism.

In the course, the basic ideas, main themes and central arguments of the major philosophers of modern Western philosophy are examined and their development are traced so that students are able to acquire a historical understanding of how central problems of contemporary philosophy have emerged out of the new orientation of thought that took place in the 17th Century.

Learning Outcomes:

On successfully completing this subject, students will be able to:

- develop a basic knowledge of historical background of modernity.
- critically reflect on the various strengths and weaknesses of philosophical theories of Rationalism and Empiricism.
- evaluate the extent to which different theories of modern philosophers can help us understand the complex situation of our modern society.

Indicative Contents

- **Introduction**
  Philosophy and the Modern World
  What is Rationalism and Empiricism?

- **Rationalism**
  Descartes’ Project
  Descartes’ *I think therefore I am*
  Cartesian Dualism
  Spinoza’s God as Nature
  Spinoza’s Ethics
  Leibniz’s Theory of Proposition
  Leibniz’s Monadology
- **Empiricism**  
  Locke on Human Knowledge and Experience  
  Locke’s Political Philosophy  
  Berkeley’s Idealism  
  Hume’s Skepticism  
  Hume on Ethics and Feelings

**Teaching/Learning Approach**

Basic concepts and theories will be introduced in lectures, while original texts by various modern philosophers will be discussed in tutorials. Students will be encouraged to apply what their knowledge of the main issues and various theories in modern philosophy to understand our contemporary world.

**Indicative Readings**


Russell, B., *A History of Western Philosophy* (latest ed.).


**Other suggested readings**

Flew, Antony, *An Introduction to Western Philosophy*, Thames and Hudson (latest ed.).

Kenny, Anthony, The Oxford History of Western Philosophy, Oxford (latest ed.).


科目目標

本科目透過課堂講授、導修練習及分組習作的方式，引發同學對香港作家及其撰寫以香港為背景的小說文化之興趣，使同學們認識香港作家撰寫香港小說的特色及其藝術技巧，更注意歷史文化發展與創作小說的互動關係，以至同學們能關心個體與社會的關係。

學習成果

學生在完成此科目後，應能：

- 認識撰寫以香港為背景的香港小說作家之風格；
- 認識香港小說整體的面貌；
- 了解香港小說與本土文化的關係；
- 認識及評價香港小說的代表作家和作品；
- 有效運用各種閱讀文本的方法；
- 提高對文學作品的鑑賞能力；
- 提升批判思考及創造性思維；
- 提升運用中文的能力。

指示性的教學內容

- 過客本土：南來文人及實驗小說
  可選用文本：如劉以鬯《酒徒》、《動亂》，曹聚仁《酒店》等。

- 講武論俠：香港的武俠小說
  可選用文本：如金庸《倚天屠龍記》、《笑傲江湖》、《鹿鼎記》，梁羽生《龍虎鬥京華》、《白髮魔女傳》等。

- 談情說愛：香港的言情小說
  可選用文本：如張愛玲《傾城之戀》、《秧歌》、《赤地之戀》，亦舒《她比煙花寂寞》，張小嫻《麵包樹上的女人》、《三個 A Cup 的女人》，李碧華《胭脂扣》等。
**殖民與後殖民：香港身份的思考與追尋**
可選用文本：如西西《我城》、《春望》、《肥土鎮灰欄記》，也斯《後殖民食物與愛情》、《島和大陸》等。

**權在誰手：歷史的追跡**
可選用文本：如董啟章《永盛街興衰史》、《安卓珍尼》，黃碧雲《烈女圖》、《桃花紅》等。

**教學方法**
主要有知識講授及閱讀實踐。前者傳授與課題相關的知識，以及閱讀文本的各種方法。同學既要廣泛閱讀，亦要就個別文本作細讀探究，以鞏固所學。

**評估方法**
本課程的評核將綜合採用小組報告、期中測驗、閱讀評論與期末考試的形式。

1、個人習作一：同學須撰寫一篇論文
2、個人習作二：同學須撰寫數篇導修簡評
3、小組報告：口頭報告的形式，須分析由導師指定的一篇小說
4、期中測驗
5、期末考試

**指定課本**
本科目涉及的參考材料較廣泛，無指定課本。

**指示性的參考書目**
陳炳良編：《香港文學探索》，香港：三聯書店，1991。

陳國球編：《文學香港與李碧華》，臺北：麥田出版社，1997。

王宏志編：《否想香港：歷史、文化、未來》，臺北：麥田出版社，1997。

朱躍偉：《香港文學@文化研究》，香港：牛津大學出版社，1998。

何慧：《香港當代小說史》廣東：經濟出版社，1998。

陳碩：《經典製造：金庸研究的文化政治》，桂林市：廣西大學出版社，2003。

趙稀方：《小說香港》，北京：三聯書店，2006。

梁秉鈞：《香港的流行文化》，香港：三聯書店，最新版。

許子東：《香港短篇小說初探》，香港：天地圖書有限公司，最新版。
黃繼持、盧瑋鏗、鄭樹森編：《追跡香港文學》，香港：牛津大學出版社，最新版。

劉以鬯主編：《香港短篇小說百年精華》，香港：三聯書店，最新版。

盧瑋鏗編著：《香港文學散步》，香港：商務印書館，最新版。
傳統東方智慧 Wisdom in Eastern Tradition

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課程目標

本課程介紹與討論東方自中國先秦以來影響深遠廣泛的幾個主要思想傳統，包括儒家、道家、佛家，並旁及法家和兵家。首先闡明這些東方傳統中主要的哲學理論和宗教理論的基本內容，以及各思想流派之間的衝突、互動與融合所促成的思想演變過程，從而說明這些傳統智慧如何塑造了東方文化的發展，和對現代人所能產生的意義。課程重點研究儒、道、佛三家的主要代表人物、基本概念和主要理論，兼及注重權術實利的法家和兵家一些有影響力的理論。學術訓練的重點包括閱讀原典、梳理概念，以及理論詮釋與批評，發掘傳統智慧超越歷史時空的睿見，並注意培養分析、組織及表達的能力。

學習成果

學生在完成此科目後，應能：

- 宏觀地理解東方傳統智慧的特質和長處;
- 增強對傳統義理及原典文獻的理解和反思能力;
- 掌握儒、道、佛三家義理的基本內容及其歷史發展;
- 掌握法家和兵家一些重要理論的意義;
- 探討和欣賞這些傳統智慧在現代人生和社會中可能有的意義和貢獻。

指示性教學內容

- 儒家
  先秦儒家：孔子、孟子、荀子的基本理論
  漢朝儒家和宋明儒家的思想發展
  儒家思想在東亞文明中造成的影響

- 道家
  先秦道家：老子、莊子的基本理論
  儒家玄學的思想發展
  道家思想在東亞文明中造成的影響
佛家
印度原始佛教的基本理論
中國佛學的發展及其特色
佛學在亞洲的傳播，及其在東方以至世界文明中造成的影響

法家和兵家
韓非子的法家思想綱要
孫子兵法思想綱要

教學方法
本課程理論與實踐並重，課堂集中講解與課程相關的概念和理論，導修課為學生提供相關的文獻，務求學生在理解的基礎上進行反省和討論，並引入社會時事議題以作理論應用的嘗試。亦會透過小組討論和口頭報告的方式，以鞏固所學。

評估方法
本課程的評核將綜合採用個人習作、小組報告、期中測驗與期末考試的形式。
1. 個人習作：同學須撰寫讀書報告
2. 小組報告：分析課堂提及過的某智慧傳統及其現代意義
3. 期中測驗
4. 期末考試

指示性參考書目
牟宗三：《中國哲學十九講》，台灣：學生書局，最新版。
張麗珠：《中國哲學史三十講》，台灣：里仁書局，最新版。

研讀古籍包括：《論語》、《孟子》、《老子》、《莊子》、《般若波羅密多心經》、《六祖壇經》、《韓非子》、《孫子兵法》
CC3108 Principles of Marketing Management

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Aims

This subject is designed to equip students with fundamental concepts and skills of marketing management. It aims to provide a framework for marketing management. This subject helps students to obtain necessary knowledge and skills for formulating and implementing marketing strategies and policies in diverse marketing situations.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify and interpret changes in the business environment which affect marketing management strategies and policies
- integrate marketing theories and concepts for developing a marketing plan and programmes
- recognise the major principles for building strong brands
- apply marketing theories and models to practical marketing situations

Indicative Contents

- **Marketing Management Orientations and Marketing Management Roles**
  Scope of marketing; Scanning the environment; Overview of core marketing concepts; Marketing management roles; Trends in marketing practices; Socially responsible marketing.

- **Formulating Marketing Strategies and Plans**
  Value creation and delivery sequence; Generic value chain; Nature and contents of the marketing plan; Overview of corporate strategic planning and business strategic planning.

- **Building Strong Brands and Brand Positioning**
  Role of brands, brand equity, brand equity models, brand elements, measuring brand equity, managing brand equity; Branding decisions; Points-of-parity; Points-of-difference; Differentiation strategies; Product life cycle marketing strategies.

- **Market Dynamics and Competitive Strategies**
  Concept of competition; Analysing competitors; Competitive strategies for market leaders and other competitive strategies.
- **Developing and Managing Marketing Strategies and Programmes**
  
  Product strategies; Nature of services; Marketing strategies for services; Managing and developing new product; Characteristics of the innovation; Pricing strategies; Marketing channels; Integrated marketing communications.

- **Marketing Implementation and Control**
  
  Marketing effectiveness; Marketing implementation; Efficiency control; Strategic control; Marketing audit.

**Teaching/Learning Approach**

Lectures focus on introducing concepts, theories, processes and related issues to students for building a framework for analysis and developing a marketing plan.

Tutorials cover case study analysis, discussing marketing management issues in real-life situations, in-class/eForum discussions, and other student-centered activities will be adopted during the seminars to strengthen students' understanding and applicability of marketing theories or models in dynamic business environment.

**Assessment Approach**

A variety of assessment tools will be used, including group presentations, written reports, tests and written examination designed to develop and assess critical thinking, problem-solving, creativity, teamwork, and presentation skills.

**Indicative Readings**

**Recommended Textbook**


**References**


Peter, J. P. and Donnelly, J. H. *Marketing Management: Knowledge and Skills*. Prentice Hall. (latest ed.).
Aims

This subject is designed for students who have a basic knowledge of marketing. The subject introduces knowledge and concepts of integrated marketing communication and aims to develop their planning skills in formulating communication mix strategies. The subject will also help develop students’ critical thinking, oral and written communication skills.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the concepts of the integrated marketing communications (IMC) and its importance in the marketing mix.
- identify the nature and characteristics of different forms of marketing communications such as advertising, sales promotions, public relations, direct-response marketing and point-of-purchase communications.
- formulate an integrated marketing communication campaign.
- evaluate the effectiveness of an IMC programme.

Indicative Contents

- Introduction to Marketing Communications
  Nature of the communications process; A basic model of communication; An introduction to integrated marketing communications (IMC) and its components; Roles of IMC in the marketing process; Morals, ethics, and social responsibility in marketing communications.

- Marketing Communications Environment
  Developing a marketing plan; Communication marketing analysis (i.e. competitive, opportunity, target customer and positioning); Setting communications objectives and budgets; Corporate image and brand management; Damage control strategies.

- Formulating and Implementation of Advertising and Promotional Programmes
  Roles of advertising and promotion in marketing; Advertising management; Advertising media selection; Advertising design; Nature of trade and consumer promotions; Trade and consumer promotional tools; Developing an IMC Campaign.
Managing Integrated Advertising, Promotion and Marketing Communications
Tools of IMC (Advertising, consumer and trade sales promotions, public relations and publicity and sponsorship, Direct marketing, and Internet marketing, personal selling); Measuring, monitoring, evaluating and controlling the effectiveness of IMC.

Ethics and Trends in Marketing Communications
Ethical issues in marketing communications; Enhancing key accounts (i.e. customers) and channel relationship through IMC; Main issues of marketing communications in the international context such as media selection, culture, and religion; Electronic commerce and its implications in marketing communications.

Teaching/Learning Approach
Lectures primarily focus on marketing communications perspective with an aim to develop skills and concepts that allow students to develop and manage integrated marketing communication programs. Lectures will have detailed coverage on IMC tools. Real-life examples will be used to demonstrate relevant concepts and theories. Tutorials are interactive sessions which include student group presentations, case studies and in-class exercises.

Assessment Approach
A variety of assessment tools will be used, including group presentations and written reports, individual assignments, in-class exercises, tests and examination designed to assess the expected outcomes.

Indicative Readings
Recommended Textbook
Clow, Kenneth, E. and Baack, Donald, E. Integrated Advertising. Promotion, and Marketing Communications. Prentice Hall, (latest ed.).

References

Burnett, and Moriarty, S. Introduction to Marketing Communications – An integrated approach. Prentice Hall, (latest ed.).


