Associate Degree Scheme in Humanities and Communication

人文及傳意副學士組合課程

2012/13
Associate Degree Scheme in Humanities and Communication
(Scheme Code 8C110)

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 in Public Relations and Communication
公關傳訊副學士
Associate in Translation and Interpretation
翻譯及傳譯副學士
Associate of Arts
文科副學士

Definitive Scheme Document

September 2012
This Definitive Scheme Document applies to the cohort of students admitted in the 2012/2013 academic year. Students should abide by all the rules and regulations stated herein, as well as those stated in the Student Handbook. Both this Definitive Scheme Document and the Student Handbook are 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”) of The Hong Kong Polytechnic University.

2. **Scheme Operation and Management**

2.1 **Programmes under the Scheme**

The Scheme comprises the 6 programmes below:

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2.2 **Scheme and Programme Leaders**

A Scheme Leader is appointed to provide academic support in the realm of quality assurance in both teaching and learning. The Scheme Leader, with the assistance of an Assistant Scheme Leader, also provides input in staffing, student admission, assessment and feedback, and scheme/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 **College Programme Committee**

The College Programme Committee (CPC) exercises the overall academic and operational responsibility for all the programmes of HKCC and their development within defined policies, procedures and regulations.

2.4 **Scheme Executive Group**

The Scheme Executive Group (SEG) manages the day-to-day operation of the programmes within this scheme. The Group which consists of Scheme Leader, Assistant Scheme Leader, Programme Leaders, Assistant Programme Leaders and staff with key programme responsibilities operates informally.

2.5 **Student/Staff Consultative Group**

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.

2.6 Programme Counselling Teams (Academic Counselling)

Programme Counselling Teams which include a number of academic staff teaching on the respective programmes are responsible for providing students with relevant and current information about curriculum and programme requirements, advising students of the suitable combination of subjects before subject registration in each semester, giving academic advice to students related to their studies, assisting students in solving problems encountered in their studies, and referring students to other resources for further assistance and/or information.

3. Aims and Intended Learning Outcomes

All 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 lifelong learning in specialism areas of Arts and Humanities, Bilingual Studies and Translation; English Language and Communication; Language and Cultural Studies; and Public Relations and Communication. The offering of a wide choice of specialism area and electives in different humanities and communication disciplines will enable students to explore different options and make better-informed decisions about their further study pathways and/or employment.

The intended learning outcomes of the Scheme centre around generic and professional competence which encompasses the attitude, knowledge, and skills expected of Associate Degree 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. Invoke critical thinking, creativity and other problem-solving skills in dealing with problems encountered in daily life, at work and in tertiary level studies;

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

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

4. Communicate effectively in spoken and written English and Chinese at a competent level required of associate professionals;

5. Devise effective strategies for language learning and communication through exposures to different languages;
(6) Use self-reflection skills to expand their intellectual capability as prerequisites for lifelong learning and continuous professional development; and

(7) Use generic knowledge in areas outside disciplines in humanities and communication to describe and explain issues and concerns commonly encountered in daily life, at work and in tertiary level studies.

**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 respective professions.

**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 competence in communicating in spoken Chinese (Cantonese and Putonghua) in professional contexts;

BC2. Demonstrate competence in communicating in spoken English in professional contexts;

BC3. Demonstrate competence in communicating in written Chinese in professional contexts;

BC4. Demonstrate competence in communicating in written English in professional contexts; and

BC5. Conduct linguistic analyses for bilingual communication.

**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 English discourse as a resource for constructing meaning in daily life and general business situations;

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

EBC4. Explain and apply fundamental theories for success in international business and marketing environments.

**Associate in Language and Culture**

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

LC1. Apply concepts from humanities and communication studies to explain issues of concern;

LC2. Use Japanese and/or Putonghua to communicate effectively in daily life;

LC3. Describe and explain history and culture of Hong Kong, China, East Asia and/or Southeast Asia;

LC4. Compare and contrast aspects of Chinese and Western cultures; and

LC5. Use history to explicate issues related to modern China.

**Associate in Public Relations and Communication**

The Associate in Public Relations and Communication programme aims to help students develop effective and sound strategies in managing various communication needs in the Public Relations industry.

Upon graduation from the Associate in Public Relations and Communication, students will be able to:

PR1. Explain how the various subfunctions and how they interconnect and interact with one another to provide effective public relations and marketing communication;

PR2. Apply relevant principles and strategies to meet and manage the challenges of public relations;

PR3. Demonstrate an ability to craft and write effective messages for internal and/or external needs of corporations or for a separate career;

PR4. Develop strong oral communication skills and cultural tolerance when establishing or following a consistent corporate objective; and

PR5. Apply the principles of marketing to conduct opinion research, promotion, and execution of PR activities.
**Associate in Translation and Interpretation**

The Associate in Translation and Interpretation programme aims to equip students with professional knowledge as well as language skills in English and Chinese.

Upon graduation from the Associate in Translation and Interpretation, students will be able to:

TI1. Identify and develop effective strategies for learning English and Chinese languages;

TI2. Apply spoken and written English and Chinese language skills effectively to different translation and interpretation tasks;

TI3. Develop awareness and understanding of intercultural and intra-cultural communication and translation; and

TI4. Demonstrate a working knowledge in translation and interpretation strategies and skills which can be applied in a variety of professional contexts such as business, law and media.

**Associate of Arts**

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

AA1. Use concepts in humanities and communication to describe and explain issues and concerns in those fields;

AA2. Describe the major findings and ideas in the areas of Humanities and Arts, especially Chinese Literature and Culture;

AA3. Use basic research skills and appropriate Chinese lexical-grammatical resources to perform academic tasks in the areas of humanities and arts;

Students of a particular concentration area in AA will also be able to achieve the respective outcomes of the selected concentration area:

*Concentration Area 1: Chinese Language and Literature*

AA4. Apply sound Chinese language skills in professional communication, including both oral and written Chinese;

AA5. Explain the characteristics and development of Chinese language and literature;

*Concentration Area 2: China Studies*

AA6. Explain contemporary China issues within a larger historical, political and social perspective;
Concentration Area 3: Liberal Studies

AA7. Develop an understanding of the historical context of philosophical and cultural topics, figures, and texts;

AA8. Apply philosophical tools drawn from various ethical traditions to concrete cases associated to a variety of subject matters.

4. Minimum Entry Requirements

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

(i) Satisfactory completion of Secondary 6; and
  • Level 2 in five Hong Kong Diploma of Secondary Education (HKDSE) subjects, including English Language and Chinese Language. Each applicant is allowed to use not more than two Applied Learning subjects in the application; and
  • Attainment of minimum language proficiency required by respective programmes* (if any); OR

(ii) Satisfactory completion of Secondary 6; and
  • Grade E in five Hong Kong Certificate of Education Examination (HKCEE) subjects including English Language and Chinese Language; or Grade E in three HKCEE subjects plus Level 2 in English and Chinese; and
  • Grade E in one Hong Kong Advanced Level Examination (HKALE) subject; or Grade E in two HKALE (AS-level) subjects, which may include Use of English, and Chinese Language and Culture; and
  • Attainment of minimum language proficiency required by respective programmes* (if any); OR

(iii) Satisfactory completion of a one-year Pre-Associate Degree Programme offered by a local tertiary institution; OR

(iv) The equivalents of the above requirements.

*Language requirements for Associate in Bilingual Communication:

• Level 3 in HKDSE English Language and in Chinese Language; OR
• Grade E in Use of English and in Chinese Language and Culture at AS-level OR Level 3/Grade D in HKCEE English Language (Syllabus B) and in Chinese Language; OR
• The equivalents of the above requirements.

*Language requirements for Associate in English for Business Communication:

• Level 3 in HKDSE English Language; OR
• Grade E in Use of English at AS-level AND Level 2/Grade E in HKCEE English Language (Syllabus B); OR
• The equivalents of the above requirements.
*Language requirements for Associate in Public Relations and Communication:

- Level 3 in HKDSE English Language; OR
- Grade E in Use of English at AS-level OR Level 3/Grade D in HKCEE English Language (Syllabus B); OR
- The equivalents of the above requirements.

*Language requirements for Associate in Translation and Interpretation:

- Level 3 in HKDSE English Language and in Chinese Language; OR
- Grade E in Use of English and in Chinese Language and Culture at AS-level AND Level 3/Grade D in HKCEE English Language (Syllabus B) and in Chinese Language; 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 1 September in the admission year, they may apply as “mature” students. Mature candidates are expected to demonstrate proficiency in English as well as suitability to study for the programme to the satisfaction of the admission panel.

5. Granting of Award

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

(i) complete successfully a total of at least 60\(^1\) credits of compulsory and elective subjects within the permissible maximum duration;
(ii) satisfy the level, general education and discipline-specific requirements as stipulated in the curriculum structure; and
(iii) attain a Grade Point Average (GPA) of 2.0 or above at the end of the programme.

6. Mode and Duration of Study

The 6 Associate Degree programmes within the Scheme are offered in full-time mode of study. In each academic year, there are two semesters, each of which has 14 teaching weeks and a non-mandatory summer term with 7 teaching weeks’ duration. Students are normally required to complete 15 - 18 credits per semester for two consecutive years and follow the progression study pattern specified in Section 8.

---

\(^1\)The following students would be required to complete a total of 60 credits only:

(i) Students admitted with HKALE qualification or equivalents
(ii) Students admitted with HKDSE qualification with Level 3 or above in both HKDSE English and any other HKDSE subject(s)

Students who just met the minimum entry requirements would be required to complete a total of 66 credits, of which 3 additional credits should be in an English language subject and 3 additional credits in a general education elective subject. Students with Level 2 in HKDSE English would be required to take an additional 3-credit English subject. Students attaining Level 2 only in all HKDSE non-English subjects would be required to take an additional 3-credit general education elective subject.
Students who wish to study at their own pace instead of following the specified progression pattern will have to seek prior approval from the College. The normal duration of the programmes is two years, and the maximum duration allowed for completion is four years.

Students are required to graduate as soon as they satisfy all the conditions for 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 failure grades for unsatisfactory attendance, participation and/or punctuality.

Regular and punctual attendance at lectures, seminars and tutorials is important. If students are late for more than 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 given a written warning by their lecturers or tutors. In case of illness, the original doctor’s certificate is 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. Attending classes in which students have not been officially registered is not allowed.

8. Curriculum Structure

The Associate Degree Scheme in Humanities and Communication comprises six full-time credit-based study programmes. To qualify for graduation, students are required to complete a total of 60* to 66 credits specified as follows:

- 36* to 42 credits of general education (GE) subjects;
- 24 credits of discipline-specific (DS) subjects.

*Students admitted with HKDSE qualification and just met (but do not exceed) the minimum entry requirements will be required to complete a total of 66 credits, of which 9 credits (3 subjects) are on English Language and 15 credits (5 subjects) are elective subjects selected from GE Cluster Areas. For students admitted with Level 3 or above in HKDSE English, CCN1002 Practical English for College Students will be waived so they will be required to take only two English Language subjects. For students admitted with Level 3 or above in any HKDSE subject other than English, one of the elective subjects from GE Cluster Areas will be waived so they need to take only four GE electives. Students admitted with HKALE qualification or equivalents will be required to complete a total of 60 credits only. For these reasons, the number of credits required for graduation ranges from 60 to 66 depending on the qualification and results of each admittee.

The general education subjects provide students with broad-based knowledge and generic skills in human nature, relations and development (HRD), community, organisation and globalisation (COG), history, cultures and world views (HCW), science, technology and environment (STE) as well as language and communication
The discipline-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 the Scheme are at Level 1, 2, or 3, and all subjects are of 3 credits each unless otherwise specified. The first digit of the subject code denotes the level of the subject, for example, CCN1002 is a Level-1 subject.

8.2 Credit and Level Requirements

Students are required to successfully complete a total of 60 to 66 credits, of which

- at least 30 credits are at Level 2 or above; PLUS
- at least 30 credits at Level 1 or above.

8.3 General Education Requirements

Students pursuing an award under the Scheme are required to successfully complete eight or nine compulsory plus four or five elective subjects in general education (GE) studies for a total of 36 to 42 credits.

(I) GE Compulsory Subjects (8 or 9 subjects, 24 or 27 credits)

Students are required to complete the following eight or nine GE compulsory subjects:

(1) CCN1002 Practical English for College Students [Note 1]
(2) CCN1003 Chinese Communication for College Students [Note 2]
(3) CCN1004 Creative and Critical Thinking
(4) CCN1024 Putonghua for College Students^ 
(5) CCN1028 Elementary Statistics 
(6) CCN1029 English for Academic Studies (Humanities and Communication) I
(7) CCN1030 English for Academic Studies (Humanities and Communication) II
(8) CCN1031 Information Technology for Language Studies
(9) CCN2019 Introduction to Communication Studies

**Note 1:** CCN1002 Practical English for College Students will be waived for students who enter the programme with either Level 3 or above in HKDSE English or HKALE qualification.

**Note 2:** Students who are Non-Chinese Speakers (NCS), or whose Chinese standards are at junior secondary level or below, will be required to take an alternative Chinese subject, CCN1001 Elementary Chinese.

^ Non-Chinese speaking students (NCS) may select another GE elective subject under the Language and Communication cluster.
(II) GE Elective Subjects* (4** or 5 subjects, 12** or 15 credits)

Students are required to select four** or five GE elective subjects so that together with the compulsory subjects of CCN1024 Putonghua for College Students and CCN2019 Introduction to Communication Studies stated in part (I) above, the subjects should belong to at least four of the five Cluster Areas in Table 1. One of the elective subjects selected should be designated as China-related. For students who have already successfully completed a discipline-specific subject which is designated as China-related, they are not required to select a designated China-related GE elective subject.

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

** For students admitted with either Level 3 or above in any HKDSE subject other than English or HKALE qualification, one of the elective subjects from GE Cluster Areas will be waived so they need to take only four GE elective subjects.
<table>
<thead>
<tr>
<th>Cluster Area</th>
<th>Subject Code and Title</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Nature, Relations and Development (HRD)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cluster A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCN1013 Freshmen Seminar</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CCN1017 Introduction to Psychology</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CCN1020 Leadership and Intra-personal Development</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CCN1022 Personal Growth and Development</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CCN2013 Exploring Human Nature</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>CCN2015 Gender Issues</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>CCN2025 Love, Intimacy and Identity</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>CCN2035 Values and Ethics in Daily Life</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Community, Organisation and Globalisation (COG)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cluster B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCN1018 Introduction to Sociology</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CCN1021 Personal Financial Planning</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CCN1041 Accounting for Non-Business Students</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CCN1042 Economics and Society (for Non-Business Students)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>CCN2001 Introduction to Chinese Political and Legal System*</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>CCN2002 Introduction to Economics</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>CCN2003 Introduction to Marketing</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>CCN2004 Managing Organisations</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>CCN2005 Organisational Behaviour</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>CCN2006 Understanding Globalisation</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>CCN2021 Introduction to Political Science</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>CCN2029 Professionals and the Society</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

* 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 9 on pages 52-55.

*Designated as China-related

HKCC reserves the right to cancel and/or not to offer individual subjects.
<table>
<thead>
<tr>
<th>Cluster Area</th>
<th>Subject Code and Title</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cluster C</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History, Cultures and World Views (HCW)</td>
<td>CCN1010 Cultural Study through Field Trip</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CCN1025 The History and Culture of Hong Kong*</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CCN1026 Themes of Art Appreciation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CCN2012 Experiencing Architecture</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2017 Introduction to Chinese Culture*</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2018 Introduction to Chinese Literature*</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2020 Introduction to Philosophy</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2024 Logic and Reasoning</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2026 Mass Media and Culture</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2030 Social Development in China*</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2032 The History and Culture of East Asia*</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2033 The History of Modern China*</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2034 The Perspectives of Eastern and Western Cultures*</td>
<td>2</td>
</tr>
<tr>
<td><strong>Cluster D</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science, Technology and Environment (STE)</td>
<td>CCN1012 Foundation of Traditional Chinese Medicine*</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CCN1015 Healthy Living and Common Health Problems</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CCN1016 Introduction to Internet Technology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CCN1023 Principles of Programming</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CCN2008 Chemistry and Modern Living</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2011 Environmental Science</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2014 Food Hygiene and Nutritional Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2023 Light, Man and Environment</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2028 Products and Materials in Modern Society</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2031 Statistics</td>
<td>2</td>
</tr>
</tbody>
</table>

* 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 9 on pages 52-55.

*Designated as China-related

HKCC reserves the right to cancel and/or not to offer individual subjects.
# Table 1 - General Education Subjects under Cluster Areas (Continued)

<table>
<thead>
<tr>
<th>Cluster Area</th>
<th>Subject Code and Title</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cluster E</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language and Communication (LC)</td>
<td>CCN1011 Elementary French</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CCN1014 Fundamental Visualisation Skills</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CCN1019 Japanese I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>CCN1024 Putonghua for College Students (Compulsory for AD Scheme in Humanities and Communication Students)</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CCN2007 Business Putonghua</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2009 Chinese for Academic Purposes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2010 English for Workplace Communication</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2016 Grammar in Context</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>CCN2019 Introduction to Communication Studies (Compulsory for AD Scheme in Humanities and Communication Students)</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2022 Japanese II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CCN2027 Oral Communication in English</td>
<td>2</td>
</tr>
</tbody>
</table>

* 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 9 on pages 52-55.

^ Non-Chinese speaking students (NCS) may select another GE elective subject under the Language and Communication cluster.

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

Apart from the 36 to 42 credits of General Education subjects, students studying in the Associate Degree Scheme in Humanities and Communication are required to complete 24 credits of discipline-specific subjects.

8.4.1 Associate in Bilingual Communication

(I) Discipline-specific Compulsory Subjects (6 subjects, 18 credits)

Students are required to complete the following six discipline-specific compulsory subjects:

1. CCN2166 Analysis of English Grammar
2. CCN2167 Bilingual Communication
3. CCN2168 Chinese for Business and Administration
4. CCN2174 Foundations of Translation
5. CCN2175 Introduction to Phonetics
6. CCN2184 The Structure of Modern Chinese

(II) Discipline-specific Elective Subjects* (2 subjects, 6 credits)

Students are required to complete two discipline-specific elective subjects selected from the following:

- CCN2007 Business Putonghua
- CCN2169 Chinese for the Mass Media
- CCN2171 English for the Mass Media
- CCN2172 Foundations of Linguistics
- CCN2173 Foundations of Oral Interpretation
- CCN2176 Language and Society
- CCN2186 Translation for Practical Purposes

* 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 9 on pages 52-55.
## Table 2 - Study Pattern for Associate in Bilingual Communication

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CCN1004 Creative and Critical Thinking</td>
<td>GE</td>
<td>CCN1003 Chinese Communication for College Students</td>
<td>GE</td>
</tr>
<tr>
<td>1</td>
<td>CCN1029 English for Academic Studies (Humanities and Communication) I</td>
<td>GE</td>
<td>CCN1024 Putonghua for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1031 Information Technology for Language Studies</td>
<td>GE</td>
<td>CCN1028 Elementary Statistics</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN2019 Introduction to Communication Studies</td>
<td>GE</td>
<td>CCN1030 English for Academic Studies (Humanities and Communication) II</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN2184 The Structure of Modern Chinese</td>
<td>DS</td>
<td>CCN2166 Analysis of English Grammar</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN2174 Foundations of Translation</td>
<td>DS</td>
<td>CCN2167 Bilingual Communication</td>
<td>DS</td>
</tr>
<tr>
<td>2</td>
<td>CCN2175 Introduction to Phonetics</td>
<td>DS</td>
<td>CCN2168 Chinese for Business and Administration</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>TWO general education elective subjects</td>
<td>GE</td>
<td>TWO general education elective subjects</td>
<td>GE</td>
</tr>
</tbody>
</table>

Students should ensure that the general education and/or discipline-specific elective subjects they have selected satisfy the level, general education and discipline-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

**Remarks:**
1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 9 on pages 52-55.
8.4.2 Associate in English for Business Communication

(I) Discipline-specific Compulsory Subjects (6 subjects, 18 credits)

Students are required to complete the following six discipline-specific compulsory subjects:

**Business English**
(1) CCN2182 Professional English I
(2) CCN3103 Professional English II

**Language and Communication Studies**
(3) CCN2166 Analysis of English Grammar
(4) CCN2172 Foundations of Linguistics
(5) CCN2177 Languages, Cultures and Communication

**Business Studies**
(6) CCN2003 Introduction to Marketing

(II) Discipline-specific Elective Subjects* (2 subjects, 6 credits)

Students are required to complete two discipline-specific elective subjects selected from the following:

- CCN2004 Managing Organisations
- CCN2160 Negotiation Skills
- CCN2167 Bilingual Communication
- CCN2171 English for the Mass Media
- CCN2175 Introduction to Phonetics
- CCN2204 Communication for Marketing
- CCN2207 Intercultural Communication in Business
- CCN2215 Translation for Business Communication

* 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 9 on pages 52-55.
### Table 3 - Study Pattern for Associate in English for Business Communication

#### 8C110-EBC Study Pattern 3.1 - For Students Taking 60 Credits of Subjects

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCN1004 Creative and Critical Thinking</td>
<td>GE</td>
<td>CCN1003 Chinese Communication for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1024 Putonghua for College Students</td>
<td>GE</td>
<td>CCN1028 Elementary Statistics</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1029 English for Academic Studies (Humanities and Communication) I</td>
<td>GE</td>
<td>CCN1030 English for Academic Studies (Humanities and Communication) II</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1031 Information Technology for Language Studies</td>
<td>GE</td>
<td>CCN2019 Introduction to Communication Studies</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN2003 Introduction to Marketing</td>
<td>DS</td>
<td>CCN2166 Analysis of English Grammar</td>
<td>DS</td>
</tr>
<tr>
<td>2</td>
<td>CCN2172 Foundations of Linguistics</td>
<td>DS</td>
<td>CCN2177 Languages, Cultures and Communication</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN2182 Professional English I</td>
<td>DS</td>
<td>CCN3103 Professional English II</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>TWO general education elective subjects</td>
<td>GE</td>
<td>TWO general education elective subjects</td>
<td>GE</td>
</tr>
</tbody>
</table>

Students should ensure that the general education and/or discipline-specific elective subjects they have selected satisfy the level, general education and discipline-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

**Remarks:**
1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 9 on pages 52-55.
<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCN1004 Creative and Critical Thinking</td>
<td>GE</td>
<td>CCN1003 Chinese Communication for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1024 Putonghua for College Students</td>
<td>GE</td>
<td>CCN1028 Elementary Statistics</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1029 English for Academic Studies (Humanities and Communication) I</td>
<td>GE</td>
<td>CCN1030 English for Academic Studies (Humanities and Communication) II</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1031 Information Technology for Language Studies</td>
<td>GE</td>
<td>CCN2019 Introduction to Communication Studies</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN2003 Introduction to Marketing</td>
<td>DS</td>
<td>CCN2166 Analysis of English Grammar</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td><strong>ONE general education elective subject either in Semester Two of Stage One OR Semester Two of Stage Two</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CCN2172 Foundations of Linguistics</td>
<td>DS</td>
<td>CCN2177 Languages, Cultures and Communication</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN2182 Professional English I</td>
<td>DS</td>
<td>CCN3103 Professional English II</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td><strong>ONE discipline-specific elective subject</strong></td>
<td>DS</td>
<td><strong>ONE discipline-specific elective subject</strong></td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td><strong>TWO general education elective subjects</strong></td>
<td>GE</td>
<td><strong>TWO general education elective subjects</strong></td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td><strong>ONE general education elective subject either in Semester Two of Stage One OR Semester Two of Stage Two</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students should ensure that the general education and/or discipline-specific elective subjects they have selected satisfy the level, general education and discipline-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks:
1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 9 on pages 52-55.
8.4.3 Associate in Language and Culture

(I) Discipline-specific Compulsory Subjects (6 subjects, 18 credits)

Students are required to complete the following six discipline-specific compulsory subjects:

(1) CCN1019 Japanese I
(2) CCN2017 Introduction to Chinese Culture**
(3) CCN2032 The History and Culture of East Asia**
(4) CCN2034 The Perspectives of Eastern and Western Cultures**
(5) CCN2176 Language and Society
(6) CCN2007 Business Putonghua# OR CCN2022 Japanese II#

# Students may select the other subject as a discipline-specific elective.

(II) Discipline-specific Elective Subjects* (2 subjects, 6 credits)

Students are required to complete two discipline-specific elective subjects selected from the following:

- CCN1025 The History and Culture of Hong Kong**
- CCN2026 Mass Media and Culture
- CCN2033 The History of Modern China**
- CCN2208 Japanese III
- CCN2209 Japanese IV
- CCN2213 The History and Culture of Southeast Asia
- CCN2216 Wisdom in Eastern Tradition

** Designated as China-related

* 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 9 on pages 52-55.
Table 4 - Study Pattern for Associate in Language and Culture

8C110-LC Study Pattern 4.1 - For Students Taking 60 Credits of Subjects

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCN1004 Creative and Critical Thinking</td>
<td>GE</td>
<td>CCN1003 Chinese Communication for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1019 Japanese I</td>
<td>DS</td>
<td>CCN1028 Elementary Statistics</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1024 Putonghua for College Students</td>
<td>GE</td>
<td>CCN1030 English for Academic Studies (Humanities and Communication) II</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1029 English for Academic Studies (Humanities and Communication) I</td>
<td>GE</td>
<td>CCN2007 Business Putonghua OR CCN2022 Japanese II</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN1031 Information Technology for Language Studies</td>
<td>GE</td>
<td>CCN2019 Introduction to Communication Studies</td>
<td>GE</td>
</tr>
<tr>
<td>2</td>
<td>CCN2017 Introduction to Chinese Culture</td>
<td>DS</td>
<td>CCN2034 The Perspectives of Eastern and Western Cultures</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN2032 The History and Culture of East Asia</td>
<td>DS</td>
<td>CCN2176 Language and Society</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>TWO general education elective subjects</td>
<td>GE</td>
<td>TWO general education elective subjects</td>
<td>GE</td>
</tr>
</tbody>
</table>

Students should ensure that the general education and/or discipline-specific elective subjects they have selected satisfy the level, general education and discipline-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks:
1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 9 on pages 52-55.
## 8C110-LC Study Pattern 4.2 - For Students Taking 63 Credits of Subjects
(with CCN1002 Practical English for College Students)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCN1002 Practical English for College Students</td>
<td>GE</td>
<td>CCN1003 Chinese Communication for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1004 Creative and Critical Thinking</td>
<td>GE</td>
<td>CCN1028 Elementary Statistics</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1019 Japanese I</td>
<td>DS</td>
<td>CCN1029 English for Academic Studies (Humanities and Communication) I</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1024 Putonghua for College Students</td>
<td>GE</td>
<td>CCN2007 Business Putonghua OR CCN2022 Japanese II</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN1031 Information Technology for Language Studies</td>
<td>GE</td>
<td>CCN2019 Introduction to Communication Studies</td>
<td>GE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1*</th>
<th></th>
<th>Semester 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>CCN1030 English for Academic Studies (Humanities and Communication) II</td>
<td>GE</td>
<td>CCN2034 The Perspectives of Eastern and Western Cultures</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN2017 Introduction to Chinese Culture</td>
<td>DS</td>
<td>CCN2176 Language and Society</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN2032 The History and Culture of East Asia</td>
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<td></td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
<td>TWO general education elective subjects</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>TWO general education elective subjects</td>
<td>GE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Normal study load of this semester will be 18 credits.

Students should ensure that the general education and/or discipline-specific elective subjects they have selected satisfy the level, general education and discipline-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks:
1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 9 on pages 52-55.
### 8C110-LC Study Pattern 4.3 - For Students Taking 63 Credits of Subjects (with One Additional General Education Elective Subject)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCN1004 Creative and Critical Thinking</td>
<td>GE</td>
<td>CCN1003 Chinese Communication for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1019 Japanese I</td>
<td>DS</td>
<td>CCN1028 Elementary Statistics</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1024 Putonghua for College Students</td>
<td>GE</td>
<td>CCN1030 English for Academic Studies (Humanities and Communication) II</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1029 English for Academic Studies (Humanities and Communication) I</td>
<td>GE</td>
<td>CCN2007 Business Putonghua OR CCN2022 Japanese II</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN1031 Information Technology for Language Studies</td>
<td>GE</td>
<td>CCN2019 Introduction to Communication Studies</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ONE general education elective subject either in Semester Two of Stage One OR Semester Two of Stage Two</td>
<td>GE</td>
</tr>
<tr>
<td>2</td>
<td>CCN2017 Introduction to Chinese Culture</td>
<td>DS</td>
<td>CCN2034 The Perspectives of Eastern and Western Cultures</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN2032 The History and Culture of East Asia</td>
<td>DS</td>
<td>CCN2176 Language and Society</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>TWO general education elective subjects</td>
<td>GE</td>
<td>TWO general education elective subjects</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ONE general education elective subject either in Semester Two of Stage One OR Semester Two of Stage Two</td>
<td>GE</td>
</tr>
</tbody>
</table>

Students should ensure that the general education and/or discipline-specific elective subjects they have selected satisfy the level, general education and discipline-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks:
1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 9 on pages 52-55.
8C110-LC Study Pattern 4.4 - For Students Taking 66 Credits of Subjects
(with CCN1002 Practical English for College Students and One Additional General Education Elective Subject)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCN1002 Practical English for College Students</td>
<td>GE</td>
<td>CCN1003 Chinese Communication for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1004 Creative and Critical Thinking</td>
<td>GE</td>
<td>CCN1028 Elementary Statistics</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1019 Japanese I</td>
<td>DS</td>
<td>CCN1029 English for Academic Studies (Humanities and Communication) I</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1024 Putonghua for College Students</td>
<td>GE</td>
<td>CCN2007 Business Putonghua OR CCN2022 Japanese II</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN1031 Information Technology for Language Studies</td>
<td>GE</td>
<td>CCN2019 Introduction to Communication Studies</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>ONE general education elective subject either in Semester Two of Stage One OR Semester Two of Stage Two</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1*</th>
<th></th>
<th>Semester 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>CCN1030 English for Academic Studies (Humanities and Communication) II</td>
<td>GE</td>
<td>CCN2034 The Perspectives of Eastern and Western Cultures</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN2017 Introduction to Chinese Culture</td>
<td>DS</td>
<td>CCN2176 Language and Society</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN2032 The History and Culture of East Asia</td>
<td>DS</td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
<td>TWO general education elective subjects</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>TWO general education elective subjects</td>
<td>GE</td>
<td>ONE general education elective subject either in Semester Two of Stage One OR Semester Two of Stage Two</td>
<td>GE</td>
</tr>
</tbody>
</table>

* Normal study load of this semester will be 18 credits.

Students should ensure that the general education and/or discipline-specific elective subjects they have selected satisfy the level, general education and discipline-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks:  1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 9 on pages 52-55.
8.4.4 Associate in Public Relations and Communication

(I) **Discipline-specific Compulsory Subjects (6 subjects, 18 credits)**

Students are required to complete the following six discipline-specific compulsory subjects:

1. CCN1104 Principles of Corporate Communication I
2. CCN2003 Introduction to Marketing
3. CCN2174 Foundations of Translation
4. CCN2176 Language and Society
5. CCN2181 Principles of Corporate Communication II
6. CCN2183 Public Relations Writing

(II) **Discipline-specific Elective Subjects* (2 subjects, 6 credits)**

Students are required to complete two discipline-specific elective subjects selected from the following:

- CCN2004 Managing Organisations
- CCN2103 Advertising and Promotion
- CCN2110 Consumer Behaviour
- CCN2160 Negotiation Skills
- CCN2168 Chinese for Business and Administration
- CCN2172 Foundations of Linguistics
- CCN2179 News Writing
- CCN2206 Event Planning and Promotion
- CCN2207 Intercultural Communication in Business

* 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 9 on pages 52-55.
Table 5 - Study Pattern for Associate in Public Relations and Communication

8C110-PR Study Pattern 5.1 - For Students Taking 60 Credits of Subjects

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCN1004 Creative and Critical Thinking</td>
<td>GE</td>
<td>CCN1003 Chinese Communication for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1024 Putonghua for College Students</td>
<td>GE</td>
<td>CCN1028 Elementary Statistics</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1029 English for Academic Studies (Humanities and Communication) I</td>
<td>GE</td>
<td>CCN1030 English for Academic Studies (Humanities and Communication) II</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1031 Information Technology for Language Studies</td>
<td>GE</td>
<td>CCN2019 Introduction to Communication Studies</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1104 Principles of Corporate Communication I</td>
<td>DS</td>
<td>CCN2181 Principles of Corporate Communication II</td>
<td>DS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>CCN2003 Introduction to Marketing</td>
<td>DS</td>
<td>CCN2174 Foundations of Translation</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN2176 Language and Society</td>
<td>DS</td>
<td>CCN2183 Public Relations Writing</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>TWO general education elective subjects</td>
<td>GE</td>
<td>TWO general education elective subjects</td>
<td>GE</td>
</tr>
</tbody>
</table>

Students should ensure that the general education and/or discipline-specific elective subjects they have selected satisfy the level, general education and discipline-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks: 1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 9 on pages 52-55.
## 8C110-PR Study Pattern 5.2 - For Students Taking 63 Credits of Subjects  
(with One Additional General Education Elective Subject)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCN1004 Creative and Critical Thinking</td>
<td>GE</td>
<td>CCN1003 Chinese Communication for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1024 Putonghua for College Students</td>
<td>GE</td>
<td>CCN1028 Elementary Statistics</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1029 English for Academic Studies</td>
<td>GE</td>
<td>CCN1030 English for Academic Studies</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>(Humanities and Communication) I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CCN1031 Information Technology for Language</td>
<td>GE</td>
<td>CCN2019 Introduction to Communication Studies</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CCN1104 Principles of Corporate Communication</td>
<td>DS</td>
<td>CCN2181 Principles of Corporate Communication II</td>
<td>DS</td>
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<td></td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ONE general education elective subject</td>
<td></td>
<td></td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>either in Semester Two of Stage One OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Two of Stage Two</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CCN2003 Introduction to Marketing</td>
<td>DS</td>
<td>CCN2174 Foundations of Translation</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN2176 Language and Society</td>
<td>DS</td>
<td>CCN2183 Public Relations Writing</td>
<td>DS</td>
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<tr>
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<td>ONE discipline-specific elective subject</td>
<td>DS</td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
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<tr>
<td></td>
<td>TWO general education elective subjects</td>
<td>GE</td>
<td>TWO general education elective subjects</td>
<td>GE</td>
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<tr>
<td></td>
<td>ONE general education elective subject</td>
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<td></td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>either in Semester Two of Stage One OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Two of Stage Two</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students should ensure that the general education and/or discipline-specific elective subjects they have selected satisfy the level, general education and discipline-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks: 1. HKCC reserves the right to change the study pattern.  
2. The offering of elective subjects is subject to adequate enrolment.  
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 9 on pages 52-55.
8.4.5 Associate in Translation and Interpretation

(I) **Discipline-specific Compulsory Subjects (6 subjects, 18 credits)**

Students are required to complete the following six discipline-specific compulsory subjects:

1. CCN2170 Contrastive Language Studies of English and Chinese
2. CCN2173 Foundations of Oral Interpretation
3. CCN2174 Foundations of Translation
4. CCN2178 Media Translation
5. CCN2180 Practical Translation (Business and Financial Documents)
6. CCN2185 Theory and Practice of Translation

(II) **Discipline-specific Elective Subjects* (2 subjects, 6 credits)**

Students are required to complete two discipline-specific elective subjects selected from the following:

- CCN2166 Analysis of English Grammar
- CCN2168 Chinese for Business and Administration
- CCN2172 Foundations of Linguistics
- CCN2176 Language and Society
- CCN2205 Culture and Translation
- CCN2211 Practical Translation (Public Administration and Legal Documents)
- CCN3115 Intermediate Interpretation

* 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 9 on pages 52-55.
<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCN1004 Creative and Critical Thinking</td>
<td>GE</td>
<td>CCN1003 Chinese Communication for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1024 Putonghua for College Students</td>
<td>GE</td>
<td>CCN1028 Elementary Statistics</td>
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</tr>
<tr>
<td></td>
<td>CCN1029 English for Academic Studies (Humanities and Communication) I</td>
<td>GE</td>
<td>CCN1030 English for Academic Studies (Humanities and Communication) II</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1031 Information Technology for Language Studies</td>
<td>GE</td>
<td>CCN2019 Introduction to Communication Studies</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN2170 Contrastive Language Studies of English and Chinese</td>
<td>DS</td>
<td>CCN2174 Foundations of Translation</td>
<td>DS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>CCN2173 Foundations of Oral Interpretation</td>
<td>DS</td>
<td>CCN2178 Media Translation</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>CCN2185 Theory and Practice of Translation</td>
<td>DS</td>
<td>CCN2180 Practical Translation (Business and Financial Documents)</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
<td>ONE discipline-specific elective subject</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>TWO general education elective subjects</td>
<td>GE</td>
<td>TWO general education elective subjects</td>
<td>GE</td>
</tr>
</tbody>
</table>

Students should ensure that the general education and/or discipline-specific elective subjects they have selected satisfy the level, general education and discipline-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks:
1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 9 on pages 52-55.
8.4.6  Associate of Arts

(I)  Discipline-specific Compulsory Subjects (3 subjects, 9 credits)

Students are required to complete the following three discipline-specific compulsory subjects:

1. CCN2009 Chinese for Academic Purposes
2. CCN2017 Introduction to Chinese Culture**
3. CCN2018 Introduction to Chinese Literature**

(II) Free Elective Subjects* (5 subjects, 15 credits)

Students are given the flexibility to complete five subjects chosen from the pool of subjects (including those subjects selected from various general education cluster areas, excluding subjects from Cluster D Science, Technology and Environment) offered within this Scheme, subject to meeting the credit and level requirements.