Shimp, Terence. Advertising, Promotion and Integrated Marketing Communications, Dryden Press, (latest ed.).

Level 3
Credits 3
Nature Non-science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisite Nil
Assessment 50% Coursework
50% Examination

Aims
This subject is designed for students who have a basic knowledge of marketing. The subject aims to provide students with an overview of international marketing and the role of marketing in an organisation operating across global boundaries. The focus is on the analysis of various factors that must be considered when planning, developing and implementing international and global marketing activities.

Learning Outcomes
On successfully completing this subject, students will be able to:

- appreciate the importance of marketing in the overall structure and function of international organisations.
- understand how various factors differentiate international marketing strategies from domestic marketing management and strategies.
- identify, analyse and provide solutions to problems encountered in international marketing operations.
- develop an analytical framework to enable the implementation of international marketing strategies and evaluate international marketing strategies.
- value the benefits of international business activities for the growth and development of domestic organisations and economies.

Indicative Contents

- **International Marketing Environment**
  Overview international marketing process and changing nature of international trading environment; Differences between international and domestic markets; Reasons for going international; Theories of international trade; The SLEPT factors: social/cultural, legal, economic, political, and technical; The “C” factors (competition, country, and currencies) considerations; Briefing on major world trading groups such as IMF, GATT/WTO, EU, NAFTA and ASEAN etc.

- **Cultural Environment of Global Markets**
  Components of culture; Social and cultural considerations for consumer and business markets in international marketing; Cross-cultural analysis.

- **Assessing Global Market Opportunities**
  Role of international marketing research; An overview of marketing research process; International marketing information system; Framework for analysing international markets; Market research agency; Globalization strategies; Market entry strategies; Organisational and management issues; International marketing plan; Establish criteria for control and evaluation.
- **Developing Global Marketing Strategies: Planning and Organisation**
  Marketing Mix in global markets; Products and Services for Consumers and Businesses; International marketing communications and advertising; International distribution and logistics; Pricing for international markets.

- **Ethics and Contemporary Issues of International Marketing**
  Ethical challenges for international marketing managers; Major trends in international trading environment.

**Teaching/Learning Approach**

Lectures, interactive tutorials, project work and case study analysis will be used. This subject will be based around guided readings from different textbooks and widely in the daily business press of identifying current issues in international marketing.

Concepts and techniques will be introduced through lectures. Videos are used occasionally to facilitate learning and teaching. Tutorials are designed to provide the interactive environment for discussions of current international marketing issues, case study and group presentation activities. Students are required to apply their knowledge and skills through tutorials.

**Assessment Approach**

A variety of assessment tools will be used, including case studies, in-class exercises, group projects and presentations, debates, mid-term test and examination etc. These are designed to develop students’ understanding, analytical, teamwork, communication skills and able to demonstrate the practical application skill.

**Indicative Readings**

Recommended Textbook

References


CC3120  |  Marketing Research and Information

| Level         | 3  |
| Credits       | 3  |
| Nature        | Non-Science |
| Medium of Instruction | English |
| Teaching Pattern | 28 hours of Lecture  
14 hours of Tutorial |
| Prerequisite   | CC2126 Introduction to Marketing |
| Assessment     | 60% Coursework  
40% Examination |

**Aims**

This subject is designed for students who have a basic knowledge of marketing. This subject provides students an understanding of the nature and basic concepts of marketing research, and the importance of marketing information for making business decisions. It introduces the basic techniques and procedures of marketing research, the role and benefits of customer database, Customer Relationship Management (CRM), and Marketing Information System (MkIS) in knowledge-based economy. Studying the subject will also help develop students’ ability to interpret marketing research findings for marketing decisions.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- identify and analyse marketing problems and related situational issues.
- locate relevant information sources to resolve the marketing problems.
- determine appropriate marketing research techniques for the research objectives.
- conduct simple marketing research investigation, and present research findings.

**Indicative Contents**

- **Role of Marketing Research and Knowledge-based Economy**
  Market research industry and ethics in marketing research; Concept of knowledge management and knowledge-based economy.

- **Marketing Information and Customer Database**
  Role of marketing information system for supporting management decision and overall marketing process; Database marketing and marketing research; Role of customer databases in CRM; Marketing Research and database development; Marketing Decision Support Systems.

- **Research Process and Research Design**
  Research process; Problem definition, research objectives, and research design; Briefing on qualitative and quantitative marketing research; Exploratory research design (personal interviews and focus groups); Descriptive design (survey); Causal research designs (observation techniques and experiments); Validity, reliability and practicality issues; Development of research proposal.

- **Secondary Research and Primary Research**
  Secondary data sources and related procedures for selecting a market research supplier; Sampling theories, design, and issues; Construct development and scale measurement; Questionnaire designs and related issues.
• **Data Analysis and Communicating the Research Results**
  Coding, editing, and preparing data for analysis; Research analysis; Preparing the marketing research report and presentation; Evaluate the quality of a research project.

**Teaching/Learning Approach**

Lectures cover the introduction and explanation of marketing research concepts and techniques, with specific reference to current issues wherever appropriate. The main theoretical and factual aspects of the syllabus will be focused.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories and skills to the analysis of real-life business situation. The activities in tutorials normally include project-based assessment, in-class/e-forum discussion, and group presentation activities.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, written reports, tests and examination designed to develop and assess critical thinking as well as analytical, basic statistical, interpersonal, problem-solving, communication, and marketing research skills.

**Indicative Readings**

Recommended Textbook

References
CC3121 Business Environment in China

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<tbody>
<tr>
<td>Credits</td>
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<tr>
<td>Nature</td>
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</tr>
<tr>
<td>Medium of Instruction</td>
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<tr>
<td>Teaching Pattern</td>
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<td>14 hours of Tutorial</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
</tr>
<tr>
<td>Assessment</td>
<td>50% Coursework</td>
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<td></td>
<td>50% Examination</td>
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</table>

**Aims**

This subject aims at providing students with a comprehensive view of the general business environment viz. political, infrastructural, legal, institutional, economic, cultural and social conditions in the Chinese mainland. As a result, students are able to analyse and understand such important variables which are essential and crucial for investors in making decisions and managing their investment and business activities in China.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Appreciate the range of factors that would determine the business environment in China.
- Understand how each of the following factors affects China’s business environment: political factors, legal and other institutional factors, economic factors, cultural and social factors.
- Appraise the issues relating to the analysis of business environment in China.
- Apply the relevant knowledge to further their understanding and in making decision in the business activities in China.

**Indicative Contents**

- **Business Environment**
  Concept of business environment; Make up of business environment.

- **Organisation and internal environment**
  Firms in China; Types of business organisation; Organisation objectives; Internal environment.

- **Elements of the external business environment**
  Political, economic, and legal environment in China; Social, cultural and demographic issues in China.

- **China and the Global Business Environment**
  International business environment; Competitiveness environment; China’s Entry into the WTO and Implications.
**Teaching/Learning Approach**

Theories, concepts, basic facts and updates on latest developments will be delivered in lectures. In the tutorials, students will be encouraged to apply what they have learnt in the lectures and from readings to analyse the current issues and cases that are related to China’s business environment through activities such as group discussions, debates and presentations. The medium of instruction will be English, supplemented by Chinese for terms used in China.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination, to develop and assess the critical thinking as well as the analytical and communication skills. Students will be required to actively participate in the learning process through reading articles, doing project and conducting self-study.

**Indicative Readings**

Recommended Textbook

References


Aims

This subject aims at providing students with concepts for understanding the economy of China since 1949, with emphasis on its post 1978 reform period. Students are expected to explain why China was successful in maintaining a high economic growth in the past two decades. Moreover, they will be able to analyse the role of China in the world today and identify challenges China will be facing in the future. Therefore, studying this subject will help develop students’ analytical skills and critical thinking in their life-long learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the historical background of China’s economic development
- Recognise China’s achievements and setbacks in its economic performance since economic reforms
- Identify the range of factors that would determine economic performance in China and analyse how various factors affect China’s overall economic performance
- Review and generalise economic developments in important sectors in China
- Compare economic developments in major economic regions in China
- Identify and evaluate the opportunities and challenges resulting from China’s entry into the WTO

Indicative Contents

- **History of the Development of China’s Economy**
  Lessons from history; Experiments in economic policies and political upheavals; Economic Reforms since Deng’s open door policy; Future reforms: problems and prospects.

- **China’s Macroeconomy: Overview**
  Growth; Economic fluctuations; Economic policies; Institutional factors affecting the macroeconomy; Political movements, power struggles and the macroeconomy.

- **Topics in China’s Economic Developments**
  China and the world economy; Investment: domestic and foreign; Consumption; Demographics and human capital; Institutional developments.

- **Regional Differences in Economic Development**
Individual Sectors
Automobile Industry; Retail & Consumer Product Industry; Telecommunication Industry; Banking and financial system.

WTO: Changes and issues

Teaching/Learning Approach
Well designed questions covering the learning outcomes will be asked to raise students’ interest and road map will be used to get students prepared for the lecture. The same set of questions will be asked at the end of the lecture to ensure the learning outcomes have been achieved. Occasional problem-based learning activities related to current economic issues happened in China might be arranged to encourage student participation and critical thinking.

Students are required to keep on reading news and they need to explain and comment on their news cutting during the tutorials. It can reinforce their understanding by applying the knowledge they have learnt and strengthen their communication skills. Activities such as group discussions, debates and presentations will also be arranged for them to analyse the current issues in China’s economy.

Assessment Approach
Effective assessment tools will be used, including debates, job interviews, case studies, presentations, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills. Students will be required to actively participate in the learning process through reading articles, doing project and conducting self-study.

Indicative Readings
Recommended Textbook
There is no prescribed textbook. This is a dynamic topic mainly involving current issues. Lecture summary and supplementary notes will be distributed from time to time.

References


Useful Websites
http://www.chinainfobank.com (中國資訊行)

http://www.mofcom.gov.cn (Ministry of Commerce of the People’s PRC)

http://www.tdctrade.com (Trade Development Council)

http://www.wto.org (World Trade Organization)

http://www.cei.gov.cn (China Economic Information)


http://www.chinadaily.com (China Daily)
http://english.peopledaily.com.cn (People’s Daily)
http://www.iwep.rog.cn (Institute of World Economics and Politics)

Journals, Periodicals
China Business Review
China Economic Review
The China Quarterly
CC3129 商貿普通話 Business Putonghua

課程內容

- 漢語拼音強化練習及辨音訓練
- 普通話正音訓練
- 普通話辭彙、語法的規範表達
- 普通話與廣州話對比及翻譯
- 商務情景語彙及會話，尤其是關於產品介紹及推銷、定價、訂貨、佣金、裝卸條件、包裝、付款方式、保險、合同、索賠、代理的會話
- 商務文章朗讀
- 產品推銷及介紹
- 工作環境介紹及工作經驗分享
- 面試技巧
- 商務演講（投資分析、市場營銷分析等）
- 商務談判
- 商務投訴
教學模式

主講課集中教授商務情景語彙及會話，以及講解面試、商務演講、商務談判和商務投訴的技巧，亦會討論普通話詞彙、語法的規範表達。教學模式以課本教學、錄音聆聽、角色扮演、小組討論為主。

導修課集中訓練廣州話與普通話對譯、說話練習、漢語拼音強化練習及普通話正音訓練，亦會介紹一般工作環境及分享工作經驗。教學模式將以課堂練習、商務文章朗讀、角色扮演、小組討論和辯論為主。

評估形式

評估形式有兩種：連續評估和期終考試。

連續評估包括：

| (i) | 一次個人口語評估：將以個人演講的方式，進行一次不少於 5 分鐘的商務演講。內容可自行選擇產品介紹，市場投資分析或市場營銷分析等。 |
| (ii) | 一次小組口語評估: 學員將分為四人一組，自選題目，進行不少于 10 分鐘的商務談判情景會話。 |
| (iii) | 一次課堂測驗：內容包括漢語拼音辨音；漢語拼音與詞語及句子的互相譯寫；語方言詞語、短句與普通話的對譯等形式。 |
| (iv) | 期末考試分口試和筆試兩次進行。 |

課本

香港理工大學中國語文教學中心編寫：《商貿普通話》（上冊）（附多媒體光碟）香港：中華書局 (2005 年 9 月初版、2007 年 9 月再版)

參考書

中國社會科學院語言研究所詞典編輯室編：《現代漢語詞典》（第五版）簡體字修訂本 (2005 年 6 月) 北京：商務印書館 或 繁體字版本 (2001 年 7 月) 香港：商務印書館

曾子凡編著：《廣州話普通話口語對譯手冊》香港：三聯書店(香港)有限公司 (2002 年 7 月，電腦光碟版)。

李明、石佩文：《漢語普通話語音辨正》北京：北京語言文化大學出版社，1998 年。

施仲謀編著：《廣州話普通話語音對照手冊》香港：華風書局有限公司，1986 年。

曾子凡編著：《香港人學說普通話》香港：三聯書店(香港)有限公司，1991 年。
### CC3130 Negotiation Skills

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<td>Credits</td>
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<tr>
<td>Nature</td>
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<tr>
<td>Medium of Instruction</td>
<td>English</td>
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<tr>
<td>Teaching Pattern</td>
<td>42 hours of Seminar</td>
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<tr>
<td>Prerequisites</td>
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<tr>
<td>Assessment</td>
<td>50% Coursework</td>
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<td>50% Examination</td>
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#### Aims

This subject equips students with analytical skills, interpersonal skills and bargaining skills that are necessary for maximizing the value of settlement in negotiation. It provides the conceptual framework for students to analyse the negotiation situation, and to understand how to apply the negotiation theories and tactics to achieve the best negotiation outcomes. The dual emphasis on theories of bargaining and participation in the bargaining exercise are designed to enable students to become more effective negotiators and managers.

#### Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the techniques, strategies, and theories involved in improving negotiation effectiveness in local and international business contexts.
- apply the knowledge of different negotiation theories in a variety of settings.
- improve their interpersonal skills essential for negotiation.
- develop an appropriate negotiation style.

#### Indicative Contents

- **Negotiation Preparation**
  Define the limits and alternatives; Concepts of BATNA; Setting of target point and resistance point; Assessment of self, the opponent, and the situation.

- **Negotiation Theory**
  Negotiation phases; Distributive negotiation; Integrative negotiation; Major business negotiation tactics and strategies.

- **Communication Skills in Negotiations**
  Verbal and non-verbal behaviour; Questioning techniques; Persuasion techniques for enhancing negotiation power; Telephone negotiation and other communication channels used for negotiations.

- **Techniques for Managing Conflicts**
  Strategies used for dealing with difficult negotiators; William Ury’s five-stage “breakthrough approach”; Development of self-control.

- **Cross-cultural Negotiations**
  Hofstede’s dimensions of culture; Negotiation styles of people from different cultures.
Teaching/Learning Approach

Theory and basic concepts will be delivered during the lectures. Participation in exercises, negotiation role-plays, and simulations are essential to successful completion of this course. Students will experiment with different techniques in order to determine what is most effective in developing their own negotiation style. Knowledge and key concepts will be presented through case analysis.

Assessment Approach

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess negotiation as well as analytical and communication skills.

Indicative Readings

Recommended Textbook

Thompson, L. The Mind and Heart of the Negotiator. New Jersey: Prentice-Hall, (latest ed.).

References


**CC3144 Practicum in Workplace**

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<th>Level</th>
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<tr>
<td>Credits</td>
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<tr>
<td>Nature</td>
<td>Non-science</td>
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<tr>
<td>Medium of Instruction</td>
<td>English</td>
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</table>

(Language used in the workplace will depend on the requirement of individual industry partners)

**Teaching Pattern**

300 working hours (or above) subject to the arrangement between the College and the industry partner or equivalent combinations* (such as 150 working hours, and 21 hours of workshops provided by the industry partner or the staff designated by the College (designated staff)).

* The weight combination of working hours and workshop hours may vary (in proportional basis) depending on the nature of the work and the field. However, the combination must consist of at least 150 hours of work experience.

**Prerequisite**

Nil

**Exclusion**

CC3144 Practicum in Workplace and CC3145 Extensive Practicum in Workplace are mutually exclusive.

**Attendance**

For the teaching pattern with workshop component, students are required to attend at least 75% of the workshops.

**Assessment**

100% Continuous Assessment (Pass/Fail grades):

(I) Assessment by the industry partner:

- 50% on assessment by the industry partner

(II) Assessment by the designated staff

- 25% on learning progress reports
- 25% on reflective journals/log books

Students are required to pass in both components (I & II) in order to get an overall pass in the subject.

**Aims**

This subject provides students opportunities to develop practical skills and attributes such as good attitudes and commitment through practicum in a real world setting. This subject also helps students to apply and reflect on the theories and concepts learnt from other subjects.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Understand the organisational settings and develop professional knowledge and essential practical skills required in workplaces of their study areas.
- Apply the theories and concepts learnt into real world setting.
- Prepare for the realities of workplaces.
- Develop attributes for all-roundedness such as independent thinking, good attitudes, commitment and interpersonal communication skills in workplaces.
- Identify their strengths and weaknesses in a workplace environment.
Structure of the Practicum

Students may consider one of the following periods for their practicum:

- **Semester 1**: the required working hours should normally be completed by the end of Semester 1.
- **Semester 2**: the required working hours should normally be completed by the end of Semester 2.
- **Summer Term**: the required working hours should normally be completed by the end of the academic year.

Depending on the nature of the particular internship position, the working schedule may deviate from the above and in such a case, the expected period of the internship will be communicated to the student concerned.

Work Nature

The nature of work must be within the same or similar scopes of study areas. Students must obtain approval from the designated staff on the work nature before commencement.

Teaching/Learning Approach

Workshops and consultation sessions will be provided to participants. Students will be guided to write learning objectives, progress reports and reflective essays throughout the period of practicum. Review meetings with concerned parties will be conducted by the designated staff.

Assessment Approach

A variety of assessment tools will be used, including assessment report by the industry partner, learning progress reports, reflective journals or log books assessed by the designated staff.

Indicative Readings

Designated staff may assign or recommended readings or reference books to students if necessary.
CC3145 Extensive Practicum in Workplace

Level 3
Credits 6
Nature Non-science
Medium of Instruction English

(Language used in the workplace will depend on the requirement of individual industry partners)

Teaching Pattern 600 working hours (or above) subject to the arrangement between the College and the industry partner or equivalent combinations* (such as 300 working hours, and 42 hours of workshops provided by the industry partner or the staff designated by the College (designated staff)).

* The weight combination of working hours and workshop hours may vary (in proportional basis) depending on the nature of the work and the field. However, the combination must consist of at least 300 hours of work experience.

Prerequisite Nil
Exclusion CC3144 Practicum in Workplace and CC3145 Extensive Practicum in Workplace are mutually exclusive.

Attendance For the teaching pattern with workshop component, students are required to attend at least 75% of the workshops.

Assessment 100% Continuous Assessment (Pass/Fail grades):
(I) Assessment by the industry partner:
- 50% on assessment by the industry partner
(II) Assessment by the designated staff
- 25% on learning progress reports
- 25% on reflective journals/log books

Students are required to pass in both components (I & II) in order to get an overall pass in the subject.

Aims

This subject provides students opportunities to develop practical skills and attributes such as good attitudes and commitment through practicum in a real world setting. This subject also helps students to apply and reflect on the theories and concepts learnt from other subjects.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the organizational settings and develop professional knowledge and essential practical skills required in workplaces of their study areas.
- Apply the theories and concepts learnt into real world setting.
- Prepare for the realities of workplaces.
- Develop attributes for all-roundness such as independent thinking, good attitudes, commitment and interpersonal communication skills in workplaces.
- Identify their strengths and weaknesses in a workplace environment.
Structure of the Practicum

Students may consider one of the following periods for their practicum:

- **Semester 1**: the required working hours should normally be completed by the end of the following semester.
- **Semester 2**: the required working hours should normally be completed by the end of the following Summer Term.
- **Summer Term**: the required working hours should normally be completed by the end of the following semester.

Depending on the nature of the particular internship position, the working schedule may deviate from the above and in such a case, the expected period of the internship will be communicated to the student concerned.

Work Nature

The nature of work must be within the same or similar scopes of study areas. Students must obtain approval from the designated staff on the work nature before commencement.

Teaching/Learning Approach

Workshops and consultation sessions will be provided to participants. Students will be guided to write learning objectives, progress reports and reflective essays throughout the period of practicum. Review meetings with concerned parties will be conducted by the designated staff.

Assessment Approach

A variety of assessment tools will be used, including assessment report by the industry partner, learning progress reports, reflective journals or log books assessed by the designated staff.

Indicative Readings

Designated staff may assign or recommended readings or reference books to students if necessary.
CC3150 Organisational Behaviour

| Level       | 3 |
| Credits     | 3 |
| Nature      | Non-Science |
| Medium of Instruction | English |
| Teaching Pattern | 28 hours of Lecture  
                   | 14 hours of Tutorial |
| Prerequisites | Nil |
| Exclusion   | CC2108 Organisational Behaviour |
| Assessment  | 50% Coursework  
                   | 50% Examination |

Aims

This subject introduces the key concepts and theories of human behaviour, and highlights their significant impact on the management of organisations. It prepares students to further develop their knowledge in the field of management either through continuous professional development or academic studies. This subject will also help develop students’ critical thinking for their life-long learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Comprehend the key concepts and theories relevant to the management of workplace behaviour at individual, group and organisational levels.
- Apply the relevant concepts and theories to analyse practical organisational issues, and suggest proper solutions to address the issues.
- Appraise the importance of diversity in organisations.

Indicative Contents

- **Individual Behaviours**
  Values and ethical behaviour; Attitudes and job satisfaction; Personality and emotions; Perception and individual decision making; Motivation.

- **Group Behaviours**
  Group behaviour; Teams and team diversity; Communication; Leadership; Power and politics; Conflict and negotiation.

- **Organisational Behaviours**
  Organisational culture; Organisational change and development; Resistance to organisational change; Approaches to managing organisational change; Cross-cultural organisational behaviour.

Teaching/Learning Approach

Lectures focus on the introduction and explanation of key concepts and theories in the topics of the syllabus. Real-life examples and business-related case studies will be presented to help students understand the implications of the concepts and theories.
Case studies, discussions of problems, video shows and games are employed in tutorials to help students apply the concepts and theories learned into real-life business situations.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination which are designed to develop and assess students’ critical thinking as well as analytical and communication skills.

**Indicative Readings**

Recommended Textbook

References


CC3153  Principles of Knowledge Management

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**Aims**

This subject aims to provide students with a basic understanding on the concepts and models of knowledge management and illustrate how these concepts can help organisations to sustain their competitive advantages. This subject also helps students to acquire the principles of a dynamic knowledge-based workplace that calls for new management laws and techniques to undertake business in the information age. This subject is designed to equip students with the necessary foundation to help organisations to create new intellectual or informational assets in today’s digital and knowledge-based economy.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Understand the importance of knowledge management and apply those basic concepts and theories in assisting organisations in the creation and management of its important assets, i.e. knowledge
- Have an awareness of the nature and dynamics of the new knowledge-based workplace
- Identify the forces and drivers of the new knowledge-based workplace
- Appreciate the role of electronic knowledge management and other management principles to sustain competitive advantage in the knowledge-based workplace
- Demonstrate basic ability to apply and integrate concepts to develop, transfer, share, adapt, apply and create knowledge within an organisation

**Indicative Contents**

- **Introduction to Knowledge Management**
  Defining knowledge management; Objectives of knowledge management; Knowledge management and the e-business space; Knowledge management challenges; Critical success factors; Knowledge and competitive advantages.

- **Knowledge and Learning Organisations**
  Knowledge management and learning in organisations; Types of organisational knowledge; E-learning characteristics; Strategic importance and effectiveness of e-learning.

- **Capturing and Sharing Knowledge**
  Relationship of information technology, information management and knowledge management; Types of knowledge shared; Why people share or don’t share; Recommendations; Organisational challenges.
- **Organisational Culture, Change Management and Communities of Practice**
  Knowledge flows and networks; Characteristics of organisation culture; Knowledge workers and roles; Driving forces of the knowledge-based workplace; Introducing communities of practice.

- **Role of Information Technology in Knowledge Management**
  Requirements of knowledge workers; Technology aspect of knowledge management; Introducing the intranet; Differentiating intranet, internet and extranet; Intranet business issues; Components, applications and benefits of an intranet. Challenges and opportunities of a corporate intranet; Introducing portals; Benefits of portals; Enterprise knowledge portals; Groupware workflow and document management; Overview of data warehousing.

- **Knowledge Management Frameworks and Processes**
  Introducing the knowledge management framework; Knowledge creation, transfer, storage, retrieval, application and their IT applications; Managing intellectual capital; Protecting knowledge; Knowledge harvesting.

- **Business Case and Strategy for Knowledge Management**
  Importance and essentials of knowledge management strategy; Best practices; Guidelines for knowledge strategy formulation; Applying concepts to existing knowledge management business models and cases; The business development process; Phases of knowledge management project; Knowledge management implementation.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of basic Knowledge Management concepts, with specific reference to related business models.

Tutorials provide students with an opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life situations. The activities in tutorials include group discussions, and presentations of case studies, videos questions and problem sets.

**Assessment Approach**

A variety of assessment tools will be used, including group projects and presentations, case studies, written reports, tests and examination which are being designed to develop and assess students’ critical thinking as well as analytical skills relating to knowledge management.

**Indicative Readings**

Recommended Textbook

Ashok Jashapara, “Knowledge Management An integrated approach”, Pearson (latest ed.).