Discipline-specific Elective Subjects:
- CCN2152 China's Economy
- CCN2201 Chinese Family and Culture
- CCN2202 Chinese Film and Fiction
- CCN2203 Classical Chinese Fiction
- CCN2210 Modern Western Thought
- CCN2212 Selected Readings of Hong Kong Fiction
- CCN2214 The Role of Chinese Women in Historical Development
- CCN2216 Wisdom in Eastern Tradition

Areas 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 four subjects (12 credits) in that area and indicate such intention to the College before commencement of the fourth semester of their studies.

Chinese Language and Literature
- CCN2007 Business Putonghua
- CCN2168 Chinese for Business and Administration
- CCN2169 Chinese for the Mass Media
- CCN2184 The Structure of Modern Chinese
- CCN2202 Chinese Film and Fiction
- CCN2203 Classical Chinese Fiction
- CCN2212 Selected Readings of Hong Kong Fiction
China Studies

- CCN1025 The History and Culture of Hong Kong**
- CCN2001 Introduction to Chinese Political and Legal System**
- CCN2030 Social Development in China**
- CCN2033 The History of Modern China**
- CCN2152 China's Economy
- CCN2201 Chinese Family and Culture
- CCN2214 The Role of Chinese Women in Historical Development

Liberal Studies

- CCN2015 Gender Issues
- CCN2020 Introduction to Philosophy
- CCN2024 Logic and Reasoning
- CCN2034 The Perspectives of Eastern and Western Cultures**
- CCN2035 Values and Ethics in Daily Life
- CCN2210 Modern Western Thought
- CCN2216 Wisdom in Eastern Tradition

Subjects under a particular area of concentration are classified as Discipline-specific elective subjects. Students who have chosen a particular area of concentration could NOT choose the particular subjects under that area of concentration as GE elective subjects even those subjects are listed in Table 1 on pages 11-13.

** Designated as China-related

* 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 9 on pages 52-55.
Table 7 - Study Pattern for Associate of Arts

8C110-AA Study Pattern 7.1 - For Students Taking 60 Credits of Subjects

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCN1004 Creative and Critical Thinking</td>
<td>GE</td>
<td>CCN1003 Chinese Communication for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1029 English for Academic Studies (Humanities and Communication) I</td>
<td>GE</td>
<td>CCN1024 Putonghua for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1031 Information Technology for Language Studies</td>
<td>GE</td>
<td>CCN1028 Elementary Statistics</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN2009 Chinese for Academic Purposes</td>
<td>DS</td>
<td>CCN1030 English for Academic Studies (Humanities and Communication) II</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN2019 Introduction to Communication Studies</td>
<td>GE</td>
<td>CCN2018 Introduction to Chinese Literature</td>
<td>DS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>CCN2017 Introduction to Chinese Culture</td>
<td>DS</td>
<td>THREE free elective subjects from any of the following:</td>
<td>Free</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Discipline-specific elective subjects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- General education elective subjects&lt;sup&gt;^&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Any subjects offered in the Scheme</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&lt;sup&gt;^&lt;/sup&gt;Exclude subjects from Cluster D Science, Technology and Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TWO free elective subjects from any of the following:</td>
<td>Free</td>
<td>TWO general education elective subjects</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>- Discipline-specific elective subjects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- General education elective subjects&lt;sup&gt;^&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Any subjects offered in the Scheme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&lt;sup&gt;^&lt;/sup&gt;Exclude subjects from Cluster D Science, Technology and Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TWO general education elective subjects</td>
<td>GE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students should ensure that the general education and/or discipline-specific elective subjects they have selected satisfy the level, general education and discipline-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks:
1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 9 on pages 52-55.
8C110-AA Study Pattern 7.2 - For Students Taking 63 Credits of Subjects  
(with CCN1002 Practical English for College Students)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCN1002 Practical English for College Students</td>
<td>GE</td>
<td>CCN1003 Chinese Communication for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1004 Creative and Critical Thinking</td>
<td>GE</td>
<td>CCN1024 Putonghua for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1031 Information Technology for Language Studies</td>
<td>GE</td>
<td>CCN1028 Elementary Statistics</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN2009 Chinese for Academic Purposes</td>
<td>DS</td>
<td>CCN1029 English for Academic Studies (Humanities and Communication) I</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN2019 Introduction to Communication Studies</td>
<td>GE</td>
<td>CCN2018 Introduction to Chinese Literature</td>
<td>DS</td>
</tr>
</tbody>
</table>
| 2     | CCN1030 English for Academic Studies (Humanities and Communication) II | GE | THREE free elective subjects from any of the following:  
- Discipline-specific elective subjects  
- General education elective subjects^  
- Any subjects offered in the Scheme  
^Exclude subjects from Cluster D Science, Technology and Environment | Free |
|       | CCN2017 Introduction to Chinese Culture | DS | TWO general education elective subjects | GE |
|       | TWO free elective subjects from any of the following:  
- Discipline-specific elective subjects  
- General education elective subjects^  
- Any subjects offered in the Scheme  
^Exclude subjects from Cluster D Science, Technology and Environment | Free |
|       | TWO general education elective subjects | GE |

* Normal study load of this semester will be 18 credits.

Students should ensure that the general education and/or discipline-specific elective subjects they have selected satisfy the level, general education and discipline-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks:  
1. HKCC reserves the right to change the study pattern.  
2. The offering of elective subjects is subject to adequate enrolment.  
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 9 on pages 52-55.
# 8C110-AA Study Pattern 7.3 - For Students Taking 63 Credits of Subjects
(with One Additional General Education Elective Subject)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCN1004 Creative and Critical Thinking</td>
<td>GE</td>
<td>CCN1003 Chinese Communication for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1029 English for Academic Studies (Humanities and Communication) I</td>
<td>GE</td>
<td>CCN1024 Putonghua for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1031 Information Technology for Language Studies</td>
<td>GE</td>
<td>CCN1028 Elementary Statistics</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN2009 Chinese for Academic Purposes</td>
<td>DS</td>
<td>CCN1030 English for Academic Studies (Humanities and Communication) II</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN2019 Introduction to Communication Studies</td>
<td>GE</td>
<td>CCN2018 Introduction to Chinese Literature</td>
<td>DS</td>
</tr>
</tbody>
</table>

**Stage Two**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCN2017 Introduction to Chinese Culture</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>TWO free elective subjects from any of the following:</td>
<td>Free</td>
</tr>
<tr>
<td>- Discipline-specific elective subjects</td>
<td>Free</td>
</tr>
<tr>
<td>- General education elective subjects&lt;br&gt;^</td>
<td>Free</td>
</tr>
<tr>
<td>- Any subjects offered in the Scheme</td>
<td>Free</td>
</tr>
<tr>
<td>TWO general education elective subjects</td>
<td>GE</td>
</tr>
</tbody>
</table>

Students should ensure that the general education and/or discipline-specific elective subjects they have selected satisfy the level, general education and discipline-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

**Remarks:**
1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 9 on pages 52-55.
# 8C110-AA Study Pattern 7.4 - For Students Taking 66 Credits of Subjects
(with CCN1002 Practical English for College Students and One Additional General Education Elective Subject)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>GE/DS</th>
<th>Semester 2</th>
<th>GE/DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CCN1002 Practical English for College Students</td>
<td>GE</td>
<td>CCN1003 Chinese Communication for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1004 Creative and Critical Thinking</td>
<td>GE</td>
<td>CCN1024 Putonghua for College Students</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN1031 Information Technology for Language Studies</td>
<td>GE</td>
<td>CCN1028 Elementary Statistics</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN2009 Chinese for Academic Purposes</td>
<td>DS</td>
<td>CCN1029 English for Academic Studies (Humanities and Communication) I</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td>CCN2019 Introduction to Communication Studies</td>
<td>GE</td>
<td>CCN2018 Introduction to Chinese Literature</td>
<td>DS</td>
</tr>
<tr>
<td></td>
<td>ONE general education elective subject either in Semester Two of Stage One OR Semester Two of Stage Two</td>
<td></td>
<td></td>
<td>GE</td>
</tr>
</tbody>
</table>

| Stage | Semester 1* | | Semester 2 |
|-------|------------| | |
| 2     | CCN1030 English for Academic Studies (Humanities and Communication) II | GE | THREE free elective subjects from any of the following: |
|       | | | - Discipline-specific elective subjects |
|       | | | - General education elective subjects^ |
|       | | | - Any subjects offered in the Scheme |
|       | | | ^Exclude subjects from Cluster D Science, Technology and Environment |
|       | CCN2017 Introduction to Chinese Culture | DS | TWO general education elective subjects | GE |
|       | TWO free elective subjects from any of the following: | Free | | |
|       | - Discipline-specific elective subjects | | | |
|       | - General education elective subjects^ | | | |
|       | - Any subjects offered in the Scheme | | | |
|       | ^Exclude subjects from Cluster D Science, Technology and Environment | | | |
|       | TWO general education elective subjects | GE | | |

* Normal study load of this semester will be 18 credits.

Students should ensure that the general education and/or discipline-specific elective subjects they have selected satisfy the level, general education and discipline-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks: 1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 9 on pages 52-55.
8.5 Summary

The following tables summarise the number of subjects, assuming three credits per subject, needed to satisfy the general education (GE) and discipline-specific (DS) requirements of the various programmes under the Associate Degree Scheme in Humanities and Communication:

(a) For Awards except Associate of Arts

<table>
<thead>
<tr>
<th>Subject Nature</th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education (GE)</td>
<td>8 or 9*</td>
<td>4 or 5**</td>
</tr>
<tr>
<td>Discipline-specific (DS)</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

(b) Associate of Arts

<table>
<thead>
<tr>
<th>Subject Nature</th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education (GE)</td>
<td>8 or 9*</td>
<td>4 or 5**</td>
</tr>
<tr>
<td>Discipline-specific (DS)</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

*CCN1002 Practical English for College Students will be waived for students who enter the programme with either Level 3 or above in HKDSE English or HKALE qualification.

**For students admitted with either Level 3 or above in any HKDSE subject other than English or HKALE qualification, one of the elective subjects from GE Cluster Areas will be waived so they need to take only four GE elective subjects.
8.6 Programme Curriculum Maps

Table 8.1 – 8.6 present mappings of the subjects available to students of the programmes under the Associate Degree Scheme in Humanities and Communication 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 is 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 Students’ Union and other organisations also contribute to the scheme and programme-specific outcomes.

Key to Table 8.1 – 8.6:

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 8.1 – 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, Creativity and Problem Solving*</th>
<th>Scheme Outcome 2 Information Technology*</th>
<th>Scheme Outcome 3 Professional Attitude*</th>
<th>Scheme Outcome 4 Communication Skills (English and Chinese)*</th>
<th>Scheme Outcome 5 Language Learning Strategies*</th>
<th>Scheme Outcome 6 Self-reflection Skills*</th>
<th>Scheme Outcome 7 Broadening Knowledge*</th>
<th>Prog. Outcome BC1*</th>
<th>Prog. Outcome BC2*</th>
<th>Prog. Outcome BC3*</th>
<th>Prog. Outcome BC4*</th>
<th>Prog. Outcome BC5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCN1002</td>
<td>Practical English for College Students</td>
<td></td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>1</td>
<td>I</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CCN1004</td>
<td>Creative and Critical Thinking</td>
<td></td>
<td>I, A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>I, A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCN1024</td>
<td>Putonghua for College Students</td>
<td></td>
<td>I</td>
<td>I, A</td>
<td>I</td>
<td>I, A</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>CCN1028</td>
<td>Elementary Statistics</td>
<td></td>
<td>R, A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R</td>
<td>I</td>
<td>I</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CCN1029</td>
<td>English for Academic Studies (Humanities and Communication) I</td>
<td></td>
<td>I, A</td>
<td>I, A</td>
<td>I</td>
<td>I, A</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>CCN1031</td>
<td>Information Technology for Language Studies</td>
<td></td>
<td>I, A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCN2019</td>
<td>Introduction to Communication Studies</td>
<td></td>
<td>R</td>
<td>R, A</td>
<td>R</td>
<td>R, A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### General Education Compulsory Subjects

#### General Education Elective Subjects

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Title</th>
<th>Scheme Outcome 1 Critical Thinking, Creativity and Problem Solving</th>
<th>Scheme Outcome 2 Information Technology</th>
<th>Scheme Outcome 3 Professional Attitude</th>
<th>Scheme Outcome 4 Communication Skills (English and Chinese)</th>
<th>Scheme Outcome 5 Language Learning Strategies</th>
<th>Scheme Outcome 6 Self-reflection Skills</th>
<th>Scheme Outcome 7 Broadening Knowledge</th>
<th>Prog. Outcome BC1</th>
<th>Prog. Outcome BC2</th>
<th>Prog. Outcome BC3</th>
<th>Prog. Outcome BC4</th>
<th>Prog. Outcome BC5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCN2166</td>
<td>Analysis of English Grammar</td>
<td></td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>CCN2168</td>
<td>Chinese for Business and Administration</td>
<td></td>
<td>R, A</td>
<td>R, A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R, A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>CCN2174</td>
<td>Foundations of Translation</td>
<td></td>
<td>R, A</td>
<td>R, A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R, A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>CCN2175</td>
<td>Introduction to Phonetics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R, A</td>
<td>R</td>
<td>A</td>
<td>A</td>
<td>R, A</td>
</tr>
<tr>
<td>CCN2184</td>
<td>The Structure of Modern Chinese</td>
<td></td>
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**Discipline-specific Elective Subjects**

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<th>Scheme Outcome 1 Critical Thinking, Creativity and Problem Solving</th>
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<th>Scheme Outcome 3 Professional Attitude</th>
<th>Scheme Outcome 4 Communication Skills (English and Chinese)</th>
<th>Scheme Outcome 5 Language Learning Strategies</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 8.2 – Programme Curriculum Map of Associate in English for Business Communication

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<th>Scheme Outcome 5 Language Learning Strategies*</th>
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<th>Scheme Outcome 7 Broadening Knowledge*</th>
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### General Education Compulsory Subjects

- **Subjects under Cluster of Human Nature, Relations and Development**: I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A
- **Subjects under Cluster of Community, Organisation and Globalisation**: I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A
- **Subjects under Cluster of History, Cultures and World Views**: I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A
- **Subjects under Cluster of Science, Technology and Environment**: I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A
- **Subjects under Cluster of Language and Communication**: I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A I/R/A

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<th>Scheme Outcome 4 Communication Skills (English and Chinese)*</th>
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**Discipline-specific Compulsory Subjects**

**Discipline-specific Elective Subjects**

* 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.
### Table 8.3 – Programme Curriculum Map of Associate in Language and Culture

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#### General Education Compulsory Subjects

- **CCN1002 Practical English for College Students**: I, I, I.
- **CCN1004 Creative and Critical Thinking**: I, A.
- **CCN1024 Putonghua for College Students**: I, I, A, I, I, A, I, A.
- **CCN1028 Elementary Statistics**: R, A, I, A.
- **CCN1031 Information Technology for Language Studies**: I, A.

#### General Education Elective Subjects

| Subject Code | Subject Title                           | Scheme Outcome | Scheme Outcome | Scheme Outcome | Scheme Outcome | Scheme Outcome | Scheme Outcome | Scheme Outcome | Scheme Outcome | Scheme Outcome | Scheme Outcome | Scheme Outcome | Prog. Outcome | Prog. Outcome | Prog. Outcome | Prog. Outcome |
|--------------|----------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|---------------|---------------|---------------|
| CCN1019      | Japanese I                             | I              | I              | I              | I              | I              | I              | I              | I              | I              | I              | I              | LC1           | LC2           | LC3           | LC4           |
| CCN2017      | Introduction to Chinese Culture        | R              | R              | R              | R              | R              | R              | R              | R              | R              | I, A           | I, A           | LC3           | LC4           | LC5           | LC6           |
| CCN2032      | The History and Culture of East Asia   | R              | R              | R              | R              | R              | R              | R              | R              | I, A           | I, A           | I, A           | LC3           | LC4           | LC5           | LC6           |
| CCN2034      | The Perspectives of Eastern and Western Cultures | R, A | R, A | R              | R              | R              | R              | R              | R              | I, A           | I, A           | I, A           | LC3           | LC4           | LC5           | LC6           |
| CCN2176      | Language and Society                   | R, A           | R, A           | R              | R              | R              | R              | R              | R              | I, A           | I, A           | I, A           | LC3           | LC4           | LC5           | LC6           |

**Discipline-specific Compulsory Subjects**

**Discipline-specific Elective Subjects**

* 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.
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**General Education Compulsory Subjects**

**General Education Elective Subjects**

- Subjects under Cluster of Human Nature, Relations and Development
- Subjects under Cluster of Community, Organisation and Globalisation
- Subjects under Cluster of History, Cultures and World Views
- Subjects under Cluster of Science, Technology and Environment
- Subjects under Cluster of Language and Communication
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<th>Scheme Outcome 2 Information Technology*</th>
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<th>Scheme Outcome 4 Communication Skills (English and Chinese)*</th>
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**Discipline-specific Compulsory Subjects**

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

**Discipline-specific Elective Subjects**

* 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 Public Relations and Communication, please refer to Section 3 of this document.
Table 8.5 – Programme Curriculum Map of Associate in Translation and Interpretation

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<th>Prog. Outcome TI2*</th>
<th>Prog. Outcome TI3*</th>
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**General Education Compulsory Subjects**

<p>| Subjects under Cluster of Human Nature, Relations and Development | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A |
| Subjects under Cluster of Community, Organisation and Globalisation | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A |
| Subjects under Cluster of History, Cultures and World Views      | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A |
| Subjects under Cluster of Science, Technology and Environment    | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A |
| Subjects under Cluster of Language and Communication              | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A |</p>
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<tr>
<th>Subject Code</th>
<th>Subject Title</th>
<th>Scheme Outcome 1 Critical Thinking, Creativity and Problem Solving</th>
<th>Scheme Outcome 2 Information Technology</th>
<th>Scheme Outcome 3 Professional Attitude</th>
<th>Scheme Outcome 4 Communication Skills (English and Chinese)</th>
<th>Scheme Outcome 5 Language Learning Strategies</th>
<th>Scheme Outcome 6 Self-reflection Skills</th>
<th>Scheme Outcome 7 Broadening Knowledge</th>
<th>Prog. Outcome TI1&lt;sup&gt;*&lt;/sup&gt;</th>
<th>Prog. Outcome TI2&lt;sup&gt;†&lt;/sup&gt;</th>
<th>Prog. Outcome TI3&lt;sup&gt;‡&lt;/sup&gt;</th>
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<tr>
<td>CCN2211</td>
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<td>CCN3115</td>
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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 Translation and Interpretation, please refer to Section 3 of this document.
Table 8.6 – Programme Curriculum Map of Associate of Arts

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Title</th>
<th>Scheme Outcome 1 Critical Thinking, Creativity and Problem Solving*</th>
<th>Scheme Outcome 2 Information Technology*</th>
<th>Scheme Outcome 3 Professional Attitude*</th>
<th>Scheme Outcome 4 Communication Skills (English and Chinese)*</th>
<th>Scheme Outcome 5 Language Learning Strategies*</th>
<th>Scheme Outcome 6 Self-reflection Skills*</th>
<th>Scheme Outcome 7 Broadening Knowledge*</th>
<th>Freq. Outcome AA1*</th>
<th>Freq. Outcome AA2*</th>
<th>Freq. Outcome AA3*</th>
<th>Freq. Outcome AA4* (Chinese Language and Literature)</th>
<th>Freq. Outcome AA5* (Chinese Language and Literature)</th>
<th>Freq. Outcome AA6* (China Studies)</th>
<th>Freq. Outcome AA7* (Liberal Studies)</th>
<th>Freq. Outcome AA8* (Liberal Studies)</th>
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General Education Compulsory Subjects

General Education Elective Subjects

Subjects under Cluster of Human Nature, Relations and Development | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A |
Subjects under Cluster of Community, Organisation and Globalisation | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A |
Subjects under Cluster of History, Cultures and World Views | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A |
Subjects under Cluster of Science, Technology and Environment | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A |
Subjects under Cluster of Language and Communication | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A | I/R/A |
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<th>Scheme Outcome 2</th>
<th>Scheme Outcome 3</th>
<th>Scheme Outcome 4</th>
<th>Scheme Outcome 5</th>
<th>Scheme Outcome 6</th>
<th>Scheme Outcome 7</th>
<th>Prog. Outcome AA1</th>
<th>Prog. Outcome AA2</th>
<th>Prog. Outcome AA3</th>
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<th>Prog. Outcome AA7</th>
<th>Prog. Outcome AA8</th>
<th>Prog. Outcome AA9</th>
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**Discipline-Specific Compulsory Subjects**

**Chinese Language and Literature**

**China Studies**
- CCN1025 The History and Culture of Hong Kong | R, A | | | R, A | R, A | R, A | R, A |
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<tr>
<th>Subject Code</th>
<th>Subject Title</th>
<th>Scheme Outcome 1 Critical Thinking, Creativity and Problem Solving*</th>
<th>Scheme Outcome 2 Information Technology*</th>
<th>Scheme Outcome 3 Professional Attitude*</th>
<th>Scheme Outcome 4 Communication Skills (English and Chinese)*</th>
<th>Scheme Outcome 5 Language Learning Strategies*</th>
<th>Scheme Outcome 6 Self-reflection Skills*</th>
<th>Scheme Outcome 7 Broadening Knowledge*</th>
<th>Prog. Outcome AA1#</th>
<th>Prog. Outcome AA2#</th>
<th>Prog. Outcome AA3#</th>
<th>Prog. Outcome AA4# (Chinese Language and Literature)</th>
<th>Prog. Outcome AA5# (Chinese Language and Literature)</th>
<th>Prog. Outcome AA6# (China Studies)</th>
<th>Prog. Outcome AA7# (Liberal Studies)</th>
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<td>Liberal Studies</td>
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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 of Arts, please refer to Section 3 of this document.
9. **Medium of Instruction**

   English is the medium of instruction (the only exceptions are for a small number of subjects which have obtained special approval to be taught and examined in Chinese, due to the nature and objectives of the subjects concerned). Chinese could only be used in small group discussions/tutorials/practical sessions if and when necessary. In the presence of non-Cantonese-speaking students, English should be used all the time.

10. **Teaching and Learning Methods**

    The teaching and learning philosophy underlying the Associate Degree Scheme in Humanities and Communication 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 may 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 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 discipline-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 that 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 and finalises the subject grades at the end of each semester/term for submission to the Board of Examiners. 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/lecturers, and where appropriate, the Scheme Leader, Assistant Scheme Leader, Programme Leaders and other co-opted members.

11.3 Role of Board of Examiners

The Board of Examiners (BoE) meets at the end of each semester (except for Summer Term unless there are students who are eligible to graduate after completion of Summer Term subjects) to review students’ progress and is responsible to the College 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 Board of Examiners is chaired by the Director of HKCC or his delegate. Members of the Board of Examiners include the Scheme Leader, Assistant Scheme Leader, Programme Leaders, 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 coursework and examinations 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. Satisfying (or otherwise) 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.
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<th>Subject Code</th>
<th>Subject Title</th>
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<th>Exam (%)</th>
<th>Prerequisite</th>
<th>Exclusion</th>
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* Non-Chinese speaking students (NCS) may select another GE elective subject under the Language and Communication cluster.

^ or equivalent training on Putonghua, which must be supported by an official certificate.

# or a minimum of 42 hours training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document.

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Table 9 - Assessment Weighting (Continued)

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<td>60</td>
<td>40</td>
<td>Nil</td>
<td>CCN2177</td>
</tr>
<tr>
<td></td>
<td>CCN2186</td>
<td>Translation for Practical Purposes</td>
<td>50</td>
<td>50</td>
<td>CCN2174</td>
<td>Nil</td>
</tr>
<tr>
<td>English for Business Communication</td>
<td>CCN2004</td>
<td>Managing Organisations</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>CCN3107</td>
</tr>
<tr>
<td></td>
<td>CCN2160</td>
<td>Negotiation Skills</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2167</td>
<td>Bilingual Communication</td>
<td>100</td>
<td>0</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2171</td>
<td>English for the Mass Media</td>
<td>100</td>
<td>0</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2175</td>
<td>Introduction to Phonetics</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2204</td>
<td>Communication for Marketing</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2207</td>
<td>Intercultural Communication in Business</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2215</td>
<td>Translation for Business Communication</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Language and Culture</td>
<td>CCN1025</td>
<td>The History and Culture of Hong Kong</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>CCN2036</td>
</tr>
<tr>
<td></td>
<td>CCN2026</td>
<td>Mass Media and Culture</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2033</td>
<td>The History of Modern China</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2208</td>
<td>Japanese III</td>
<td>60</td>
<td>40</td>
<td>CCN2022*</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2209</td>
<td>Japanese IV</td>
<td>60</td>
<td>40</td>
<td>CCN2208@</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2213</td>
<td>The History and Culture of Southeast Asia</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2216</td>
<td>Wisdom in Eastern Tradition</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Public Relations and Communication</td>
<td>CCN2004</td>
<td>Managing Organisations</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>CCN3107</td>
</tr>
<tr>
<td></td>
<td>CCN2103</td>
<td>Advertising and Promotion</td>
<td>50</td>
<td>50</td>
<td>CCN2003</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2110</td>
<td>Consumer Behaviour</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2160</td>
<td>Negotiation Skills</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2168</td>
<td>Chinese for Business and Administration</td>
<td>100</td>
<td>0</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2172</td>
<td>Foundations of Linguistics</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2179</td>
<td>News Writing</td>
<td>100</td>
<td>0</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2206</td>
<td>Event Planning and Promotion</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2207</td>
<td>Intercultural Communication in Business</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Translation and Interpretation</td>
<td>CCN2166</td>
<td>Analysis of English Grammar</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2168</td>
<td>Chinese for Business and Administration</td>
<td>100</td>
<td>0</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2172</td>
<td>Foundations of Linguistics</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2176</td>
<td>Language and Society</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
<td>CCN2177</td>
</tr>
<tr>
<td></td>
<td>CCN2205</td>
<td>Culture and Translation</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2211</td>
<td>Practical Translation (Public Administration and Legal Documents)</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN3115</td>
<td>Intermediate Interpretation</td>
<td>100</td>
<td>0</td>
<td>CCN2173</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2152</td>
<td>China's Economy</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2201</td>
<td>Chinese Family and Culture</td>
<td>100</td>
<td>0</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2202</td>
<td>Chinese Film and Fiction</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2203</td>
<td>Classical Chinese Fiction</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2210</td>
<td>Modern Western Thought</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2212</td>
<td>Selected Readings of Hong Kong Fiction</td>
<td>60</td>
<td>40</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2214</td>
<td>The Role of Chinese Women in Historical Development</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>CCN2216</td>
<td>Wisdom in Eastern Tradition</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

^ or equivalent proficiency of Putonghua, which must be supported by an official document.

* or a minimum of 84 hours of training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document.

@ or a minimum of 126 hours of training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document.

Subject syllabuses can be obtained via MY HKCC accessible through HKCC website at http://www.hkcc-polyu.edu.hk/
11.5 Academic Probation

If a student’s overall Grade Point Average (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 semester, the status of “academic probation” will be lifted. The status of “academic probation” will be reflected in the assessment 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 period 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 also 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 Summer Term study is mandatory for all students of the programme and constitutes a requirement for graduation, and is so specified in this document.

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) and (3) above be allowed to stay on the programme, and these recommendations should be presented to the CPCE College Board 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>4.0</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>Grade</td>
<td>Value</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Very Good</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Wholly Satisfactory</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.5</td>
<td>Barely Satisfactory</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Barely Adequate</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Inadequate</td>
<td></td>
</tr>
</tbody>
</table>

The student’s work is very good. It exceeds the intended subject learning outcomes in most regards.

The student’s work is good. It exceeds the intended subject learning outcomes in some regards.

The student’s work is wholly satisfactory. It fully meets the intended subject learning outcomes.

The student’s work is satisfactory. It largely meets the intended subject learning outcomes.

The student’s work is barely satisfactory. It marginally meets the intended subject learning outcomes.

The student’s work is barely adequate. It meets the intended subject learning outcomes only in some regards.

The student’s work is inadequate. It fails to meet many of the intended subject learning outcomes.

“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.

11.8 Grade Point Average

There are different types of Grade Point Average (GPA) as described below. All of them will be shown in the transcript of studies.

GPA (Overall GPA)

At the end of each semester/term, a Grade Point Average (Overall GPA) will be computed as follows, and based on the grade point of all the subjects taken by the student up to and including the latest semester/term:

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

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

Exempted, ungraded or incomplete subjects, and subjects for which credit transfer has been approved without a grade assigned to it, will be excluded from the GPA calculation. In addition, subjects for which a student has been allowed to withdraw from (i.e. those with the grade ‘W’) will be excluded. A student who is absent from examination will be given a failure grade. The respective subject will be included in the GPA calculation and will be counted as “zero” grade point. The 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. The GPA is an indicator of overall performance and is capped at 4.0.
Semester GPA

Calculation of Semester GPA is similar to the rules for GPA as described above, except that only subjects taken in that semester, including retaken subjects, will be included. This Semester GPA will be used to determine students’ eligibility to progress to the next semester alongside with the Overall GPA. However, the Semester GPA calculated for the Summer Term will not be used for this purpose as the Summer Term study is not mandatory for all students of the programme concerned or constitutes part of the graduation requirements.

Award GPA

When a student has satisfied the requirements for award, an Award GPA will be calculated to determine his/ her award classification.

The calculation of Award GPA is similar to the rules for GPA, except that only subjects inside the programme curriculum concerned will be included. General education subjects for fulfilling the award requirements will also be included in the calculation of Award GPA.

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.

11.9 Retaking Subjects

Students may retake any subject for the purpose of improving their grade without having to seek approval, but they must retake a compulsory subject which they have failed, i.e. obtained an F grade. 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.

Students 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, as well as the maximum study load of 21 credits per semester is not exceeded. 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 (even if the retake grade is lower than the original grade for originally passed subject) will be included in the calculation of the Grade Point Average (Overall GPA) and the Grade Point Average for award classification (Award GPA), 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 Overall GPA, despite the passing of the other subject. If a student retakes a previously passed subject and fails in the latest attempt, the credits accumulated for passing the subject in a previous attempt will remain valid for satisfying the credit requirement for award. However, the fail grade in the latest attempt will be included in the calculation of the Overall GPA and Award GPA.

11.10 Taking Additional Subjects

Students may take additional subjects in the following semester for broadening purpose, after they have fulfilled the graduation requirements. In the case when the Summer Term is mandatory for all students of a programme, students who have fulfilled the graduation requirements in Semester Two will be allowed to take additional subjects in Semester One of the following academic year, and not necessarily during the Summer Term. However, students will be subject to the maximum study load of 21 credits per semester and the availability of places in the subjects concerned, and their enrolment will be as subject-based students only. The grades earned for subject-based students who have fulfilled all the graduation requirements will not be calculated towards the students’ Overall GPA or Award GPA and a separate transcript will be issued.

11.11 Plagiarism and Dishonesty

Students should be honest in performing academic assignments and during examinations/tests. 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 “Academic Studies” in the HKCC Student Handbook.

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

11.12 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>
11.13 Student Appeals

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

11.14 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 which are beyond his/her control and considered by the Subject Assessment Review Panel (SARP) as legitimate, the SARP will determine whether the student will have to complete a late assessment and, if so, by what means. This late assessment shall take place at the earliest opportunity, and 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 College Board Chairman shall decide on an appropriate time for completion of the late assessment.

Late Assessment

The student concerned is required to submit his/her application for late assessment in writing to HKCC, within five working days from the date of the examination, together with any supporting documents. Where appropriate, applications for late assessment will be referred to the 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 for the award due to very serious illness, or other very special circumstances which are beyond his/her control, and considered by the Board of Examiners (BoE) as legitimate, the CPCE College Board will determine whether the student will be granted an aegrotat award. Aegrotat award will be granted only 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 the assessment.

11.15 Other Regulations

Students of the Associate Degree Scheme in Humanities and Communication are bound by all other regulations of HKCC, the CPCE, and/or the University.
Section Two : Syllabuses
CCN1001 Elementary Chinese

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Medium of Instruction</td>
<td>English and Chinese (Putonghua)</td>
</tr>
<tr>
<td>Teaching Pattern</td>
<td>28 hours of lectures</td>
</tr>
<tr>
<td></td>
<td>14 hours of tutorials</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
</tr>
<tr>
<td>Exclusion</td>
<td>CCN1003 Chinese Communication for College Students</td>
</tr>
<tr>
<td>Assessment</td>
<td>100% coursework</td>
</tr>
</tbody>
</table>

**Aims**

This subject introduces to non-Chinese speaking students, or those whose Chinese standards are at junior secondary level or below, the Putonghua phonetic system as well as terms and phrases commonly used in everyday situations. It serves as a solid foundation for students to acquire basic Putonghua competence and to prepare themselves for studying Putonghua at more advanced levels. The subject requires students to learn and practise how to write 150 simple Chinese characters.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- apply the Putonghua phonetic system (the Hanyu pinyin system) to pronouncing the sounds of Chinese characters
- use Chinese terms and phrases commonly used in everyday situations
- conduct simple dialogues in Putonghua
- identify and recognise 150 Chinese characters
- have a better understanding of Chinese culture and Chinese people

**Indicative Contents**

- **Phonetic Structures of Putonghua and Hanyu Pinyin System**
  The four tones; Initials; Simple, compound and nasal finals; Neutral tones; Tones sandhi; Retroflex ending “-r”.

- **Sentence Patterns and Drills**
  Word order; Measure words; Word Stress and intonation.

- **Chinese Character Writing – 150 Words**

- **General Knowledge of Relationship between Chinese Language and Culture**

- **Daily Life Conversations**
**Teaching/Learning Approach**

Lectures will provide students with a good understanding of the Putonghua phonetic system and a knowledge of Chinese sentence structures. Such knowledge will be reinforced with frequent oral practice, role play and class activities during tutorials.

**Assessment Approach**

Assessment will be in the form of dictation, written tests and oral presentations. The coursework will constitute 100% of the assessment of the subject. The dictation and written tests will assess students’ understanding of the Pinyin system and pinyin rules. Oral presentations will assess students’ ability to consolidate the knowledge gained in this course.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials and tests.

**Indicative Readings**

Recommended Textbook


Reference

Aims

This subject aims to equip students with the essential English language foundations needed for effective communication in an English-medium learning environment at post-secondary education level. The main focus is to enhance students’ English proficiency in reading, writing, listening and speaking for academic purposes.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- develop strategies for vocabulary building and better comprehension of spoken and written academic texts
- use accurate and appropriate lexical-grammatical resources to perform essential spoken and written academic tasks in English
- apply fundamental writing techniques to structure and write short academic texts
- identify main ideas from spoken and printed sources and take effective notes in academic settings
- achieve a fair level of oral fluency and accuracy

Indicative Contents

- **Reading Skills**
  Reading strategies (e.g. skimming and scanning); Skills for making inferences from academic texts and discerning meanings of vocabulary, idioms and other unfamiliar English expressions; Academic vocabulary.