References

Becerra-Fernandez, Gonzalez, Sabherwal, “Knowledge Management Challenges, Solutions and Technologies”, Prentice Hall (latest ed.).


Yau, Liao, “Knowledge Management: The Key to Success in the 21st Century”, Hong Kong: Chinese Management Research Center, City University of Hong Kong (latest ed.).

Brint KM Virtual Library, http://www.brint.com/km/


Google directory for KM Tools
http://directory.google.com/Top/Reference/Knowledge_Management/Software/
CC3407 Bilingual Communication

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English and Chinese (Spoken: Cantonese; Written: Chinese)
Teaching Pattern 14 hours of Lecture
28 hours of Seminar
Prerequisites Nil
Assessment 100% Coursework

Aims

This subject aims to help students to better co-ordinate and integrate the learning of Chinese (including Putonghua) and English, and to better prepare them for working environments where the written and spoken forms of these two languages are either simultaneously or interchangeably used.

Learning Outcomes

On successfully completing this subject, students will be able to:

- acquire general knowledge of the types and features of bilingual communication involving Hongkongers.
- make full use of the linguistic repertoires presented.
- develop the skills of producing bilingual discourse in a summarized or complete form from an oral or written source in a variety of domains and communicative situations.
- effectively communicate information, arguments and analysis in a variety of forms.
- enhance the competence in critical and creative thinking.
- be prepared for life-long learning.

Indicative Contents

- **The Field of Communication**
  Introduction to communication theories

- **Perceiving and Understanding**
  Perception influenced by different factors

- **Creating communication climates**
  The better way to communicate through establishing positive and encouraging communication climates

- **Engaging in Verbal Communication**
  Studies of verbal behaviour and environment through case studies

- **Engaging in Non-Verbal Communication**
  Studies of non-verbal behaviour and environment through case studies

- **Communication and Personal Identity**
  Basic personal bilingual communication skills
- **Communication in Groups and Teams**  
  Bilingual communication in different settings as in groups

- **Mass Communication**  
  Media-sensitive bilingual communication skills

**Teaching/Learning Approach**

The subject will adopt a problem-based learning mode. Through intensive schedules of presentations in bilingual settings, students will be required to actively participate in the learning process.

**Assessment Approach**

Assessment will include quizzes based on the knowledge learned during lectures; seminar presentations in bilingual settings, and other seminar tasks including roles of challenging parties, floor questions and camera persons. Presentation write-ups and minutes-taking will be other sources of assessment.

**Indicative Readings**

**Recommended Textbooks**


Barker, Larry L. & Grant, Debbrah A. *Communication*. Boston: Allyn & Bacon (latest ed.).

**References**


高名凱：《語言論》(Language Issues) 北京：商務，1995年。

桂詩春編著：《應用語言學》(Applied Linguistics) 長沙：湖南教育出版社，1998年。

靳洪剛：《語言獲得理論研究》(Studies of Language Acquisition) 北京：中國社會科學出版社，1997年。

程祥輝主編：《語言與傅意》(Language and Communication) 香港：海峰出版社，1996年。

葉蜚聲、徐通鏘(合著)：《語言學綱要》(Foundations of Linguistics) (第二版) 北京：北京大學出版社，1991年。
CC3411 Chinese Family and Culture

Level 3
Credits 3
Nature Non-Science
Medium of Instruction Chinese (Spoken: Cantonese; Written: Chinese), supplemented by English
Teaching Pattern 28 hours Lecture
14 hours Seminar
Prerequisites Nil
Assessment 100% Coursework

Aims

This subject introduces students to the culture of Chinese family. It equips students with both the basic understanding of the tradition of Chinese familism in Hong Kong and Mainland China, as well as the capacity to reflect on the continuity of traditional Chinese elements in families amid the irresistible trend of modernization in Chinese societies.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify the basic elements of Chinese culture and their impacts on family relationships.
- reflect on personality development and moral development and the Chinese family.
- examine critically the impact of modernization on Chinese families in Hong Kong and Mainland China.
- describe and discuss core issues of development of Chinese families in Hong Kong and Mainland China;
- think critically and creatively on issues relating to Chinese family and culture.

Indicative Contents

- **Basic Elements of Chinese Culture and Chinese Familism**
  Confucianism and the relational concept of self; Three “bonds” and five “relationships” in Chinese humanism; Differential mode of association; Self, family, and society in Chinese culture (renquing, mianzi, and quanxi); Chinese familism and patrilineal culture; Patriarchy and gender inequality in Chinese familism; Traditional Chinese family structures and family rites.

- **Personality and Moral Development and the Chinese Family**
  Development of Chinese personality in family; Kohlberg’s stages of moral development; universal ethical principle vs. Chinese situational moral-ethical consideration in interpersonal framework; Morality and modernization in Chinese society.

- **Family in Transition in Chinese societies**
  Modernization and the changes of family structures and functions; Modern Chinese self and cultural transformation; Changing Chinese families in Hong Kong and Mainland China: utilitarianistic familism, new forms of Chinese families, Chinese immigrant families, and family crises.
Teaching/Learning Approach

Lectures will emphasize clarification of concepts, delineation of theories and summarization of contextual information. Occasional audio-visual presentation, group discussions and exercises might be arranged in the lectures.

Seminars will emphasize application of concepts/principles and contextual reflection with an interactive approach. The activities in seminars normally include student presentations, class exercises and discussion on articles and local issues.

Assessment Approach

Students will be assessed by their coursework including (1) test on their understanding of concepts and theories, (2) tutorial presentation and movie/text reflection on their ability to relate theoretical understanding to local context, and (3) term paper and / or project reports on overall integrative understanding and reflection of the subject. Students will also be assessed on their participation in lectures and tutorials.

Indicative Reading

Recommended Textbook

References

 劉錫霖、郭康健 (主編)：《蛻變中的中國家庭》 香港：廣角鏡出版社有限公司，1997年。
 楊國楨、黃光國 (主編)：《中國人的心理與行爲(一九八九)》 台北：桂冠圖書公司，1991年。
 張懷承：《中國的家庭與倫理》 北京：中國人民大學出版社，1988年。
 費孝通：《鄉土中國》 香港：三聯書店(香港)有限公司，1985年。

乔健 (主編)：《中國家庭及其變遷》香港：香港中文大學社會科學院暨香港亞太研究所，1991年。
CC3412 商業及行政中文 Chinese for Business and Administration

程度 3
學分 3
學科性質 非科學
教學語言 中文（粵語或普通話講授；中文書寫）
教學模式 14 小時主講課，28 小時導修課
修讀的必備條件 無
評估方法 100% 習作

科目目標
本課程首要在透過多樣化的寫作練習，協助學生掌握專業傳意的基本寫作技巧，進而賦予學生能因應不同商業語境的交際目的，運用合宜的寫作策略和技巧的能力。

學習成果
通過學習本科目，學生應能：

- 熟識各類商業文書的特色；
- 分辨商業文書與其他實用寫作在各文類特色和語域上的差異；
- 掌握寫作商業文書的法則，其中包括語域、語用、格式和語調；
- 應用功能語言學的理論寫作各種實用文體，例如：直銷書、事務書信、會議紀錄、新聞稿、演講辭等。;
- 運用從本科習得的寫作技巧，應付將來在職場中的各種溝通傳意；
- 有效運用各種體裁傳達資訊、議題和分析；
- 提升具批判性和創造性的思考力；
- 爲終生持續學習作準備。

指示性的教學內容

- 語境和重要資訊
  中文書面語的意義和類型；
  因應不同傳信目的，對各種語文運用和寫作體裁進行語境分析。

- 寫作策略
  更準確運用語言；
  以達傳訊目的為宗旨的寫作。

- 文類和篇章建構模式
  文類理論：議論、說明、指引、描述、記敘；
  篇章建構和各種寫作體裁特色；
篇章銜接和連貫
信息的邏輯聯繫；
使用同現和復現等銜接手段突現中心資訊；
標題句的運用。

文本分析：機構內部的商貿傳意
可行性調查、顧問報告、建議書、年終報告、研究報告

文本分析：對外貿易的商貿傳意
商貿關係的建立、信用查詢、報價和議價、合同、保險、貨運、付款、索償

文本分析：禮儀酬酢的商貿傳意
邀請函、祝賀函、弔唁函

教學方法
主講課主要講解各課題的相關理論和概念，導修課為學生提供課堂練習，包括課堂寫作或口頭報告，以讓學生對有關理論和技能得到實際的訓練，以鞏固所學。

評估方法
以連續評估方式進行。多元化的評估以發展和評核學生在商貿傳意方面的技能為核心，評估項目包括：個人寫作和小組習作。

指示性的參考書目
推介教科書
謝錫金、岑紹基等：《中國內地機構文書研究與應用》香港：香港大學出版社，2004 年。
謝錫金、岑紹基等：《中國內地實用文》香港：香港教育圖書公司，2004 年。

參考書
經濟日報出版社編：《中國商務應用文書手冊》香港：經濟日報出版社，2002 年。
李錦昌：《現代商業傳意大全》香港：商務印書館，2002 年。
文天穀：《財經應用文寫作教程》香港：立信會計出版社，2002 年。
香港貿易發展局：《中國貿易應用文》香港：香港貿易發展局，2002 年。
于成業主編：《中國商務應用文》長春：東北師範大學出版社，1994 年。
童慶炳：《文體與文體的創造》雲南：雲南人民出版社，1994 年。
法定語文事務署：《政府公文寫作手冊》香港：香港特別行政區政府，1996 年。
盧丹懷、何寅、謝天振：《中港應用文傳意大全》香港：商務印書館，2002 年。
劉北《新編實用應用文》香港：三聯書店，2001 年。
于成鲲等：《现代应用文》上海：复旦大学出版社，1996 年。
杨荫溥：《文章结构论》长春：吉林文史出版社，1990 年。
张会恩、曾祥芹主编：《文章学教程》上海：上海教育出版社，1995 年。
科目目標

本課程旨向學生介紹各種傳媒寫作的特性與風格，在一般實用文體的寫作基礎上再加強其中文傳意能力，使其在傳媒文字的寫作得以發揮所長。此課程對學生之獨立思考及自我終身學習，亦有裨益。

學習成果

在完成此科目後，學生有足夠能力：

- 明白各類不同傳媒寫作的特性及其風格；
- 掌握各類傳媒寫作的技巧；
- 通過中文傳媒寫作的知識，進而明白與傳媒相關的其他學識；
- 有效地熟練運用資訊傳意、議論交流、分析解剖等不同技巧；
- 加強批判性及創作性思維；
- 為終身學習做好準備；

指示性的教學內容

- **大眾傳媒導論**
  大眾傳媒結構：香港中文傳媒界的特色。

- **大眾傳媒寫法的目的與策略**
  生動、精煉、快捷的寫作能力；有效組織資訊；構思故事能力；新聞批判及一般洞察能力；
  進行訪問及撰寫訪問稿；整理資料。

- **寫作實踐**
  平面傳媒：報紙與雜誌；
  電子傳媒：劇本、文稿、故事；

教學方法

講授傳媒特性與風格，一些重要的傳播基礎知識，理論亦作出介紹；導修中亦要求學生積極參與討論，閱讀相關資料，並通過功課、緊密地配合所授之傳媒課程。
評估方法

通過各類傳媒寫作能力的練習及傳媒實地訪問報告，期終進行測驗，以考察學生之批判與分析的能力。

指示性的參考書目

何良懋：《傳媒批判》香港：香港文化堂，1995年。

李少南：《媒介縱橫》香港：文化堂，1993年。

宣偉伯著，余也譯述：《傳媒信息與人》香港：海天書樓，1982年。

王璞編著：《現代傳媒寫作教程》香港：三聯書店，1996年。

余也魯：《門內門外》香港：海天書樓，1989年。

References

Bagnall, Nicholas. *Newspaper Language*. Focal Press (latest ed.)

Brooks, Brian S. *The Art of Editing*, Pearson (latest ed.)

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**Aims**

This subject aims to help students to develop an awareness of the ways in which the English language is used in the mass media. It enables students to critically evaluate the linguistic and discourse characteristics of popular media in print, on television, and on the Internet. Students will then apply the critical skills learnt to produce professional text types typical in mass media.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- enhance skills in listening, reading, comprehension, and speaking through exposure to English texts in the mass media.
- identify and analyze the linguistic structures and discourse features of text types typical of the mass media.
- achieve clarity, correctness and conciseness in mass media writing.
- effectively communicate information, arguments and analysis in a variety of forms.
- enhance the competence in critical and creative thinking.
- be prepared for life-long learning.

**Indicative Contents**

- **The Fundamentals of Mass Media**
  - What are mass media?
  - Media genres: news, advertising, radio, television, the internet

- **Strategies in Mass Media Production**
  - Write visually, concisely and speedily
  - Organize information effectively
  - Generate story ideas
  - Conduct interviews
  - Editing skills

**Teaching/Learning Approach**

Key concepts in mass media will be introduced in lectures through inductive and communicative approaches including group discussion and student-led critiques on assigned reading. Seminars provide students with the opportunity to present and peer-critique their own productions in mass media.
Assessment Approach

Students’ linguistic accuracy, communication appropriateness and creativity will be assessed by a variety of individual and group-based reading and writing tasks, which may include reading reports, presentation, tests and writing assignments.

Indicative Readings

Recommend Textbook

References


CC3432  
Foundations of Oral Interpretation

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<td>Nil</td>
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</table>

**Aims**

This subject equips students with foundational skills that are necessary for performing oral interpreting tasks from English into Chinese (Cantonese and Mandarin) and vice versa. It provides the conceptual framework for students to analyse written and spoken texts and to understand how to facilitate cross-cultural and cross-linguistic communication. Studying the subject will also help develop student’s critical thinking for their life-long learning.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- use basic interpreting skills.
- relay information before an audience comfortably.
- apply note-taking techniques.
- familiarise themselves with consecutive interpreting and sight translation.
- effectively communicate information, arguments and analysis in a variety of forms.
- enhance the competence in critical and creative thinking.
- be prepared for life-long learning.

**Indicative Contents**

- **The History of Interpreting**
  Development of interpreting in ancient China, development of interpreting after the Nuremberg Trail after WWI, development of interpreting in the Soviet School, development of interpreting in the Western European School, and development of interpreting in the Asia Pacific context.

- **Quality Assessment in Interpreting**
  What is quality? How to define fluency? The role that accent plays in interpreting quality assessment.

- **Sight Translation**
  The cognitive linguistic aspects of sight translation. Tackling word order differences in the Chinese and English languages when performing sight translation.

- **Consecutive Interpreting**
  Memory training for consecutive interpreting, summary skills for consecutive interpreting, multitasking skills in consecutive interpreting, notes taking skills for consecutive interpreting and delivery skills in consecutive interpreting.
Teaching/Learning Approach

Seminars focus on demonstration performed by the instructor and live drills performed by the learners in order to acquire basic interpreting skills. Self reflective review is crucial to the learning of a skill based subject and to the ability of relaying information before an audience. Live drills in consecutive interpreting and sight translation will cover a wide range of practical subject matters with various levels of difficulties. Authentic materials including, but not limited to, such topics as political, economical, diplomatic, national defense, financial, international aids, banking and educational will be used.

Occasional group discussion on topics such as glossary preparation, topical familiarization and assessment of performance might be arranged.

Assessment Approach

A variety of assessment tools will be used, including live drills, self critique, peers assessment, reflective journal and quiz and tests designed to develop and assess learning outcomes as well as analytical and communication skills.

Indicative Readings

Recommended Textbook

References

周兆詳、陳育沾：《口譯理論與實踐》香港：香港商務印書館香港分館，1998 年。
CC3452  Introduction to Phonetics

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English (supplemented by Chinese - Spoken: Cantonese; Written: Chinese)
Teaching Pattern 28 hours Lecture
14 hours Seminar
Prerequisites Nil
Assessment 60% Coursework
40% Examination

Aims

This subject equips students with the skills to differentiate human speech sounds in terms of their phonetic features and contrasts. Through the introduction of the phonetic symbols and the underlying principles, this subject will explicate to students the similarities and differences in the sound systems of English, Cantonese, and Putonghua and explore some of the issues related to these sound systems.

Learning Outcomes

On successfully completing this subject, students will be able to:

- read and use symbols of the IPA (International Phonetic Alphabet),
- grasp the principles underlying the use of phonetic symbols in transcribing speech sounds,
- identify the phonetic and phonological features in a sound system,
- recognise the similarities and differences in the sound systems of English, Cantonese, and Putonghua.
- effectively communicate information, arguments and analysis in a variety of forms.
- enhance the competence in critical and creative thinking.
- be prepared for life-long learning.

Indicative Contents

- **Speech Sounds**
  The production of speech sounds; The description and classification of speech sounds; Phonetic and phonemic transcription.

- **The Sound Systems**
  The theory of the phoneme; The patterns of sounds; Phonological rules.

- **Suprasegmentals**
  Syllable structure; Stress; Tones; Intonation.

Teaching/Learning Approach

Basic concepts will be delivered in the lectures. In the seminars, students will be required to actively participate in the learning process through discussion of reading and assigned exercises.
Assessment Approach

Coursework: 60%
(written assignments, in-class mid-term quiz, participation in seminar)
Final examination: 40%

The questions set in these assignments are designed in such a way that students are able to use their knowledge and concepts learned in this subject to solve practical problems.

Indicative Readings

Recommended Textbook

References


Useful Websites

http://humanum.arts.cuhk.edu.hk/Lexis/Canton/
CC3454  Language and Society

Level  3  
Credits  3  
Nature  Non-Science  
Medium of Instruction  English (supplemented by Chinese - Spoken: Cantonese; Written: Chinese)  
Teaching Pattern  28 hours of Lecture  
14 hours of Seminar  
Prerequisites  Nil  
Exclusion  CC3604 Languages, Cultures and Communication  
Assessment  60% Coursework  
40% Examination  

Aims

This subject aims to nurture interest in the relationship between language and society and to equip students with critical insights into the linguistic phenomena around them. It provides the students with the theoretical framework to analyze various linguistic behaviours and to understand how social factors contribute to the variation of languages. This subject helps raise students' awareness of the identity and power issues that are associated with the use of language.

Learning Outcomes

On successfully completing this subject, students will be able to:

- recognise the social nature of language, that is, how language reflects social differentiation.
- recognise the phenomenon of language contact, and the results of cross-language influence.
- exercise critical judgment in evaluating various points of view on selected topics.
- apply sociolinguistic knowledge to enhance their understanding of language issues.
- effectively communicate information, arguments and analysis in a variety of forms.
- enhance the competence in critical and creative thinking.
- be prepared for life-long learning.

Indicative Contents

- **Framework of Sociolinguistic Analysis**
  Synchronic and diachronic variation; Social dimensions; Social factors and their components.

- **Language Contacts**
  Diglossia; Code-switching; Code-mixing; Borrowing; Attitudes towards language.

- **Synchronic Variation**
  Regional and social dialects; Style; Politeness; Taboos and euphemisms; Gender and language.

- **Language Change**
  Pathways of language change; Relationships between language change and spatial variation.

- **Linguistic Influences on Social Perception**
  Sapir-Whorf Hypothesis; Language and culture.
Teaching/Learning Approach

Lectures and seminars will emphasize the basic concepts and applications of the principles and key issues, using an interactive approach.

Assessment Approach

A variety of assessment tools will be used, including presentations, written reports, tests and examination designed to develop and assess critical thinking as well as analytical skills.

Indicative Readings

Recommended Textbook

References
Bauer, Robert and P. Benedict, Modern Cantonese Phonology. Berlin: Mouton de Gruyter, (latest ed.).

Chen, Ping, Modern Chinese: History and Sociolinguistics. Cambridge: Cambridge University Press, (latest ed.).


Valdes, Joyce, Culture Bound. Cambridge: Cambridge University. (latest ed.).

CC3467 Social Development in China

Level 3
Credits 3
Nature Non-Science
Medium of Instruction Chinese (Spoken: Cantonese; Written: Chinese), supplemented by English
Teaching Pattern 24 hours Lecture
18 hours Seminar
Prerequisites Nil
Assessment 100% Coursework

Aims

This subject provides students with an overview of the issues in the course of social development in China after 1949. It helps students to critically evaluate various social scientific theories relevant to the explanation of social development in China as well as certain commonly-held views concerning China’s development experience. Taking a critical approach, it helps students to examine the dilemmas in social development in China.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify the issues in the course of social development in China.
- make use of different theoretical perspectives in examining social development in China.
- analyse significant issues of development in China.
- identify the dilemmas in social development that China is facing.
- effectively communicate information, arguments and analysis in a variety of forms.

Indicative Contents

- **Growing social inequality**
  Economic reform; Globalization; Class structure; Poverty eradication.

- **Population, family and women**
  Gender equality; Divorce; One-child policy.

- **Employment and state enterprise reform**
  Privatization; Danwei; Unemployment; Social security.

- **Rural reform and peasants**
  Rural poverty; Rural industrialization; Rural discontent; Village democracy.

- **Environmental problems and sustainable development**
  Development model; Energy policy; Land utilization.
Teaching/Learning Approach

This course consists of lectures and seminars. Lectures focus on the explication of concepts and methods of social research. They will be delivered, whenever necessary, with the aid of audio-visual materials and actual research reports. In seminars, students are divided into small groups to conduct presentations of their research projects. To introduce the social development of China to students, this course will focus on specific social problems or social issues. Students are expected to choose a specific issue or problem, and then explore how the Chinese government and the people of China respond to it.

Assessment Approach

A variety of assessment tools will be used, including presentations, case studies, written reports and term essays, all designed to develop and assess students’ critical thinking as well as analytical and communication skills.

Indicative Reading

Recommended Textbook
Mok, Ka-Ho, Social and Political Development in Post-Reform China, Macmillan Press (latest ed.).

References

王偉：《生存與發展》北京：人民出版社（最新版）。
郭繼嚴主編：《中國社會發展藍皮書》雲南：雲南人民出版社（最新版）。

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CC3471  Social Problems and Social Issues in Contemporary China

Level  3
Credits  3
Nature  Non-Science
Medium of Instruction  Chinese (Spoken: Cantonese; Written: Chinese), supplemented by English
Teaching Pattern  24 hours Lecture
                  18 hours Seminar
Prerequisites  Nil
Assessment  100% Coursework

Aims

This subject equips students with both a reflective understanding of social problems and social issues from different sociological perspectives and frameworks and the ability to apply such knowledge to analyse social problems and social issues in contemporary China. Studying the subject will help develop both the analytical capacity and ethical awareness of students in order to comprehend the complex problems and issues encountered in the development process of modern China.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify social problems and social issues from different sociological perspectives and frameworks.
- analyse selected social problems and social issues in contemporary China from sociological perspectives and frameworks.
- demonstrate an awareness of the ethical dimension of different approaches in resolving social problems.
- organize and articulate arguments in a variety of ways that are clear and understandable.

Indicative Contents

- **Understanding Social Problems**
  Definitions of social problems; Perspectives on studying social problems; Social problems in Chinese conceptualization.

- **Historical Context of Contemporary China**
  Modern China from 1911; PRC from 1949; Cultural Revolution; An open China from 1978.

- **Social and Economic Context of Contemporary China**
  Open-door policy from 1978; Special economic zones; Industrialization and urbanization; Rural reform.

- **Selected Problems/Issues in Contemporary China**
  Selected topics from the following: Poverty and inequality; Corruption; Migrant labour; Unemployment; Drug; Marital crisis; Demographic crisis; Education; Health care; Ageing; Urban renewal; Urbanization; Social security.
Teaching/Learning Approach

Lectures will emphasize clarification of concepts, delineation of theories and summarization of contextual information. Occasional audio-visual presentations, group discussions and exercises might be arranged in lectures.

Seminars will emphasize application of concepts/principles and contextual reflection with an interactive approach. The activities in seminars normally include student presentations, class exercises and discussion on articles and local issues.

Assessment Approach

Students will be assessed by their coursework including (1) problems sets or test on their understanding of concepts and theories and application of them, (2) seminar presentation and discussion paper on their ability to relate theories to the analysis of local issues, and (3) a term paper on overall integrative understanding and reflection of the subject. Students will also be assessed on their participation in lectures and tutorials.