- **Writing Skills**
  Grammar skills (e.g. subjects and verbs, subject-verb agreement, pronouns, adjectives and adverbs, prepositions and conjunctions, punctuations); Sentence skills (e.g. phrases, clauses, fragments, run-ons); Composition and variation of sentences (e.g. simple sentences, compound sentences and complex sentences); Academic writing (e.g. paragraph/essay structure, topic sentence, supporting sentences, and concluding sentence).

- **Listening Skills**
  Classroom note-taking skills; Listening strategies (e.g. listening for general and specific information; identifying the features of spoken English); Discrimination of English sounds.
- **Speaking Skills**
  Word pronunciation (e.g. vowels, consonants, diphthongs, syllables and stress); Intonation (e.g. stress in sentences); Linking.

**Teaching/Learning Approach**

Seminars will focus on improving students’ English language skills through practices. Different learning activities such as diagnostic tests, writing practices, worksheets, reading exercises, and group discussions will be used to enhance students’ English proficiency for academic purposes.

In language laboratory sessions, audio-visual and on-line materials will be used to reinforce students’ listening and speaking skills.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, written tasks, quizzes and test(s) designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking and analytical skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments and self-study in preparation for lectures, tutorials, quizzes and test.

**Indicative Readings**

Recommended Textbook


**References**


科目目標

本科目透過課堂講授、課堂練習、分組習作等方式，培養同學中文閱讀、書寫和演說能力。科目注重教導同學規範地運用中文的字、詞、句；教授撰寫各類中文文章的基礎知識，特別是與職業需求或社會事務相關的實用文類等；培養同學閱讀中文經典名家名著的興趣和能力；訓練同學在演講、討論等方面的技巧。

科目統籌小組在籌備講授及評核本課程時，須参照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助學生達到預期的學習成果。

學習成果

學生成功完成本科目，應能：

- 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；
- 掌握不同種類實用文體的寫作，以應付職業需求及其他社會事務的需要；
- 提高閱讀中文著作的能力，理解不同文章的技巧和思想內涵；
- 通過個人演說及討論，提升口語技巧及能力。

課程內容

- **基礎中文課程**
  介紹漢語語法，包括詞性、句子、篇章結構；介紹漢字的文字流變，學習簡化字；學習、閱讀名家名作，掌握文章閱讀技巧。

- **實用文寫作訓練課程**
  介紹中文實用文的定義、種類及應用範圍；學習書信（包括投訴信、回覆投訴信、求職信，同時也介紹傳統書信、電子郵件和傳真等信函格式）、新聞稿、計劃書、報告、工作總結等文類的寫作規範。

- **口語訓練課程**
  介紹如何進行求職、升學面試，包括個人及小組面試；介紹如何參與討論、闡述立場；介紹演講辭的寫作，如何針對演講的不同場合和對象發揮演講的效用。
教學方法

本科目理論與實際並重，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。

評核方法

本科目採用持續評估方法，學生須撰寫平時習作，如報告、演講辭及計劃書等，也須完成導修課堂小組報告、討論等，另有期中測驗，檢測學生掌握本科目的水平。

每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作時，均會獲告知習作所評核的是那些預期學習成果。

學生所需的努力

除了 42 小時的課堂講授外，學生在習作、備課、準備測驗，並與同學進行小組工作等方面所花的時間，預期約為 84 小時。

指定課本

本科目涉及的參考材料較廣泛，無指定課本。

參考書

于成鯤主編：《現代應用文》，復旦大學出版社，1996年版。

白雲開：《21 世紀商用中文書信寫作手冊》，香港城市大學出版社，2001年版。

呂叔湘：《現代漢語八百詞》，商務印書館，1984年版。

李錦昌編著：《現代商業傳意大全》，商務印書館(香港)有限公司，2005年版。

胡裕樹：《現代漢語（增訂本）》，三聯書店，1992年版。

路德慶主編：《寫作教程》，華東師範大學出版社，1984年版。

張斌：《漢語語法修辭常識》，香港教育圖書公司，1991年版。

陳建民：《說話的藝術》，語文出版社，1994年版。

蔡富春主編：《中國商業應用文書手冊》，經濟日報出版社(香港)，2002年版。

盧丹懷 [等]：《中港應用文傳意大全》，商務印書館(香港)有限公司，2002年版。
CCN1004 Creative and Critical Thinking

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<th>Level</th>
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<td>Credits</td>
<td>3</td>
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<td>Medium of Instruction</td>
<td>English and Chinese (Cantonese)</td>
</tr>
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<td>Teaching Pattern</td>
<td>28 hours of lectures, 14 hours of tutorials</td>
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**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 horizons and stimulating their multi-dimensional thinking style, it cultivates a proper attitude for enhancing students’ critical and creative power. The subject also helps students develop critical thinking and creative thinking essential for their life-long learning and future work development.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- understand the importance of thinking skills in everyday life
- appreciate their existing thinking habits, mental blocks and attitudes that hinder them from being critical and creative
- 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 arguments and solutions
- 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.

- **Meaning Analysis**
  The nature of meaning; Meaning and reference; Basic functions of language; Language traps.
- **Argument Analysis**
  Identifying arguments; Validity and Soundness; Inductive strength and cogency; Methods of enumeration; Analogical arguments; Arguments from consequences; Causal arguments.

- **Fallacy Analysis**
  Common errors in thinking including inconsistency, irrelevance, insufficiency, and inappropriate assumptions.

- **Creative Thinking: Introduction**
  Creativity as an 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, visualisation, brain storming, and Edward de Bono’s various techniques such as the six thinking hats, 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. 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 create a climate that is challenging, dynamic and yet idea和支持ing, trusting, and playful. Debates and risk taking will be encouraged, which facilitates students to make their own judgments in a rational and fluent way.

**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 students’ creative and critical thinking as well as communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).
Indicative Readings

Recommended Textbooks:


賈剛毅：《思方導航——批判思考導論》，匯智出版，2011年版。

References:


李天命：《語理分析的思考方法》，青文書屋，1981年版。

李天命：《哲道行者》，明報出版社，2005年版。

李逆熵：《格物致知 — 思考與研究方法概要》，經濟日報出版社，2009年版。

方子華等：《批判思考》，McGraw Hill (Asia)，2005年版。

Recommended Websites:

思方網（香港大學）：http://philosophy.hku.hk/think/chi/

Critical Thinking Web：http://philosophy.hku.hk/think/
Aims

This subject provides students with an opportunity to embark on a guided study trip to local or overseas places. It exposes students to new cultural make-up, so as to broaden their understanding and appreciation of different historical, political, socio-economical, and environmental contexts.

The study trips provide students first-hand experience and opportunities of close observations, which allow them to develop their own perspectives and perceptions towards particular cultural issues through research. The subject also helps students develop critical thinking, analytical skills and communication skills for life-long learning.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- develop a deeper understanding and a positive appreciation of cultures
- develop their personal visions through the lateral connections between their own lives and experiences and those of other people
- undertake cultural research at beginner’s level
- enhance their acuity and critical thinking skills
- work collaboratively with others as part of a team
- develop project management skills

Indicative Contents

- **What is culture?**
  The changing context (from industrialisation to postmodernism); Ordinary culture; High culture/low culture; Mass culture/popular culture; The question of ideology; Traditions and contemporaries; Introduction to cultural theory; Signifying system; Cultural codes; Material culture and consumerism; Fashion and trend; Identity issues.

- **Qualitative Research**
  Qualitative research vs. Quantitative research; Interpretivism vs. positivism; Grounded theory; Phenomenology; Case study; Ethnographic research.
Qualitative Data Collection & Analysis
Field work; Observation (naturalistic observation and participant observation); Behaviour study (social behaviour, individual behaviour & material environment); Interactive interview; Survey; Written description; Hypothesis; Sampling (sorting, categorisation and naming themes).

Documentation and Representation
Video and photo documentation; Photo and video journals; Field log book; Quick sketch and analytical drawings; Mappings (emotion, behaviour and relationship); Information graphics (tables, diagrams, charts, graphs and illustrations); Written report.

Teaching/Learning Approach
Using an interactive approach, this subject will be taught by means of lectures, study trips, workshops, tutorials and presentations. Lectures will introduce and explain various cultural and social theories. Study trips will be arranged to broaden students’ horizon and provide them opportunities to gain first hand experiences. Students need to bear the travelling expense themselves. Students will be required to compile a field research log book for the study and analysis of social, cultural, religious, political and economic aspects of an identified area of study (e.g. visits to urban or rural areas including city neighborhoods, commercial spaces, cultural organisations such as museums, galleries, design establishments, etc.). Workshops will be organised to develop students’ research, analytical and presentation skills. Tutorials will provide students with the opportunity to deepen their understanding of the subject and to explore further the applications of theories taught. Students are expected to participate actively in class by leading discussions on their research findings and doing presentations.

Assessment Approach
A variety of assessment tools will be used, including presentation of research findings, submission of field research log book and report. Emphasis will be placed on students’ ability to explore the unknown and develop a deeper sense of understanding and appreciation of culture.

First-hand study materials such as drawings, photographs, video clips, written reports and presentation layouts will form the core of the deliverables. Students will be assessed by their ability to synthesise a broad range of information, identify useful resources and apply their developing understanding to novel problems.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required
Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials and presentations.

Indicative Readings
References


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吳俊雄，張志偉編：《閱讀香港普及文化，1970-2000》(修訂版)，香港：牛津大學出版社，2004年版。
CCN1011

Level 1
Credits 3
Medium of Instruction French, supplemented with English
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 50% coursework
50% examination

Aims

This subject aims to equip students with knowledge of basic and practical French. Practical aspects of using French in daily life scenarios will be used to help students broaden their horizons, gain some understanding of the French culture, and acquire basic proficiency to communicate in French, especially in the areas of writing and speaking.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- use the basic phonetics of French
- use 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 introducing oneself; Responding affirmatively, negatively and skeptically; Talking about time, date, and weather; Expressing gratitude and apology.

- **Basic Survival**
  Traveling by air, train and bus; Staying in a hotel, eating in a restaurant etc; Applying for a visa and going through 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, will focus on the development of the students’ linguistic skills through practical use of the language. Both oral and written forms of communication will be given equal emphasis. Frequent interaction between the lecturer and the students is expected.

Assessment Approach

A variety of assessments such as individual and group assignments, short presentations/role plays, tests and an examination will be used to evaluate the application of the learnt knowledge in communication in both written and oral aspects.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

Recommended Textbook


References


Audio-visual materials


科目目標

中國醫學素為中國文化遺產的重要部份，歷史悠久，內涵豐富，將醫學科學、倫理、文化精神和趣味融為一體，也是呈現中國文化精義「天人合一」的形式之一，吸引眾多愛好者研習傳統中醫文化。學習中醫學的人，往往能藉醫學原理及劑方，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。學習中醫藥學有無窮的樂趣，故本科目尤其著重教導中國傳統醫學的基礎知識及文化要義，使學生明白中國醫學的文化精神。同時，本科目旨在提高學生學習中國醫學的興趣，並掌握中國醫學文化的基礎知識。

科目統籌小組在籌備講授及評核本課程時，須參照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助學生達到預期的學習成果。

學習成果

學生成功完成本科目，應能：

- 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同學交流中醫學文化；
- 分辨及了解人類經脈的分佈及五臟六腑構成的基礎原理；
- 了解中國醫學的特色，欣賞中國文化精義內「天人合一」的養生之道。

課程內容

- 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、骨骼的原理、中醫聞診、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
痳疹及傷寒的治療方法。

%. 中醫骨傷及婦科
跌打損傷與治療應用。

%. 五臟病理
五臟、腸胃與道家治療方法。

%. 中醫膏方及調養
引介基本中藥及飲料營養方法。

%. 中醫療傷
以華佗論醫為中心的討論。

%. 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及治療方法，尤多運用電子光碟及視覺器材，講解中國醫學及人體經絡等知識，教導學生了解中國醫學的要義及其蘊含的歷史文化，使科目更富趣味及科學邏輯。講師也會藉導修課及課堂實習，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。

### 評核方法

本科目廣泛利用各種評核方式，例如小組討論、報告、測驗、實習報告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、全面及有效地評核學生明白、運用及實習所掌握的中國醫學基礎知識的能力。

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國醫學基礎知識。
2. 小組討論及課堂匯報─主要考核同學在有限時間內報告重點及回應同學的問題。
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─要求每位同學撰寫論文一篇，考核同學了解中醫藥的基礎知識。

每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作時，均會告知習作所評核的是哪些預期學習成果。

### 學生所需的努力

除了 42 小時的課堂講授外，學生在習作、備課、準備測驗及考試，並與同學進行小組工作等方面所花的時間，預期約為 84 小時。
指定課本

周萍：《中醫學基本常識及針炙學》，安徽科學技術出版社，1985 年版。

參考書

劉燕池：《中醫學基礎概論》，中醫古籍出版社，1986 年版。

向敬協：《中醫辨脈症治》，中國中醫藥出版社，1998 年版。

史方奇：《中醫優生長壽法》，科學技術文獻社，1988 年版。

黨毅：《中醫營養食療學》，科學出版社，1988 年版。

申卻驕：《中醫營養學》，中醫古籍出版社，1988 年版。

張發榮：《中醫學基礎》，四川科學技術出版社，1991 年版。

楊力：《中國運氣學》，北京科學技術出版社，1995 年版。

趙存娥：《中國病因病機學》，科學出版社，2000 年版。

門九章：《中醫學導論》，科學出版社，2001 年版。

李以義：《中醫痰病的現代研究與治療》，學苑出版社，2002 年版。

劉興仁：《中醫學基礎概論》，學苑出版社，2008 年版。

黃英儒：《跟名老中醫學舌診》，化學工業出版社，2009 年版。

孫光榮：《當代名老中醫典型醫案集》，人民衛生出版社，2009 年版。
CCN1013 Freshman Seminar

| Level     | 1 |
| Credits   | 3 |
| Medium of Instruction | English and Chinese (Cantonese) |
| Teaching Pattern | 28 hours of mass seminars / lectures  
14 hours of small-group seminars / workshops |
| Prerequisites  | Nil |
| Assessment    | 100% coursework |

**Aims**

This subject aims to engage students to develop solid foundation of skills, knowledge and necessary attitudes to adapt themselves successfully in their tertiary education. It facilitates students to become self-regulated, independently discovering and deep-understanding learners. This subject focuses on fostering students’ problem-solving skills, sense of entrepreneurship and global outlook through student-centred activities, guest talks and disciplinary-based projects. The subject also introduces students to their chosen disciplines and allows them to cultivate commitments to social responsibility and a spirit of life-long learning.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- explain and demonstrate initial mastery of the skills and knowledge conducive to effective tertiary level learning
- describe the general characteristics and up-to-date development of the discipline chosen, including its relationship with globalisation
- articulate the importance of entrepreneurship and the attributes of an entrepreneurial approach to work and life in general
- identify fundamental approaches to problem solving and demonstrate some problem solving capabilities and creativity in a small scale project

**Indicative Contents**

- **Tertiary Level Learning**
  Independent, self-regulated and autonomous learning; Shallow understanding vs. deep understanding; Learning styles; Learning cycle; Taxonomy on levels of learning; Outcome-based education and criteria-referenced assessment; Learning in campus: curricular and co-curricular resources; Time management and study skills; Life-long learning.

- **The Discipline of Study**
  Academic disciplines and sub-disciplines within the broad discipline; Range and clusters of subjects; Applied fields of practice; Discipline boundary; Inter-disciplinary and cross-disciplinary studies; Industries and job opportunities; Career trend and development; Normative and ethical considerations; Issues in contemporary development in the local and global context.
- **Entrepreneurship**
  Enterprising work style, personality and mindset; Situation analysis and opportunities; Risk-taking attitudes and competencies, Professionalism and ethical issues; Crisis and contingency; Ownership culture and leadership; Intrapreneurhsip; Interpersonal communication; Life career perspective.

- **Problem-solving skills**
  Problem solving techniques; Creative problem solving process; elementary project management techniques.

**Teaching/Learning Approach**

Students will be divided into classes according to their broad disciplines. They are expected to take an active part in the learning process.

Mass seminars and lectures will be done by subject teachers and guest lecturers/speakers from higher education and industries, covering topics on tertiary level learning, discipline-related knowledge including up-to date development, and entrepreneurship in discipline-related context. Audio-visual input and class exercises will be built-in means to help students to integrate and apply the concepts and ideas.

In small group seminars and workshops, various activities such as case discussion, group exercises, simulated games, role playing and presentations will be used. They provide students with opportunities to deepen their understanding of the knowledge and ideas gained in mass seminars and lectures, and to apply them in real life situations relating to discipline-related development and learning in tertiary education institutions.

To facilitate optimal involvement of guest lecturers/speakers, the subject may be timetabled not as the common semester-based way, but instead may cover both semesters of the year.

**Assessment Approach**

Continuous assessment is adopted in this subject. Students are requested to hand in their learning journals regularly and to do presentations or discussions on selected topics. Each student will complete a project on understanding and analysing a selected issue in discipline-related development, in which he or she demonstrates own knowledge of discipline chosen and sense of entrepreneurship, as well as own capacity of tertiary level learning, problem solving and global outlook.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Indicative Readings**

**Reference**

*On discipline-related knowledge*

Various pieces of readings about the general basic knowledge and up-to-date development of the discipline chosen.

*On learning in tertiary education*


李逆熵：《格物致知：思考與研究方法概要》，經濟日報出版社，2009 年版。

**On entrepreneurship**


**On problem solving and global outlook**


柯思仁：《超越疆界：全球化，現代性，本土文化》，八方文化創作室，2008 年版。
CCN1014  Fundamental Visualisation Skills

Level 1  
Credits 3  
Medium of Instruction English and Chinese (Cantonese)  
Teaching Pattern 14 hours of lectures  
28 hours of studio work / tutorials  
Prerequisites Nil  
Assessment 100% coursework  

Aims

The aim of this subject is to help students develop their communication skills via the visual expression of hand drawings or photo images—by equipping them with the basic techniques necessary for visualising and capturing both figurative and conceptual objects.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- acquire the basic knowledge of visualisation skills
- experience basic visualisation skills through hand drawing and digital photo taking
- achieve creativity through practice of different visualisation mediums
- represent realised and imaginative images in effective ways
- incorporate with visualisation skills on different means of communication

Indicative Contents

- **Introduction to visualisation skills**  
  Hand drawing and digital photo taking techniques; Building narrative concepts by using visualisation skills.

- **Introduction to sketching**  
  Figurative objects representation through observation; Conceptual representation through imagination; 3-dimentional representation by light and shadow; Basic colour theory and mediums of drawing.

- **Introduction to digital photo taking**  
  Basic knowledge of photographic technology and equipment; Expressing affective and narrative concepts through photo images; Recording practical scenarios by photo taking.

Teaching/Learning Approach

Lectures will emphasise the concepts and applications of the principles and key issues, using an interactive approach.
Practical studio work such as life drawing and material exploration as well as outdoor sketching will be emphasised.

Assessment Approach

100% continuous assessment will be used in this subject. Students will be required to demonstrate visually progressive development and evaluate ideas through an intensive research study and through prototype making and testing.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, studio work and tutorials.

Indicative Readings

References


Aims

This subject equips students with analytical skills necessary for the understanding of the basic management of common health problems in Hong Kong and/or other developed countries. It increases students’ awareness and concepts of health promotion.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- describe the common health problems in Hong Kong
- acquire the skills in finding updated information of health problems
- explain the concepts of management and care related to the common health problems
- apply the knowledge to lead a healthy living
- show analytical, critical thinking, and problem-solving skills

Indicative Contents

- **An Overview of Common Health Problems Based on Local Health Statistics**
  The health indicators; Ten leading causes of death; Notifiable infectious diseases; Health reports.

- **Fundamental Knowledge of Common Health Diseases/Problems**
  Definition; Incidence; Risk factor; Etiology; Clinical feature; Investigation; Treatment; Common health diseases or problems:
  - Neoplastic disorders
  - Cardiovascular disorders
  - Respiratory disorders
  - Cerebrovascular disorders
  - Gastrointestinal disorders
  - Endocrine disorders

- **Concepts of Care Management in Common Health Diseases/Problems**
  Principles of care in identified common health diseases/problems.
- **Health Promotion and Prevention**
  Preventive measures related to the identified common health diseases/problems; Implementation of a healthy lifestyle.

**Teaching/Learning Approach**

Lectures will focus on the introduction and explanation of common health problems, and the technique of searching updated information. Group discussions and activities might be arranged to stimulate students’ awareness of health problem prevention and healthy living.

Tutorials will provide students with the opportunity to deepen their understanding and to further explore the applications of the knowledge taught. Activities in tutorials will normally include student presentations and discussions of problem sets and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including group projects and presentations, literature reviews, test(s) and an examination designed to develop and assess students’ achievement of subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

**Recommended Textbook**


**References**


CCN1016  Introduction to Internet Technology

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<td>Teaching Pattern</td>
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<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 aims to introduce the basic concepts and essential knowledge of the applications and technology of the Internet and World Wide Web. It provides a conceptual framework to understand the operation of the Internet and to understand how computers connect and communicate with each other. This subject also helps to develop students’ analytical ability on network technology.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- understand the basic concepts and applications of the Internet and World Wide Web
- apply relevant Internet knowledge to enhance their understanding of other networking situations
- use current Internet Technology necessary for daily life application

**Indicative Contents**

- **Fundamentals of World Wide Web**
  - Internet basics; Client/server model; Browsers; Searching the Web; Web graphics; Multimedia; Basic HTML; Web programming tools; Web applications; Web 2.0.

- **Internetworking Technology**
  - Concepts on internetworking; Network hardware; Transmission basics and media; Network architectures and topologies; OSI model; TCP/IP model; Protocols and standards; TCP, UDP and IP; IP addresses; MAC addresses; Routing; Domain name system.

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

- **Internet Security**
  - Privacy and security issues; Security risks and measures; Firewall; Virtual Private Network.
Teaching/Learning Approach

Lectures will focus on the introduction and explanation of key Internet concepts and theories, with specific reference made to the latest Internet Technology wherever appropriate. Simple exercises and activities may be arranged to stimulate students’ interests of the subject.

Tutorials will 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 configurations. Activities in tutorials will normally include hands-on exercises and program writing with various web programming techniques.

Assessment Approach

A variety of assessment tools will be used, including assignment(s), project(s), test(s) and an examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as their analytical skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

Recommended Textbook


References


Aims

This subject introduces different fundamental psychological theories which help explain the human mind and behaviour with a unified theme of academic psychology. Through applying the knowledge and different psychological perspectives to daily situations, students can better understand themselves and others, and thus facilitate their personal development. The subject also helps students build up positive social relationship, and develop critical thinking for their life-long learning. Furthermore, the subject serves as a foundation course that provides the necessary knowledge for students’ further pursuit in Psychology.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- distinguish the differences between popular psychology and academic psychology
- understand the use of scientific reasoning in the study of psychology
- understand the fundamentals of psychological theories
- explain phenomena in daily lives with the use of psychological concepts and theories

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.

- **Research Methodologies**
  Experimental method; Non-experimental methods; Survey; Case study; Observation; Correlation; Bias; sampling; Limitation of each method.

- **Biological Foundations of Psychology**
  Brain structure and function; Genes and behaviour.

- **Emotion and Motivation**
  Components of emotions; Psychological and physiological aspects of emotions; Universality of emotions; Theories of motivation: drives, incentive and hierarchy of needs.
- **Sensation and Perception**
  Sensory modalities and processes; Principles of perceptual process.

- **Learning**
  Classical conditioning; Operant conditioning; Social and cognitive approaches to learning; Limitations and applications of each theory.

- **Memory and Cognition**
  Attention; Memory and its processes; Application of theories to improve memory; Organisation of long-term memory: schema; Mechanisms of forgetting.

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

- **Social Behaviour**
  Social perception; Attitudes and behaviour; Attribution; Obedience and Conformity; 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 with and managing stress.

**Teaching/Learning Approach**

Lectures will 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 will 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 will help students to deepen their understanding of psychological concepts learnt in lectures and to apply them in daily situations.

**Assessment Approach**

Students will be assessed on all the materials presented in lectures, specified chapters in the text book, plus video shows and demonstrations in tutorials. In addition to the final examination, assessment also includes mid-term test(s), individual assignment(s) and group project(s).

The assessments are designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).
**Indicative Readings**

**Recommended Textbook**


**References**


CCN1018 Introduction to Sociology

<table>
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<td>Medium of Instruction</td>
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<td>Teaching Pattern</td>
<td>28 hours of lectures 14 hours of tutorials</td>
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<tr>
<td>Prerequisites</td>
<td>Nil</td>
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<td>Assessment</td>
<td>60% coursework 40% examination</td>
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**Aims**

This subject aims to systematically enhance students’ understanding of human social life, groups and societies from both the micro and macro sociological perspectives. It equips them with a critical mind and a humanistic attitude to observing, interpreting and articulating unique human actions and emerging social issues, and enables them to appreciate the importance of cultural diversity and social equality in the changing human world.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- understand the basic concepts and theories in sociology
- apply from both the micro and macro perspectives to examining substantive social issues and analysing the dynamic among the social institution, individual action and social change
- demonstrate awareness and understanding of diverse and emerging social phenomena in both the local and global contexts

**Indicative Contents**

- **Sociology and Sociological Perspectives**
  Sociological imagination; Research methods; Conflict approaches; Functionalism; Action theory.

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

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

- **Social Institution**
  Power and politics; Bureaucracy and rationalisation; Total institution; Inequality and segregation.
Social Change and Economic Development
From agricultural to industrial and post-industrial societies; Theories of social change and economic development; Globalisation and the information society.

Teaching/Learning Approach
Lectures will strongly emphasise active interaction between students and lecturers. They will be delivered, whenever necessary, with the aid of audio-visual materials to strengthen students’ awareness and discussion of current social issues.

Seminars will be conducted in the form of group discussion and activity. Students will be divided into small groups to conduct presentations of assigned topics. They are expected to discuss their foci of presentation, conduct small scale first-hand enquiry, generate analysis from a range of data, apply relevant sociological theories and concepts to articulate social issues, and also facilitate group discussion.

Assessment Approach
Besides tests and an examination that assess students’ understanding and application of sociological concepts and theories, guided presentations and self-directed case studies will be used to examine students’ innovation, analytical ability and communication skills in conducting and presenting sociological analysis of substantive social issues.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required
Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings
Recommended Textbooks


References


### CCN1019 Japanese I

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<td>Credits</td>
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<tr>
<td>Medium of Instruction</td>
<td>Japanese, supplemented with English and/or Cantonese</td>
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</table>
| Teaching Pattern | 28 hours of lectures  
                        14 hours of tutorials |
| Prerequisites | Ability to understand, read and write Chinese characters (漢字) |
| Assessment  | 60% coursework  
                        40% examination |

#### Aims

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

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

#### Learning Outcomes

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

- pronounce the Japanese sounds correctly
- read and write Japanese characters (*Hiragana, Kanji and Rōmaji*) and recognise *Katakana*
- 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 the Japanese language
- understand and engage in simple conversations on everyday matters
- develop 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, Kanji*).

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

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

- **Speaking/ Listening**
  Simple daily conversations (e.g. introducing oneself and others, giving a gift to someone, simple requests and invitation).
- **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, will focus on enabling students to master the Japanese sounds and writing systems. Through direct drills, practices and activities in class, 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 Japanese culture.

**Assessment Approach**

A variety of assessment tools will be used, including written assignments, group projects, written reports, quizzes, tests and examination(s) designed to develop and assess students’ achievement of the subject’s intended learning outcomes as well as their communication skills in the Japanese language.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for quizzes, projects, test(s) and examination(s).

**Indicative Readings**

**Recommended Textbook**

大新書局出版社編: 《大家的日本語—初級 I》（《みんなの日本語》），大新書局，2011年版。

**References**

向日葵出版社編: 《日語假名習字簿》，向日葵出版社，2010年版。

大新書局出版社編: 《大家的日本語—初級 (讀本篇) 》，大新書局，2010年版。

大新書局出版社編: 《大家的日本語—初級 I, II (句型練習冊) 》，大新書局，2011年版。

大新書局出版社編: 《大家的日本語—初級 I, II (練習 C、会話 イラストシート) 》，大新書局，2007年版。

向日葵出版社編: 《日本語 90 日 1》(90 Days of Japanese Language 1)，向日葵出版社，2010年版。
CCN1020  Leadership and Intra-personal Development

Level 1  
Credits 3  
Medium of Instruction English and Chinese (Cantonese)  
Teaching Pattern 28 hours of lectures and seminars  
14 hours of tutorials and skills workshops  
Prerequisites Nil  
Exclusion CCN1022 Personal Growth and Development  
Assessment 100% coursework  

Aims  
This subject aims to provide basic concepts of leadership and the essential skills required to become an effective leader. It enables students to know the leadership roles in a team and develop a sense of mindfulness toward others’ perspectives in working with teammates. The students are provided the opportunities to understand their personal traits, values and characteristics as a foundation for leadership development; as well as areas which require improvement. It also intends to train students to reflect on their intra-personal qualities.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

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

- acquire effective leadership concepts and skills  
- identify interpersonal skills needed for leadership  
- articulate and reflect from a systemic perspective of their personal traits, values and characteristics to enhance self-awareness  
- identify and expand their capacity of development  
- develop self-reflection skills in their lives  
- develop a personal development plan and a confident self-identity

Indicative Contents  
- Leadership Concepts  
  Concepts of leadership; Changing nature of leadership; New way of understanding leadership; Leadership integrity.

- Understanding Oneself  
  Self-awareness: personal traits and characteristics; Values dilemma and their resolutions; Life-career values; Personal strengths and weaknesses.

- Understanding Others and Interaction in Teams  
  Diversity consciousness; Team dynamics and team building; Roles of self-understanding in effective leadership and roles of the leader in a team; Competencies on giving and receiving feedback; Ability to build up positive human relationship.
- **Personal Development**
  Present personal actions and the directions; Target areas for personal development; Realistic goals and sense of direction for intra-personal development.

- **Planning and Action**
  Specific ways to fulfill personal development needs; Action plan/s for realistic personal development.

**Teaching/Learning Approach**

Students are expected to take an active part in the learning process. Learning environment will be engaging, challenging and fun. Lectures will be delivered to cover the conceptual parts of the subject. Class exercises and projects will be built-in as means to help students to integrate and apply the concepts gained.

In tutorials and skills workshops, students will be grouped into small teams. Small group teaching will facilitate students’ participation and interaction. Various teaching and learning methods will be used such as role play, problem-based learning, simulation, and guest talks. Through experiential learning, students will be able to share their life experience to enhance their leadership and intra-personal development.

**Assessment Approach**

Continuous assessment will be adopted in this subject in order to give maximum space for students to put their ideas into practice. Students will be invited to hand in their portfolio regularly to show their reflection and personal leadership development throughout the learning in the subject.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials and/or test(s).

**Indicative Readings**

Recommended References


林佩璇主編、陳正雄編著：《掌握人心的領導術 = Inspiring Leadership》國家出版社，2010年版。

麥克斯・帝普雷著、江麗美譯：《領導的藝術》經濟新潮社，2008年版。

區祥江著：《生命軌跡：助人成長的十大關鍵》突破，2000年版。

陳寶釗著：《創出積極人生 NLP 應用手冊》明窗，2008年版。

楊小雲著：《欣賞別人，肯定自己》健行文化，1994年版。
CCN1021 Personal Financial Planning

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<td>Credits</td>
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<td>Prerequisites</td>
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<td>Assessment</td>
<td>50% coursework</td>
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**Aims**

The primary focus of this course is to help students begin to plan for their own personal financial future. It explains the financial tools and techniques relating to their own financial needs. It helps prepare students to evaluate the alternatives they will be facing while making personal financial decisions. The subject also helps students develop the skills required to become an informed consumer of financial products.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- understand the importance of personal financial planning
- develop personal financial statements and plans
- acquire the skill to look at, evaluate, and make decisions about financial alternatives and its relation to their financial needs
- describe the characteristics of various financial products, such as credit cards, consumer loans, insurance and investment products

**Indicative Contents**

- **Personal Financial Planning**
  Financial planning process; Personal financial goals; Factors affecting financial decisions; Time value of money.

- **Money Management**
  Resources and choices; Financial statements; Budgeting; Checking and saving accounts; Risk assessment and strategies.

- **Purchasing Decision**
  Buying plans; Sources and benefit of credits; Consumer loans; Credit problems.

- **Insurance Planning**
  Life and health insurance; Property and liability insurance.

- **Saving and Investing**
  Saving and investment principles and strategies; Investment options.
• **Financial Future**
  Retirement planning; Estate planning.

**Teaching/Learning Approach**

Lectures will focus on the introduction and explanation of financial planning processes and techniques supported by hypothetical and their own examples wherever appropriate. Group discussions and activities may be arranged to stimulate students’ interests or their awareness of importance of personal financial planning.

Tutorials will provide students with opportunities to develop skills to prepare their own financial plans and evaluate the financial alternatives discussed in lectures. Activities in tutorials will normally include student presentations, discussions of problem sets and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, test(s) and an examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

**Recommended Textbook**


**References**


CCN1022  
**Personal Growth and Development**

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<td>CCN2037 Self Understanding and Communication Skills</td>
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**Aims**

This subject aims to increase students’ self-understanding, to enhance their self-awareness, and to expand their capacity of self-management and development. It facilitates their understanding of personal characteristics and of themselves in relation to the social systems they have been brought up in. It also equips them with a positive mind set and a humanistic attitude to human actions.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- articulate and reflect from a systemic perspective upon their personal abilities, values, attitudes and life goals in order to enhance self-awareness
- identify their personal characteristics in relation to the social systems
- identify and expand their capacity of development
- acquire the essential tools of self-management
- develop a positive mind set and a humanistic attitude to human actions

**Indicative Contents**

- **Self-understanding**
  Students’ growth in relation to their significant others and important events in life; Personal strengths and weaknesses; Self-acceptance.

- **Self-awareness**
  Awareness of oneself, of others and of reality; Awareness of prejudice and stereotyping; Perceiving life in a humanistic way.

- **Values Clarification**
  Formation of values; Values dilemma and their resolution; Impact of social system on life script.

- **Self-management**
  Emotional Quotient (EQ); Adversary Quotient (AQ); Capacity of coping with life crisis.
- **Self-development**
  Understanding the present personal actions and the direction that should be taken; Identifying target areas and setting realistic goals for personal development; Internal locus of control: a sense of inner direction for personal development.

- **Planning and action**
  Identifying specific ways to fulfill personal needs and goals; Life-long learning; Life career perspective: formulating realistic study and career action plans.

**Teaching/Learning Approach**

Students will be expected to take an active part in the learning process. Lectures will cover the conceptual parts of the subject. Class exercises will be built in as means to help students to integrate and apply the concepts gained.

In tutorials and skills workshops, students will be grouped into small teams. Small group teaching facilitates students’ participation and interaction. Various teaching and learning methods such as role play, problem-based learning, simulation, and guest talks will be used. Through experiential learning, students will be able to share their life experience in order to enhance their personal development.

**Assessment Approach**

Continuous assessment will be adopted in this subject in order to give maximum space for students to put their idea into practice. Students will be invited to hand in their portfolio regularly to show their reflection and/or development throughout the learning in the subject.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials and/or test(s).