Indicative Reading

Recommended Textbooks
陸建華：《中國社會問題》北京：石油工業出版社，2002 年。
苗啓明、楊志堅：《中國社會發展問題探索》昆明：雲南民族出版社，2000 年。

References
袁亞愚等著：《社會學家的分析：中國社會問題》北京：中國社會出版社，1998 年。
科目

本課程旨在讓學生對現代漢語的語法及語義有比較全面的瞭解，使學生能對漢語的書寫系統、詞滙系統、詞組結構、句子類型等等進行系統描述，並透過培養學生的理性知識來提昇他們的語言素質和語文能力。

學習成果

在完成此科目後，學生有足夠能力：

- 掌握規範的現代漢語的詞語搭配、句法結構、篇章組織和修辭技巧；
- 進行語法分析；
- 識別大陸書面語和香港書面語的差異；
- 正確使用各種詞典和其他資源來改善自己的語文能力；
- 使用不同的語言形式來進行有效的表述、論辯和分析；
- 提高批判性和創造性思維能力；
- 進行終身學習。

指示性的教學內容

- 漢語的不同變體
  甚麼是現代漢語？
  漢語方言

- 漢字
  漢字的特點
  漢字源革

- 詞匯
  語素、詞和詞組
  詞義和搭配
  新詞新語
  詞典和工具書運用
• 句子
  詞組結構
  詞類
  句子層次分析
  句法歧義：理解與解歧
  複句
  常見語法錯誤

教學方法

主講課主要由教師就香港及內地的實際語言材料，向學生講解語言學的主要概念。導修課則以學生報告和師生研討形式，幫助學生深入掌握主講課內容和解決他們在閱讀和習作中碰到的疑難。

評估方法

以連續評估和期末考試兩種方式進行，其中包括：(i) 兩個習作——要求學生運用詞典等工具書找出詞語搭配的規律和新詞新語的使用情況；(ii) 一個測驗——檢查學生理解和應用有關的語法分析方法；(iii) 期末考試——對學生在課程中學到的語法知識進行綜合評估。

參考書目

推介教科書
胡裕樹主編：《現代漢語》香港：香港三聯出版社，1992 年。

參考書
北京大學中文系現代漢語教研室編：《現代漢語》北京：北京商務印書館，1993 年。
馬真：《簡明實用漢語語法》北京：北京大學出版社，1998 年。
呂叔湘：《現代漢語八百詞》香港：香港商務印書館，1981 年。
呂叔湘、朱德熙：《語法修辯講話》山西：中國青年出版社，1979 年。
曾子凡：《廣州話·普通話語詞對比研究》香港：香港普通話研究社，1995 年。
CC3479 The Structure of Modern English

Level 3
Credits 3
Nature Non-science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Seminar
Prerequisites Nil
Assessment 60% Coursework
40% Examination

Aims

This subject acquaints the students with the basic grammatical concepts, categories and mechanisms in the study of modern English language that are necessary for the acquisition of an informed understanding of the working of English oral and written communications. It provides a detailed conceptual framework for students to analyse English in a scientific perspective, which will enable students to consciously improve and develop their English language proficiency. Studying the subject will also help develop student’s critical thinking for their life-long learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- systematically grasp the ideas of the set of technical terms in English grammatical analysis.
- analyse English structures in actual use contexts using the technical terms and mechanisms.
- apply relevant grammatical knowledge to the improvement and enhancement of their English communicative competence.
- enhance the competence in critical and creative thinking.
- be prepared for life-long learning.

Indicative Contents

- **Tense and Aspect in Use**
  present perfect vs. simple past; past perfect vs. simple past; present continuous vs simple present; will vs. be going to vs. present continuous.

- **Modals in Context**
  can and could; will and would; may, might and must; shall and should.

- **Noun Phrases in Discourse**
  types of noun phrases; types of determiners and premodification; relative clauses, prepositional phrases and postmodification.

- **Syntactic Structure and Information Structure**
  If-constructions; passives, direct and indirect speech.
Teaching/Learning Approach

Lectures focus on the introduction and explanation of key grammatical concepts, with special attention paid to the relationship between structures and the actual use contexts.

Seminars provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply them to the analysis of real-life language examples. The activities in seminars normally include checking understanding, doing exercises and class discussions.

Assessment Approach

A variety of assessment tools such as a group seminar, a mid term test, an individual assignment and a final examination will be used.

Indicative Readings

References


Huddleston, Rodney and Geoffrey Pullum, A Student’s Introduction to English Grammar. Cambridge University Press, latest ed.


CC3481  Translation for Practical Purposes

Level 3  
Credits 3  
Nature Non-Science  
Medium of Instruction English and Chinese (Spoken: Cantonese; Written: Chinese)  
Teaching Pattern 28 hours of Lecture  
14 hours of Seminar  
Prerequisites CC2412 Foundations of Translation  
Assessment 50% Coursework  
50% Examination

Aims

This subject helps students apply translation skills in the translation of works in the fields of business and commerce as well as science and technology in the context of Hong Kong.

Learning Outcomes

On successfully completing this subject, students will be able to:

- apply relevant knowledge of translation theories to practical environments.
- compile a glossary for translating materials in the business and technical fields in the workplace.
- master advanced translation skills in different text types.
- draft and translate business writings, such as business letters and financial documents.
- effectively communicate information, arguments and analysis in a variety of forms.
- enhance the competence in critical and creative thinking.
- be prepared for life-long learning.

Indicative Contents

- **Translation of business letters**
  Formats, Drafting and Translation of business letters (from English into Chinese)

- **Translation of Contracts**
  Use of legal words and phrases in contracts and their translation (from English into Chinese)

- **Translation of Advertisements**
  The making and translation of advertisements; Gimmicks in advertisements, including the title, logo, body and slogan (from both English into Chinese and from Chinese into English)

- **Translation of the Stock Market**
  Translation of documents concerning issues related to the stock market, including financial matters and relevant vocabulary (from both English into Chinese and from Chinese into English)

- **Translation of the Property Market**
  Translation of reports on the development of the property market, which is one of the hot issues in the business field (from both English into Chinese and from Chinese into English)
- **Translation of China Trade**
  Basic knowledge on issues concerning trading; Compilation of glossary on trading matters (from Chinese into English)

- **Translation of Science and Technology**
  Compilation of glossary on science and technology, Terminology in this special field (from both English into Chinese and from Chinese into English)

- **Translation of Subtitles**
  Special techniques in translating subtitles; Practices on film subtitling on computers (from both English into Chinese and from Chinese into English)

- **Bilingual Editing**
  Editing and translating of magazine articles in a bilingual form (from both English into Chinese and from Chinese into English)

**Teaching/Learning Approach**

Theories and basic concepts will be delivered during the lectures. Exercises will be carried out in seminars to illustrate and reinforce the concepts. Lively presentations will also be included in the seminars, especially on the topic of advertisements and subtitles.

**Assessment Approach**

Assignments and one quiz will be used as assessment tools. Class participation in seminar exercises will also be included. The major assessment tool will be the examination.

**Indicative Readings**

**Recommended Textbooks**

汪淑鈞：《科技英語翻譯入門》廣州：廣東人民出版社，最新版。

**References**

西北工業大學外語教研室：《科技英語翻譯初步》北京：北京商務印書館，最新版。

閻慶印：《科技英語翻譯方法》北京：北京中國對外翻譯出版公司，最新版。

黃榮恩：《科技英語翻譯淺說》北京：北京中國對外翻譯出版公司，最新版。

田向國 等：《科技英語翻譯概要》長春吉林人民出版社，最新版。

王耀庭、譚弓：《科技文獻漢譯英概論》南京：南京江蘇科教技術出版社，最新版。

周行：《科技英語翻譯入門》哈爾濱黑龍江科技出版社，最新版。

王冊：《科技英語翻譯技巧》哈爾濱黑龍江科學技術出版社，最新版。
杜承南、文軍：《中國當代翻譯百論》，(重慶重慶大學出版社 (n.d.))

陳耀南：《應用文概說》香港山邊社，最新版。

《中國應用文體大全》上海文化出版社，最新版。
CC3492  Chinese Government and Politics

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Aims

This subject equips students with the knowledge about the nature and characteristics of political institutions of China after 1949, including the State Council, the National People’s Congress, and the Chinese People’s Political Consultative Congress. It also helps students acquire a basic understanding of politics involved in the reform process, such as the politics of enterprise reform and of rural reform.

Learning Outcomes

On successfully completing this subject, students will be able to:

- recognise and identify the dynamics and tensions of China’s domestic politics.
- develop competence in analyzing the Chinese government and politics by relating social science theories to the study of contemporary China.
- identify the issues involved in understanding the current situation about Chinese politics and government.
- effectively communicate information, arguments and analysis in a variety of forms.

Indicative Contents

- **Political Institutions of the Party State**
  State Council; National People’s Congress; Chinese People’s Political Consultative Congress; Hierarchy of political administration.

- **Chinese Communist Ideology**
  Marxism; Maoism; The thought of Deng Xiaoping; Nationalism.

- **Dynamics and tensions of China’s domestic politics**
  Elites and the cadre system; Provincial and local politics.

- **Case studies**
  Reform and corruption; Peasants’ burden and fee-for-tax reform; Village self-government and the prospect of democracy.
Teaching/Learning Approach

Lectures focus on the introduction of major studies in Chinese politics, and the explanation of key concepts, with specific reference to specific case studies and current issues wherever appropriate. Occasional group discussions might be arranged.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of specific issues. The activities in tutorials normally include student presentations of specific cases and discussions of related problems.

Assessment Approach

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination, all designed to develop and assess students’ critical thinking as well as analytical and communication skills.

Indicative Readings

Recommended Textbook
Wang, James C.F., Contemporary Chinese Politics: An Introduction, Prentice Hall (latest ed.).

References
Lampton, David, Policy implementation in post-Mao China, University of California Press (latest ed.).
Perry, Elizabeth, and Selden, Mark, Chinese Society: Change, Conflict and Resistance, Routledge (latest ed.).
科目目標

本課程旨在改進學生口語表達技巧(其中包括普通話)、提升陳述事理、準確表達見解和與人辯解洽商的說話能力，以讓學生在商業或專業的場合能作有效的溝通。本課程透過教授語用理論、個案分析和實踐練習培訓學生以上的中文口語溝通技能。

學習成果

通過學習本科目，學生應能：

- 在各種商業或專業的活動中，對見資訊性或具說目的資訊，作準確的建構和傳達；
- 因應語境作適當的口頭信息傳達，並能配以合宜的態勢語言和肢體語言(即語調、表情、動作等應用技巧)，與人作有效的溝通；
- 從地域文化和實際應用兩方面，理解並掌握粵語和普通話在傳意上的差異；
- 對議題作更透徹的分析，能夠流暢地陳述事理、準確表達個人見解；
- 適當地運用視聽器材輔助口頭傳意；
- 增強即時演講的技能；
- 具備表述及汲取具建設性評論的能力；
- 在作個人演說時克服焦慮，面向聽眾時更具自信；
- 提升具批判性和創造性的思考力；
- 爲終生持續學習作準備。

指示性教學內容

- **香港粵語的常見謬誤**
  語音、聲調和語音習規
  中英語碼混雜

- **診斷及糾正**
  調適說話者心理
  調適說話技巧

- **演說的元素**
  參與者、目的、場合、重要資訊、輔助語言
• 各種口語傳意方式的實踐技巧
  公開演說、討論、辯論、談判

教學方法

主講課主要由教師為學生講解有關口語傳意理論的語言學概念。

導修課由教師為學生提供實踐理論的課堂練習，包括個人或小組的口頭報告，和對有關口語表達的短片進行討論等。

評估方法

以連續評估方式進行。多元化的評估項目包括：(i). 數個口頭表達項目，其中包括專題演說和即席短講；(ii). 講前準備要項及演說大綱；及(iii). 自評和互評。

指示性參考書目

參考書
史晟、周榮編：《卓越素質成功技能·領導口才訓練教程》西安：西北大學出版社，最新版。

朱蓓編：《實用口才訓練教程》廣州市：廣東高等教育出版社，最新版。

何文匯：《粵音自學提綱》香港：香港教育圖書公司，最新版。

李玉傑編：《實用演講教程》北京：中國經濟出版社，最新版。

黃仲珊，曾垂孝：《口頭傳播：演講的理論與方法》臺北：遠流出版事業股份有限公司，最新版。

謝倫浩編：《即興說話素材大全》北京：石油工業出版社，最新版。

謝倫浩編：《演講姿態表達技巧》北京：石油工業出版社，最新版。
Aims

This subject develops students’ writing skills to produce a range of business texts in different business scenarios. Students are equipped with language knowledge and professional writing techniques, and they are expected to produce effective writing that is conducive to enhancing business communication.

Learning Outcomes
On successfully completing this subject, students will be able to:

- analyse and evaluate various types of authentic business messages.
- use effective English to produce a wide variety of business writing.
- apply appropriate writing style and sentence structure to professional writing.
- recognise the importance of a professional approach towards writing in the workplace.

Indicative Contents

- Understanding the Audience
  Crucial factors in determining the kind and amount of information to include; Knowledge of how much the audience matters for different kinds of business writing.

- Writing ‘Difficult’ Letters
  Writing effective business letters to resolve conflicts (e.g. letter of complaints, payment demand); Knowledge of how reconciliation is conveyed and how an apologetic tone should be applied without compromising one’s or the organisation’s credibility.

- Introduction to Professional Reports
  Necessary components of an effective professional report.

- Planning and Writing Proposals
  Awareness of what to bear in mind at the planning stage of a proposal; Techniques to compose an effective business proposal.

- Critical Eye on Accuracy and Appropriateness
  Proofreading and revising professional business writing; Appropriate style, tone, and language usage in writing different business texts.

- Professionalism
  Contemporary issues concerning business writing and effective communication.
• **Evaluating Business Writing**
  Understanding of the true intent of a piece of business writing; Ability to decide objectively how and whether to respond to business writing directed from any given body.

**Teaching/Learning Approach**

In lectures, relevant topics and techniques involved in business writing will be introduced. Analysis of model texts and authentic texts will also be conducted in lectures and seminars. Hands-on practice together with guided critical discussion on business writing will make up the bulk of seminars in order to hone the skills students have learnt.