**Indicative Readings**

**Recommended Textbook**


**References**


乙武洋匡著，劉子倩譯：《五體不滿足》，圓神，1999年版。

莊安祺譯：《逆境商數》，時報文化，1997年版。

區祥江著：《生命軌跡：助人成長的十大關鍵》，突破，2000年版。

楊小雲著：《欣賞別人、肯定自己》，健行文化，1994年版。
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.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

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; Introduction to 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; Selection; 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 lectures. In tutorials, students will be required to design and develop software solutions to practical problems by applying the general principles learned in 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.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

Recommended Textbook


References


科目目標

本科目旨在教授學生普通話的語音系統及漢語拼音體系知識，鞏固他們對普通話語音的認識，並在此基礎上增強學生對普通話和粵語詞彙、語法區別的比較認識，從而使他們能夠恰當、準確、流利地在日常生活中運用規範普通話進行交際。

科目統籌小組在籌備講授及評核本課程時，須參照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助學生達到預期的學習成果。

學習成果

學生成功完成本科目，應能：

- 掌握整套漢語拼音系統，如認讀聲母、韻母、聲調等，同時加強對普通話語音特點如輕聲、兒化、變調的認識，從而能夠恰當、準確、有效地運用普通話；
- 看拼音讀、寫漢語辭彙和句子；
- 瞭解及分辨普通話和粵語在語音、詞彙和語法上的差別，並有能力把日常粵語常用辭彙和句子翻譯成規範普通話書面語和口語；
- 掌握普通話表達和溝通技巧。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精神，同時增強使用普通話的自信心。

課程內容

- 普通話語音訓練
  普通話聆聽及辨音練習、多音字練習、輕聲、兒化、變調的發音訓練、普通話說話、朗讀訓練。

- 漢語拼音系統
  教授整套漢語拼音系統、漢語拼音聲母、韻母、聲調、漢語拼音拼寫規則。

- 普粵對比及翻譯
  普粵詞彙比較和對譯、粵語法對比及句子翻譯、普通話名詞量詞的搭配。

- 會話訓練
  有關日常生活的會話訓練，掌握如自我介紹、購物、旅行、用膳等情境的普通話表達技巧。
教學方法

主講課主要由講師為學生講解課文中的語音、辭彙和語法現象，學生依次朗讀及做書面練習，講師會使用多媒體教材作領讀及聆聽訓練。

導修課由講師準備課外練習，包括書面練習和口語訓練，學生可分小組或個人進行；口語訓練會以角色扮演、專題討論、小組報告等形式進行。

評核方法

本科目兼用持續評估及綜合評估方法。持續評估方面，學生須完成個人口語評估、會話評估及期中測驗，具體的評估方式如下：

(i) 個人口語評估：以個人短講的方式評估。
(ii) 會話評估：學員分為三至四人一組，自選題目，編寫並表演一段情景會話。
(iii) 期中測驗：內容包括漢語拼音辨音；看漢語拼音拼寫漢語詞語及句子；粵語方言詞語、短句與普通話的對譯；普通話多音字；聽力測驗。

另有期末考試，評估方式包括口試和筆試，綜合檢測學生掌握本科目的水平。

每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作或持續評核成績時，均會獲告知習作所評核的是那些預期學習成果。

學生所需的努力

除了 42 小時的課堂講授外，學生還須要練習短講、會話，完成課程佈置的各種習作、報告，與同學進行小組工作，協作完成會話評估，並準備測驗及考試。預期學生在課堂外所花的時間約為 84 小時。

指定課本

袁振華、曾迎、周文駿編著：《活用普通話》，中華書局，2011 年版。

自編大專普通話輔助教材。

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，商務印書館，2005 年版。

國家語言文字工作委員會普通話培訓測試中心：《普通話水平測試實施綱要》，商務印書館，2004 年版。

曾子凡編著：《香港人學說普通話》，三聯書店(香港)有限公司，2009 年版。

曾子凡編著：《廣州話普通話口語詞對譯手冊》，三聯書店，2002 年版。

普通話研習社編：《普通話》第一冊，普通話研習社，2001 年版。
李明、石佩文編著：《漢語普通話語音辨正》，北京語言文化大學出版社，1998年版。

王國安主編，張少雲、彭增安著：《普通話發音基本功》，商務印書館，1999年版。
CCN1025  The History and Culture of Hong Kong

Level 1  
Credits 3  
Medium of Instruction English and Chinese (Cantonese)  
Teaching Pattern 28 hours of lectures  
14 hours of tutorials  
Prerequisites Nil  
Exclusions CCN2036 Hong Kong Society  
Assessment 50% coursework  
50% examination

Aims

This subject aims at introducing students to the history and culture of Hong Kong. It also helps students to develop their analytical and critical thinking skills for life-long learning.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- understand the development of Hong Kong from the 19th to the 21st century from a historical perspective
- trace the political, socio-economic and cultural change of Hong Kong in relations to China and the world
- apply relevant knowledge and concepts to the analysis of issues and problems in Hong Kong
- demonstrate the ability of independent judgment on present-day Hong Kong social values and cultural practices
- develop a lifelong interest in reading and studying Hong Kong

Indicative Contents

- Introduction
  The geographical conditions of Hong Kong; The historical development of Hong Kong before the coming of the British.

- Beginning of Colonial Hong Kong, 1842-1911
  The cession of Hong Kong; The Taiping Rebellion; The 1911 Revolution.

- Emergence of the Hong Kong Problem, 1911 - 1945
  Boycotts and strikes in the 1910s and the 1920s; The Second World War.

- Crown Colony for Ever, 1946 - 1979
  Interaction between the new PRC government and Hong Kong; The riots in the 1960s; The administration of MacLehose.
- **Towards the Joint Declaration, 1979 - 1984**
  Sino-British negotiations on the future of Hong Kong; Reactions in Hong Kong regarding the negotiations.

- **Hong Kong in Transition, 1985 - 1991**
  Crisis of confidence; Democratic debates; The Tian’anmen Massacre.

- **End of Cooperation and a new era, 1992 – post-1997**
  The interplay between Britain, China and Hong Kong before the handover; The HKSAR government.

- **Case studies of cultural topics**
  The roles of women in Hong Kong; Gender issues in Hong Kong; popular culture; Film culture.

**Teaching/Learning Approach**

An interactive approach will be adopted: students will be required to actively participate in discussions and presentations. Audio and visual materials will also be used to enhance students’ understanding of the teaching contents. Students will be divided into groups to present a topic on the history and/or culture of Hong Kong.

**Assessment Approach**

A variety of assessment tools will be used, such as case studies, written reports, individual assignments, presentations, tests and an examination designed to assess students’ critical thinking as well as analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

**Recommended Textbooks**


References


王赓武主編：《香港史新編》上、下冊，三聯書店(香港)有限公司，1997 年版。

蔡榮芳：《香港人之香港史》，牛津大學出版社，2001 年版。
CCN1026 Themes of Art Appreciation

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Aims

This subject equips learners with proper and relevant analytical tools and cultural knowledge for interpreting, analysing and appreciating artworks with critical and cultural awareness of their creative metamorphosis structured in themes pertinent to the development of western and eastern art genres.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- interpret artworks with critical and cultural awareness
- understand the creative process of major artworks
- appreciate, analyse and criticise artworks & performances
- apply relevant concepts, principles and terminology to artworks

Indicative Contents

- **Art Analysis**
  Color; Form; Shape; Materials; perspective; Spatial orientation and theme adopted in the creative process of an art piece and the foundation of art stream.

- **Art Genres**
  Painting; Sculpture; Pastiche; Collage; Installation; Public Art; Photography; Propaganda Art; Multimedia and digital art; Performing Art.

- **Art Themes**
  Religion; Humanity; Gender; Social Class; Reality; Society; Representation; Symbolism and allegory; individuality and collectivity.

- **Art Streams and Art Schools**
  Modernity and Modernism; Anti-realism and Dehumanisation; Impressionism and Postimpressionism; Expressionism and Avant-Gardism; Kitsch and Consumerism; Pop Art; Anti-aesthetics; Postmodernism; Postcolonialism.
Teaching/Learning Approach

Lectures will be grounded in the explication of art concepts and theories and their relevant cultural knowledge contextualised by selected art works. Museum and gallery visits, if appropriate, will be arranged to supplement school teaching.

Tutorials will provide students with the opportunity to learn and apply analytic concepts and interpretive tools for the discussion, understanding and appreciation of artworks and case studies.

Assessment Approach

A variety of assessment tools, including written reports, test and examination, will be adopted to develop and assess students’ achievement of the subject’s intended learning outcomes as well as the depth of art analysis and art appreciation.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings


李澤厚：《華夏美學》，商務印書館(香港)有限公司，2010年版。

孔智光：《中西古典美學研究》，中華書局，2009年版。
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**Aims**

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

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- understand common practice in data collection
- acquire techniques in presenting information using tables and graphs
- apply statistical reasoning to describe and analyse essential features of data sets and problems in real-life situations
- extend knowledge of statistical inference techniques and apply them to real-life situations

**Indicative Contents**

- **Basic Statistical Terminologies**
  Random variables; Qualitative and quantitative variables; Measurement levels.

- **Data Collection**
  Data collection methods; Sampling techniques; Observational and experimental studies.

- **Displaying Data**
  Displaying data through the use of tables and charts; Qualitative description of data features.

- **Descriptive Statistics**
  Measures of central tendency; Measures of variation; Measures of position.

- **Probability**
  Experiment; Events; Sample space and probability; Probability rules.
- **Probability Distributions**
  Discrete/continuous random variables; Normal distribution; Probability distributions, expected value and variance of random variables.

- **Inferential Statistics**
  Differences between descriptive and inferential statistics; Point estimation; Interval estimation; sample size; Basics of hypothesis testing.

**Teaching/Learning Approach**

Lectures will focus on the introduction and explanation of statistical concepts, theories and terminologies supported by hypothetical and real examples wherever appropriate.

Tutorials will provide students with the opportunity to practice their newly learnt concepts on data examples. Activities will include numerical exercises and peer discussions of data analysis results.

**Assessment Approach**

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

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

**Recommended Textbook**


**References**


CCN1029  English for Academic Studies (Humanities and Communication) I

Level 1
Credits 3
Medium of Instruction English
Teaching Pattern 42 hours of seminars
Prerequisites Nil
Assessment 100% coursework

Aims

This subject aims to help students develop English language competence and academic skills essential for successful studies in a post-secondary English-medium learning environment. The main focus of this subject is to enhance students’ competence in using English effectively to accomplish major tasks in academic contexts relevant to their studies in humanities and communication subjects.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- deliver effective oral presentations for academic purposes
- summarise and paraphrase ideas
- apply learned reading and listening strategies to improve comprehension of academic materials
- write a response essay on a printed or media source
- conduct library and online research to gather information
- integrate ideas and document sources properly in a critical review of published resources

Indicative Contents

- Speaking Skills
  Oral presentations (planning, preparation, delivery, question-handling).

- Writing Skills
  Summarising and paraphrasing skills; Skills for analysing and writing response essays (e.g. film reviews, book/article reviews, etc.); Skills for writing effective sentences; Skills for proofreading and revising written texts.

- Reading and Listening Skills
  Reading skills and strategies for different purposes (for general understanding, for details, for inferences, etc.); Skills for incorporating ideas to support a thesis in a review; Critical reading skills; Skills for improving listening comprehension; Note-taking skills; Academic vocabulary.

- Research Skills
  Secondary research methods (library research and Internet research); Awareness of plagiarism; Documentation of sources of information, e.g. APA style.

- Study Skills
  Use of collocation dictionaries and thesauruses (printed and online); English learning on the Internet.
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. Where possible and appropriate, teaching materials relevant to topics in humanities and communication will be used.

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.

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 their creative potential and the joy of self-initiated learning, part of students’ grade will be based on their class participation throughout the course of the semester.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials and test(s).

Indicative Readings

Recommended Textbook


(A combined, abridged version of John Langan’s *College Writing Skills with Readings*, 8th Ed., and *Reading and Study Skill*, 9th Ed.)

References


**Aims**

This subject is a continuation of CCN1029. It aims to further enhance students’ confidence and competence in using English to perform other essential tasks in academic contexts relevant to studies in humanities and communication subjects.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- conduct effective seminar discussions
- use the process approach to write an academic essay relevant to the field of humanities and communication
- conduct basic research to gather primary data and information
- Incorporate ideas and information from primary and secondary sources in academic texts and document sources properly
- perform critical reflection on their learning experiences and processes

**Indicative Contents**

- **Speaking and Listening Skills**
  Seminar discussions (presenting ideas, identifying speakers’ attitude, expressing opinions, agreeing and disagreeing, asking for clarification and summarising).

- **Writing Skills**
  Skills for analysing and writing academic essays within the broad range of humanities and communication disciplines; Process approach for writing a research essay (on humanities and communication topics); Skills for incorporating data and information from multiple sources (including primary and secondary data) to support a thesis.

- **Reading Skills**
  Skills and strategies for reading academic texts; Further academic vocabulary development.

- **Research Skills**
  Designing and conducting research interviews, surveys and questionnaires.
Study Skills
Reflection on post-secondary English language learning experiences and 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 cooperate with peers in a major team project/assignment which will give them an opportunity to experience learning from peers as well. Where possible and appropriate, teaching materials relevant to topics in humanities and communication will be used.

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.

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 their creative potential and the joy of self-initiated learning, part of students’ grade will be based on their class participation throughout the course of the semester.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required
Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials and test(s).

Indicative Readings
Recommended Textbook

(A combined, abridged version of John Langan’s College Writing Skills with Readings, 8th Ed., and Reading and Study Skills, 9th Ed.)
References


CCN1031  Information Technology for Language Studies

Level  
1  
Credits  
3  
Medium of Instruction  
English  
Teaching Pattern  
14 hours of lectures
28 hours of tutorials  
Prerequisites  
Nil  
Exclusions  
CCN1007 Information Technology for Business,
CCN1034 Information and Communication Technology,
CCN1039 Information Processing and Quantitative Methods and
CCN2041 Applied Computing  
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.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- identify the basic components and nomenclature of a computer system: hardware and software
- describe fundamental concepts of computer operations, communication and Internet technology
- analyse the requirements of information technology for language learning purpose
- identify and use information technology tools to aid the presentation, reinforcement and assessment of learning materials
- use current information technology necessary for applications in daily life and academic situations

Indicative Contents

- **Software and Hardware Technology**
  
  Introduction to computers; Hardware/software concepts; Components of a computer system; The system unit; Input and output devices; Storage; Operating system; Database.

- **Communication and Internet Technology**
  
  Basic concepts of communication and Internet technology; Internet features and resources; WWW (World Wide Web) and browsers; Search engines; Internet services, e.g. email, newsgroup, instant messaging, audio and video conferencing, etc.

- **Computer Security and Ethics**
  
  Internet and network attacks; Ethics and society; Information privacy.
- **End-user Computer Application**
  Word processing; Spreadsheet processing; File processing and database handling; Working with presentation software; Desktop publishing software.

**Teaching/Learning Approach**

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

Tutorials will be conducted in computer laboratories. Under the guidance of their instructor, students will gain hand-on experience in using the software applications related to their needs in academic studies and real-life applications.

**Assessment Approach**

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

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials and test(s).

**Indicative Readings**

Recommended Textbook


References


CCN1041  Accounting for Non-Business Students

| Level       | 1 |
| Credits     | 3 |
| Medium of Instruction | English |
| Teaching Pattern | 28 hours of lectures 14 hours of tutorials |
| Prerequisites | Nil |
| Exclusions  | CCN2101 Financial Accounting |
| Assessment  | 50% coursework 50% examination |

Aims

This subject introduces the role of accounting in business and management. It enables students to understand the basic accounting concepts and to apply these concepts to the recording, preparation and interpretation of basic financial statements.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- understand the nature and meaning of accounting
- understand the principles of bookkeeping and the work involved in the preparation of financial accounts for traders and corporations
- apply relevant accounting concepts and principles in the preparation and interpretation of financial statements
- understand the meaning of financial reporting and how accounting data is being applied in business

Indicative Contents

- **Introduction to Accounting**
  Principles and scope of financial accounting and management accounting; Users of financial accounts and statements; Accounting cycle; Accounting standards; Ethical consideration in financial reporting.

- **Financial Accounting Framework**
  Double-entry bookkeeping and accounting systems; Accounting treatment of fixed assets, current assets, liabilities, provisions and reserves, and capital; Preparation of journal, ledger accounts, year-end adjustments, closing entries and trial balance.

- **Preparation of Financial Statements**
  Preparation of simple financial statements for sole-traders, clubs or societies, partnerships, and limited companies.

- **Interpretation of Financial Statements**
  Need for interpretation of financial statements; Calculation and interpretation of basic financial ratios.
Teaching/Learning Approach

Lectures will focus on the introduction and explanation of key concepts and applications of the accounting principles.

Tutorials will provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the accounting techniques 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.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

Recommended Textbook


References


CCN1042  Economics and Society (for Non-Business Students)

Level 1  
Credits 3  
Medium of Instruction English  
Teaching Pattern 28 hours of lectures  
14 hours of tutorials  
Prerequisites Nil  
Exclusion CCN2002 Introduction to Economics  
Assessment 50% coursework  
50% examination  

Aims  
This subject aims to provide students the basic concepts and theories of economics issues from both micro and macro perspectives. It provides the conceptual framework for students to conduct simple analysis of economic issues and understand how economics can help an individual to know more about human behaviour, society, the economy and the world.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

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

- understand the basic economic concepts and theories from both micro and macro perspectives
- use basic economic theories to comment on the effectiveness of social and government policies to the society
- conduct simple analysis on the issues related to economics and social problems
- present ideas clearly with the use of simple economic diagrams and examples

Indicative Contents  

- The Scope of Economic Analysis  
  Concept of scarcity, choice and opportunity cost; Nature of economics as a science for understanding human behaviour; the difference between microeconomics and macroeconomics.

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

- Market Structure  
  Definition of market; general features of perfect competition and imperfect competition (monopoly, monopolistic competition, oligopoly); Arguments against and for legislation to enhance ‘competition’ and regulation of monopoly; Production process.

- Government Intervention  
  Role of government; Definition of ‘market failure’ and examples; Tools of the government intervention and the impact on human behaviour and resource allocation.
- **Macroeconomics and National Income**  
  Major macroeconomic issues; Concepts and approaches to national income accounting; Relationship between national income and social welfare.

- **Fiscal Policy and Monetary Policy**  
  Definition of money supply in Hong Kong; Banking system and the money creation process; Roles of central bank, government spending and taxation; Demand for money; Determination of interest rate; Monetary policy; Theories of unemployment, inflation and deflation.

- **The International Economy**  
  International exchange and gains from trade; Trade restrictions; The foreign exchange market and alternative exchange rate regimes; Debate between protectionism and free trade.

**Teaching/Learning Approach**

Lectures will focus on the introduction and explanation of concepts and theories supported by hypothetical and real examples wherever appropriate. Group discussions and activities may be arranged to stimulate students’ interests or their awareness of practical implications of some concepts.

Tutorials will provide students with opportunities to deepen their understanding and to explore further the applications of theories taught. Activities in tutorials normally include student presentations and discussions of problem sets.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, written reports, test(s) or other forms of assessments where appropriate to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills. An examination will also be held for the subject primarily as a summative assessment.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

Recommended Textbook

References


CCN1104 Principles of Corporate Communication I

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<td>Medium of Instruction</td>
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<td>Teaching Pattern</td>
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**Aims**

Principles of Corporate Communication I is a pragmatic course designed to equip students with fundamental communication skills and to introduce students to relevant applications of those skills in a corporate environment. Students will also be able to understand the needs and concerns of the target audiences, and they will select information which influences and persuades the target audiences effectively and efficiently.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- identify and understand the components in the Corporate Communication Strategy Framework
- recognise the strengths and weaknesses of corporate communication in various companies
- apply learned strategies to improve communication for different subfunctions such as media relations, internal communications, investor relations, and crisis communication

**Indicative Contents**

- **Communicating Strategically**
  Corporate communication strategy framework; Set an effective organisation strategy; Analyse constituencies; Choose an appropriate communication channel; Assess constituency responses.

- **Overview of the Corporate Communication Function**
  Transition from public relations to corporate communication; Centralise or decentralise communications; Different corporate communication subfunctions.

- **Identity, Image, and Reputation**
  Difference(s) between identity, image, and reputation; Identity, image, and reputation management.

- **Media Relations**
  Research target media; Build a successful media relations program; Develop an online media strategy.
- **Internal Communications**
  Organise an internal communication effort; Implement an effective internal communication program; Management’s role in internal communications.

- **Crisis Communication**
  Crisis characteristics; Preparation for crises; Communication during the crisis.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of corporate communication principles. Students will learn the steps involved in analysing, identifying, and solving communication issues within an organisation.

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 corporate communication issues. The activities in tutorials normally include student presentations and discussions of problems sets and case studies.

Case studies, guest lecture(s) by corporate executive(s), and visits to media companies may be an integral part of this course, depending on the availability.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, test(s) and an examination designed to develop and assess students’ critical thinking as well as analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

**Recommended Textbook**


**References**


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<tr>
<td>Prerequisites</td>
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<tr>
<td>Assessment</td>
<td>50% coursework</td>
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</table>

**Aims**

This subject equips students with analytical skills that are necessary for the understanding of developments and characteristics of China’s political and legal system from the Chinese perspective and the Western perspective. It provides the fundamental conceptual framework for analysing selected issues and challenges to business decision involving the Chinese government. This subject also helps students develop critical thinking skills for life-long learning.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- understand the developments of various political ideologies and its impact to contemporary China
- understand the current political structure and leadership
- appreciate the complexity of the Chinese policy making and judicial process
- apply relevant knowledge to enhance understanding of the business scenarios in China

**Indicative Contents**

**Part 1: The Chinese Political System**

- **Chinese Political Ideology**
  Confucianism; Marxism-Leninism; Mao Zedong Thought; and Deng Xiaoping Theory.

- **Political Leadership**
  Generations of political leaders, succession and recruitment.

- **Party and Government**
  Party and government structure; Central and regions.

- **Chinese political culture**
  Human right; Freedom of speech; Democracy.

**Part 2: The Chinese Legal System**

- **Legal Principles**
  Rule of law against rule by law and rule by man.
• **Party and Judicial System**  
  Court system; Trial system; Judge and prosecution system.

• **Legal Environment of Business**  
  Advertising laws, Patent law; Labour law; Anti-monopoly law.

**Teaching/Learning Approach**

Lectures will focus on the concepts, basic facts and updates on latest developments of the marketing environment and marketing mix practices. Activities such as video clips, guest speakers and company visits may be arranged to stimulate students’ interests or their awareness of practical implications of some issues.

Tutorials will provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. Activities in tutorials will normally include group discussion, debates and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, test(s) and an examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

Recommended Textbook

This is a wide and dynamic topic involving mainly current issues which are volatile, so a specific textbook – which can easily get outdated – is not recommended.

References


許知遠: 《未成熟的國家：變革中的百年中國》，八旗文化，2010年版。
O Zhao Ziyang: 《國家的囚徒：趙紫陽的祕密錄音》，時報出版，2009 年版。
李曉蓉、張祖樺：《零八憲章》，開放雜誌社，2009 年版。

E references


On-line Resources

South China Morning Post, a Hong Kong newspaper.
People’s Daily, the official newspaper of the CCP.
China Internet Information Centre
Sina
China News Digest
Asia Wall Street Journal
Financial Times
The Economist
Google News on China
Asia Source
China Radio International
CNN Asia
BBC Asia-Pacific
New York Times - Asia Pacific news
China Top News
Carter Centre - China Village Elections Project
Embassy of the People’s Republic of China, in Washington D.C.
Embassy of the United States of America, in Beijing.
CCN2002  Introduction to Economics

Level 2  Credits 3
Medium of Instruction English
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Exclusion CCN1042 Economics and Society (for Non-Business Students)
Assessment 50% coursework
50% examination

Aims

This subject enables students to do simple analysis of business situations by applying conceptual frameworks drawn from Economics, and identify and analyze the means by which value is created in goods and services and delivered to the end-users. It also identifies and analyzes those aspects of the local and global business environment that affect the business decisions made by the business organisations. The subject also helps students develop critical thinking skills which are useful for lifelong learning.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

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, and the effectiveness of government economic policy
- evaluate the issues relating to macroeconomics and analyze their impacts on an economy
- apply relevant economic knowledge to enhance their understanding of other business subjects

Indicative Contents

- **Scope of Microeconomic Analysis**
  Scarcity, choice and opportunity cost; Nature of economic science; Relation with other subject disciplines; Cost and benefit analysis.

- **Demand, Supply and the Price Mechanism**
  The law of demand; Elasticity of demand; The law of supply; Functions of price and the market system; Market Intervention, including price control and taxation.

- **Production and Costs**
  Definition of short run and long run; Law of diminishing marginal returns; Cost of production; Economies and diseconomies of scale.
- **Market Structure**
  Perfect competition and imperfect competition (monopolistic competition, oligopoly and monopoly); Definition of market; General features of different market structure; Profit maximisation; Sources of monopoly power.

- **National Income Accounting**
  Major macroeconomic issues; Concepts and approaches to national income accounting.

- **National Income Determination and Price Level**
  Explanation of the concepts of the aggregate demand curves and aggregate supply curve; Determination of the equilibrium level of output and price level in the AS-AD model.

- **Unemployment, Inflation and deflation**
  Meaning, types, and measurement of unemployment; Concepts of inflation and deflation; General price level as measured by Consumer Price Index and implicit price deflator of GDP.

- **Money and Banking**
  Nature, definition and functions of money; Definitions of money supply in Hong Kong; Credit creation and the simple banking multiplier.

- **Fiscal Policy and Monetary Policy**
  Roles of government spending and taxation; Central banking and monetary policy.

**Teaching/Learning Approach**

Lectures will 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 will 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. Activities in tutorials will 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, test(s) and an examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as their generic skills, including critical thinking, analytical skills and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).
Indicative Readings

Recommended Textbook

References
Aims

The subject introduces the basic principles and concepts of marketing. It provides students with marketing knowledge and skills to analyse diverse marketing situations and apply relevant concepts to real business situations. The subject also develops students’ oral and written communication skills, critical and creative thinking, and ability to work in a collaborative environment.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- analyse various marketing environments and identify opportunities, threats and other factors or issues affecting marketing planning and decisions
- describe the principles of various areas in marketing such as customer value, consumer behaviour, marketing research, international marketing and ethical issues
- identify marketing problems and issues, and suggest marketing strategies providing solutions to the marketing problems and issues identified
- Apply relevant marketing concepts, knowledge and theories to practical marketing situations

Indicative Contents

- **Fundamentals of Marketing**
  Role of marketing in modern organisations; Evolution of marketing; Customer value; Strategic marketing process.

- **Marketing Environment**
  Economic, technological, regulatory, political, competition and social factors.

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

- **Consumer Behaviour and Organisational Buying**
  Consumer purchase decision process; Sociocultural and situational influences; Organisational buying process and criteria.
• **Marketing Research**  
  Introduction to methodologies and applications of basic marketing research.

• **Marketing Mix**  
  The foundation concepts and strategies of marketing mix: Products, Price, Place and Promotion.

• **International Marketing Issues and Applications 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 will focus on the introduction and explanation of key marketing concepts and theories, with reference to current marketing issues or examples wherever appropriate.

Tutorials will 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 marketing situations. Activities in tutorials will 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, class discussions, individual assignment(s), test(s) and an examination designed to assess the expected outcomes.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

Recommended Textbook


References


Aims

This subject introduces the key concepts of management and their practical implications relating to both business and non-business organisations. It provides a fundamental framework in the understanding of management applicable to different subject disciplines and daily life scenarios. This subject also helps students develop critical thinking beneficial to life-long learning.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- explain the key concepts and theories in management
- analyse the functions and roles played by managers in various organisations
- articulate key issues involved in managing organisations
- apply concepts and theories of human behaviour relating to decision, teamwork and leadership in response to different organisational situations
- identify common issues related to ethical behaviour and social responsibility in 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 managing organisations.

- **Business Environment**
  Factors affecting the performance of an organisation in a fast changing environment; General and specific environmental factors; Implications of globalisation to organisations; the Relevance of corporate culture to management, Social responsibility and ethical behaviour in organisations.

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

- **Organising**
  Key elements of organisational structure and design; Functions of the key units in an organisation; 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 theories, styles and their implications to management.

- **Control Function in Organisations**
  Importance of control in organisations; Types of control and their application to organisation; Importance of performance assessments.

- **Managing different functional units in Organisations**
  Human Resources; Marketing; Production and Finance.

**Teaching/Learning Approach**

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

Tutorials will 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. Activities in tutorials will 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, group project, tests and an examination designed to assess students’ achievement of the subject intended learning outcomes and to develop critical thinking as well as analytical and communication skills. In addition, the group project will also offer an opportunity to broaden and assess students’ exposure in fields like entrepreneurship and community services.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

Recommended Textbook


References


Aims

This subject introduces the basic concepts and theories of human behaviour, and highlights their significant impact on managing workforce behaviour in organisations. It prepares students to further develop their knowledge in the field of management through either continuous professional development or academic studies.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- appreciate different workplace behaviour relevant to the management of organisations
- understand the basic organisational behaviour concepts and theories for managing workplace behaviour
- apply organisational behaviour concepts and theories to address relevant management issues

Indicative Contents

- **Introduction to Organisational Behaviour**
  Nature of the study of organisational behaviour; Variables in organisational behaviour.

- **Individual Behaviours**
  Values; Cross-cultural values; Attitudes; Personality; Perception; Decision making; Motivation.

- **Group Behaviours**
  Group behaviour; Teams; Leadership; Power; Politics; Conflict.

- **Organisational Systems**
  Organisational culture; Organisational change; Resistance to organisational change; Approaches to managing organisational change.

Teaching/Learning Approach

Lectures will focus on the introduction and explanation of key concepts and theories. Hypothetical and real examples will be presented wherever appropriate to help student grasp the essence of the concepts and theories.
Activities in tutorials may include group discussions and student presentations of problem sets and case studies to deepen students’ understanding and to stimulate their awareness of practical implications of some theories. They will provide opportunities for students to explore further the applications of the concepts and theories taught.

Assessment Approach

A variety of assessment tools will be used, including presentations, case studies, written reports, test(s) and an examination designed to develop and assess students’ achievement of the subject intended learning outcomes.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

Recommended Textbook


References


Aims

This subject aims to provide students with a global perspective and sound understanding of current practices of globalisation. Students will be guided to analyse different globalisation concepts based on real-life situations. This subject also helps students develop critical thinking and practical skills in globalisation for life-long learning.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- define globalisation and trace its history and development issues
- investigate the role of the global institutions and their effect on local and international economies
- identify the relationship between globalisation and trade/ cultural flows
- study the effect of the spread of global media
- deal with, resist and discuss the future of globalisation

Indicative Contents

- **Foundation of Globalisation**
  Origins and history of Globalisation; Some basic issues and debates on Globalisation.

- **Globalisation and Related Processes**
  Imperialism; Development; Americanisation/Anti-Americanism as a global process; Basic ideas of Neo-Liberalism.

- **Global Political Structures, Global Institutions and Regional Organisations**
  United Nations; European Union; North American Free Trade Agreement; Association of South East Asian Nations; World Trade Organisation; International Monetary Fund; World Bank; Other important economic organisations such as The Group of Eight, The Group of Twenty, Organisation of Petroleum Exporting Countries, World Economic Forum, Organisation for Economic Cooperation and Development.

- **Global Economic Flows**
  Global trade; Trade surpluses and deficits; Developed and less developed world.
Global Culture and Cultural Flows
World culture; Religion; Cultural imperialism; Cultural convergence.

High-Tech Global Flows and Structures
Technology; Media, thinking about the new global media; The internet in China.

Dealing with, Resisting, and the Futures of Globalisation
Dealing with the global economy, protectionism, fair trade, free trade; Resisting globalisation, local resistance; The Futures of globalisation.

Teaching/Learning Approach
Lectures will focus on the introduction and explanation of key concepts on globalisation, with specific reference to current international business issues wherever appropriate. Guest talks and activities will be arranged to stimulate students’ interests or their awareness of practical implications of some concepts.

Tutorials will 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 globalisation issues. Activities in tutorials will normally include student presentations, discussions of problem sets and case studies.

Assessment Approach
A variety of assessment tools will be used, including group projects and presentations, case studies, written reports, tests and an examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical, problem-solving and communication skills in a global context.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required
Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings
Recommended Textbook

References

| 程度 | 2 |
| 學分 | 3 |
| 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 | [CCN1024 大專普通話] 或 相關普通話課程（須出示證書正本） |
| 評估方法 | 60%課堂習作 40%期終考試 |

### 科目目標

根據學生在 [CCN1024 大專普通話] 課程中所建立的普通話和漢語拼音知識基礎，進一步提升他們的普通話水平，強化運用漢語拼音的能力，並廣泛應用商務情景語彙及會話，期望學生的普通話表達能力達到較高水準，使他們在將來工作的環境中更好地應用所學的普通話說話技巧，同時也有助他們達成終身學習的目標。

科目統籌小組在籌備講授及評核本課程時，須參照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助學生達到預期的學習成果。

### 學習成果

學生成功完成本科目，應能：

- 強化漢語拼音練習及普通話正音訓練，了解普通話與廣州話的對比，能說較純正的普通話，並擁有自學普通話的能力；
- 應用商務情景語彙及會話，熟悉將來工作的語言環境，並能以普通話與上司、客戶、商業夥伴、代理等各方溝通；
- 學習商務演講、談判和投訴的技巧，從而掌握有關技巧，以應付將來工作及學習所需，也能增強說普通話的自信。

### 課程內容

- **普通話和漢語拼音強化練習**
  漢語拼音強化練習及辨音訓練、普通話正音訓練、職場普通話與廣州話對比及翻譯。

- **商務情景語彙及會話**
  商業普通話辭彙、語法的規範表達、產品介紹及推銷、定價、訂貨、償金、包裝、付款方式、保險、合同的會話。

- **商務演講、談判和投訴的技巧**
  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、商務談判、商務投訴。
教學方法

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，亦會討論普通話辭彙、語法的規範表達。教學模式以課本教授、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。

評核方法

本科目兼用持續評估及綜合評估方法。

持續評估包括：

| (i)  | 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。內容方面，可自行選擇產品介紹、市場投資分析或市場營銷分析等。 |
| (ii) | 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) | 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；語方音詞語、短句與普通話的對譯等形式。 |

期末考試分口試和筆試兩次進行。

每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作時，均會獲告知習作所評核的是那些預期學習成果。

學生所需的努力

除了42小時的課堂講授外，學生在習作、備課、準備測驗及考試，並與同學進行小組工作等方面所花的時間，預期約為84小時。

指定課本

香港理工大學中國語文教學中心編:《商貿普通話（上冊）》（附多媒體光碟），中華書局，2007年版。

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，商務印書館，2005年。

林崗:《職場普通話特訓班》，萬里機構，2010年版。

香港理工大學中國語文教學中心編:《商貿普通話（下冊）》，中華書局，2008年版。
國家語言文字工作委員會普通話培訓測試中心：《普通話水平測試實施綱要》，商務印書館，2005年版。

曾子凡編著：《廣州話普通話口語詞對譯手冊》電腦光碟版，三聯書店(香港)有限公司，2002年版。

李明、石佩文：《漢語普通話語音辨正》，北京語言文化大學出版社，1998年版。

施仲謀編著：《廣州話普通話語音對照手冊》，華風書局有限公司，1986年版。

曾子凡編著：《香港人學說普通話》，三聯書店(香港)有限公司，1991年版。
CCN2008 Chemistry and Modern Living

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**Aims**

This subject equips students with analytical skills through the understanding of fundamental chemical concepts. It helps students to develop and use chemical concepts and skills, so that students can understand the chemistry behind some issues and problems that may arise within our society. The subject will also help students develop critical thinking skills for life-long learning through appreciating the benefits and shortfalls of technology.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- understand the importance of chemical science and technology that are closely related to our everyday life
- conduct analysis of chemical properties for modern technology, including issues in environment, renewable energy and new materials, etc.
- appraise the issues relating to the benefits of technology and criticise the shortfalls of technology

**Indicative Contents**

- **The Nature of Matter**
  Elements; Compounds and mixtures; Atoms and molecules; Periodicity.

- **Traditional Materials**
  Metals; Alloy; Glass; Porcelain; Their properties.

- **Modern Materials**
  Semi-conductor: doping of silicon to produce p-type and n-type semiconductors; Plastics and its structures: polymers, addition vs condensation; Nano-materials: distinguish between physical and chemical techniques to form molecules, structures and properties of carbon nanotubes; Implication of nanotechnology; The advantages and disadvantages of using these materials.

- **Issues in Environment**
  Measuring pH of rain; Acid rain; Ozone depletion; Greenhouse effect; Global warming; Air pollutants, e.g. sulfur dioxide and combustion of coal, nitrogen oxides, particulates and volatile organic compounds (VOCs) and its acidification.
- **Renewable Energy**
  Energy; Work and heat; Conversation of energy; Several kinds of energy sources; Chemistry and society.

- **Water Treatment and Recycling**
  Primary pollutants found in wastewater; Hardness; Outline the primary, secondary and tertiary stages of wastewater treatment: distillation, filtration, disinfection.

- **Food**
  Major and minor components of food; Degree of crystallisation (solidification) and melting point of fats and oils from their structure; Occurrence of colour in naturally occurring pigments; Changes of food properties upon cooking, e.g. acidity, colour of food, and texture.

- **Waste Treatment and Recycling**
  Methods for waste disposal; Recycling of metal, glass and plastics; Landfill.