**Assessment Approach**

A variety of assessment tools will be used, including tasks involving writing for various business purposes and analysing authentic business texts. Plus, tests and an examination are designed to assess students’ understanding and application of effective business writing skills.

**Indicative Reading**

**Recommended Textbooks**

Bilbow, Grahame T., *Business Writing for Hong Kong*, Hong Kong: Longman (latest ed.).


**References**


Aims

This subject aims at helping students develop a conceptual framework to understand the impact of communication in the contexts of public relations and marketing. It focuses on the application of communication principles and techniques in various areas of public relations and marketing. It also provides students writing and oral practices relating to communication for public relations and marketing.

Learning Outcomes

On successfully completing this subject, students will be able to:

- acquire the essential communication knowledge and language skills in the contexts of public relations and marketing.
- develop specific analytical skills in reading and interpreting various types of public relations and promotion materials by examining their para-lingual and linguistic features.
- analyse the effectiveness of public relations and marketing strategies and approaches adopted by organisations using basic communication knowledge and principles.
- apply effective communication skills to public relations and promotion projects, including writing advertising messages and press releases and making press conference presentations.

Indicative Contents

- **Communication Strategies for Public Relations and Marketing**
  Public relations methods and techniques; Crisis management and corporate image restoration; Corporate image and corporate advertising; Word-of-mouth communications; How marketing communications change perception and attitude of consumers; The 3Ps (Push, Pull and Profile) of marketing communication strategies; Spokesperson and peripheral cues.

- **Communication and Language Skills for Public Relations**
  Language usage and image building in public relations; Format and communication skills for various press releases (e.g. reading strategies, analytical skills, persuasive writing, and finding and generating newsworthy information); Presentation skills for press conference; Public speech planning and analysis.

- **Communication and Language Skills for Marketing**
  Target audience analysis; Print advertisement design and analysis; Language features and image interpretation in advertisements; Lexical manipulation (e.g. figurative language); Message structure (e.g. headline, body, subheads); Message presentation (e.g. facts, emotions, demonstration, comparison, etc.); Message balance.
**Teaching/Learning Approach**

In lectures, fundamental principles will be introduced with real examples from today’s public relations and marketing world. Real cases will be studied and analysed to develop students’ analytical skills. In seminars, students are expected to actively participate in hands-on writing practices, oral presentations, and other student-centred activities such as public relations/marketing planning projects and case analysis.

**Assessment Approach**

A variety of assessment tools will be used, including in-class discussion, case studies, projects, presentations, tests and an examination, all designed to develop and assess students’ understanding of public relations and marketing communications as well as analytical and communication skills.

**Indicative Reading**

Recommended Textbook
Seitel, Fraser P., *The Practice of Public Relations*, Pearson (latest ed.).

References


Blythe, Jim, *Essentials of Marketing Communications*, Prentice Hall (latest ed.).


Green, A., *Creativity in Public Relations*, Kogan Page: Institute of Public Relations (latest ed.).


Marsh, Charles and Guth, David W. and Short, Bonnie Poovey, *Strategic Writing: Multimedia writing for public relations, advertising, sales and marketing, and business communication*, Alvin & Bacon (latest ed.).

Masterman, Guy and Wood, Emma, *Innovative Marketing Communications*, Elsevier (latest ed.).

Rossiter, John R. and Bellman, Steven, *Marketing Communications*, Prentice Hall, (latest ed.).

Aims

This course aims to develop students’ understanding of intercultural communication in business contexts. Through the study of theories, current trends, global developments, and locally relevant issues, students will increase their awareness of the complex role that culture plays in business communication. Students will also learn various strategies to increase their competence in intercultural communication.

Learning Outcomes:

On successfully completing this subject, students will be able to:

- identify universal aspects of human communication and fundamental aspects of business communication.
- define the components and characteristics of culture that affect business communication.
- apply current theories of intercultural communication in business.
- reflect on the role of cultural bias in their own perceptions of communicative acts.
- increase their competency in intercultural communication.
- critically evaluate business communication through a lens of cross-cultural awareness.

Indicative Contents

- **Principles of Communication and Business Communication**
  Communication process; Global communication; Communication skills.

- **Culture and Meaning**
  Cultural identity; Cultural bias, Ethnocentrism; Prejudice; Intercultural contact; Dominance; Subordination; Acculturation and Assimilation.

- **Culture and Communication Differences**
  Cultural variability; Uncertainty avoidance; Power distance; Masculinity-Femininity; Individualism-Collectivism; Confucian Dynamism; Negotiation Patterns; Discourse Variations; Conflict Styles; Anxiety; Communication accommodation.

- **Intercultural Communication Theories**
  Network theory; Intercultural adaptation; Convergence; Transformation; Verbal and nonverbal; Intercultural communication.

- **Intercultural Communication Competence**
  Intercultural conflict; Organizational management of intercultural communication; Corporate culture.
Teaching/Learning Approach

Through assigned reading and lectures, students will be exposed to a plethora of concepts and trends related to business communication and intercultural communication. During seminars, students will apply newly learned concepts to local and international examples of intercultural communication, videos, and case studies, keeping foremost in their minds the role that culture plays in business interactions. Students will also be encouraged to discuss their personal experiences as practice in gaining awareness of their own cultural biases and in building their intercultural competence.

Assessment Approach

A variety of assessment tools will be used, including case studies, written assignments, reflections, oral reports, a mid-term test and examination, all designed to measure students’ understanding of intercultural business communication as well as their ability to analyse and evaluate examples of it and demonstrate it effectively.

Indicative Reading

Recommended Textbook

References
Bryram, M., *Developing Intercultural Competence in Practice*, Multilingual Matters Ltd. (latest ed.).
CC3604 Languages, Cultures and Communication

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**Aims**

This course equips students with linguistic theories and analytical skills that are necessary for the understanding of different cultures through their languages. Students will study how a language is used in everyday life to reflect and sustain a particular culture. They will also have a chance to understand the social nature of language, that is, how language reflects socio-economic structures and social differentiations.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- explain how language and culture are inextricably interrelated.
- apply theories of linguistic anthropology and discourse patterns to analyse different cultures.
- apply theories of discourse patterns to analyse professional discourses.
- apply theories of sociolinguistics to analyse social differentiations.
- recognise and appreciate societal and cultural influences on language and its uses for communication.

**Indicative Contents**

- **Language, Meaning and Linguistic Analysis**
  Text; Discourse; Speech acts; Speech events; Speech communities; Communicative competence; Ethnography.

- **Languages and Cultures**
  Individualism & collectivism; Power-distance; Linguistic relativity principle; Lexical domains, honorifics/registers and culture; Metaphors, idioms/proverbs and cultures; Discourse patterns and culture.

- **Professional Discourse**
  Advertising discourse; TV & news discourse; Legal discourse.

- **Sociolinguistics**
  Languages and gender; Languages and social differentiations; Bilingualism & Multilingualism; Diglossia; Code-mixing & Code-switching; Dialects.
Teaching/Learning Approach

Lectures focus on the introduction and explanation of linguistic and cultural theories with reference to examples of discourse from different parts of the world. Occasional group discussions and activities will be arranged.

In tutorials, students will apply theories to analyze familiar “texts” in their lives, making connections between linguistic theories and their daily interactions or current language contexts. Furthermore, students will gain an awareness of language by studying its role in unfamiliar contexts and cultures.

Assessment Approach

A variety of assessment tools will be used, including group projects and presentations, written reports, discourse analyses, tests and examinations designed to develop and assess students' achievement of the subject expected learning outcomes.

Indicative Readings

Recommended Textbooks


References


Coulthard, M. *An Introduction to Discourse Analysis.* London: Longman, (latest ed.).
CC3605  Multimedia Technologies for Business

Level 3
Credits 3
Nature Non-science
Medium of Instruction English
Teaching Pattern 14 hours of Seminar
28 hours of Laboratory
Prerequisites CC2602 Introduction to Communication Studies
Assessment 100% Coursework

Aims
This course introduces students to the fundamentals of media studies and production and provides students an opportunity to integrate and apply knowledge and skills already acquired in communication and business studies to launch a multimedia production project. Focusing on both traditional and new media materials relevant to the business sector, this course adopts a project based approach and emphasises hands-on experience to familiarise students with the range of tools used in creating multimedia products for effective business communication.

Learning Outcomes
On successfully completing this subject, students will be able to:

- describe the development of media and communication technologies – the convergence and disparity between traditional and new media.
- assess the effects and effectiveness of a variety of media in business contexts.
- evaluate audience needs in producing business communication products.
- demonstrate the analytical and creative thinking skills required for proposing, managing, producing, and evaluating different media materials.
- produce media materials using both traditional and new media technologies.
- effectively communicate in a team to solve problems, resolve conflicts, make decisions, reflect, and complete tasks collaboratively and efficiently.

Indicative Contents

- **Fundamentals of Media Communication**
  Core language of communication and media studies; Types of media texts; Types of media genres; Concepts of representation in media (sounds, words, images); Techniques for analysing media texts and genres; Concepts of media marketing.

- **Planning and Researching for Media Production**
  Pre-production planning; Researching media products; Methods for carrying out content research; Relationship between audiences and media; Key approaches to researching audiences; Considerations related to the development of media ideas; Researching for different types of media productions (print, audio, moving image, multimedia).

- **Multimedia Production Skills**
  Creation and manipulation of content (words, sounds, animation, graphics, and video); Content management, authoring, and editing.
Reviewing and Evaluating Traditional and New Media Products
Criteria for assessing the effects and effectiveness of different types of media products.

Teaching/Learning Approach

This course adopts a collaborative approach to learning. Students have to work in small groups to synthesise and apply what they have learnt to the production of media products based on an analysis of the needs of a real business organisation. The contents of the subject are delivered through seminars, case studies, discussions, and demonstrations. Seminars will take various forms, including reporting project progress, presentation, workshop, and discussions. Throughout the course, students will be involved in all stages of the production of media products (designing, planning, researching, producing, reviewing, and evaluating) and be provided hands-on opportunities to practise their skills in the computer laboratory.

Assessment Approach

Assessment of this course is based on students’ continual contribution in a group project. Assignments will be tailored to require the application of concepts presented in the seminars. A variety of assessment methods will be used, including a sequence of tasks which are required in completing the group project - proposals, oral and written progress reports, presentations, and reflections. Quizzes may also be used to assess students’ mastery of knowledge as well as skills learnt in the course.

Indicative Reading

Recommended Textbooks
Burton, Graeme, More Than Meets The Eyes: An Introduction to Media Studies, Arnold (latest ed.).
Vaughan, Tay, Multimedia: Making It Work, McGraw-Hill (latest ed.).

References
Kitzinger, Jay, “Audience and Readership Research,” The Sage Handbook of Media Studies, John D. H. Downing et al. (Eds.), Sage (latest ed.).
Watson, James, Media Communication: An Introduction to Theory and Process, Palgrave Macmillan (latest ed.).
Aims

This course allows students to practise English oral communication and play the role of business executives in simulated business situations. It equips students with effective oral communication skills, appropriate language and strategies required for different business contexts and situations. It also reinforces in students a discriminating ear for effective and accurate business communication. Through intensive practice, it consolidates students’ confidence and interest in oral business communication.

Learning Outcomes

On successfully completing this subject, students will be able to:

- explain and use basic business jargon appropriately in a range of business contexts.
- apply effective oral skills in various business situations such as meetings, discussions, business presentations and job interviews.
- evaluate the effectiveness of communication in various business situations.

Indicative Contents

- **English Pronunciation**
  International Phonetic Alphabet (the IPA system); Syllables; Stress; Linking; Intonation; Features of English consonant and vowel sounds.

- **Business Communication in Groups**
  Team dynamics; Conferencing; Networking; Decision-making; Meeting skills.

- **Negotiation**
  Functions and structures; Principles and techniques.

- **Public Speaking/Presentations**
  Purposes and types; Sales presentation; Principles and techniques; Preparation, delivery, visual aids; Speech anxiety.

- **Job Interviews**
  Purposes and types; Principles and techniques; Sequencing and questioning; Non-verbal communication; Pre- and post-interview etiquette.

- **Telephone Conversations**
  Structuring a call; Principles and techniques; Customer enquiries; Handling complaints.
Teaching/Learning Approach

A small part of seminars will focus on the introduction and explanation of oral communication skills with specific reference to real business cases around the world.

The majority of time in seminars will be spent in interesting and challenging activities to allow students the chance not only to practice their own oral business skills in role-plays, simulations, discussions and presentations, but also to critically evaluate the effectiveness of others’ oral business communication. Through extensive and interactive practices, students will gain mastery over the use of oral business communication skills.

Assessment Approach

A variety of assessment tools will be used, including simulated business meetings & negotiations, sales presentations, simulated job interviews and tests designed to assess students’ achievement of the subject’s expected learning outcomes.

Indicative Reading

Recommended Textbooks
Bilbow, Grahame T., Business Speaking for Hong Kong, Longman (latest ed.).