**Teaching/Learning Approach**

Lectures will focus on the introduction and explanation of concepts and theories supported by hypothetical and real examples wherever appropriate. Examples and references will be given to students whenever appropriate. Worksheets may be used to guide students through the reasoning behind more complex theories, and to conduct analysis of chemical properties.

Tutorials will provide students with the opportunity to broaden, enlighten and reinforce their understanding. Problem based activities, group discussions and case studies will be arranged to stimulate student’s interests or their awareness of practical implications of some concepts, and to develop student’s critical thinking. The tutorials will enable students to understand, verify, and apply knowledge developed from lectures. Literature survey techniques will also be introduced to let students identify information, conduct analysis and find discrepancy when compared with their experimental data.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, group discussion, written reports, test(s) and an examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as their generic skills including critical thinking, analytical skills and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

Recommended Textbook

References


科目目標

本科目透過課堂講授、課堂練習、分組習作等方式，培養同學中文閱讀、概括、分析、評論及撰寫中文學術論文的綜合能力。本科目注重訓練同學閱讀欣賞的能力、教導同學檢索重要的中文學術資料、辨析評論文章的優劣、掌握學術論文寫作的要領等。此外，本科目亦注重知識的應用，希望協助學生把學會的技能應用到各課程學術論文的撰寫上。

科目統籌小組在籌備講授及評核本課程時，須參照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助學生達到預期的學習成果。

學習成果

學生成功完成本科目，應能：

- 瞭解學術文章的論點、論據及論證；
- 運用熟練的中文，寫作一般的評論文章，例如社會問題評論、影評、書評、樂評等；
- 掌握撰寫學術論文的基礎知識及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。

課程內容

- 評論文章寫作策略概說
  文類理論，介紹什麼是評論，如何作評論：把握評論文章中的論點、論據、論證方法；介紹立論、駁論、演繹法、歸納法等論證方法；介紹評論文章的篇章建構、銜接和邏輯聯繫等；介紹基本的研究方法。

- 一般評論文章寫作訓練
  介紹時事評論、人物評論、影視評論、書評等的各自特色及寫作要訣。

- 學術性文章寫作訓練課程
  介紹一般論文（學術回顧、研究要點、結論、注釋等）、畢業論文（標題、目錄、內容提要、正文－學術回顧、文章結構、章節安排、結論、注釋及參考書目等）的寫作。
教學方法

課堂講授主要介紹評論文章及學術論文的寫作策略及寫作規範。導修課旨在通過學生報告及小組討論，讓學生應用及深化在課堂上學會的知識及理論。

評核方法

本科目採用持續評估方法，學生須撰寫評論文章，完成閱讀報告及主題研究論文，也須完成期中測驗，以檢測學生的評論及書寫能力。

每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作時，均會獲告知習作所評核的是那些預期學習成果。

學生所需的努力

除了 42 小時的課堂講授外，學生在習作、備課、準備測驗，並與同學進行小組工作等方面所花的時間，預期約為 84 小時。

指定課本

本科目涉及的參考材料較廣泛，無指定課本。

參考書

王乾任：《替你讀經典：讀書心得報告與寫作範例篇》，弘智文化，2002年版。
林慶彰：《學術論文寫作指引：文科適用》，萬卷樓發行，1996年版。
吳和堂：《教育論文寫作與實用技巧》，高等教育，2009年版。
吳宜澄、盧姵綺：《論文寫作格式手冊》，桂冠圖書出版股份有限公司，2004年版。
高小和編：《學術論文寫作》，南京大學出版社，2002年版。
路德慶主編：《寫作教程》，華東師範大學出版社，1984年版。
張慶勳：《論文寫作手冊》，心理出版社，2002年版。
張志忠：《中國當代文學作品導讀》，北京大學出版社，2005年版。
鄭文貞：《篇章修辭學》，廈門大學出版社，1991年版。
畢恆達：《教授為什麼沒告訴我：論文寫作的枕邊書》，學富文化，2005年版。
CCN2010  English for Workplace Communication

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**Aims**

This subject is designed to equip students with the essential English language skills and business communication knowledge required in their future professional careers. The main focus is to develop in students the competence to select the appropriate language and strategies for effective communication in daily workplace contexts.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- acquire the basic knowledge of workplace communication
- apply appropriate strategies for writing business messages with different natures such as positive, negative and persuasive messages
- write business correspondence such as letters, memos and e-mails with appropriate format, style and tone
- interact effectively in various oral communication tasks such as presentations, business telephoning, and job interviews

**Indicative Contents**

- **Principles of Workplace Communication**
  Communication process; Analysis of purpose, audience, information and context; Strategies for verbal and nonverbal communication; Selection of communication channels.

- **Writing Strategies**
  Writing process; Patterns of organisation for messages with different natures (e.g. direct and indirect pattern); Reader-oriented approach (e.g. “you” view and impersonal statements); Emphasising and deemphasising ideas.

- **Workplace Correspondence**
  Business letters, memos and e-mail (e.g. format, structure and layout); Routine and goodwill messages; Persuasive and negative messages; Résumé and job application letters; Tone (e.g. informal and professional tones); Style (e.g. positive, inclusive, familiar and concise styles); Grammar and vocabulary for workplace writing.

- **Oral Communication in the Workplace**
  Business presentations; Business telephone skills; Job interviews.
Teaching/Learning Approach

Seminars will 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-plays, case studies and group discussions will be used.

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

Assessment Approach

A variety of assessment tools will be used, including presentations, written tasks (e.g. writing a business letter, memo or e-mail), quizzes and test(s) designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including teamwork, critical thinking and analytical skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, quizzes and test(s).

Indicative Readings

Recommended Textbook


References


Level 2
Credits 3
Medium of Instruction English
Mode of Study 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 60% coursework
40% examination

Aims

This subject aims to introduce students some basic ecological concepts and to comprehend the interrelationships between natural and human-made world. It equips students with how ecosystems work and the causes of deterioration of environment. It enables students to understand the analysis and assessment of the thermal and acoustic performance characteristics of buildings. The concept of maintaining the built environment of buildings and integrating the buildings with the macro-environment are emphasised. This subject also promotes students' awareness and understanding on environmental issues.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- understand the Earth is one interconnected system
- explain interactions between species and their environments
- analyse and assess the thermal and acoustic performance characteristics of buildings
- use the performance requirements to maintain a stable built environment for human comfort
- integrate buildings into the macro-environment: geographical factor and the consequent social, economic and ecological impact of the buildings
- identify the impacts of human on the environment
- apply background concepts and knowledge to review and investigate possible solutions of environmental problems

Indicative Contents

- **The Earth's Life-Support System**
  Four major components: Atmosphere, Hydrosphere, Geosphere, Biosphere; Structure and composition of atmosphere; 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.

- **Fundamental Ecological Principles**
  Ecological terms and concepts; The structure of ecosystems; Abiotic and biotic factors in an ecosystem.
- **Energy Flow**
  One way flow of energy; The law of thermodynamics; Basic physics of light and electromagnetic radiation; Food chains, food webs and trophic levels; Ecological pyramids.

- **Matter Cycles**
  Cycling of matter or nutrients; Carbon biogeochemical cycle; The hydrologic cycle.

- **Heat**
  Nature of heat and heat transfer with heat gains or losses in buildings; Use of insulating materials, thermal insulation and comfort with design of buildings; Energy efficiency and conservation.

- **Water**
  Water supplies; Treatment of water before discharge; Water pollution.

- **Degradation of Environment**
  Types of pollution; Noise pollution; Nature of sound and its levels; Control of noise with building acoustics; Green buildings; Global agreements and conventions on environmental issues.

**Teaching/Learning Approach**

To create an environment that encourages active learning a wide range of methods will be adopted, and they may include lectures, small group discussions, student presentations, project based and problem-solving tasks and case study work. Where appropriate, the use of computer assisted learning techniques will be employed.

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

**Assessment Approach**

Assessment such as individual assignments, reports, tests and examination(s) 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 projects and case studies.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

Recommended Textbooks


References


Aims

This subject aims to arouse students’ awareness and interest in architecture, from feeling architecture, experiencing architecture to thinking architecture. The subject provides students a general understanding of architecture and introduces them to the various means with which architecture fulfills the varied and conflicting demands for beauty, stability, function, environmental considerations and socio-economy. Examples of Hong Kong architecture will be used as case studies to assist students in understanding the subject through first hand experience. Studying the subject will broaden students’ cultural perspective and help them develop critical and analytical thinking skills for life-long learning.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- recognise basic architectural aesthetic concepts
- appreciate architectural works with relevant principles
- recognise how architecture is shaped by – and at the same time reflects – cultural and social values

Indicative Contents

- **Man and Architecture**
  Meaning and significance of architecture; Body, shelter and house; Terrain, community and city.

- **Order of Architecture**
  Size, dimension, anthropometrics and proxemics; Form and geometry; Scale and proportion; Symmetry, axes, hierarchy, repetition, sequence, rhythm, texture, ornament; Light and space.

- **Understanding Architecture**
  Beauty, stability and utility; Climate and environment; Programme and building typologies; Architectural components: walls, floors, stairs & openings; Zoning and circulation; Solid and void; Mass and envelop; Public and private; Enclosed and open; Materials, structure and construction; Architectural details.

- **Appreciation of Architectural Works**
  Introduction to traditional Western Architecture; Introduction to traditional Chinese Architecture Vernacular Architecture; Introduction to Modern and Contemporary Architecture; Introduction to key architects; Architecture in Hong Kong: field trips and case studies.
Contemporary Architectural Issues
Urbanisation and urban redevelopment; Heritage and conservation; Green architecture and sustainability; City form and public space; Collective housing; World fair and Expo; Museum and Bilbao Effect; Architecture and power.

Teaching/Learning Approach
Lectures will introduce students to the social, cultural and historical contexts in which architecture is generated and experienced. Tutorials and assignments (including short essays, written reports and presentations) will provide students with the opportunity to develop their understanding of the concepts taught in lectures. Field trips will provide students with the opportunity to contextualise their learning and appreciate architecture with first hand experience.

Assessment Approach
Students will be required to actively participate in lectures, tutorial and seminars, read articles, work on projects and conduct self-study. A variety of tools including class presentations, case studies, tests, essays, and written reports will be used to assess students’ critical and analytical understanding of the subject.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required
Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, and tests.

Indicative Readings
References
CCN2013
Exploring Human Nature

<table>
<thead>
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<th>Level</th>
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<td>Medium of Instruction</td>
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<tr>
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Aims

This subject equips students with the analytical skills for the understanding of different theories of human nature. Such understanding enables students to be aware of the intellectual environment, in which they are embedded, where the holding of different sets of assumptions might often lead to the adoption of very different approaches of studies, hence might drastically change one’s beliefs and the course of one’s action. It also enhances students’ critical thinking for inter-disciplinary studies and life-long learning.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- understand the survey of major thinkers and their theories of human nature
- identify reasons and paradigms underlying each theory
- examine how these theories would lead to different approaches of studies, and the beliefs underlying one’s actions
- recognise the strengths, weaknesses and unique contribution of different theories in examining human nature

Indicative Contents

- **Ancient and Medieval Theories**
  Plato: forms or ideas, divided line, theory of knowledge, nature of soul, justice; Aristotle: causation and theology, hierarchy of souls, sensation and perception, ethics and politics, concept of Good Life; Augustine: evil and free will, doctrine of love and ethics; Biblical view: sinful nature, God as Creator and Redeemer, Salvation.

- **Eastern Tradition**
  Confucianism: social discord, jen, self-discipline; Hinduism: Atman is Brahman, reincarnation; Buddhism: suffering in ignorance, Anatman self is illusory, nirvana.

- **Modern Theories**
Themes and Debates in Theories of Human Nature
Determinism vs. Libertarianism; Debates of Free Will; Consciousness; the Mind-Brain Relationship; Knowledge: a priori, a posterior; Monism, Dualism, Materialism; Telos and Destiny, Transcendent reality; Subjectivity; Intentionality; Artificial Intelligence.

Teaching/Learning Approach
Lectures will focus on the introduction and explanation of different concepts and theories of human nature. Group discussions and activities may be arranged to stimulate students’ interests or their awareness of the practical implications of some concepts. Worksheets may also be used to guide students through the reasoning behind more complex theories.

Tutorials will provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. Activities in tutorials will 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, test(s) and essays designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required
Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and essay(s).

Indicative Readings
Recommended Textbook


References


CCN2014 Food Hygiene and Nutritional Health

| Level       | 2 |
| Credits     | 3 |
| Medium of Instruction | English |
| Teaching Pattern | 28 hours of lectures 14 hours of tutorials |
| Prerequisites | Nil |
| Assessment   | 50% coursework 50% examination |

**Aims**

This subject introduces the basic science of nutrients and the general principles of food safety and hygiene. The goal is to equip students with the framework of the background knowledge, so as to enable them to appreciate the relation between diet and health, and progressively to create an awareness of the current issues of nutrition, food safety and hygiene. After studying the subject, students will be able to assess the validity of nutritional information, and in the long term, sharpen their critical thinking for lifelong learning.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- understand the role and function of nutrients in health and diseases, and the inter-relation between diet and fitness
- appreciate the current issues of nutritional claims on health from a critical point of view
- plan a balanced diet for different stages during the life cycle
- plan a balanced and sanitary diet to maintain health, fitness and vitality
- adopt the principles in food preservation, and follow the guidelines of preventive measures against food-borne diseases
- appreciate the current issues of food safety and hygiene on health

**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; Food labelling law in Hong Kong.

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

- **Planning of Diet in Health and for Prevention of Some Common Degenerative Diseases**
  Principles and guidelines in planning balanced diet to maintain health and prevent certain diseases such as heart disease, stroke, cancer and diabetes.
- **Weight Management**
  Energy balance between intake and expenditure; Definition of normal, over- and under-weight using body mass index; Maintenance of body weight within a healthy range.

- **Nutrition and Fitness**
  Energy requirement for various physical activities, occupational needs and ages.

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

- **Food Safety**
  Changes of foods during storage; Principles of food storage; Examples of maintaining freshness in foods; Current and local issues of food contamination and adulteration.

- **Food Hygiene**
  Common microbial contamination and spoilage of food; Risk factors for foodborne illness; Food preservation, prevention measures against microbial foodborne illness.

**Teaching/Learning Approach**

Lectures will emphasise on the understanding and explanation of the basic information and relevant concepts of nutrition and food hygiene. Local issues will serve as illustrated examples.

Tutorials will provide a channel for discussion and illustration of the background knowledge in nutritional assessment, design of a healthy diet for health and for some common degenerative diseases. Tutorial questions and activities will be arranged to stimulate students’ interests or their awareness of the practical implications of some concepts.

**Assessment Approach**

Assessment such as individual and group assignments, tests and an examination will be used to assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and application of the theoretical knowledge. Written assignments and tutorial participation are for training written and oral communication skills respectively.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

**Recommended Textbooks**


References


Aims

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

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- identify a framework of study in gender issues
- analyse the current issues of gender inequality from a sociological perspective
- apply relevant perspectives in analysing gender issues
- demonstrate gender sensitivity toward social 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; Gender inequality in sociological perspectives.

- **The Social Construction of Gender**
  Femininity, masculinity and the concept of androgyny; Gender-related language and knowledge; Social construction of gender in cultural contexts and in Chinese societies.

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

- **Family, Economy and the Institutionalisation of Gender Inequality**
  Historical perspectives on modern families; Feminist perspective on families; 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 will be offered. Students will be encouraged to actively participate in the learning process. During lectures, theories and concepts on sociology and gender issues will be delivered. In seminars, students will take part in group presentations and discussion to consolidate and enrich their understanding and critical analysis of the subject matter.

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

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required
Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials and test(s).

Indicative Readings

Recommended Textbooks

References

Pamela Abbott & Claire Wallace 著、俞智敏等譯：《女性主義觀點的社會學》，巨流圖書公司，1996年版。

顧燕翎、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》，女書文化事業有限公司，2000年版。
Aims

This course provides a platform for students to acquire, 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 English grammatical principles, with a major focus on the formation and functions of various sentence patterns for different purposes of writing.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- apply relevant 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 in different text types (e.g. news, commercial advertisements, business correspondences, fictions, films, etc)
- produce grammatical and context-specific texts with reference to the nature and purpose of communication

Indicative Contents

- **Grammar in Newspaper**
  Simple sentence; Compound and complex sentence; Sentence part; Word class; Phrase; Clause; Variation in sentence structure.

- **Grammar in Business**
  Subjunctive; Imperative; Narrative; Interrogative; You-attitude; Sentence reduction for brevity; Sentence expansion for clarity.

- **Grammar of the Spoken Language**
  Contraction; Minor sentence; Word stress; Sentence stress; Intonation; Connected speech; Coarticulation; Assimilation.
Grammar and Literary Language
Artistic license; Stylistic aberrations; Grammar of artistic language.

Teaching/Learning Approach
Lectures will be reserved for discussing and analysing the inner workings of English grammar in different contexts.

Tutorials will be practice sessions for ensuring 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 subject which entails a rather systematic and largely logical approach to the study of English grammar.

Assessment Approach
Assessment tools will include take-home assignments that help students to revise materials taught and discussed in the classes, quizzes and a final examination that evaluate the depth of internalisation of the newly-learnt concepts through students’ demonstration of applying these concepts to their analysis and creation of texts for different contexts.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required
Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, quizzes and examination(s).

Indicative Readings
Recommended Textbook

References


科目目標

本科目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。本科目分別從傳統政治、社會、倫理、法律、哲學、宗教、藝術、美學等多方面，講解中國文化基本概念和知識。本科目尤重引導學生運用所學的中國文化知識，反思傳統思想和價值對今日生活的影響。同學須就不同的文化議題，擬定研究課題，撰寫報告及書面習作，體會中國文化的特質，中國文化與現代社會的命運。

科目統籌小組在籌備講授及評核本課程時，須參照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助學生達到預期的學習成果。

學習成果

學生成功完成本科目，應能：

- 了解中西方文化的基本不同；
- 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。

課程內容

- 中國文化的要義
  這門課介紹中國文化的概念和理論，包括中國文化的源起、發展及現狀。了解中國文化的特質、價值及其對現代社會的影響。本課程將透過課堂講授、導修課、幾個案例分析及習作來達成目標。評估時期終考試50%課堂習作50%

- 家國同構的倫理觀
  此部分課程將介紹家國同構的倫理觀，討論長幼有序，內外有別。同心圓的逐層放大，家庭倫理如何拓展為國家秩序，成為中國社會的普遍共識。

- 家國的秩序：中國禮法觀念
  傳統社會的刑法、禮法。從「禮」到「法」，國家秩序的需要如何在社會共識上，依靠國家權力而建立。
主要課程

- **中國宗教觀**
  從儒、道、釋三家人生觀和生死觀，民眾信仰的基本觀念，闡明中國上層和下層的兩個信仰世界。

- **中國美學思想**
  中國人的傳統審美觀念，與中國文化思想價值的關係。

- **中國藝術**
  傳統藝術的基本特點及欣賞。

- **中國地理觀**
  中國地理觀從古代的「天下」到近代的「萬國」。

- **中國飲食文化**
  中國南北飲食文化的異同，飲食文化的器具。

教學方法

本科目理論與思考並重，除了於課堂上講解傳統文化的特質，也要求學生運用所學知識，反思傳統文化對現代生活的影響。學生須參與討論及小組報告，進一步活用傳統文化知識。

評核方法

本科目採用持續評估方法，學生須撰寫學期論文，也須完成導修課堂小組報告，另有期中測驗及期末考試，綜合檢測學生掌握本科目的水平。

每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作時，均會獲告知習作所評核的是那些預期學習成果。

學生所需的努力

除了 42 小時的課堂講授外，學生在習作、備課、準備測驗及考試，並與同學進行小組工作等方面所花的時間，預期約為 84 小時。

指定課本

葛兆光：《古代中國文化講義》，臺北：三民書局，2005 年版。

參考書


王力编：《中国古代文化史讲座》，北京大学出版社，1989 年版。
余英時：《歷史人物與文化危機》，上海人民出版社，1987 年版。
李澤厚：《美學論集》，台北：三民書局，1996年版。
周育德：《中國戲曲文化》，中國友誼出版社，1995 年版。
香港城市大學中國文化中心編：《中國文化導讀》，香港城市大學，2001年版。
唐君毅：《中國文化之精神價值》，廣西師範大學出版社，2005 年版。
黃嫣梨：《文史十五講》，北京大學出版社，2001年版。
錢穆：《民族與文化》，東大圖書股份有限公司，1989年版。
龔鵬程：《中國傳統文化十五講》，北京：北京大學出版社，2006年版。
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，訓練同學對中國文學的閱讀及鑑賞能力。透過掌握中國文學的特質，同學可明瞭文學與社會、生活的關係，以及提升自身的文化素養。

科目統籌小組在籌備講授及評核本課程時，須參照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助學生達到預期的學習成果。

學習成果

學生成功完成本科目，應能：

- 認識中國文學各種文體的特點；
- 掌握中國文學的流變，了解中國文學的特質；
- 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；
- 加強對中文的運用，培養中國文化修養；
- 提升批判思考及創造性思維的能力。

課程內容

- 閱讀中國文學的方法
  概述中國文學的特質，並介紹閱讀中國文學文本的方法。

- 詩言志
  探討文本與作者的關係，文學作品的創造及作者的感發問題。可選用文本：詩，如杜甫《登高》、李商隱《無題·八歲偷照鏡》等。

- 中國文學的情
  探究中國文學的重要特質——情，如何在作品表現的問題。可選用文本：詩、詞、書信、小說，如元好問《雁丘詞·問世間情是何物》、林覺民《與妻訣別書》、張愛玲《傾城之戀》等。

- 文以載道
  探討文學與社會的關係。講解文學作品如何承載社會課題。可選用文本：詩、文，如杜甫《新婚別》、梁啟超《論小說與群治的關係》等。
• **中國文學與生活**
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。可選用文本：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。可選用文本：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**

本科目理論與實踐並重。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。本科目採用材料廣泛，體裁眾多，古今兼備。

**評核方法**

本科目採用持續評估方法，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，檢測學生掌握本科目的水平。

每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作時，均會獲告知習作所評核的是哪些預期學習成果。

**學生所需的努力**

除了 42 小時的課堂講授外，學生在習作、備課、準備測驗及考試，並與同學進行小組工作等方面所花的時間，預期約為 84 小時。

**指定課本**

本科目涉及的參考材料較廣泛，無指定課本。

**參考書**

朱自清：《朱自清古典文學論文集》，上海古籍出版社，1981 年版。

青木正兒：《中國文學概說》，莊嚴文化，1981 年版。

徐復觀：《中國文學精神》，上海書店出版社，2004 年版。

葉維廉：《中國詩學》，人民文學出版社，2006 年版。

劉大杰：《中國文學發展史》，百花文藝出版社，2007 年版。

鄭振鐸：《中國俗文學史》，上海人民出版社，2006 年版。

魯迅：《中國小說史略》，三聯書店，1996 年版。

龔鵬程：《文學散步》，漢光文化事業股份有限公司，2003 年版。
CCN2019 Introduction to Communication Studies

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<td>Credits</td>
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<td>Medium of Instruction</td>
<td>English</td>
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<td>Teaching Pattern</td>
<td>28 hours of lectures</td>
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<td></td>
<td>14 hours of seminars</td>
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<td>Prerequisites</td>
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<tr>
<td>Assessment</td>
<td>50% coursework</td>
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**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 helps students develop their creativity and problem-solving skills and prepares them to take more focused courses in communication such as media design and production.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**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 process
- apply communication models and theories, creativity and problem-solving skills to evaluate the effectiveness of self-communication, communication in personal relationships, communication in groups and communication in organisations
- suggest improvements on ineffective communications
- 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; Equality and respect.

- **Communication Theories**
  Perceiving and understanding; Verbal and nonverbal communication; Listening and responding; Creating supportive communication climates; Adapting communication to cultures and social communities.
Communication in Different Contexts

- Communication and self-concept
  Personal identity; Particular others and generalised others; Influence from family, peers and society; Ways to build up self-esteem.

- Communication in Personal Relationships
  Passion and commitment; Relationship dialectics.

- Communication in Groups and Teams
  Definitions of groups and teams; Limitations and strengths of groups; Four kinds of communication in groups (Task, procedural, climate and egocentric); Conflict management.

- Communication in Organisations
  Definition of an organisation; Different elements of organisational culture; Functions of organisational communication.

- Mass Communication
  Nature of mass communication; Historical development of mass media; Different theories of mass communication (Hypodermic Needle Model, Uses and Gratification, Agenda Setting, Cultivation); Media literacy.

Teaching/Learning Approach

Lectures will 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 will deepen students’ understanding of the theories by engaging them in more active learning tasks. Students will be provided the opportunity to watch videos of simulated communication contexts and to discuss the effectiveness of communication in those particular contexts. They will also have the chance to share their analyses and suggestions with classmates.

Assessment Approach

A variety of assessment tools will be used, including group projects and presentations, written reports, case studies, test(s) and examination(s) designed to develop and assess students' achievement of the subject’s expected learning outcomes.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, quizzes and examination(s).
Indicative Readings

Recommended Textbook


References:


CCN2020  
哲學概論  Introduction to Philosophy

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<tr>
<td>Medium of Instruction</td>
<td>English and Chinese (Cantonese)</td>
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| Teaching Pattern | 28 hours lectures  
14 hours tutorials |
| Prerequisites | Nil |
| Assessment | 60% coursework  
40% examination |

**Aims**

This subject provides a solid foundation of knowledge for Eastern and Western philosophy and further equips students with a basic understanding of the scope and the meaning of philosophy. The course aims to demonstrate the importance of philosophical reflection on things that matter in life, such as knowledge, the nature of mind, rationality, god, moral values, art, human identity and the meaning of life.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**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 eastern philosophy, and also their main differences
- understand the basic methods and problems in philosophy, and appreciate the works of philosophers
- apply the philosophical theories in analysing students’ own situation and develop their plausible worldview

**Indicative Contents**

- **The Nature of Philosophy**  
The different branches of philosophy; The meaning of philosophy; The significance of philosophical reflection.

- **Metaphysics**  
The existence of God; Personal identity; Mind and body; Free will and determinism.

- **Epistemology**  
Skepticism; The nature of knowledge; Theories of truth; Theories of meaning.

- **Ethics**  
Ethical absolutism and relativism; Different types of normative theories; The meaning of life.

- **Eastern philosophy**  
Confucius; Mencius; Taoism; Buddhism.

- **Western philosophy**  
Rationalism, Empiricism; Pragmatism; Existentialism.
The Differences between Eastern and Western philosophy

An elementary outline on the differences between Eastern and Western philosophy.

Teaching/Learning Approach

Learning philosophy is a matter of acquiring not so much a body of information but skills to reflect on concepts and their relations in a critical manner. The lectures will provide students with a basic understanding of some of the major philosophical fields, figures and topics. Students will be encouraged to criticise those ideas, develop their own views and defend them with rigorous reasoning. Discussions and debates will be conducted in tutorial lessons to sharpen the students’ philosophising ability. Moreover, a number of films will be used as examples for discussing philosophical ideas.

Assessment Approach

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

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 hours of class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Reading

Recommended Textbooks


References


勞思光：《新編中國哲學史》，三民書局，1999年版。
CCN2021
Introduction to Political Science

Level 2
Credits 3
Medium of Instruction English
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 60% coursework
40% examination

Aims
This subject aims to develop students’ knowledge and understanding of the basic concepts of politics and political science with reference to current issues. It gives students a broader outlook on the world through an appreciation of different political systems and the relationship between individuals and the state. It equips students with analytical skills to apply the concepts learnt into examining the politics of Hong Kong, the greater China and the rest of the world. The interplay between government institutions and the informal actors are also introduced. This subject also aims to nurture in students attitudes that are conducive to their participation in political and social affairs as active and responsible citizens.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

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

▪ understand and discuss the multi-faceted concepts in political science
▪ acquire the knowledge of the underlining operation of political dynamics
▪ analyse current affairs with reference to conceptual frameworks of political science
▪ outline the political development of Hong Kong, the Greater China and Western democracies

Indicative Contents

▪ Basic Concepts
  Polities; Political sciences; Political power; Authority; Legitimacy; Nation; State; Sovereignty; Ideology; Democracy; Liberty; Political culture; Bureaucracy.

▪ Government Structure
  Constitution; Legislature; Executive and civil services; Judiciary.

▪ Informal Actors
  Political parties; Interest groups; Mass media; Public opinion; Social movement.

▪ Political Issues
  Democratisation; Political development, Hong Kong political reform; the Basic Law; election.

▪ International Relations
  Cold War; Post-Cold War; Globalisation; International political economy and international institutions.
Teaching/Learning Approach

Lectures will expound the concepts and applications of theories and approaches illustrated by current issues. Audio-visual materials will be used during lectures whenever necessary to facilitate learning and to consolidate students’ understanding of topics.

Tutorials will be conducted with small group presentations and issue-based learning.

Off campus observation and interview will be used as one of the methods to enhance students’ interest of the subject matters and to consolidate the knowledge learnt.

Assessment Approach

A variety of assessment tools, such as presentations, a field research project, a term paper, tests, and an examination, will be applied to assess the knowledge assimilated, and the analytical and critical thinking ability.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, field observation, test(s) and examination(s).

Indicative Readings

Recommended Textbooks


References


Ma, N. (2007) Political Development in Hong Kong: State, Political Society, and Civil Society, Hong Kong University Press.
CCN2022  Japanese II

Level 2  
Credits 3  
Medium of Instruction Japanese, supplemented with English and/or Cantonese  
Teaching Pattern 28 hours of lectures  
14 hours of tutorials  
Prerequisites CCN1019 Japanese I, or a minimum 42 hours training in Japanese and/or an equivalent level of proficiency in Japanese, which must be supported by an official document  
Assessment 60% coursework  
40% examination  

Aims  
This foundation course is basically a continuation of CCN1019 Japanese I. It aims to further develop and reinforce students’ competence in correct pronunciations, different writing systems, vocabulary, sentence structures and grammar, as well as daily conversations through more reading, writing, speaking and listening practices of the Japanese language.  
The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.  

Learning Outcomes  
On successfully completing this subject, students will be able to:  
- pronounce, read and write Katakana, and other new sounds  
- develop a cumulative vocabulary pool of about 1,000 words (including Kanji, commonly used expressions and phrases)  
- acquire a fundamental knowledge of Japanese grammar and sentence patterns at the elementary level  
- speak simple Japanese phrases and sentences to initiate and respond in situational conversations at the elementary level  
- read and understand short passages by mastering all Japanese characters, namely Hiragana, Katakana, and Kanji  
- cultivate a preliminary understanding of Japanese culture  

Indicative Contents  
- Phonetic and Writing Systems  
  All vowels and consonants in their Katakana forms; 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; Writing 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**

This course will reinforce students’ acquisition of correct Japanese sounds and to master the Katakana writing system. 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, group projects, written reports, quizzes, tests and examination(s) designed to develop and assess students’ achievement of the subject intended learning outcomes as well as communication skills in the Japanese language.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for quizzes, projects, test(s) and examination(s).

**Indicative Readings**

**Recommended Textbook**

大新書局出版社編輯部：《大家的日本語—初級 1》（《みんなの日本語》），大新書局，2011年版。

**References**

向日葵出版社編：《日語假名習字簿》，向日葵出版社，2010年版。

大新書局出版社編輯部：《大家的日本語—初級 (讀本篇)》，大新書局，2010年版。

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)》，大新書局，2011年版。
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 )》，大新書局，2007年版。

向日葵出版社編：《日本語 90 日 1》(90 Days of Japanese Language 1)，向日葵出版社，2010年版。
CCN2023 Light, Man and Environment

Level 2
Credits 3
Medium of Instruction English
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 50% coursework
50% examination

Aims

This subject equips students with basic knowledge on the importance of light to our living and work, and on the parameters affecting human’s perception on the natural and built environment. It provides students with analytical skills to appraise the natural and built environment based on human biological, psychological and physiological needs. With a better understanding of the interrelationship between light, human and the environment, students will be able to develop their ability in suggesting ways of improvement for the benefits of human and the environment.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- describe the nature of light and compare the properties of natural and artificial light sources
- give an account of the parameters used to describe the natural and built environment
- identify the interrelationship between light, human and the environment
- explain the requirements of environmental parameters to satisfy human biological, psychological and physiological needs

Indicative Contents

- **Lighting Quantities and Terminologies**
  Quantities for measurement of light and colour; Terminologies used to describe human vision.

- **Overview of Natural and Artificial Light Sources**
  Daylight availability; Working principles and photometric characteristics of artificial light sources.

- **Human Senses**
  Sensation, perception and environmental stimuli; Non-linearity and power law; Subjective sensory perception; Visual sense and the eyes; Aural sense and the ears; Skin senses of heat and cold.

- **Natural Environment**
  Climate classification; Meteorological data: wind, temperature, precipitation, humidity, solar angles, direct and diffuse solar radiation, sun-path diagrams, etc; Interaction with the built environment.
- **Built Environment**
  Human requirements; Thermal comfort issues; Sound and noise control; Indoor air quality; Natural ventilation.

**Teaching/Learning Approach**

Lectures and tutorials will constitute the delivery of this subject. Lectures will aim at delivering the basic knowledge of theories and facts which will lead to the achievement of all intended learning outcomes. Tutorials will provide students with the opportunity to deepen their understanding and to enhance their problem-solving ability. Activities in tutorials will normally include problem-solving exercises, case studies, and presentations, which will facilitate learning to achieve all intended learning outcomes.

**Assessment Approach**

A variety of assessment tools will be used, including assignments, presentations, case studies, written reports, test(s) and an examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as their generic skills including critical thinking, analytical skills and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

**Recommended Textbook**


**References**


Aims

This subject introduces students to the vocabulary and grammar of logic, and enables them to master the basic techniques to determine the validity of arguments. It equips students with the ability of logical reasoning and makes them critically aware of fallacies in everyday reasoning. It also cultivates students’ appreciation of logic and reasoning.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- recognise arguments presented in natural language
- apply logical techniques in assessing reasoning both in everyday life and in academic pursuits
- become more critically aware of fallacies in everyday reasoning

Indicative Contents

- **Logic and Reasoning**
  The nature and uses of logic; Logic and arguments; Arguments and reasoning; Distinction between deductive logic and inductive logic.

- **Propositional Logic**
  The concept of proposition; Logical connectives and truth functions; Analysis of arguments by means of logical symbols; Rules of natural deduction; The truth-table method and the short-cut method.

- **Predicate Logic**
  Predicates and quantifiers; Translating a sentence into predicate symbols; The use of natural deduction to prove the validity of an argument.

- **Applications of Logic and Reasoning**
  Analysis and evaluation of logical reasoning in western philosophy; Analysis and evaluation of logical reasoning in Chinese philosophy; Analysis and evaluation of logical reasoning in advertisements.
Teaching/Learning Approach

Lectures will focus on the introduction and explanation of concepts and rules of logic and reasoning illustrated with examples. Students will be required to do exercises after the lectures, so as to ensure that they can apply the concepts and the rules.

Tutorials will provide students with the opportunity to deepen their understanding and to explore further the applications of logical techniques. Activities in tutorials will normally include student presentations, discussions of problems, and doing exercises.

Assessment Approach

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

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 hours of class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

Recommended Textbook


References


馮耀明：《公孫龍子》，東大，2000年版。
CCN2025           Love, Intimacy and Identity

Level         2           Credits         3
Medium of Instruction English
Teaching Pattern         28 hours of lectures
                        14 hours of tutorials
Prerequisites       Nil
Assessment         60% coursework
                        40% examination

Aims

This subject aims to introduce the theoretical frameworks and research findings on love and intimacy, as well as examining their roles in identity formation of individuals. Students are expected to understand the issues concerned with reference to the significant evolutions over time and drastic changes in social structures. This subject also provides a general orientation of personal growth, so that students can develop healthy and positive social relationships with others.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- elaborate different approaches to defining and measuring love
- analyse the nature of intimacy on various levels of social relationships
- explain the formation of self-identity from the perspectives of personality, life-span development, feminism, law, and media
- reflect on various practical concerns and social phenomena based on the dynamic interaction of love, intimacy and self-identities of different individuals

Indicative Contents

- Basic Dynamics of Interpersonal Attraction
  Development of relationship science; Varieties of relationships; Proximity, physical attractiveness, similarity and reciprocity; Research findings on cultural and gender differences on mate selection.

- Conceptualisation of Love
  Sternberg’s Triangular Theory of Love; Lee’s six styles of love; Scientific measurements of love; Attachment styles in love relationships; Love and marriage over the history and under different social structures; Problematic aspects of love (including obsession and mismatched love styles).

- Nature of Intimacy
  Building blocks of closeness (verbal and non-verbal communication); Exchange versus communal relationships; Effective strategies to enhance relationships; Constructive coping styles in relationship loss; Intimate relationship issues and related research findings (including jealousy, conflict, and loneliness).

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- **Formation of Identity**
  Different aspects of self-identity; Bio-psycho-social processes of identity development; Theoretical views on gender and sexual identities; The Feminist Revolution; Media, gender stereotypes and identity; Psychological adjustments on identity transformations.

- **Current Issues and Social Problems**
  Marriage laws and related social welfare or resources planning; Sexual harassment and gender politics; Sexual Liberation Movement and moral implications concerned (e.g., sexual orientations and cyber-sex practices); Complexities in conceptualising “disorders” related to relationship difficulties or identity maladjustments; Ethical principles in sex education.

**Teaching/Learning Approach**

Lectures will focus on the introduction and explanation of concepts and theories supported by hypothetical and real examples wherever appropriate. Group discussions on various case studies, newspapers, films and TV commercials may be arranged to stimulate students’ interest or their awareness of practical implications of some concepts.

Tutorials will provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. The Experiential learning approach will be adopted in debate sessions, simulation exercises, role-plays and so on to let students reflect on their personal values and real life experiences.

**Assessment Approach**

In order to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical abilities and communication skills, a variety of assessment tools will be used, including case studies, self-reflection paper, journal review or critique, test(s) and a final examination.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

Recommended Textbook

References


This subject provides an introductory survey of mass media and its effects on culture, in particular in Hong Kong society. It enables students to understand and apply relevant concepts in cultural and media theory, and identify the relationship between media and cultural production across various mass media including television, newspaper, and the Internet, especially within the context of Hong Kong.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

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

- apply concepts in cultural and media theories
- compare and contrast the nature of various types of mass media and their potential effects on the individual and society
- identify the relationship between media and cultural production, especially within the context of Hong Kong

Indicative Contents

- **The Process and Functions of Mass Communication**
  The SMCR model; Mass communication and its characteristics; Five social functions of mass media.

- **Newspapers**
  The case of *Apple Daily*; Multiple definitions of news; Gatekeeping; Framing; Agenda-setting; Implications of the study of news production.

- **Television**
  History and significance of television; Regulation of television; The idea of public service broadcasting; Principles and crisis facing public service broadcasting.

- **Internet and the Era of New Media**
  Significance of Internet; Internet as new media; Study of the impact of Internet; Global village; Double-edged sword.

- **Media Influences**
  Media’s tremendous and limited effects; Micro- and macro- level media’s impacts; Social learning theory; Observational learning.
Teaching/Learning Approach

Lectures will provide students the opportunity to learn concepts through a variety of media, including books, lecture PowerPoint’s, videos, newspaper cuttings, and the Internet. By exposing students to the mass media as they are used and consumed in modern societies, the subject will help students draw connections between theoretical concepts and real world applications.

Tutorials will provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. Activities in tutorials will normally include student presentations and discussions of problem sets and case studies.

Assessment Approach

A variety of assessment tools will be used, including presentations, projects, case studies, class exercises, test(s) and an examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

Recommended Textbook


References


CCN2027 Oral Communication in English

Level 2  
Credits 3  
Medium of Instruction English  
Teaching Pattern 28 hours of lectures  
14 hours of tutorials  
Prerequisites Nil  
Assessment 100% coursework

Aims

The main purpose of this subject is to help students develop their oral skills in English. It aims at enhancing their English pronunciation, eloquence and communication skills. It also helps students increase their confidence in spoken English and raise their awareness of their own language learning strategies.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- use the International Phonetic Alphabet (IPA) and pronunciation rules to improve their accuracy in spoken English
- apply skills and strategies to communicate fluently in interpersonal, group, and public situations
- analyse the effectiveness of communication in interpersonal, group, and public situations
- increase their 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; Linking.

- **Interpersonal Communication**  
  Communication and relationship development; Interpersonal communication in school life, social life, and business life.

- **Group Communication**  
  Problem-solving process; Teamwork skills.

- **Public Communication**  
  Organising presentation content; Improving delivery techniques; Types of delivery; Overcoming presentation fear.
Teaching/Learning Approach

The emphasis of lectures will be placed on acquiring knowledge and strategies to enhance students’ communication skills in English. Through in-class activities and out-of-class assignments, students will build fluency and confidence in their oral English production. They will also be exposed to audio-visual recordings of interpersonal, group, and public communication, thus developing the ability to critique examples which will serve as another means for them to internalise the knowledge and techniques of the subject.

Some tutorials will be conducted in the language laboratory, where students will make use of audio-visual materials and the Internet to reinforce the accuracy of their spoken English.

Assessment Approach

Assessment tools will mostly be speaking tasks, including mini-presentations, quizzes, role plays, speeches and reflections to assess students’ achievement of the subject intended learning outcomes as well as generic skills, including verbal and non-verbal communication skills in English.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials and quizzes.

Indicative Readings

Recommended Textbook


References


CCN2028 Products and Materials in Modern Society

| Level       | 2 |
| Credits     | 3 |
| Medium of Instruction | English |
| Teaching Pattern | 28 hours of lectures |
|              | 14 hours of tutorials |
| Prerequisites | Nil |
| Assessment   | 50% coursework |
|              | 50% examination |

Aims

This subject aims to introduce students the availability of various engineering materials and their characteristics. It gives students an understanding of the applications and selections of engineering materials based on the consideration of product design, properties, cost, and their in-service performance.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- understand the fundamentals of materials science and engineering
- conduct simple engineering analysis of the relationships between material properties and their possible applications
- appraise the applications of advanced materials technology in their daily life
- apply relevant scientific and engineering knowledge to enhance their understanding of the impact of materials technology on society

Indicative Contents

- **Materials Availability and Selection**
  Evolution of engineering materials; Materials in design; Engineering materials and their properties; Price and availability; Materials selection criteria.

- **Fundamentals of Materials**
  Structure and phase diagrams; Methods of strengthening; Mechanical properties of engineering materials; Mechanical properties testing; Structure and properties relationship.

- **Design against Fracture and Degradation**
  Ductile and brittle fracture; Stress intensity factor approach; Fatigue, creep, corrosion, and wear; Design against fracture and degradation; Examples of component failure in engineering.

- **Applications and Selection of Engineering Materials**
  Ferrous and non-ferrous alloys; Commodity and engineering plastics; Engineering ceramics and composites; Sources of material property data; Performance indices (based on Ashby's analysis); Materials selection charts; Performance maximising criteria.
Advanced Materials and High Technology Products
Composite materials; Nanotechnology; Biomaterials; Smart materials; Technological impacts of advanced materials on society.

Teaching/Learning Approach

Lectures will focus on the introduction and explanation of concepts and theories supported by hypothetical and real examples wherever appropriate. Group discussions and activities may be arranged to stimulate students’ interests or their awareness of practical implications of some concepts. Worksheets may also be used to guide students through the reasoning behind more complex theories.

Tutorials will provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. Activities in tutorials will 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, test(s) and examination(s) designed to develop and assess students’ achievement of the subject intended learning outcomes as well as their generic skills including critical thinking, analytical skills and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

Recommended Textbook


References


CCN2029 Professionals and the Society

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<th>Level</th>
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<tr>
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<td>Medium of Instruction</td>
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Aims

This subject enables students to learn about the roles of professionals in real-life situations and their responsibilities towards the profession, colleagues, employers, clients and the public. It facilitates students to appreciate the historical context of modern technology and the nature of the process whereby technology develops. It also enables students to describe the social, political, and economic impact of technology on society. It helps students appreciate the effects of the development of technology relating to economy, legislation, people’s livelihood, safety, health and environment and the implied social costs and benefits. In addition, it provides students information about professional conduct and the legal and moral constraints relating to professions.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- describe different types of intellectual property protection and to evaluate the impacts of modern technology on development in education, business, profession and the society
- identify the importance of professional conduct and responsibilities in various professional activities
- identify the effects on the development of technology relating to economy, legislation, people’s livelihood, safety and health, environment and welfare of the public in real life cases
- interpret the academic, training and professional requirements of local and overseas professional institutions
- work responsibly, effectively and appropriately as an individual and as part of a group

Indicative Contents

- **Technology and Profession**
  Impacts of technology on Society innovation and creativity; The history and trend of technology on the development of society and profession.

- **Industries**
  The outlook of Hong Kong's industries; Its supporting organisations and impact on development from the China Market; Intellectual property rights, protection and the enforcement organisations; Basic Contract law for professionals.
- **Occupational Safety and Health**
  Occupational safety and health including the work of the Labour Department and the Occupational Health and Safety Council; Legislation on occupational safety and health.

- **Environment**
  Environmental protection and related issues; Roles of professionals in energy conservation, ecological balance and sustainable development.

- **Professionalism**
  Local and overseas professional institutions and education systems; Qualification and criteria of professionals.

- **Legislation and Codes of Ethics**
  Professional ethics and legislation; Bribery and corruption including the work of the Independent Commission Against Corruption (ICAC); Social responsibilities of professionals.

**Teaching/Learning Approach**

Lectures will focus on the introduction and explanation of essential knowledge and information on the relationship between society and professionals. Current issues and relevant topics may be used to stimulate students’ interest or their awareness of the relationship in real-life cases. Some lectures may be delivered by guest speakers.

Tutorials will provide students with the opportunity to deepen their understanding on the relationship. Activities will normally include case studies, discussions, group projects, report writing, presentations or other activities for students to synthesise and apply the acquired knowledge, some of which may be acquired from relevant newspapers, magazines and journals.

**Assessment Approach**

A variety of assessment tools will be used, such as case studies, presentations, written reports, test(s) and an examination, to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

Recommended Textbook

References


Aims

This subject provides students with an overview of the general social development in China after 1949, and a basic understanding of the important issues involved. It guides students to consider some basic theories relevant to explaining social development in China and certain commonly-held views concerning China’s development experience. It also guides students to begin examining the dilemmas and controversies in social development in China.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- outline an overview of the general social development in China after 1949
- identify important issues in the course of social development in China
- describe some basic theories to explain China’s development experience
- analyse selected issues of social development in China
- identify the dilemmas and controversies in the contemporary social development of China

Indicative Contents

- **Development and Environment**
  Modernisation; Economic reform; Rural industrialisation; Environment and sustainable development.

- **Employment and State Enterprise Reform**
  Danwei; Privatisation; State enterprise reform; Changing employment structure; Unemployment; Social security.

- **Growing Social Inequality**
  Social classes in transformation; Globalisation; Dualistic development; Rural poverty and rural unrest.

- **Population and Social Issues**
  Population policy; Rural-urban population flow; Aging, Changing family structure; Gender equality; Democratisation.
Teaching/Learning Approach

Lectures will focus on explaining concepts and theories as well as outlining the key issues of social development in China. They will be delivered, whenever necessary, with the aid of audio-visual materials and actual research reports. In tutorials, students will be divided into small groups to conduct presentations of their seminar presentation projects on selected issues. Case studies will also be used in tutorial to discuss on dilemma and controversies faced by China in her course of social development.

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.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials and assignments.

Indicative Reading

Recommended Textbooks


林貢欽：《衝突 vs. 和諧: 中國社會發展的困惑》，天地圖書有限公司，2009 年版。

References


郭繼嚴主編：《中國社會發展藍皮書》，雲南人民出版社，1996 年版。

張德勝：《思入風雲: 現代中國的思想發展與社會變遷》，巨流圖書公司，1997 年版。
Aims

This subject equips students with various statistical skills that are necessary for solving decision problems under uncertainty in social science, business, reliability, management science, and other similar fields of endeavour. It provides students with an understanding on how data are collected, summarised, presented, analysed, and interpreted. The subject also helps develop students’ critical thinking and analytic skills for life-long learning.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- develop the abilities in data presentation using statistical packages such as R
- apply appropriate statistical methods to solve practical problems under uncertainty in social science, business, reliability, management science, and other similar fields of endeavour
- decide which methods can be used to collect, describe and present data
- analyse data and interpret the results for making recommendations
- relate probability theories to solve real life problems

Indicative Contents

- **Data Presentation using Statistical Packages**
  Basic statistical terms; Types of data; Scales of Measurement; Use of tables and plots to summarise categorical and numerical data; Measures of central tendency; Measures of variation; Description of the properties of central tendency, variation, and shape in numerical data.

- **Counting Methods and Probability Law**
  Permutations and combinations; Probability Laws: addition law, multiplicative law and complement law; Conditional probability; Statistical independence; Collective exhaustive; Bayes Theorem.

- **Probability Distribution**
  Discrete and continuous random variables; Probability mass function; Probability density function; Expected value and variance; Binomial and Poisson probability distribution; Normal distribution and Normal approximations.
- **Sampling Distribution**
  Sampling distribution of mean and proportion; Central limit theorem; Probability problems involving sampling distribution; Sampling methods; Sampling and non-sampling errors.

- **Interval Estimation**
  Point estimation; Confidence interval and its interpretation; Underlying assumptions; Sample size determination.

- **Hypothesis Testing**
  Hypothesis testing procedures using critical value approach; Z test; t test; Underlying assumptions.

- **Multiple Regression**
  Model description; Estimation of parameters; Properties of estimates; Prediction; Underlying assumptions.

**Teaching/Learning Approach**

The lectures will focus on the introduction and explanation of key statistical concepts. Emphasis is on problem formulation, problem solving skills, assumptions, and interpretation. Occasional group discussions will be conducted.

The tutorials will provide students with opportunities to deepen their understanding of the concepts taught in the lectures and to apply the theories to the analysis of real-life social science/business/engineering/industrial problems. The activities in tutorials will normally include discussions of problems sets.

**Assessment Approach**

A variety of assessment tools will be used, including interactions between teacher and students, group discussions, assignments, tests and examination(s) designed to develop and assess critical thinking as well as analytical and interpersonal skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and revisions for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

Recommended Textbook

References


CCN2032 The History and Culture of East Asia

Level 2
Credits 3
Medium of Instruction English and Chinese (Cantonese)
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 50% coursework
50% examination

Aims

This is an interdisciplinary subject designed to introduce students to the history and culture of East Asia, in particular China, Korea and Japan. This subject also explores the similarities and differences between China, Korea and Japan in the contexts of their historical and cultural developments.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- understand the historical and cultural divergences of different countries in East Asia
- appreciate the multiple perspectives with which people view East Asian historical and cultural developments
- analyse the complex interplay between the culture, society and history of an East Asian country
- demonstrate an ability of independent judgment on present-day East Asian cultural practices and social institutions
- apply different concepts and theories to the analysis of modern social and cultural issues in East Asia
- develop a lifelong interest in reading and studying East Asia

Indicative Contents

- **The Concept of East Asia**
  The geographical and cultural definitions of East Asia; The needs for historical and cultural understandings; The Sinoshpere; A brief introduction of present-day China, Korea and Japan.

- **The Historical Development**
  The relationship of China, Korea and Japan from the seventh to the tenth century A.D.; The Kentōshi diplomatic envoys sent to China from Japan; Cultural exchanges between China, Korea and Japan prior to the nineteenth century A.D.; Reforms and wars in East Asia after the nineteenth century; The Second World War (1939-1945) in East Asia.

- **The Division of North and South Korea**
  Colonisation of the Korean peninsula by the Japanese in the twentieth century; The Korean War (1950-1953); The politics and society of South and North Korea after the Korean War.
The Economic Development in Historical and Cultural Contexts
The economic miracle in Japan; The “bubble burst” in Japan; The economic reform in China; The economic development in South Korea after the Korean War.

Women in East Asia
The roles of women in ancient and modern East Asia; Gender in East Asia.

Traditional Culture in East Asia
Traditional performing arts; Cultural heritage; Ancient philosophical ideas and religions; Historical architecture; Languages and culture.

Popular Culture in East Asia
East Asian cinemas; Pop industries in Japan and Korea; The soft power of Japan, Korea and China; East Asian fashion.

Teaching/Learning Approach
An interactive approach will be adopted. Students will be required to actively participate in discussions and presentations. Audio and visual materials will also be used to enhance students’ understanding of the teaching contents. Students will be divided into groups, and each group will present a topic on the history and/or culture of East Asia.

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

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required
Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

References


Japan: From Prehistory To Modern Times, Charles E. Tuttle Company.


How East Asian Films Are Reshaping National Identities: Essays On The Cinemas Of China, Japan, South Korea, And Hong Kong, Edwin Mellen Press.


Correlated History of the Far East, C. E. Tuttle.

Social And Economic Policies In Korea: Ideas, Networks And Linkages, RoutledgeCurzon.

Chinese Imperial City Planning, University of Hawaii Press.


Audio-visual materials

China Rises: A Documentary in Four Parts, Discovery Channel.

Inside North Korea, National Geographic Video.

Japanese Women, Television Broadcasts Limited.

China: A century of revolution, Zeitgeist Films Ltd.
電視廣播有限公司制作：《財經透視：日本經濟之從傳統走出來》，電視廣播有限公司，2004 年 10 月 24 日版。

香港電台制作：《鏗鏘集：韓國製造》，電視廣播有限公司，2002 年 9 月 30 日版。

香港電台制作：《鏗鏘集：戰後六十年－警號》，電視廣播有限公司，2005 年 8 月 8 日版。

唐健垣主講：《香港城市大學中國文化中心藝術講座—七弦古琴之美》，香港城市大學中國文化中心，1999 年 8 月 12 日版。
(http://encore.lib.cityu.edu.hk/iii/encore/record/C%7CRb1865362%7CS 七 弦 古 琴 %7COrightresult%7CX3?lang=eng&suite=pearl)
CCN2033 The History of Modern China

Level 2
Credits 3
Medium of Instruction English and Chinese (Cantonese)
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 50% coursework
50% examination

Aims

This subject introduces students to the historical knowledge and analytical skills essential to understanding the evolvement of modern China. It familiarises students with key events and issues in China’s history from the early 19th century to the present. It also provides students with a contextual framework for understanding major scholarly interpretations and debates. The subject also enhances students’ generic skills such as critical thinking and effective presentation of ideas.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- understand key events and issues in the history of modern China
- cultivate a sensitivity to the complexity of historical narratives concerning modern China
- develop competence in presenting ideas in coherent and well-structured form
- apply relevant concepts and interpretations of history to modern Chinese society
- foster a lifelong interest in learning about China after the completion of the course

Indicative Contents

- **Introduction: Approaches to Understanding Chinese History**
  Basic geographical and ethnic facts of China; Variety of historical perspectives.

- **The Coming of the West, Rebellions, and Reforms**
  The tribute system and the treaty system; Cultural and economic clashes between China and the West; Reasons and impacts of the Opium War; The Taiping Rebellion; The Self-Strengthening Movement and its failure.

- **The Republican Revolution and the Warlord Era**
  Late Qing reform; Sun Yat-sen and the 1911 Revolution; Limited success of the 1911 Revolution; Warlordism.

- **The May Fourth Movement and the Rise of the Chinese Communist Party**
  Impact of Western cultures on Chinese intellectuals; Rise of modern Chinese nationalism; The early Chinese Communist Party and the rise of Mao Zedong.
- The Sino-Japanese War and the Civil War
  Japanese aggression; The War of Resistance; Growth of the Communist Party during the war; The American interlude.

- The People’s Republic of China
  Establishment of a new order; The Great Leap Forward; The Cultural Revolution; Economic reform and its problems; the protests of 1989.

**Teaching/Learning Approach**

Lectures will introduce general historical background, important issues and major scholarly interpretations, supported by audio and video materials when appropriate. Discussions and activities may be arranged to stimulate students’ interest in historical issues and the variety of historical narratives.

Tutorials will adopt an interactive approach to help students deepen their understanding and explore further the issues and concepts taught in lectures. Activities in tutorials will normally include discussions and student presentations.

**Assessment Approach**

A variety of assessment tools could be used, including assignments, presentations, written reports, test(s) and an examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and delivery skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test and examination.

**Indicative Readings**

Recommended Textbook

(H徐中約:《中國近代史》上下冊,香港中文大學出版社, 2001年版。)

References


陳永發：《中國共產革命七十年》，臺北：聯經出版事業公司，2001年(修訂版)。

郭廷以：《近代中國史綱》，香港：香港中文大學出版社，1986年(第3版)。

張玉法：《中國現代史》，東華書局，2001年(增訂9版)。
CCN2034 The Perspectives of Eastern and Western Cultures

Level 2
Credits 3
Medium of Instruction English and Chinese (Cantonese)
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 50% coursework
50% examination

Aims
This subject is designed to familiarise students with a primary and systematic understanding of the basic differences and similarities between Chinese and Western cultures through the comparative study of selected themes such as religious, philosophical and ethical thinking. The study of cultural interaction is intended to help students acquire a broad range of cultural knowledge through which a deeper bicultural consciousness can be cultivated.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

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

- identify the differences and similarities of Eastern and Western ways of thinking
- become more sensitive to different cultural novelties and distinctiveness
- analyse critically the strengths and weaknesses of the Eastern and Western thoughts
- adapt the interaction between the Chinese and Western cultures in society nowadays

Indicative Contents

- The Conceptions and Definitions of Eastern and Western Cultures
  Concepts and definition of culture in Eastern and Western perspectives; Representations of the East and the West.

- Language and Communication
  Language and the society; Accent and class; Tone and gender; Greetings and manners; The difference between verbal and body languages in the East and West.

- Religious Belief
  The conception of heaven and hells in the different religions; The life and thoughts of Jesus and Buddha; The rise of different religions; The impact of religion in Hong Kong and the world.

- Human Relationship
  The conception on relationship in the East and West; The difference between Eastern and Western conceptions on family relationship; The secret of having good and happy relationship in Eastern and Western cultures.
Gender and Sexuality
The rise of feminism in modern western society; Ancient Chinese representations of Chinese womanhood; Different attitudes toward sex and gender; Sex education in the East and West; Cultural Relativism.

The Conceptions of Beauty
The concepts of beauty in the East and West; The ancient and modern representations of beautiful figures; the western images of Eastern beauty; The Japanese influences on Hong Kong; Modern cultural meaning of ‘Miss Universe’.

Childhood and Toy Culture
History of Barbie doll; Barbie culture and the representation of American womanhood; The impact of American Barbie culture on China, Hong Kong and the world; The Gundam culture and the Japanese worldview.

Popular Cultures: TV culture and the Society
The impact of Western popular cultures to the East; The interactive relationship of popular cultures between the East and the West; The interactive relationship between TV culture and cultural identities.

Teaching/Learning Approach
Lectures will focus on introduction of concepts and understanding the basic differences and similarities between Eastern and Western cultures through audio-visual materials. Students may occasionally be required to participate in fieldwork under the guidance of the lecturer.

Tutorials will provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. Students will be required to actively participate in discussion and presentation in order to help them to adapt the interaction between the Chinese and Western cultures in the real world.

Assessment Approach
A variety of assessment tools will be used, including presentations, projects, case studies, test(s) and an examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required
Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings
Recommended Textbook
References


金耀基：《從傳統到現代》，時報文化，1992年版。

閻江、肅妮妮：《中西方文化比較》，上海辭書出版社，2003年版。

陳序經：《東西文化觀》，北京：中国人民大学出版社，2010年版。

趙孝萱：《兩腳踏東西文化：林語堂相冊》，台北市：台北市政府文化局，2003年版。
Aims

This subject aims to help students recognise the ethical dimension in daily life. It provides an introduction to the key moral theories used in applied ethics, and considers how such theories help in making ethical judgments about the problems encountered in the above aspects. Furthermore, the course identifies a number of core values integral to the social organisation of modern society, analyses the schools of thoughts in support of these values, and reviews the debate among these schools of thoughts.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

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 identify moral disagreements in relation to common issues in applied ethics
- grasp the underlying values involved in the controversy of applied ethical issues
- identify the modern values integral to the organisation of modern society
- articulate the arguments in support of these values

Indicative Contents

- **Normative Ethical Theories**
  Utilitarianism; Deontological Theory; Virtue Ethics.

- **Social Ethical Concepts and Theories**
  Liberalism; Tyranny of the majority; Harm principle; Toleration; Paternalism; Egalitarianism; Social primary goods; Social contract; Communitarianism; Common Good; Libertarianism; Feminism; Socialism.

- **Values**
  Liberty and Autonomy; Equality; Distributive Justice; Community; Rights; Democracy.

- **Applied Ethical Issues**
  Abortion; Euthanasia; Sex and Marriage; Pornography and Censorship; Environment; Surrogate Mother; Minimum Wage; Drug Control, Media Ethics.
Teaching/Learning Approach

Lectures will introduce students to the major concepts and arguments related to the relevant topics. Various exercises will be designed to help students grasp the concepts, and assignments will be offered to stimulate them to reflect upon the core values of modern society.

Tutorials will 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 moral controversies, such as abortion, government regulation of pornography and social security.

Assessment Approach

A variety of assessment tools, including presentations, case studies, written reports, test(s) and assignment(s), will be used to assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and essay(s).

Indicative Readings

Recommended Textbooks


楊國榮：《青紅皂白：從社會倫理到倫理社會》（修訂本），三聯書店(香港)有限公司，2008年。

References


羅秉祥：《生死男女－選擇你的價值取向》，突破出版社，1994年版。

羅秉祥：《自由社會的道德底線》，基道，1997年版。
李琪明：《倫理與生活：善惡的變與辨》，五南圖書出版股份有限公司，2003 年版。

許志偉：《生命倫理：對當代生命科技的道德評估》，中國社會科學出版社，2006 年版。

波伊曼著，江麗美譯：《生與死：現代道德困境的挑戰》，桂冠，1995 年版。
CCN2103 Advertising and Promotion

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Aims

This subject is designed for students who have a basic knowledge of marketing. The subject introduces knowledge and concepts of integrated marketing communications (IMC) and aims to develop their planning skills in formulating marketing communication mix strategies. The subject will also help students develop their critical thinking as well as oral and written communication skills.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

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 and public relations
- formulate an integrated marketing communication (IMC) campaign
- evaluate the effectiveness of an integrated marketing communication (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 integrated marketing communications (IMC) in the marketing process.

- **Marketing Communications Environment**
  Developing a marketing plan; Communication marketing analysis (i.e. competition, 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, trade and consumer sales promotions, E-active marketing, public relations and sponsorship); Measuring, monitoring and evaluating the effectiveness of IMC.

Ethics and Trends in Marketing Communications
Morals, ethics, and social responsibility in marketing communications; Enhancing key accounts (i.e. customers) and channel relationship through IMC; Electronic commerce and its implications in marketing communications.

Teaching/Learning Approach
Lectures will primarily focus on marketing communications perspective with an aim of developing skills and concepts that allow students to develop and manage integrated marketing communication programmes. They will also have detailed coverage on IMC tools. Real-life examples will be used to demonstrate relevant concepts and theories. Tutorials will be interactive sessions which include student group presentations, case studies and in-class exercises.

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

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required
Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings
Recommended Textbook

References


Aims

This subject is designed for students to develop conceptual and theoretical understanding of consumer behaviour. It provides an overview on how the psychological, socio-cultural and environmental factors affect consumer behaviour and their implications on marketing strategies.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- explore the relationship between consumer behaviour and marketing strategies in a dynamic business environment
- appraise how internal and external factors influence consumer behaviour
- understand consumer decision making and their implications on marketing strategies
- apply consumer behaviour concepts and theories to practical marketing situations

Indicative Contents

- **Introduction**
  Overview of consumer behaviour and consumer behaviour’s role in marketing strategies; Framework for consumer analysis.

- **Consumer Decision Making**
  Problem recognition; Information search; Evaluation and selecting alternatives; Making purchase; Post-purchase evaluations.

- **Internal Influences on Consumer Behaviour**
  Consumer emotion, feeling and cognition; Consumer attitude and intention; Consumer learning and conditioning.

- **External Influences on Consumer Behaviour**
  Culture, subcultures, values, lifestyles; Cross-cultural consumer behaviour; Reference group influence.

- **Consumer Behaviour and Marketing Strategy**
  Consumer behaviour and marketing mix.
Teaching/Learning Approach

Lectures will focus on the introduction and explanation of concepts and theories supported by hypothetical and real examples wherever appropriate. Group discussions and activities may be arranged to stimulate students’ interests or their awareness of practical implications of some concepts. Case studies will be singled out for deeper analysis alongside relevant theories and concepts.

Tutorials will provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. Activities in tutorials will 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, test(s) and an examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as their generic skills, including critical thinking, analytical skills and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

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 is playing in the world today and to identify challenges China will be facing in the future. This subject also helps students develop their analytical skills and critical thinking for lifelong learning.

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

- understand the historical background of China’s economic development
- understand China’s achievements and setbacks in economic performance since its economic reforms
- identify the range of factors that determine economic performance in China and analyse how various factors affect China’s overall economic performance
- understand the economic developments in important sectors in China
- compare economic developments in major economic regions in China

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 Macro Economy**
  Growth; Economic fluctuations; Economic policies; Institutional and political factors affecting the macro economy.

- **Topics in China’s Economic Developments**
  China and the world economy; Investment: domestic and foreign; Consumption; Demographics and human capital; Institutional developments.

- **Individual Sectors**
  Resources; Automobile industry; Retail and consumer product industry; Telecommunication industry; Banking and financial system.

- **Regional Differences in Economic Development**
Teaching/Learning Approach

Well-designed questions covering the learning outcomes will be asked to raise students’ interest and a road map will be used to get students prepared for a lecture. The same set of questions will be asked at the end of a lecture to ensure that the learning outcomes have been achieved. Occasional problem-based learning activities related to current economic issues happening in China may be used to encourage students’ participation and critical thinking.

Students will be required to do news reading and they need to explain and comment on their news cutting during the tutorials. This will not only reinforce their understanding by applying the knowledge they have learnt, but also strengthen their communication skills. Activities such as group discussions, debates and presentations will also be arranged to motivate students 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 an examination, so as to develop and assess students’ critical thinking as well as analytical and communication skills. Students will be required to actively participate in the learning process through reading articles, doing projects and conducting self-study.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

Recommended Textbook

There is no prescribed textbook. This is a dynamic topic mainly involving current issues. Lecture summaries 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 Organisation)

http://www.cei.gov.cn (China Economic Information)


http://www.chinadaily.com (China Daily)

http://english.peopledaily.com.cn (People’s Daily)

http://wwwiwep.rog.cn (Institute of World Economics and Politics)

Journals, Periodicals

China Business Review

China Economic Review

The China Quarterly

China and World Economy
Aims

This subject equips students with analytical skills, interpersonal skills and bargaining skills that are necessary for maximising 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 is designed to enable students to become more effective negotiators and managers.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- understand the nature and process of negotiation
- prepare effectively for negotiation
- apply the techniques, strategies, and theories involved in improving negotiation effectiveness
- manage concession to maximise gains overcome negotiation barriers through effective communication

Indicative Contents

- **Negotiation Preparation**
  Definition of limits and alternatives; Concepts of BATNA; Setting of target point and resistance point; Assessment of self, opponents, 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; Telephone negotiation and other communication channels used for negotiations.

- **Power in Negotiations**
  Nature of power, Source of power, Persuasion techniques for enhancing negotiation power.
Teaching/Learning Approach

Lectures will focus on the introduction and explanation of concepts and theories supported by hypothetical and real examples wherever appropriate. Group discussions and activities may be arranged to stimulate students’ interests or their awareness of practical implications of some concepts. Worksheets may also be used to guide students through the reasoning behind more complex negotiation theories.

Tutorials will provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. Activities in tutorials will 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 an examination designed to develop and assess negotiation as well as analytical and communication skills.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

Recommended Textbook


References


Aims

This subject introduces to students a Systemic Functional Grammar (SFG) approach established by M.A.K. Halliday to analysing English grammar. Through basic analysis of a broad range of English spoken and written samples from the systemic functional perspective, students will understand the meanings of texts, explore the relationship between grammar and discourse, and learn about the use of English language as resources for achieving different communicative purposes.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- identify the focuses of different approaches to the grammar of English
- describe the meanings of English texts based on the three metafunctions described in SFG
- analyse authentic spoken and written English discourses at ranks from words to clause complexes
- apply lexicogrammatical knowledge to the analysis of authentic English spoken and written texts

Indicative Contents

- **Introduction to systemic functional grammar**
  Approaches to grammar (systemic functional grammar vs. pedagogic grammar/reference grammar); The context-text connection; The dimensions in language.

- **Lexical-grammatical Constituency**
  The rank scale (clauses, phrase/groups, words, morphemes); Classes of unit (nominal, verbal, adverbial, conjunction, prepositional) and their functions; Complexes; Rank shift.

- **Clause Complexes**
  Degree of interdepenency (parataxis, hypotaxis); Expansion (elaboration, extension, enhancement); Projection (locution, idea).

- **Interpersonal Metafunction**
  Addressers and audience; Mood; Polarity; Modality; Tone.

- **Experiential Metafunction**
  Process, participant and circumstance; Transitivity; Voice; Ergativity.
TEXTUAL METAFUNCTION
Theme and rheme; Cohesion; Information structure.

APPLICATIONS OF FUNCTIONAL GRAMMAR
The genre-grammar connection; Analysis of authentic spoken and written texts (e.g. narratives, biography, recounts, instructions, information reports, explanations, arguments, discussion, etc.).

TEACHING/LEARNING APPROACH
Lectures focus on the introduction and explanation of concepts and theories supported by authentic examples wherever appropriate. Group discussions and activities might be arranged to stimulate students’ awareness of practical implications of some concepts. In-class exercises might also be used to guide students through the reasoning behind the theories in systemic functional grammar.

Tutorials engage learners in analysis of a variety of authentic spoken and written texts. It provides students with the opportunity to deepen their understanding of key concepts and explore further the data-driven applications of theories taught. The activities in tutorials normally include student presentations, small-group discussions, case demonstrations and exercises in text analysis.

ASSESSMENT APPROACH
A variety of assessment tools will be used, including presentations, case studies, written reports, test(s) and an examination designed to develop and assess students’ achievement of the subject intended learning outcomes. Because of the subject nature, students’ linguistic competence and linguistic performance will be an integral part of the assessment tasks.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

STUDY EFFORT REQUIRED
Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as reading assigned references, doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination.

INDICATIVE READINGS
Recommended Textbook

REFERENCES


**CCN2167**  
**Bilingual Communication**

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<td>Medium of Instruction</td>
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| Teaching Pattern | 28 hours of lectures  
14 hours of tutorials |
| Prerequisites | Nil |
| Assessment   | 100% coursework |

**Aims**

This subject equips students with spoken and written language skills that are necessary in a bilingual context. It provides the conceptual framework to analyse communication issues and to understand them within the linguistic intersection of English, Cantonese and Putonghua. Studying the subject will also help develop student’s critical thinking for their life-long learning.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- acquire general knowledge of the types and features of bilingual communication
- make full use of the linguistic repertoires presented
- develop the skills of producing bilingual discourse in a summarised 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

**Indicative Contents**

- **The Field of Communication Theory**  
  Introduction to Communication Theories

- **Perceiving and Understanding**  
  Perception influenced by social and cultural factors

- **Engaging in Verbal Communication**  
  Case studies for verbal behaviour and environment

- **Engaging in Non-Verbal Communication**  
  Studies of non-verbal behaviour and environment

- **Communication and Personal Identity**  
  Basic bilingual communication skills

- **Group Communication**  
  Studies of group communicative behaviour
**Teaching/Learning Approach**

The subject will adopt a problem-based learning mode. Through intensive schedules of presentations in bilingual settings, students can 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.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 hours of class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials and test.