Boyd, Frances, Making Business Decisions: Real Cases from Real Companies, Addision-Wesley (latest ed.).

References

Glencoe, Public Speaking (Glencoe Professional Communication Series), Mcgraw-Hill (latest ed.).

Hancock, Mark, English Pronunciation in Use, Cambridge University Press (latest ed.).

Hybels, S. & Weaver II, R. L., Communicating Effectively, Mcgraw-Hill (latest ed.).

Sweeney, Simon, English for Business Communication, Cambridge University Press (latest ed.).
CC3607  Foundations of Linguistics

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Assessment 60% Coursework
40% Examination

Aims

This subject aims to provide the basic phenomena of language structure and use. In-depth analysis of the sounds, word and sentence structures, meaning and discourse of language will be introduced. This subject equips students with the fundamental analytical methods that linguists employ in the exploration of language and its functions. Emphasis will be placed on the analysis of English structures so as to enable students to develop their English skills effectively.

Learning Outcomes

On successfully completing this subject, students will be able to:

- describe the nature of human language, its universality and diversity.
- perform linguistic analysis at the levels of sound, word, sentence and meaning to solve language- and communication-related problems.
- apply linguistic theories and concepts to explain how language is learned and generalise about the language pattern in social contexts.
- utilize their understanding of language structure to gain better mastery of the English language and language learning.

Indicative Contents

- The Structure of Language
  - Phonetics
    Study of speech sounds; Speech production; Properties and articulations of speech sounds; Consonants and vowels of English; Phonetic alphabets; Phonetic transcriptions.
  - Phonology
    Study of sound patterns; Phonemes and allophones; Minimal pairs; Syllable structure; Consonant Clusters; Phonological Processes; Phonological analysis.
  - Morphology
    Study of word structure; Morphemes; Suffixes; Formation processes; Morphological analysis; Word coinage.
  - Syntax
    Study of sentence structure; Lexical category; Syntactic Analysis; Phrase structure rules; Deep structure and surface structure; Structural ambiguity; Transformational rules.
The Meanings of Language

Semantics
Analysis of meaning in words and sentences; Semantic features; Semantic roles; Lexical relations.

Discourse Analysis
Modes of discourse; Discourse structure; Use of language in different social discourses.

The Use of Language in Social Contexts
Sociolinguistics; Dialects; Accents; Social varieties of language; Register and jargon.

Language Acquisition
Theories and stages of first and second language acquisition.

Teaching/Learning Approach

Theories and concepts of linguistics will be delivered during lectures. Relevant audio and video materials will be used to illustrate the linguistic phenomena. Group discussions and activities will be conducted for students to analyse language structures and reflect on the use of languages by applying linguistic theories. Individual practices and group exercises on the analysis of language data will be emphasised in tutorials.

Assessment Approach

Students’ understanding and application of linguistic theories will be assessed by a test and exam. Language data analysis will be emphasised in each assignment, test and exam, which will help in developing student’s analytical skills on language structures.

Indicative Readings

Recommended Textbook
Fromkin, Victoria, Rodman, Robert, Hyams, Nina, An Introduction to Language, Wadsworth (latest ed.).

References


Finegan, Edward, Language: Its structure and use, Wadsworth (latest ed.).

Frommer, Paul R., Finegan, Edward, Looking at Languages: A Workbook in Elementary Linguistics, Wadsworth (latest ed.).

O’Grady, William, Archibald, John, Aronoff, Mark, Rees-Miller, Janie, Contemporary Linguistics: An Introduction, St Martin’s Press (latest ed.)
CC3608  Translation for Business Communication

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English and Chinese (Spoken: Cantonese; Written: Chinese)
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Assessment 50% Coursework
50% Examination

Aims

This course aims to equip students with effective skills in translating different business documents from Chinese into English and vice versa. The main purposes are to enable students to acquire the translation principles and skills, enhance their English and Chinese language competence, and apply appropriate translation strategies as well as communication and language skills to effectively render the translation of different workplace texts.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand and acquire the knowledge of English and Chinese translation skills, principles and methodologies.
- analyze different formats and styles of major English and Chinese workplace texts.
- develop and apply appropriate approaches and strategies for translation tasks of different workplace texts.
- apply appropriate communication and language skills to effectively render the translation of major types of workplace texts.

Indicative Contents

- **Translation Skills**
  Transliteration, literal translation, liberal translation, and combined translation; Addition, omission, repetition, reversion, and rearrangement of words and expressions for translation.

- **English and Chinese Communication Skills**
  Communication skills for different English and Chinese workplace texts; Comparison of different parts of speech and sentence structures between English and Chinese; Transition for cohesiveness and coherence; Selection of appropriate words and expressions with consideration of connotation, collocation and context.

- **Translation Approaches and Strategies**
  Balance of accuracy, fluency and expressiveness; Adapting, editing and re-writing texts; Pitfalls of over-translation, under-translation and mistranslation; Problems of Translationese and Chinglish.
• **Translation of Major Workplace Texts**
  Routine business documents (e.g. memos, letters, meeting agenda, meeting minutes, circulars, etc.);
  Legal and paralegal documents (e.g. contracts, agreements, offers, terms and conditions, etc.);
  Promotional texts (e.g. newsletters, posters, webpages, advertisements, sales brochures, sales letters, etc.)

**Teaching/Learning Approach**

Lectures focus on the acquisition and application of English and Chinese language skills as well as translation strategies and skills to various types of texts commonly required in a workplace. Discussion and translation practices will be arranged in class.

Tutorials provide students with the opportunity to deepen their understanding of the knowledge and concepts taught in lectures and to apply the skills to practical translation tasks. The activities in tutorials normally include student presentations and discussions of translating practical, real-life workplace texts.

**Assessment Approach**

A variety of assessment tools will be used, including written assignments (English-to-Chinese and Chinese-to-English translation), group presentation, mid-term test and examination designed to develop and assess the knowledge of translation strategies and skills as well as English and Chinese language competence.

**Indicative Readings**

Recommended Textbook

周錫:《中文應用寫作教程》香港: 三聯書店，最新版。


References


孫述宇， 金聖華:《英譯中：英漢翻譯手冊》台北: 聯經，最新版。
**CC3624  中國古典小說 Classical Chinese Fiction**

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### 科目目標

本科目透過課堂講授、導修練習及分組習作的方式，引導同學欣賞中國古典小說，使他們對中國古典小說有概括性的認知，同時認識古典小說的研究方法。

### 學習成果

學生在完成此科目後，應能：
- 認識中國古典小說的分類；
- 了解中國古典小說的源流；
- 閱讀理解中國古典小說名篇；
- 提高對中國古典小說的鑒賞力；
- 提升中文運用及批判思考能力。

### 指示性的教學內容

- **中國古典小說的源流**
  中國古代的小說概念、神話與史傳文的小說特質、古典小說的流變、分類等。

- **志人志怪：六朝的筆記小說**
  可選用文本：如張華《博物志》、干寶《搜神記》、王嘉《拾遺記》、劉義慶《世說新語》等。

- **傳述奇聞：唐代的傳奇**
  可選用文本：王度《古鏡記》、沈既濟《枕中記》、白行簡《李娃傳》、元稹《鴛鴦傳》、杜光庭《虬髯客傳》、李公佐《南柯太守傳》等。

- **俗而可耐：宋代的話本**
  可選用文本：如《五代史平話》、《大宋宣和遺事》、《大唐三藏取經記》等。

- **雅俗共賞：元明清的章回小說**
  可選用文本：如羅貫中《三國演義》、施耐庵《水滸傳》、吳承恩《西遊記》、曹雪芹《紅樓夢》、吳敬梓《儒林外史》等。
• 警世通言：明清的白話小説
  可選用文本：如馮夢龍《喻世明言》、《警世通言》、《醒世恆言》、凌濛初《拍案驚奇》等。

• 新舊交織：晚清的新小説
  可選用文本：如梁啓超《新中國未來記》、吳趼人《新石頭記》等。

教學方法

本科理論與實踐並重。課堂上會教授各種閱讀研究方法，配以文本細讀，引導學生從各作者、社會、思想、小說技巧等方面去探究中國古典小說。

評估方法

本科的評核將綜合採用小組報告、期中測驗、閱讀論文與期末考試的形式。

1、 個人習作：閱讀論文一篇
2、 小組習作：口頭及書面報告
3、 期中測驗
4、 期末考試

指定課本

本科目涉及的參考材料較廣泛，無指定課本。

指示性的參考書目

王德威，宋偉杰譯：《被壓抑的現代性：晚清小說新論》，台北：麥田出版事業部，2003 年。

阿英：《晚清小說史》，北京：人民文學出版社，1980 年。

馬幼垣：《實事與構想：中國小說史論釋》，台北：聯經出版事業股份有限公司，2007 年。

夏志清著，胡益民、石曉林、單坤琴譯：《中國古典小說史論》，南昌：江西人民出版社，2001 年。

郭纂一：《中國小說史》，上海：上海書店，1990 年。

陳大康：《古代小說研究及方法》，北京：中華書局，2006 年。

黃霖、韓同文選注：《中國歷代小說論著選》（修訂本），南昌：江西人民出版社，2000 年。

魯迅：《中國小說史略》，上海：上海古籍出版社，1998 年。
中國歷代婦女生活及地位
The Role of Chinese Women in Historical Development

程度 3
學分 3
學科性質 非科學
教學語言 中文（廣東話、普通話，輔以英語）
教學模式 42小時課堂講授
修讀的必備條件 無
評估方法 50% 課堂習作
50% 期終考試

科目目標

本課程主要使同學了解中國歷代婦女的社會地位、婚前婚後生活、婦女服飾、各朝代人們對女性地位的看法，並了解以上議題與歷史發展的互動關係，讓同學通過史籍及文化作品的閱讀學習婦女由昔日“無才便是德”，“三從四德”，發展至當代“半邊天”的歷程。學生可了解歷代社會禮制對婦女家庭及社會行為的規限、婦女文學的特色、婦女生存的空間，並深入理解兩性關係及性別研究的基本理論。學生通過修讀中外學者對中國婦女史的研究成果，可培養廣闊的全球視野，更深刻的認識中國社會的變遷。

學習成果

在完成此科目後，學生有足夠能力：
- 了解中國歷代婦女生活及地位的演變。
- 了解中外學者研究中國傳統至現代婦女地位的成果。
- 明白傳統婦女所受歷代社會禮制的規限。
- 懂得欣賞婦女文學作品所呈現的女性思想，正確理解中國婦女在傳統社會所扮演的角色。
- 提高同學分析兩性公平地位的能力，理解歷代中國婦女所受社會壓力。
- 有效及準確地表達個人對歷代婦女地位的觀點。
- 具備分析古代及現代婦女地位演變及生活異同的能力。

指示性的教學內容

- 修讀婦女史的意義及各類觀點
- 中國傳統社會對婦女的規限
- 古代女性生活的禁忌
- 历代選擇女性配偶的準則及女性審美的觀點
- 历代男性對婦女地位的看法
- 历代溺殺女嬰的習俗及其衍生問題
- 自古至今婦女服飾演變
- 历代婚姻及夫妻關係的演變
- 历代婦女文學作品的特色
- 历代婦女接受教育機會的發展歷程
- 近現代中國電影呈現婦女生活的面貌
- 中外學者研究中國婦女歷史的成果及觀點
教學方法

透過歷代通論、個案分析、圖片及電影，深化課堂所學，並鼓勵學生參與課堂報告、討論及互評等，進一步活用本科教導知識，評論中國傳統社會對中國婦女地位的看法及婦女地位演變，學生提交書面報告和評論，在實踐中驗證學生所學的知識。

評估方法

廣泛利用各種評核機制：例如討論、報告、測驗及考試等評鑑模式，準確衡量學生所學，亦特別重視學生的參與，務求透過各類的評估模式，更公平、全面地評核學生的能力。

1. 個人習作：評論——要求同學撰寫一篇評論，取材可選自現代文學作品、電視、電影片段及廣告等媒體，檢視其對婦女地位的看法。

2. 小組課堂匯報——小組同學要從閱讀有關研究成果中，合作口頭報告，主要考核同學報告及回應問題的能力。

3. 小組書面報告——小組同學根據口頭報告合作撰寫書面報告，以考核同學分析歷代婦女地位及其角色轉變的能力。

4. 測驗——考核同學所獲本科的知識。

5. 考試 考核同學所獲本科的知識。

指定課本

本課程涉及的參考材料較廣泛，無指定課本。

指示性的參考書目


陳登源：《中國婦女生活史》，北京：商務印書館，1987年。

王鳳階：《中國婦女文學作品選》，北京：商務印書館，2001年。

劉詠聰：《女性與歷史》，香港：香港教育圖書公司，1993年。

黃嫣梨：《妝扮內外：中國婦女生活史》，香港：牛津大學出版社，2004年。

常建華：《婚姻內外的古代女性》，北京：中華書局，2009年。