**Indicative Readings**

**Recommended Textbook**


**References**


程祥輝主編：《語言與傳意》（Language and Communication），海峰出版社，1996 年。

葉蜚聲，徐通鑄著：《語言學綱要》(Foundations of Linguistics)，北京大學出版社，1991 年。
### 科目目標

本科目主要透過多樣化的寫作練習，協助學生掌握商業及行政傳意的寫作技巧，訓練學生因應不同商業與行政語境，運用合宜的寫作策略和技巧的能力。

科目統籌小組在籌備講授及評核本課程時，須參照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助學生達到預期的學習成果。

### 學習成果

學生成功完成本科目，應能：

- 掌握各類商業及行政文書的特色和法則，包括語言運用、語調、格式等；
- 了解商業行政文書与其他實用與非實用文書在文類特色和語言運用上的差異；
- 有效運用從本科習得的寫作技巧，寫作各種商業及行政實用文，應付不同商業及行政語境的溝通傳意，例如：事務書信、會議紀錄、直銷書、新聞稿、工作報告、禮儀類文書等。

### 課程內容

- **商業行政中文特色概述**
  講解中文書面語的意義和類型；分析不同商業與行政傳意語境對語言運用的要求和特色。

- **寫作策略**
  分語境介紹如何更準確地運用語言來達到各種傳意目的，例如投訴、感謝、歡迎、詢問、質疑、婉拒等。

- **語言運用**
  介紹各種語言表達方法的特色，包括議論、說明、指引、描述、記敘等；通過比較其他實用與非實用文，說明這些語言表達方法在商業行政中文中的合理運用。

- **篇章建構、銜接和連貫**
  介紹如何建立商業及行政實用文篇章，其起承轉合特色。例如如何利用標題句、如何突出中心、如何銜接各種資料等。
文本分析：機構內部的商業行政傳意
　　會議記錄、工作計畫、工作報告、通報等。

文本分析：對外貿易或宣傳的商業行政傳意
　　直銷書、新聞稿、各類商貿關係文書，如信用查詢、報價和議價、合同、保險、貨運、付款、索償等。

文本分析：禮儀酬酢
　　邀請函、祝賀函、弔唁函、歡迎辭。

教學方法

本科目理論與實際並重，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，讓學生對有關理論和技能得到實際的訓練，以鞏固所學。

評核方法

本科目採用持續評估方法，學生須撰寫平時習作，包括個人寫作和小組習作。多元化的評估以發展和評核學生在商業行政傳意方面的技能為核心。

每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作時，均會獲告知習作所評核的是哪些預期學習成果。

學生所需的努力

除了 42 小時的課堂講授及導修練習外，學生在習作、備課、準備測驗，並與同學進行小組工作等方面所花的時間，預期約為 84 小時。

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

于成鯤主編：《中國商務應用文》，東北師範大學出版社，1994 年。
法定語文事務署：《政府公文寫作手冊》，香港特別行政區政府，2004 年。
祝雪虎編著：《行政公文寫作技巧、模板與範例》，廣東經濟出版社，2008 年。
張會恩、曾祥芹主編：《文章學教程》，上海教育出版社，1995 年。
童慶炳：《文體與文體的創造》，雲南人民出版社，1994 年。
楊成傑、劉禮慧主編：《財經應用文寫作》，湖南人民出版社，2006年。
楊蔭澍：《文章結構論》，吉林文史出版社，1990 年。
經濟日報出版社編：《中國商務應用文書手冊》，經濟日報出版社，2002 年。
劉北：《新編實用應用文》，三聯書店，2001 年。
謝錫金、岑紹基等：《中國內地機構文書研究與應用》，香港大學出版社，2004 年。
謝錫金、岑紹基等：《中國內地實用文》，香港教育圖書公司，2004 年。
科目目標

本科目主要講授各種中文傳媒文類的寫作技巧，通過作品點評、文體對比、研討學習、案例分析等方式，讓學生認識中文傳媒文類，如新聞稿寫作、採訪、廣告文案、宣傳文稿等的定義、風格、應用範圍及寫作方式，改善中文書面的表達能力，提高書面表達的精確度及有效度。

科目統籌小組在籌備講授及評核本課程時，須參照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助學生達到預期的學習成果。

學習成果

學生成功完成本科目，應能：

- 明白各種中文傳媒寫作的種類及定義；
- 瞭解中文傳媒寫作的應用範圍，掌握傳媒文類的寫作技巧；
- 掌握篩選、分析、組織資料的能力，提高傳媒作品的質量；
- 書寫流暢、規範化的中文，準確有效地使用書面中文傳達信息。

課程內容

- 中文傳媒寫作的定義
  介紹中文傳媒寫作的定義，讓學生了解傳媒使用的文體、遣詞用字的風格與其他文類的差異。

- 中文傳媒寫作的種類及應用範圍
  講解各種傳媒文類，如新聞稿、新聞採訪、廣告文案、電台寫作等的特色及應用範圍。

- 傳媒文類的比較及寫作技巧
  比較各種傳媒文類的差異，採用適當的傳媒文體進行報導；探討傳媒文章的寫作技巧，講解篩選、分析、組織資料的方法，客觀、精確地進行寫作。

- 分析、鑒賞中文傳媒作品
  本科目採用案例學習法，分析優秀作品的成功因素，對反面案例進行點評，讓學生知所進退，全面了解傳媒寫作的要求。
教學方法

本科目理論與實踐並重，課程講授各種中文傳媒寫作的理論及知識，學生須完成大量的傳媒寫作練習，包括個人及小組習作，通過個案分析、研習討論、寫作輔導等教學模式進一步鞏固課堂內所學的知識，提高學生中文傳媒寫作的能力。

評核方法

本科目採用持續評估方法進行評核，學生須撰寫個人習作，如新聞稿、專題報導等，也須完成導修課堂的小組報告，如時事新聞的分析報告、調查報告。本科目另設測驗，綜合檢測學生掌握本科目各項課題的水平。

每班的教學計劃（Teaching Plan）詳述個別習作佔整體評核的實際比重。學生收到習作時，均會獲告知習作所評核的是哪些預期學習成果。

學生所需的努力

除了 42 小時的課堂講授外，學生在習作、備課、準備測驗，並與同學進行小組工作等方面所花的時間，預期約為 84 小時。

參考書

王璞編著：《現代傳媒寫作教程》，三聯書店，1996 年。

賴蘭香著：《傳媒中文寫作》，中華書局，2001 年。

馮偉才、黃勁輝、黃淑嫻編著：《新聞寫作 從心出發》，香港教育圖書公司，2008 年。

李錦昌編著：《現代商業傳意大全》，商務印書館，2000 年。

何良懋：《傳媒批判》，香港次文化堂，1995 年。

李少南：《媒介縱橫》，香港次文化堂，1993 年。

宣偉伯著，余也魯譯：《傳媒信息與人》，香港海天書樓，1982 年。

余也魯：《門內門外》，香港海天書樓，1989 年。
CCN2170  Contrastive Language Studies of English and Chinese

Level 2
Credits 3
Medium of Instruction English and Chinese (Cantonese/ Putonghua)
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 60% coursework
40% examination

Aims

This subject provides students with an overview of the linguistic differences and similarities between Chinese and English. By making use of daily examples, students should be able to identify and analyse the syntactic structures and functions of these languages, and apply the subject knowledge to solve linguistic problems encountered in their study.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- acquire an overview of the linguistic differences and similarities between English and Chinese
- identify and analyse the syntactic structures and functions of English and Chinese
- apply the subject knowledge to solve linguistic problems encountered in their study

Indicative Contents

- **Overview**
  Introduction to contrastive analysis in linguistics; Function and importance of contrastive analysis in linguistics.

- **Sound Systems of English and Chinese**
  Quality of sounds; Roundedness; Voicing; Aspiration; Tone; Intonation.

- **Morphology and Meaning of English Words and Chinese Characters**
  Word formation; Lexical semantic differences; Collocation; Connotation; Word class.

- **Syntax of English and Chinese Sentences**
  Word order; Phrase structure; Serial verb constructions; Null subject; Topicalisation; Passives; Double object constructions; Completeness; Tense and aspect; Conjunctions; Punctuation.

Teaching/Learning Approach

Lectures focus on the introduction and explanation of concepts and theories supported by hypothetical and real examples wherever appropriate. Group discussions and activities might be arranged to stimulate
students’ interests or their awareness of practical implications of some concepts. Worksheets might also be used to guide students through the reasoning behind more complex theories.

Tutorials provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. 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, test(s) and examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 hours of class contact for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test and examination.

**Indicative Readings**

Recommended Textbook

陳定安：《英漢比較與翻譯》，中國對外翻譯出版公司，1998年。

References


王佐良：《翻譯中的文化比較》，載楊自儉，劉學雲編《翻譯新論(1983-1992)》，湖北教育出版社，2007年。

金惠康：《跨文化翻譯交際》，中國對外翻譯出版公司，2011年。

包惠南，包昂：《中國文化與漢英翻譯》，外文出版社，2011年。
白靖宇：《文化與翻譯》，中國社會科學出版社，2010年。

許崇信：《文化交流與翻譯》，《外國語》，1991年第1期，頁29-34。

黃伯榮，廖序東：《現代漢語》，高等教育出版社，2002年。

劉宓慶：《漢英對比與翻譯》(修訂本)，江西教育出版社，1992年。

鄧炎昌，劉潤清：《語言與文化：英漢語言文化對比》，外語教學與研究出版社，1989年。

譚載喜：《文化對比與翻譯》，《中國翻譯》，1986年第5期，頁7-9。
CCN2171  English for the Mass Media

Level 2
Credits 3
Medium of Instruction English
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 100% coursework

Aims

This subject aims to help students to develop an awareness of the ways in which the English language and associated images are used in the mass media. It enables students to understand the linguistic and discourse characteristics of popular media in print, on television, or on the Internet. Students will then apply the skills learnt to produce professional text type(s) typical in mass media.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- identify the linguistic structures and discourse features of text types typical of the mass media
- achieve clarity, correctness and conciseness in spoken and written media texts
- communicate information, arguments and analysis in one or a variety of form(s) effectively
- analyse and interpret the use of image in the mass media and the relationship of language to image

Indicative Contents

- **The Fundamentals of Mass Media**
  - What are the mass media?
  - Understanding media environments
  - Communication theory and news values
  - Media genres: news/magazine stories, advertising, radio and television, the Internet
  - Inter-texts: Connecting texts & contexts across media genres

- **Strategies in Mass Media Production**
  - Researching as information source
  - Generation of story ideas/ Feature writing
  - Interviews conduction
  - Editing skills
  - Presentation of images, graphics & texts in multiple media of communication
  - Information design for the audio, the visual & the interactive media

- **Tools for Media Writing**
  - Accuracy and clarity
  - Journalistic style
  - Linguistic skills for media writing
  - Language and image in media writing
- **Professionalism**
  - Objectivity and opinion in the media
  - Media ethics

**Teaching/Learning Approach**

The course will equip students with skills for composing media text type(s) introduced. Key concepts in mass media will be introduced in lectures through inductive and communicative approaches. Seminars and web-based activities (individual and group) will provide students with the opportunity to present and discuss their own productions in the mass media.

**Assessment Approach**

Students' linguistic accuracy, communication appropriateness and creativity will be assessed by a variety of individual and group-based tasks, which will include presentation, tests and writing assignments.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Indicative Readings**

**Recommended Textbook**


**References**


CCN2172 Foundations of Linguistics

Level 2
Credits 3
Medium of Instruction English
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 60% coursework
40% examination

Aims

This subject aims to provide the basic phenomena of language structure and use. Scientific analysis of the speech sounds, words, sentence structures, and meaning 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.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- describe the nature of human language, its universality and diversity
- perform basic linguistic analysis of language data 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
- utilise 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; 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.
  - 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; Structural ambiguity.

- The Meanings of Language
  - Semantics
    Analysis of meaning in words and sentences; Semantic features; Semantic roles; Lexical relations.
  - Pragmatics and Discourse
    Conversational implicature; 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

Lectures will focus on the introduction and explanation of linguistics concepts and theories supported by hypothetical and real examples wherever appropriate. Relevant audio and video materials will be used to illustrate the linguistic phenomena. Group discussions and activities will be arranged to stimulate students’ interests or their awareness of practical implications of some linguistics concepts.

Tutorials will provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. Individual practices and group exercises on the analysis of language data will be emphasised in tutorials.

Assessment Approach

A variety of assessment tools will be used, including projects, presentations, written reports, test(s) and examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking and analytical and skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

Recommended Textbook

References


Aims

This subject provides an introduction to basic concepts and fundamental skills of interpreting to students. It furnishes them with a theoretical basis and a solid foundation for the acquisition of more advanced interpreting techniques. It also aims to help students acquire skills and strategies essential to performing interpreting, and explore solutions to problems encountered in the interpreting process. Students would learn to perform interpretation tasks between English and Cantonese.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- perform sight translation between English and Cantonese
- conduct consecutive interpretation between English and Cantonese
- apply paraphrasing and summarising skills in interpretation tasks
- use note-taking skills in performing interpretation
- pay special attention to tone and pronunciation of speech
- speak confidently and concisely

Indicative Contents

- **Background Knowledge**
  A brief history of interpretation; Reference materials for interpreters; Recent development of interpretation; Role of interpreters in the modern world; Interpretation as a profession.

- **Basic Concepts of Interpretation**
  Difference between translation and interpretation; Different kinds of interpretation; Requirements of good interpretation and competent interpreters.

- **Basic Skills for Interpretation**
  Skimming and scanning; Analytical reading; Active listening; Note-taking; Identifying main ideas; Problem-solving skills.

- **Speaking Skills for Interpretation**
  Accent, tone, intonation, pronunciation, pace and style.

- **Interpretation Drills and Related Skills**
  Shadowing; Paraphrasing; Summarising; Speech making; Sight translation; Consecutive interpretation.
Teaching/Learning Approach

Lessons will consist of theories and extensive drills. A variety of texts and recordings will be used for practice. Demonstrations will be done by the instructor to help students learn the practical skills of interpreting. There will be discussion on students’ performance, self-evaluation and peer-evaluation. To enhance the quality of their interpretation, students will be encouraged to pay more attention to current affairs, and to enrich their general knowledge and vocabulary.

Assessment Approach

Coursework (100%)
Assessments tools, which are mainly in the form of in-class exercises or tests, will be used to develop and assess students’ achievement of the subject-level intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for workshops, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as assignments, group work, and self-study in preparation for workshops, and tests.

Indicative Readings

Recommended Textbook

Instructors can compile their own materials.

References


劉宓慶：《口筆譯理論研究》，中國對外翻譯出版公司，2004 年。

楊輝、史鳳春編著：《實用英漢口譯教程》，復旦大學出版社，2006 年。

李德鳳：《新聞翻譯: 原則與方法》，香港大學出版社，2009 年。

周兆祥、陳育沾：《口譯的理論與實踐》，商務印書館香港分館，1999 年。
CCN2174  Foundations of Translation

Level 2
Credits 3
Medium of Instruction English and Chinese (Cantonese/ Putonghua)
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 50% coursework
50% examination

Aims

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

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- acquire basic knowledge of translation theories
- apply basic translation skills to English and Chinese translation of general texts
- differentiate different cultural issues and solve general cultural problems in translation
- make good use of dictionaries and different learning tools, such as websites, in the process of translation

Indicative Contents

- **Introduction: Translation Process**
  The process of translation; Using dictionaries and different learning tools, such as websites and corpuses, in the process of translation.

- **Translation Principles and Approaches**
  Basic translation concepts and principles; Literal translation vs. free translation.

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

- **Translation Skills**
  Various translation skills such as addition, omission, separation, reversion, inversion, conversion, adaptation, compensation and others.

- **Context, Text Type and Readership**
  Choosing appropriate translation strategies according to specific context, text type and readership.
Teaching/Learning Approach

Lectures will focus on the introduction and explanation of concepts, theories and techniques which will be supported by specific examples wherever appropriate. Group discussions and activities will be arranged to stimulate students’ interests or their awareness of practical implications of some concepts.

Tutorials will provide students with the opportunity to reinforce their understanding and to explore further the applications of theories and strategies taught. The activities in tutorials will normally include student presentations and discussions of problem sets.

Assessment Approach

A variety of assessment tools will be used, including written assignments, test(s), presentation, examination and class participation designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

Recommended Textbook


References


連淑能：《英譯漢教程》，高等教育出版社，2006 年。

羅新璋、陳應年編：《翻譯論集》，商務印書館，2007 年。

許建平：《英漢互譯實踐與技巧》，清華大學出版社，2007 年第三版。
CCN2175  Introduction to Phonetics

Level  2  
Credits  3  
Medium of Instruction  English, supplemented with Chinese  
Teaching Pattern  28 hours of lectures  
14 hours of tutorials  
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 and Cantonese and explore some of the issues related to these sound systems.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- read and use symbols of the IPA (International Phonetic Alphabet)
- apply the principles underlying the use of phonetic symbols in transcribing speech sounds
- identify the phonetic and phonological features in a sound system
- identify the similarities and differences in the sound systems of English and Cantonese

Indicative Contents

- **Speech Sounds**  
  The production and description of speech sounds; Phonetic and phonemic transcription.

- **The Sound Systems**  
  The theory of the phoneme; The patterns of sounds; Basic phonological rules.

- **Suprasegmentals**  
  Syllable structure; Stress; Tones; Intonation.

Teaching/Learning Approach

Lectures will focus on the introduction and explanation of concepts and theories which will be supported by hypothetical and real examples wherever appropriate. Group discussions and activities might be arranged to stimulate students’ interests or their awareness of practical implications of some concepts. Worksheets will also be used to guide students through the reasoning behind more complex economic theories.
Tutorials will provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. The activities in tutorials will 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, test(s) and examination(s) designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

**Recommended Textbook**


**References**


香港語言學會編：《粵語拼音字表》，香港語言學會，1997年。
CCN2176 Language and Society

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Aims

This subject aims to build interest in the relationship between language and society and to develop students with critical insights into the linguistic phenomena around them. It provides the students with the theoretical framework to analyse various linguistic behaviours and to understand how social factors contribute to linguistic variation. This subject helps raise students' awareness of the identity and power issues that are associated with the use of language.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- identify the social nature of language and explain 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 concepts to enhance their understanding of language issues

Indicative Contents

- **Framework of Sociolinguistic Analysis**
  Synchronic and diachronic variation; Social factors and their components.

- **Language Contacts**
  Diglossia; Code-switching; Code-mixing; Borrowing; Attitudes towards language; Pidgin; Creole.

- **Synchronic Variation**
  Regional and social dialects; Style; Politeness; Gender and language.

- **Language Change**
  Pathways of language change; Relationships between language change and spatial variation.

Teaching/Learning Approach

Lectures focus on the introduction and explanation of concepts and theories supported by hypothetical and real examples wherever appropriate. Group discussions and activities might be arranged to stimulate
students’ interests or their awareness of practical implications of some concepts. Worksheets might also be used to guide students through the reasoning behind more complex theories.

Tutorials provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. 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, test(s) and examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 hours of class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test and examination.

**Indicative Readings**

**Recommended Textbook**


**References**


CCN2177  Languages, Cultures and Communication

Level 2
Credits 3
Medium of Instruction English
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Exclusions CCN2176 Language and Society
Assessment 60% coursework
40% examination

Aims

This course equips students with linguistic theories and analytical skills that are necessary for the understanding of different cultures, with emphasis on English speaking ones, through their languages. Students will study how a language, especially English, 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.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- analyse politics, religion, education, beliefs and values of English speaking cultures
- explain how language, especially English, and culture, particularly English speaking ones, are inextricably interrelated
- apply theories of linguistic anthropology to analyse different cultures
- apply theories of sociolinguistics to analyse social differentiations
- recognise and appreciate societal and cultural influences on language and its use for communication

Indicative Contents

- Language, Meaning and Linguistic Analysis
  Text; Speech acts; Speech events; Speech communities; Communicative competence.

- Languages and Cultures
  Power-distance; Life styles and identities; Linguistic relativity principle; Lexical domains, honorifics/registers and culture; Metaphors, idioms/proverbs and cultures; Taboo and euphemisms; Discourse and culture.

- Sociolinguistics
  Languages and gender; Languages and social differentiations; Nationality and ethnicity; Bilingualism and Multilingualism; Education and employment; Government and politics; The media; Diglossia; Code-mixing and Code-switching; World Englishes; Dialects; Accent; Jargons.

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**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 analyse 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, tests and examinations designed to develop and assess students’ achievement of the subject expected learning outcomes.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as assignments, group work, and self-study in preparation for lectures, tutorials, test and examination.

**Indicative Readings**

Recommended Textbooks


References


CCN2178  Media Translation

Level 2
Credits 3
Medium of Instruction English and Chinese (Cantonese/ Putonghua)
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 50% coursework
50% examination

Aims

This subject introduces important concepts and techniques in the translation of media texts, including news reports, magazine articles, etc. It provides sufficient practice to help students acquire hands-on experience essential for them to develop appropriate strategies and approaches for translating media texts. This subject will also help students to acquire skills to produce quality translation of media texts independently.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- understand the features and practices of the media industry in Hong Kong;
- analyse different formats and styles of English and Chinese media texts;
- develop and apply appropriate approaches and strategies for translation tasks of different media texts; and
- apply appropriate language skills to effectively translate different media texts.

Indicative Contents

- **Media Industry in Hong Kong**
  Functions of the mass media; Fundamental considerations of media translation; Tasks of a media translator.

- **Characteristics of Media Language**
  Nature of media language; Features of English and Chinese media writings (e.g. news angle, news value, inverted pyramid structure, 6Ws, heading, subheading, lead, etc.).

- **Translation for Print Media**
  Translation strategies and approaches for different types of print media writings including news reports (both hard news and soft news), feature stories, magazine articles, editorials, etc.

- **Translation for Electronic Media**
  Translation strategies and approaches for different types of electronic media writings including TV and radio broadcast, internet, etc.
Teaching/Learning Approach

Lectures focus on the introduction and explanation of translation theories and concepts, with specific reference to different media documents 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 practices. The activities in tutorials normally include discussion, practice and presentation related to both the source text and the target text of media documents.

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.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 hours of class contact for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test and examination.

Indicative Readings

Recommended Textbook

李德鳯：《新聞翻譯：原則與方法》，香港大學出版社，2009 年。

References

廖柏森：《新聞英文：閱讀與翻譯技巧》，眾文圖書公司，2007 年。

劉其中：《新聞翻譯教程》，中國人民大學出版社，2004 年。

許明武：《新聞英語與翻譯》，中國對外翻譯出版社，2003 年。

鄭寶璇：《傳媒翻譯》，香港城市大學出版社，2004 年。

朱伊革編：《英語新聞的語言特點與翻譯》，上海交通大學出版社，2007 年。
Level 2
Credits 3
Medium of Instruction English
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 100% coursework

Aims

This is a pragmatic course designed to equip students with basic news writing and reporting concepts. Students will learn how to develop news story ideas for the print and electronic media. The course will provide students with specific skills to identify and design original materials from the conceptual to the publication stage. As their professional competencies develop, students will be able to contrast styles and contents in print and broadcast media; they will select information which influences and persuades the target audiences. The course also aims at encouraging students to cultivate a newspaper reading habit and analyse news stories critically.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- identify and interpret news decisions made by different media outlets
- analyse and critique the strengths and weaknesses of newspaper stories
- develop news ideas and organise them logically into a story
- conduct interviews with appropriate techniques to collect specific and targeted contents for news stories
- apply learned strategies to differentiate styles and contents in print and broadcast media
- plan, organise, structure, and deliver a presentation

Indicative Contents

- **Ingredients of News**
  Hard and soft news; Gatekeeping; Newsworthiness; News mix.

- **Qualities of Good Writing**
  Use of short sentences; Familiar words; Put action into verbs; Use terms to tie in with a reader’s experience.

- **Summary Leads**
  The five W’s and H. Characteristics of a good summary lead.

- **Organising a News Story**
  The inverted pyramid; The hourglass style; The circle style; The block style.
- **Interviewing**
  Make an interview appointment; Funnel and inverted-funnel interviews; Closed-ended and open-ended questions; Taking notes.

- **Broadcast Writing**
  Rules of style; Writing for radio; Writing for television.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key news writing and reporting concepts. Students will learn the steps involved in developing, designing, and writing news stories. 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 evaluate existing news stories and write original news stories. The activities in tutorials normally include student presentations and discussions of problems sets.

**Assessment Approach**

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

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

Recommended Textbook


References


CCN2180  Practical Translation (Business and Financial Documents)

| Level       | 2 |
| Credits     | 3 |
| Medium of Instruction | English and Chinese (Cantonese/ Putonghua) |
| Teaching Pattern | 28 hours of lectures |
|              | 14 hours of tutorials |
| Prerequisites | Nil |
| Assessment   | 50% coursework |
|              | 50% examination |

**Aims**

This subject aims to equip students with effective skills in translating different business and financial documents from English into Chinese 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 language skills to effectively translate business and financial documents.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- understand the operation of local business and financial sectors and adapt to the work practice of business and financial translators
- analyse different formats and styles of major English and Chinese business and financial texts
- acquire essential knowledge of different types of business communication and financial products/terminology
- develop and apply appropriate approaches and strategies for translation tasks of different business and financial texts

**Indicative Contents**

- **Practices of Business and Financial Sectors**
  Practice in business correspondence; Listing rules and regulations of Hong Kong Stock Exchange; Operations of Hong Kong Monetary Authority; Work practice of business and financial translators.

- **Formats and Styles of Business and Financial Texts**
  Types and formats of routine business and financial documents; Linguistic, stylistic and cultural features of business and financial documents with reference to the contexts of Hong Kong and Chinese Mainland.

- **Essential Knowledge of Financial Products/Terminology**
  Funds, stocks, bonds; Blue chips, red chips, H shares, A shares; Hang Seng Index, IPO, rights issues, major transactions, disclosable transactions.
Translation Approaches and Skills for Business and Financial Documents
Balance of accuracy, fluency and expressiveness; Adapting, editing and re-writing texts; Literal
translation, liberal translation, and combined translation; Addition, omission, repetition, and
rearrangement of words and expressions.

Translation of Business and Financial Documents
Routine business documents (e.g. letters, memos, meeting minutes, etc.); Promotional texts (e.g.
sales letters, leaflets, advertisements, investment fund brochures, etc.); Financial documents (e.g.
annual reports, financial statements, announcements, circulars, etc.).

Teaching/Learning Approach
Lectures focus on the introduction and explanation of translation theories and concepts, with specific
reference to different business and financial documents wherever appropriate. Group discussions and
activities might be arranged to stimulate students’ interests or their awareness of practical implications of
some concepts.

Tutorials provide students with the opportunity to deepen their understanding and to explore further the
applications of theories taught. The activities in tutorials normally include in-class practice, student
presentation and discussion of problem related to both source texts and target texts of business and
financial documents.

Assessment Approach
A variety of assessment tools will be used, including written assignments (English-to-Chinese and
Chinese-to-English translation), group presentations, test(s) and examination designed to develop and
assess students’ achievement of the subject intended learning outcomes as well as generic skills including
critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching
Plan for each class. The subject intended learning outcome(s) assessed in each coursework component
will be communicated to students when the coursework assignment is given out.

Study Effort Required
Besides the 42 hours of class contact for lectures and tutorials, students are expected to spend
approximately 84 additional hours on their own or with fellow students for activities such as doing
assignments, group work, and self-study in preparation for lectures, tutorials, test and examination.

Indicative Readings
Recommended Textbook
There is no prescribed textbook. This is a dynamic topic which mainly involves current business and
financial documents in Hong Kong and Chinese Mainland. Lecture summary and supplementary notes
may be distributed from time to time.
References


李明，張新紅編：《商務英語翻譯：英譯漢》，高等教育出版社，2004年。

李德鳳：《財經金融翻譯：闡釋與實踐》，香港大學出版社，2007年。

周兆祥，範志偉：《財經翻譯精要》，商务印书馆(香港)有限公司，2004年。

許建忠編：《工商企業翻譯實務》，中文大學出版社，2003年。

褚東偉：《商業翻譯導論》，湖北教育出版社，2003年。
CCN2181 Principles of Corporate Communication II

Level 2
Credits 3
Medium of Instruction English
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites CCN1104 Principles of Corporate Communication I
Assessment 100% coursework

Aims

This subject focuses on the ever-changing field of corporate communication and its implications for business in today's world and beyond. By investigating specific areas in corporate communication, it gives an exhaustive examination of the many challenges unique to this fast-growing industry. Its emphasis is on the interactive ways of problem solving by analysing and examining specific case studies.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- apply the learned strategies with justification to their comments to evaluate strengths and weaknesses of corporate communication in specific case studies
- identify and interpret different issues unique to the field of corporate communication
- outline appropriate and effective solutions to overcome various corporate communication issues within an organisation

Indicative Contents

- **Cross-Cultural and International Relations**
  Analyse communication styles across different cultures; Implement successful cross-cultural public relations.

- **Ethics and Social Responsibility**
  Challenges to ethical behaviour; Corporate social responsibility; Ethical principles; Potter’s Box.

- **Employee Relations**
  Diversity in employee publics; Implement an effective employee communication strategy; Traditional employee relations tactics; The communication audit.

- **Cyber-Relations**
  Segmentation and the Web; Cybersmears; Achieve effective communication with publics through Websites.
Teaching/Learning Approach

This subject comprises study in particular topics which vary from year to year. It allows students to undertake most current as well as specialised study in the areas of corporate communication. Key issues such as crisis communications, employee relations, investor relations, and media relations will be examined from a corporate communication perspective in order to link these areas with previous knowledge gained through this subject.

Lectures focus on the explanation and reinforcement of key corporate communication concepts, with specific reference to 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 real-life corporate communication issues. The activities in tutorials normally 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, individual and group written reports, and tests designed to develop and assess critical thinking as well as analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

Recommended Textbook


References


CCN2182  Professional English I

Level 2  
Credits 3  
Medium of Instruction English  
Teaching Pattern 42 hours of seminars  
Prerequisites Nil  
Exclusions CCN2010 English for Workplace Communication  
Assessment 100% coursework

Aims

This subject aims to develop language students’ English business skills for effective communication in a team-based, technologically enhanced global business environment. The subject will provide students with a solid base of professional communication so that they are able to communicate in styles appropriate for different audiences in business and professional contexts. Students will learn how to produce a variety of written and spoken genres.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- acquire the basic principles of professional communication
- apply appropriate strategies for different types of business messages
- identify the strengths and weaknesses of a routine business message with reference to the business communication principles and strategies learnt in the subject
- write effectively with appropriate content, organisation, format, tone, style and language for different business documents such as letters, memos and e-mails
- deliver effective presentations and communicate accurately and professionally in other oral communication tasks such as telephoning and workplace discussions.

Indicative Contents

- **Principles of Business Communication**
  Communication process; Barriers; Channels; Verbal and non-verbal communications; Business etiquette.

- **Business Writing Skills**
  Three-step writing process; Direct and indirect approaches; Adapting to audience (e.g. “you” attitude); Tone (e.g. conversational); Style (e.g. positive and bias-free language, plain English, familiar words); Sentence skills.

- **Business Documents**
  Formats of business letters, memos and e-mails; Routine and positive messages; Negative messages.

- **Oral Communication Skills**
  Business presentations; Making and receiving business telephone calls.
Teaching/Learning Approach

Seminars will engage students in a wide range of learning activities such as writing practices, role-plays, simulations, document analysis, and discussions. Students will be required to study real-life cases and analyse authentic business documents to identify key factors that help promote goodwill in external and internal communication situations. Audio-visual materials will be used in the seminars and language laboratories to enhance and extend students’ learning experience. Through experiential learning practices, the subject helps students build up the skills essential for successful communication in administrative positions.

Assessment Approach

Coursework (100%)
A variety of assessment tools including business writing, document analysis, oral presentation and test(s) will be used to develop and assess students’ achievement of the subject-level intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills. In addition, to encourage a spirit of enquiry and sharing, part of the students’ grades will be based on their punctuality, attendance, and class participation throughout the semester.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for seminars, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as assignments, group work, and self-study in preparation for lectures, tutorials, and test(s).

Indicative Readings

Recommended Textbook

References


Aims

This subject aims to help students develop effective writing strategies for delivering professional public relations messages. It encompasses major forms of writing for public relations including press releases, fact sheets, newsletters, proposals and brochures etc. This subject also strengthens students’ confidence and skills in writing as they will have sufficient exposure to the various types of writing required of a public relations career.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- understand the importance of writing appropriate public relations messages for various stakeholders
- analyse the effectiveness of writing strategies and approaches adopted by public relations practitioners
- apply the formalities of different types of writings required in the contexts of public relations
- identify the ethical concerns and legal issues facing public relations writers

Indicative Contents

- **Frameworks for Public Relations Writing**
  Principles of PR writing; Factors in persuasive writing; Ethics of persuasion; Legal hassles.

- **Writing in Public Relations**
  Preparing a media kit - Writing backgrounders; Biographies; Fact sheets; Press releases.

- **Writing in Sales and Marketing**
  Proposals, brochures and newsletters.

- **Writing in Strategic PR Management**
  Preparing and writing for the unexpected (crisis public relations).

Teaching/Learning Approach

Lectures focus on the introduction and explanation of key concepts in relation to different forms of public relations writings. Specific reference to current public relations cases will be made wherever appropriate. Group discussions and in-class writings may be arranged to facilitate learning.
Tutorials provide students with the opportunity to apply what they have learnt in lectures. Public relations case studies will be given to students for discussion to help them to be aware of practical implications of theories and concepts. The activities in tutorials also 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, assignments, in-class activities, and tests. They are designed to assess students’ analytical and communication skills and develop students’ understanding of the multifarious kinds of writings facing the contemporary public relations practitioners.

The actual weighting of individual coursework assessment components will be specified in the teaching plan. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

References


現代漢語結構  The Structure of Modern Chinese

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科目目標

本科目主要從書面語一途，講授現代漢語的定義、詞法、短語結構、句子成份、句法等課題，使學生對現代漢語的結構有全面的認識。此外，本科目著重培養學生分析句子及病例的能力，讓學生能運用準確規範的漢語表達，提升學生漢語的專業水平。

科目統籌小組在籌備講授及評核本課程時，須參照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助學生達到預期的學習成果。

學習成果

學生成功完成本科目，應能：

- 了解現代漢語的定義及其組成部份；
- 認識分析現代漢語的理論及知識，掌握現代漢語的詞法及句法內容；
- 運用現代漢語的知識分析詞、短語及句子的意義、結構；
- 辨析現代漢語與港式中文的差異；
- 準確規範、有效地使用現代漢語；
- 分析病例，指出句子在表達上的語法謬誤。

課程內容

- 現代漢語的定義
  現代漢語的定義、組成部份：介紹現代漢民族共同語與方言的差異。

- 現行漢語系統介紹
  介紹現代漢語系統；探討書面漢語的歷史演進。

- 現代漢語詞法
  語素、詞的構成及類型。

- 現代漢語句法
  短語的構成及類型、短語意義分析及運用。句子的構成及類型、句子成份分析、句子歧義的構成、複句、常見病句的語法謬誤。
教學方法

本科目講授各種分析現代漢語結構的理論及知識。導修課主要通過語言實例，研究現代漢語語法、詞匯及修辭的理論和知識，使學生掌握運用現代漢語的法則和規律。

評核方法

本科目採用持續評估方法及期終考試進行評核，學生須完成導修課堂的個人習作，內容與講授課的課題有關。學期中設期中測驗，檢測學生對現代漢語結構的分析能力。另設期終考試，綜合檢測學生掌握本科目各項課題的水平。

每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作時，均會獲告知習作所評核的是那些預期學習成果。

學生所需的努力

除了 42 小時的課堂講授外，學生在習作、備課、準備測驗，並與同學進行小組工作等方面所花的時間，預期約為 84 小時。

指定課本

黃伯榮、廖序東：《現代漢語》(增訂四版)，北京：高等教育出版社，2009年版。

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 5 版)》，北京：商務印書館，2007年。

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 年版。

石定栩、邵敬敏、朱志瑜等：《港式中文與標準中文的比較》，香港：香港教育圖書公司，2006年。

呂叔湘、朱德熙：《語法修辭講話》，山西：中國青年出版社，1979 年版。

呂叔湘：《現代漢語八百詞》，香港：香港商務印書館，1984 年版。

胡裕樹：《現代漢語》，香港：香港三聯出版社，1992 年版。

馬真：《簡明實用漢語語法》，北京：北京大學出版社，1998 年版。

曾予凡：《廣州話·普通話語詞對比研究》，香港：香港普通話研習社，1995 年版。

劉月華、潘文瑜、故韜：《實用現代漢語語法(增訂本)》，北京：商務印書館，2002 年。
CCN2185 Theory and Practice of Translation

Level 2  
Credits 3  
Medium of Instruction English and Chinese (Cantonese/ Putonghua)  
Teaching Pattern 28 hours of lectures  
14 hours of tutorials  
Prerequisites Nil  
Assessment 50% coursework  
50% examination

Aims

This subject equips students with essential knowledge of translation theories that help them perceive the process of translation from various perspectives. Based on the translation theories learned, students will be encouraged to think critically as a translator and develop appropriate approaches to translating different types of texts. The application of such theories will also enhance students’ overall Chinese and English competence.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- acquire essential translation theories in China and the West
- understand the applications and limitations of different theories to English and Chinese translation tasks
- evaluate the quality of a piece of translation by using the theories learned
- apply appropriate theories and principles to translating different English and Chinese texts

Indicative Contents

- **Essential Translation Theories**
  Introduction of translation theories in China (e.g. Xuan Zhuang, Yan Fu, Lu Xun, etc.); Translation theories in the West (e.g. Savory, Tytler, Newmark, Nida, etc.).

- **Applications and Limitations of Translation Theories**
  Discussion of applications and limitations of various translation theories (e.g. literal and liberal translation; Xin, Da, Ya; Word-for-word translation, literal translation, faithful translation, semantic translation, communicative translation, idiomatic translation, free translation, adaptation; Formal equivalence, dynamic equivalence and functional equivalence)

- **Translation Criticism**
  Plan of criticism; Text analysis; Translator’s purpose; Comparison between the translation and the original; Evaluation of the translation.
Application of Translation Theories
Translation process; Different theories for different types of texts; Translation as a communicative act.

Teaching/Learning Approach

Lectures focus on the introduction and explanation of concepts and theories supported by hypothetical and real examples wherever appropriate. Group discussions and activities might be arranged to stimulate students’ interests or their awareness of practical implications of some concepts. Worksheets might also be used to guide students through translation tasks.

Tutorials provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. The activities in tutorials normally include in-class practice, student presentation and discussion of translation tasks related to both source texts and target texts used.

Assessment Approach

A variety of assessment tools will be used, including written assignments (English-to-Chinese and Chinese-to-English translation), group presentations, test(s) and examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test and examination.

Indicative Readings

Recommended Textbook

Nord, Christine (1997) Translation As A Purposeful Activity, St. Jerome.

References


王宏印：《中國傳統譯論經典詮釋：從道安到傅雷》，湖北教育出版社，2003年。
Aims

This subject equips students with an understanding of the principles and practice of translation for practical purposes. It helps students apply appropriate skills and strategies in translation related to business, finance, commerce, law, and science and technology, with particular consideration of the context of Hong Kong, the Chinese mainland and Taiwan.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- apply relevant knowledge of translation strategies to practical environments
- compile a glossary for translating materials in the business and technical fields in the workplace
- acquire adequate skills for translating different types of text, such as business documents, financial documents, contracts, advertisements, news items and technical texts

Indicative Contents

- **Translation of Business Correspondence**
  Formats of business letters; Drafting and translation of business letters.

- **Translation of Contracts**
  The language of contracts; Skills and strategies in translating contracts.

- **Translation of Financial Documents**
  Translation of announcements, circulars, annual reports and IPO prospectuses.

- **Translation of Advertisements**
  The language of advertisements; Skills and strategies in translating advertisements.

- **Translation of Science and Technology**
  The language of science and technology; Skills and strategies in translating science and technology discourses.

- **Bilingual Editing**
  Editing and translating of news or magazine articles in a bilingual form.
Teaching/Learning Approach

Lectures focus on the introduction and explanation of translation principles and methods for different types of text. Group discussions and activities might be arranged to stimulate students’ interests or their awareness of practical implications of some concepts.

Tutorials provide students with the opportunity to reinforce their understanding and to explore further the applications of skills and strategies taught. The activities in tutorials normally include student presentations and discussions of problem sets and case studies.

Assessment Approach

A variety of assessment tools including written assignments, test(s), presentation, an examination and class participation will be used to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 hours of class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as assignments, group work, and self-study in preparation for lectures, tutorials, test and examination.

Indicative Readings

Recommended Textbook

方夢之, 毛忠明主編: 《英漢－漢英應用翻譯教程》，上海外語教育出版社, 2005 年。

References

李克興: 《廣告翻譯理論與實踐》，北京大學出版社, 2010 年。

劉宓慶: 《文體與翻譯》（第二版），中國對外翻譯出版公司, 2007 年。

宋毅英編著: 《國際貿易實用合同》，利通, 2003 年。

張新紅, 李明主编: 《商務英語翻譯 (英譯漢)》，高等教育出版社, 2002 年。

鄭寶璇: 《傳媒翻譯》，香港城市大學出版社, 2004 年。
Level 2  
Credits 3  
Medium of Instruction English and Chinese (Cantonese)  
Teaching Pattern 28 hours of lectures  
14 hours of tutorials  
Prerequisites Nil  
Assessment 100% coursework  

Aims  
This subject introduces students to both cultural content and cultural context of Chinese families. It equips students with the basic understanding of Chinese culture and Chinese familism, as well as the capacity to analyse the continuity and transformation of traditional cultural elements in Chinese families amid the irresistible trend of modernisation in Chinese societies. Studying the subject enables students to identify issues of development of Chinese families in modern Hong Kong and mainland China.  

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.  

Learning Outcomes  
On successfully completing this subject, students will be able to:  
- outline the basic elements of Chinese culture and their impacts on family relationships and functioning  
- identify key features of development of personality, relations and morality in Chinese family  
- realise the impact of modernisation on Chinese families in cultural context  
- describe and discuss the development of Chinese families in Hong Kong and mainland China  

Indicative Contents  
- **Basic Concepts**  
  Culture as a way of life; Culture and sub-cultures; Family, kinship and household; Family structures: extended, stem and nuclear; Family functions.  

- **Chinese Culture and Chinese Familism**  
  Self, family, and society in Chinese culture (renqing, mianzi, and quanxi); Confucianism and the relational self; Three “Bonds” and five “Relationships”; Centrality of blood tie; Father-son axis, Patriarchy and gender inequality; Traditional Chinese family structures, functions and rites.  

- **Personality, Relations and Morality in Chinese Families**  
  “Chinese” personality and character: emotional suppression and immature self; Others-regulated personality; Family and personality development; Differential mode of association vs. organisational mode of association; Stages of moral development; Universal ethical principle vs. situational-interpersonal consideration.  

- **Family in Transition in Modern Chinese Societies**  
  Blood tie vs. marriage as centrality; Father-son Axis vs. Spouse Axis; Modernisation and nucleation of families; Modernisation and specialisation of functions; Changing power relationship in families:
patriarchal culture and gender relationship; Feminism and Chinese families.

- **Chinese Families in Hong Kong and Mainland China**
  Utilitarianistic Familism; Match-of-progress theory on development of families; Culture, family and social policy; Romance, marriage, sex and reproduction re-articulated; New and alternative forms of Chinese families; Chinese migrant families and family crises.

**Teaching/Learning Approach**

Lectures will emphasise clarification of concepts, delineation of theories and summarisation of contextual information. Occasional audio-visual presentation, group discussions and exercises might be arranged in the lectures.

Tutorials will emphasise application of concepts/principles and contextual reflection with an interactive approach. The activities in tutorials 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 reflection notes (on movie, text or news) 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.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 hours of class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, and test.

**Indicative Reading**

References


上海社會科學院家庭研究中心 (編)：《中國家庭研究》，上海社會科學院出版社，2006 年。

李桂梅：《衝突與融合：中國傳統家庭倫理的現代轉向及現代化》，中南大學出版社，2002 年。

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喬健 (主編)：《中國家庭及其變遷》，香港中文大學社會科學院暨香港亞太研究所，1991 年。
張懷承：《中國的家庭與倫理》，中國人民大學出版社，1988 年。
費孝通：《鄉土中國》，三聯書店(香港)有限公司，1985 年。
楊國樞：《中國人的心理與行為：本土化研究》，中國人民大學出版社，2004 年。
劉錫霖、郭康健 (主編)：《蛻變中的中國家庭》，廣角鏡出版社有限公司，1997 年。
劉寶駒：《社會變遷中的家庭：當代中國家庭研究》，巴蜀書社，2006 年。
CCN2202  中國電影與小說  Chinese Film and Fiction

程度  2
學分  3
教學語言  中文（粵語或普通話講授）
教學模式  28 小時課堂講授；14 小時導修課
修讀條件  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介，使同學了解社會狀態、人情世故在時空與文化差異中的變遷。學生透過各種作業，結合所獲電影與小說互動的知識，提高自己文學、影像作品的閱讀水平，培養獨立思考、自我學習的能力。

科目統籌小組在籌備講授及評核本課程時，須參照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助學生達到預期的學習成果。

學習成果

學生成功完成本科目，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；
- 增強對文字語言及影像語言的欣賞和反思能力。

課程內容

- 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；蘇童〈妻妾成群〉與張藝謀〈大紅燈籠高高掛〉；沈從文〈蕭蕭〉與謝飛導演〈湘女蕭蕭〉等；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等。

- 當代小說的電影改編
  鄉村的律動：如施祥生〈天上有個太陽〉與張藝謀〈一個都不能少〉；鮑十〈紀念〉與張藝謀導演〈我的父親母親〉等；殘酷的青春：如王朔〈動物凶猛〉與姜文導演〈陽光燦爛的日子〉等；影像中纏綿：如李碧華〈青蛇〉與徐克導演同名電影；李碧華〈霸王別
姬〉與陳凱歌導演同名電影等；歷史與現實：如曹禺〈雷雨〉（話劇）與張藝謀導演〈滿城盡帶黃金甲〉等；台灣的鄉土：如黃春明〈兒子的大玩偶〉與侯孝賢導演同名電影等。

教學方法
講授基礎知識，如電影與小說的審美特性，電影與文學之間的改編關係等；同學課外閱讀小說文本，課堂放映電影節選，方便進行二者比較；同學參與討論，導修課上須做課堂小組報告。

評核方法
本課程的評核將綜合採用個人習作、小組報告、期中測驗、期末考試的形式。
1. 個人習作：同學須獨立撰寫論文一篇
2. 小組報告：比較及分析改編自小說的一套電影
3. 期中測驗
4. 期末考試

每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作時，均會告知習作所評核的是哪些預期學習成果。

學生所需的努力
除了 42 小時的課堂講授外，學生在習作、備課、準備測驗及考試，並與同學進行小組工作等方面所花的時間，預期約為 84 小時。

指定課本
本科目涉及的參考材料較廣泛，無指定課本。

參考書
王朔：《動物兇猛》，台海出版社，2001 年。
王海洲主編：《鏡像與文化：港台電影研究》，中國電影出版社，2002年。
古繼堂：《臺灣小說發展史》，文史哲出版社，1996年。
吳秀明主編：《中國當代文學史寫真（全本）》，北京大学出版社，2010年。
李道新：《中國電影文化史》，北京大學出版社，2005年。
李碧華：《青蛇》，天地圖書有限公司，1993年。
李碧華：《霸王別姬》，天地圖書有限公司，1994年。
沈從文：《沈從文別集・蕭蕭集》，岳麓書社，1992年。
施祥生：《一個都不能少》，中國電影出版社，1999年。
茅盾：《林家鋪子》，人民文學出版社，1985年。
夏衍：《寫電影劇本的幾個問題》，復旦大學出版社，2004年。
尉天驄主編：《鄉土文學討論集》，遠景出版社，1980年。
張愛玲：《惘然記》，皇冠出版社，1983年。
張愛玲：《傳奇》，中國文聯出版社，1996年。
曹禺：《雷雨》，人民文學出版社，1994年。
焦雄屏：《風雲際會——與當代中國電影對話》，遠流出版社，1998年。
程季華主編：《中國電影發展史》（上、下），中國電影出版社，2005年。
黃春明：《黃春明小說選》，明報月刊出版社，2009年。
黃維樑：《中國現代文學導讀》，臺灣書店，1998年。
魯迅：《魯迅全集》，人民文學出版社，1981年。
錢理群、溫儒敏、吳福輝：《中國現代文學三十年》，北京大學出版社，1998年。
鮑十：《葵花開放的聲音——鮑十小說自選集》，百花文藝出版社，2006年。
戴錦華：《霧中風景：中國電影文化1978－1998》，北京大學出版社版，2000年。
蘇童等著：《熱點小說選萃》，長江文藝出版社，1992年。
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，培養閱讀中國古典小說的興趣。

科目統籌小組在籌備講授及評核本課程時，須參照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助學生達到預期的學習成果。

學習成果

學生成功完成本科目，應能：

- 認識中國古典小說的分類；
- 了解中國古典小說的源流；
- 提高對中國古典小說的鑑賞力；
- 提升中文運用及批判思考能力。

課程內容

- **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《鶯鶯傳》、
  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》、《大唐三藏法師取經記》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《西游記》、曹雪芹《紅樓夢》、吳敬梓《儒林外史》等。

• 警世刺時：明清的白話小說
   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：晚清的新小說
   可選用文本：如梁啟超《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方法，引導學生從作者、社會、思想、小說技巧等方面去探究中國古典小說。

評核方法

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：評論文章一篇
2. 小組習作：口頭及書面報告
3. 期中測驗
4. 期末考試

每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作時，均會獲告知習作所評核的是哪些預期學習成果。

學生所需的努力

除了 42 小時的課堂講授外，學生在習作、備課、準備測驗及考試，並與同學進行小組工作等方面所花的時間，預期約為 84 小時。

指定課本

本科目涉及的參考材料較廣泛，無指定課本。

參考書

王德威著，宋偉杰譯：《被壓抑的現代性：晚清小說新論》，麥田出版事業部，2003 年。
阿英：《晚清小說史》，人民文學出版社，1980年。
馬幼垣：《實事與構想：中國小說史論釋》，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》，江西人民出版社，2001年。
郭箴一：《中國小說史》，上海書店，1990年。

陳大康：《古代小說研究及方法》，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），江西人民出版社，2000年。

魯迅：《中國小說史略》，上海古籍出版社，1998年。
Aims

This subject aims at helping students develop a conceptual framework to understand the impact of communication in the contexts of marketing. It focuses on the application of communication principles and techniques in various areas of marketing and promotion. It also provides students with writing and oral practices relating to communication for marketing.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- acquire the essential communication knowledge and language skills in the contexts of marketing
- analyse the effectiveness of marketing strategies and approaches adopted by organisations using basic communication knowledge and principles
- apply effective communication skills to promotion projects, including writing advertising messages and press releases and making marketing presentations
- identify the ethical and legal concerns of marketing communication

Indicative Contents

- **Essential Knowledge of Communication for Marketing**
  Target audience analysis; Corporate image and corporate advertising; Product image and product advertising; Word-of-mouth communication; Media placement.

- **Communication Strategies for Marketing**
  Marketing communication methods and techniques based on perception and attitude of consumers; 3Ps (Push, Pull and Profile).

- **Communication and Language Skills for Marketing**
  Language usage and image building in marketing communication; Format and communication skills for various marketing promotion materials (e.g. brochures, news releases, television commercials, radio commercials, printed advertisements) and marketing plans; Presentation skills for relationship building and persuasion; Message structure (e.g. headline, body, subheads); Message presentation
(e.g. facts, emotions, demonstration, comparison, etc.); Language features and image interpretation in advertisements.

- **Changes and Concerns on Communication and Marketing**
  Influence of technology on marketing communication; Ethical and legal guidelines in marketing communication, etc.

**Teaching/Learning Approach**

In lectures, fundamental principles will be introduced with real examples from today’s marketing world. Students will study and analyse real cases to develop their analytical skills. In seminars, students are expected to actively participate in hands-on writing practices, oral presentations, and other student-centred activities such as marketing communication / public relations planning projects and case analysis.

**Assessment Approach**

A variety of assessment tools will be used to develop and assess students’ understanding of marketing communication / public relations concepts as well as mastery of analytical and communication skills, including in-class discussion, case studies, projects, presentations, tests and an examination.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

**Recommended Textbook**


**References**


CCN2205 Culture and Translation

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<td>Assessment</td>
<td>50% coursework</td>
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**Aims**

This subject equips students with concepts and knowledge of cultural issues and their challenges in translation. It provides a basic understanding of different types of texts in relation to culture and translation. Studying the subject will also help students become sensitive to cultural differences when dealing with translation or other kinds of cross-cultural situations.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

**Learning Outcomes**

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

- understand cultural issues in different types of texts and their relation to translation
- identify and analyse culture-specific elements in different texts
- acquire essential principles and techniques in dealing with translation of Chinese and Western cultures
- develop appropriate strategies and approaches for translating culture-specific texts

**Indicative Contents**

- **Concepts of Culture and Translation**
  Basic concepts of culture and translation; Relation between culture and language; Relation between culture and translation.

- **Major Culture-specific Texts**
  Literary works (e.g. poem, fiction, myth); Religious works (e.g. Bible, Buddhist scripture); Philosophical works (e.g. Confucian classics); Promotional texts (e.g. travel guide, cultural performance).

- **Principles and Strategies for Translating Culture-specific Texts**
  Dynamic equivalence and functional equivalence; Domesticating and foreignising; Semantic and communicative translation; Literal and liberal translation.

- **Translation Practice**
  Reference tools (dictionaries and internet resources); Research skills for finding information needed to understand cultural-specific elements; Application of translation skills (e.g. transliteration, addition, omission, comparative rhetoric, etc.).
Teaching/Learning Approach

Lectures focus on the introduction and explanation of concepts and principles of culture and translation, with reference to major cultural texts wherever appropriate. Group discussions and activities might be arranged to stimulate students' interests or their awareness of practical implications of some concepts.

Tutorials provide students with the opportunity to deepen their understanding and to explore further the applications of concepts and principles taught. The activities in tutorials normally include in-class practice, student presentation and discussion of problems related to both source texts and target texts with cultural elements.

Assessment Approach

A variety of assessment tools will be used, including written assignments (English-to-Chinese and Chinese-to-English translation), group presentations, test(s) and examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test and examination.

Indicative Readings

Recommended Textbook

There is no prescribed textbook. Lecture summary and supplementary notes may be distributed from time to time.

References


夏征農編：《辭海》，上海辭書出版社，2009年。
CCN2206 Event Planning and Promotion

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### Aims

This subject introduces the essentials of planning and promotion in corporate events. It provides students with the fundamental knowledge and conceptual skills for successful planning and execution of corporate events.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

### Learning Outcomes

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

- explain the categories and sub-functions of corporate events
- apply the essential steps in event planning and promotion
- manage the logistics of various corporate events
- evaluate the overall performance of corporate event planning and promotion

### Indicative Contents

- **Perspectives of Corporate Events**
  Categories of corporate events; Role and scope of corporate events; Roles and responsibilities of corporate event planners; Qualities required for corporate event planners.

- **Company Objectives and Budgeting**
  Formulation of event goals and objectives; Compilation of overall budgets; Monitoring of cash flow for different stages of the event.

- **Master Time-table and Site Selection**
  Setting up a master action plan; Criteria for selecting venues; Site inspection and confirmation; Breakdown of products/services offered and work allocation; Scheduling tools and progress monitoring.

- **Event Staging and Logistics**
  Programming and theme design; Audience and guests’ needs; Audio-visual and special effects; Catering and entertaining; Operation plans; Supply of facilities and products; Shutdown and evaluation.
- **Event Risk Preparation**
  Risk anticipation plan; Standard tools of corporate events’ risks; Documentation of corporate events’ risks.

- **Event Evaluation and Analysis**
  Evaluation processes and instruments; Evaluation strategies for corporate events; Evaluation of corporate events in terms of event objectives.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of concepts and theories supported by hypothetical and real examples wherever appropriate. Group discussions and activities might be arranged to stimulate students’ interests or their awareness of practical implications of some concepts.

Tutorials provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. 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 individual assignments, presentation, group project reports and an examination in order to develop and assess students’ fundamental knowledge and practical skills for planning and managing events.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

**Indicative Readings**

Recommended textbook


References


Aims

This subject 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; Verbal and nonverbal communication.

- **Culture and Meaning**
  Cultural identity; Cultural bias, Ethnocentrism; Stereotype; Prejudice; Intercultural contact; Dominance; Acculturation and Assimilation.

- **Culture and Communication Differences**
  High- and Low-Context Cultures; Uncertainty avoidance; Power distance; Masculinity-Femininity; Individualism-Collectivism; Time orientation; Confucian dynamism; Direct and Indirect Discourses.

- **Intercultural Communication Theories**
  Intercultural adaptation; Communication accommodation; Intercultural communication.

- **Intercultural Communication Competence**
  Intercultural Negotiation; Conflict styles and management; Interpersonal relationship and Face.
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.

Tutorials will provide students with the opportunity to explore various cultures in different business contexts. The activities in tutorials will normally include video-watching, role plays, simulations and discussions of mini-cases.

Assessment Approach

A variety of assessment tools will be used, including case studies, written assignments, quizzes, simulations, oral reports, a mid-term test and an 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.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test(s) and examination(s).

Indicative Readings

Recommended Textbook


References


CCN2208

Japanese III

Level 2
Credits 3
Medium of Instruction Japanese, supplemented with English and/or Cantonese
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites CCN2022 Japanese II, or a minimum of 84 hours of training on
Japanese and/or equivalent proficiency of Japanese, which must
be supported by an official document
Assessment 60% coursework
40% examination

Aims

This course is a continuation of CCN2022 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 the Japanese language.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this
subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the
delivery and assessment of the subject.

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, individual and/or group projects, written reports, quizzes, tests and examination designed to develop and assess students’ achievement of the subject intended learning outcomes as well as communication skills in the Japanese language.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 hours of class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, individual and/or group work, and self-study in preparation for quizzes, projects, tests and examination.

**Indicative Readings**

**Recommended Textbook**

大新書局出版社編輯部編著:《大家的日本語—初級 II》（《みんなの日本語》），大新書局，2011年。

**References**

大新書局出版社編輯部編著：《大家的日本語—初級 (讀本篇)》，大新書局，2010年。

大新書局出版社編輯部編著：《大家的日本語—初級 I, II (句型練習冊 )》，大新書局，2011年。

大新書局出版社編輯部編著：《大家的日本語—初級 I, II (練習 C、会話イラストシート )》，大新書局，2007年。

スリーエーネットワーク編著：《やさしい作文》，大新書局，2010年。

向日葵出版社編著：《日本語 90 日 1 & 2》(90 Days of Japanese Language I)，向日葵出版社，2010年。
CCN2209 Japanese IV

Level 2
Credits 3
Medium of Instruction Japanese, supplemented with English and/or Cantonese
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites CCN2208 Japanese III, or a minimum of 126 hours of training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document
Assessment 60% coursework
40% examination

Aims

This course is a continuation of CCN2208 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 the Japanese language.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

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 utilise commonly used expressions to initiate and respond to different social contexts, especially exhibiting the ability to converse in appropriate stylistic registers;
- 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, individual and/or group
projects, written reports, quizzes, tests and examination designed to develop and assess students’
achievement of the subject intended learning outcomes as well as communication skills in the Japanese
language.

The actual weighting of individual coursework assessment components will be specified in the Teaching
Plan for each class. The subject intended learning outcome(s) assessed in each coursework component
will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 hours of class contact hours for lectures and tutorials, students are expected to spend
approximately 84 additional hours on their own or with fellow students for activities such as doing
assignments, individual and/or group work, and self-study in preparation for quizzes, projects, tests and
examination.

Indicative Readings

Recommended Textbook

大新書局出版社編輯部編著: 《大家的日本語—初級 II》（《みんなの日本語》），大新書局，
2011年。

References

大新書局出版社編輯部編著：《大家的日本語—初級 (讀本篇)》，大新書局，2010年。

大新書局出版社編輯部編著：《大家的日本語—初級 I, II (句型練習冊 )》，大新書局，2011年。

大新書局出版社編輯部編著：《大家的日本語—初級 I, II (練習 C, 會話 イラストシート )》，大
新書局，2007年。
スリーエーネットワーク編著：《やさしい作文》, 大新書局, 2010年。

向日葵出版社編著：《日本語 90日 1 & 2》(90 Days of Japanese Language 1), 向日葵出版社, 2010年。
CCN2210 Modern Western Thought

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<td>Prerequisites</td>
<td>Nil</td>
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<tr>
<td>Assessment</td>
<td>60% coursework</td>
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Aims

The course studies the development of Western philosophy from 15th to 18th century. It focuses on some major philosophical movements of the period, such as Individualism, Rationalism, Empiricism and Liberalism.

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 15th to 18th century.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

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 modern western philosophical theories
- evaluate the extent to which different theories of modern philosophers can help us understand the complex situation of our modern society

Indicative Contents

- **Introduction**
  What is philosophy? Kuhn’s idea about paradigm shift, philosophy and the modern world.

- **Individualism**
  Secularisation; The philosophy of subjectivity, Hobbes and Bacon on the problem of self.

- **Rationalism**
  Descartes’ I think therefore I am; Cartesian dualism; Spinoza’s God as nature; Spinoza’s ethics; Leibniz’s monadology.

- **Empiricism**
  Locke on human knowledge and experience; Berkeley’s idealism; Hume’s skepticism.

- **Liberalism**
  Locke’s political philosophy, Mill’s view on civil liberty; Mill’s Principle of Harm.
Conclusion
The influence of modern western philosophy to the contemporary world.

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 their knowledge of the main issues and various theories in modern philosophy to understand our contemporary world.

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.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 hours of class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test and examination.

Indicative Readings

Recommended Textbook


References


CCN2211 Practical Translation (Public Administration and Legal Documents)

Level 2
Credits 3
Medium of Instruction English and Chinese (Cantonese/ Putonghua)
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 50% coursework
50% examination

Aims

This subject aims to equip students with principles and approaches to translation in the areas of public administration and legal profession, so that they can translate these two areas of texts at an acceptable level for local sectors. Emphasis will be placed on the process of translating these two types of documents, including linguistic and textual analysis, standardisation of terminology, editing and revising.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- acquire the knowledge of terminology, formats and styles usually used in major public administration and legal texts
- identify common problems and difficulties encountered in translating major public administration and legal documents
- develop appropriate strategies in the process of translating public administration and legal documents
- produce acceptable translations of public administration and legal documents for local sectors

Indicative Contents

- **Formats and Styles of Public Administration and Legal Texts**
  Format, structure, style and register of public administration and legal texts; Terminology commonly used in legal writings; Lexical and syntactical features specifically for public administration and legal texts.

- **Common Problems and Difficulties in Translation**
  Basic legal procedures and common concepts in criminal and civil proceedings; Variations of format and style of public administration documents within sectors and government departments; Differences in sentence structure between English and Chinese.

- **Principles and Approaches to Translation**
  Identifying the purposes of documents and the characteristics of recipients; Balance between equivalence and readability; Major skills in translating public administration and legal texts.

- **Application of Theories to Practice**
  Translating public administration documents (e.g. letters, notices, announcements, circulars, speeches, addresses, etc.); Translating legal documents (e.g. sales and purchase agreements, acquisition agreements, lease agreements, employment contracts, etc.).
Teaching/Learning Approach

Lectures focus on the linguistic features of the source texts, and various principles and approaches to translation in the areas of public administration and law, with specific reference to examples drawn from the government, public sector and legal sector of Hong Kong. Group discussion is encouraged.

Tutorials provide students the opportunity to deepen their understanding of the concepts taught in lectures and to apply appropriate theories to the process of translating public administration and legal documents. The activities in tutorials normally include in-class exercises, student presentations and discussions.

Assessment Approach

A variety of assessment tools will be used, including translation assignments, presentations, written reports, test, class participation and examination to develop and assess students’ translation knowledge and skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Student Study Effort Required

Besides the 42 hours of class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test and examination.

Indicative Readings

Recommended Textbooks

王道庚：《法律翻譯：理論與實踐》，香港城市大學出版社，2006年。

吳尚智、顏婉雲、江偉萍：《中英實務寫作與翻譯手冊》，香港城市大學出版社，2005年。

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Department of Justice, Glossary of Legal Terms (律政司法律詞)

Department of Justice, Bilingual Laws Information System (BLIS) (法例雙語系統)


公務員事務局法定語文事務署：《政府公文寫作手冊 (第二版)》，2004年。
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，引發同學對香港小說及文化的興趣，使他們更關心個體生活及社會的關係。同學更可以通過課堂學習香港小說的特色，瞭解如何將小說放在文化背景下解讀，提高文學欣賞、閱讀的能力。

科目統籌小組在籌備講授及評核本課程時，須參照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助學生達到預期的學習成果。

學習成果

學生在完成此科目後，應能：

- 認識香港小說的面貌；
- 瞭解香港小說與本土文化的關係；
- 認識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；
- 提升批判思考的能力。

課程內容

- 過客本土：南來文人及實驗小說
  介紹文人南來的背景，分析南來文人作品的普遍特色。
  可選用文本：如劉以鬯《酒徒》（選段）、《動亂》、曹聚仁《酒店》（選段）等。

- 講武論俠：香港的武俠小說
  介紹香港新派武俠小說興起的背景及認識新派武俠小說的特點。
  可選用文本：如金庸《倚天屠龍記》（選段）、《笑傲江湖》（選段）、《鹿鼎記》（選段）、梁羽生《龍虎鬥京華》（選段）、《白髮魔女傳》（選段）等。

- 談情說愛：香港的言情小說
  介紹香港言情小說興起的背景，認識女性書寫的特點及其商業化因素。
  可選用文本：如亦舒《她比煙花寂寞》（選段）、張小嫺《麵包樹上的女人》（選段）、《三個A Cup的女人》（選段）等。
書寫香港、想像香港：回歸問題與香港小說
認識回歸問題對港人的影響及作家如何表述這種影響。
可選用文本：如董啟章《永盛街興衰史》、李碧華《胭脂扣》（選段）、《春望》、西西《肥土鎮灰欄記》，也斯《後殖民食物與愛情》、《島和大陸》（選段）等。

教學方法
本科目理論與實踐並重。主講課集中講解與課題相關的文學概念和理論，導修課為學生提供相關的課堂練習，如口頭報告、小組討論及閱讀報告等，以鞏固所學。
每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作時，均會獲告知習作所評核的是哪些預期學習成果。

評核方法
本科目採用連續評估方法，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，檢測學生掌握本科目的水準。
每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作或持續評核成績時，均會獲告知習作所評核的是那些預期學習成果。

學生所需的努力
除了 28 小時的課堂講授及 14 小時導修課外，學生在習作、備課、準備測驗及考試，並與同學進行小組工作等方面所花的時間，預期約為 84 小時。

指定課本
本科目涉及的參考材料較廣泛，無指定課本。

參考書
梁秉鈞：《香港的流行文化》，三聯書店，1993 年。
黃繼持、盧瑋鑾、鄭樹森編著：《追跡香港文學》，牛津大學出版社，1998 年。
陳國球：《文學香港與李碧華》，麥田出版社，2000 年。
許子東：《香港短篇小說初探》，天地圖書有限公司，2005 年。
盧瑋鑾編著：《香港文學散步》，商務印書館，2004 年。
Level 2
Credits 3
Medium of Instruction English, supplemented with Chinese
Teaching Pattern 28 hours of lectures
14 hours of tutorials
Prerequisites Nil
Assessment 50% coursework
50% examination

Aims
This is an interdisciplinary subject designed to introduce students to the historical and cultural aspects of Southeast Asia. Informed by theories and contextual analyses, this subject enables students to understand the certain critical differences among different Southeast Asian countries while appreciating how they constitute as a region based on certain shared cultural values and practices and their significance in Hong Kong setting.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

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

- identify the similarities and differences among Southeast Asian countries in the historical and cultural aspects
- be sensitive to the cultural novelties and distinctiveness of different Southeast Asia countries and successfully interact with people of different Southeast Asian cultural backgrounds in Hong Kong setting
- analyse the complex interplay between history, culture and society 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.

- **From Early Settlements to the Maritime and Landed-based Kingdoms**
  Evidence from prehistory; Farming and metalworking; Early states and Indian influences; Funan; Champa; Srivijaya; Settlements and trade; Angkor and Cambodia; Early Javanese Kingdoms; Borobudur; Prambanan; Eastern Java; Majapahit; Pagan; Ayudhya.
- **Multiplicity of Beliefs and Religions of Southeast Asia**
  Hinduism; Buddhism; Islam, Animism, Confucianism; Christianity.

- **Cultural Tradition in Southeast Asia**
  Literature, theatre and material art; Popular culture; the interaction between elitist and popular culture; Folk culture; Celebrations and rituals; Urban and village life; Food and identity.

- **European Economic Advances in Southeast Asia**
  European contacts and early colonisation; Colonisation by trade; Dutch territorial conquests in Java; the expansion of European control; Britain; French Indochina; USA; Consolidation of independence in Siam.

- **Violence and Transition: Occupation, Independence and New Nation in Southeast Asia**
  Japanese occupation; Resistance; Economic and social disruption; the end of Japanese occupation; Independence of the Nations; International influence on the emergence of nationalism, religion and nationalism.

- **Cultural Values, Economic History and Democracy: Southeast Asia in Recent Decades**
  Personalism and asian values, ASEAN; Corruption, Asian economic crisis, and tsunami; Muslim and terrorism.

- **Economic and Business Relationships with Hong Kong and Mainland China**
  ASEAN+3, Greater Mekong Sub-region(GMS), Domestic workers in Hong Kong, Singapore’s competition with Hong Kong as a financial centre; Chinese communities and entrepreneurship between Southeast Asia and China.

**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 field visit in Hong Kong 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 develop and assess students’ achievement of the subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

**Study Effort Required**

Besides the 42 hours of class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for lectures, tutorials, test and examination.
Indicative Readings

Recommended Textbook


References


梁英明著：《東南亞史》，北京：人民出版社，2010年。
中國歷代婦女生活及地位
The Role of Chinese Women in Historical Development

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科目目標

本科目課程主要使學生了解中國歷代婦女的地位、婦女婚前及婚後生活、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，讓學生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。

科目統籌小組在籌備講授及評核本課程時，須參照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助學生達到預期的學習成果。

學習成果

學生成功完成本科目，應能：

- 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；
- 明白傳統婦女所受的規限及在社會及家庭中的角色；
- 提高學生的性別意識及分析性別議題的能力；
- 有效地表達個人對歷代婦女地位的觀點。

課程內容

- **先秦時代的性別關係**
  介紹史前時期中國的母系氏族社會的性別關係，從母系到父系社會的變遷、父權制的建立、當中所牽涉的因素等。

- **秦漢時期的婦女與性別**
  介紹秦代有關規範兩性與家庭關係的刑法、漢代女禍觀如何承前代的發展加以鞏固、漢代的太后攝政、班昭的《女誡》等。

- **魏晉南北朝時期的種族與婦女**
  介紹魏晉南北朝時期的時代因素如何影響兩性關係、南朝與北朝的女主政治、《世說新語》中的女性、女性的「悍」與「妒」等。
隋唐時期婦女的地位與角色
介紹隋唐時期的婦女參政情況、中唐後女主政治的衰落及其原因、唐代在禮教與法律方面如何加強規範女性及兩性關係等。

宋元至明清時期的婦女角色與演變
介紹宋代士大夫如何重建性別秩序、宋元至明清時期對於婦女節烈的要求與發展、婦女在家庭內外的角色、纏足的盛行、明清的才女文化等。

清末民初時期婦女的變革
介紹自鴉片戰爭後西方的衝擊所帶來的有關婦女及兩性關係的新思想、中國知識份子對於興女學、廢纏足的討論與實踐、清末女子留學與參與革命、民國時期關於婦女問題的討論、女性於社會與國家事務的參與等。

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,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。

評核方法
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。

每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作時，均會獲告知習作所評核的預期學習成果。

學生所需的努力
除了 42 小時的課堂講授外，學生在習作、備課、準備測驗及考試，並與同學進行小組工作等方面所花的時間，預期約為 84 小時。

指定課本
本科目課程涉及的參考材料較廣泛，無指定課本。
參考書

杜芳琴，王政編著: 《中國歷史中的婦女與性別》，天津人民出版社，2004 年。

陳東原: 《中國婦女生活史》，上海：商務印書館，1928 年。

陳三井主編：《近代中國婦女運動史》，臺北 : 近代中國出版社，2000 年。

杜芳琴，王政主編: 《中國歷史中的婦女與性別》，天津: 天津人民出版社，2004。

黃嫣梨: 《妝臺與妝臺以外：中國婦女史研究論集》，香港: 牛津大學出版社，1999 年。

Aims

This subject aims to introduce students to effective skills in translating different workplace and promotional texts from Chinese into English and vice versa. It enables 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 render the translation of different workplace and promotional texts.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

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
- analyse different formats and styles of major English and Chinese workplace and promotional texts
- develop and apply appropriate approaches and strategies for translating different workplace and promotional texts
- apply appropriate communication and language skills for translating major types of workplace and promotional 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 and promotional 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 and Promotional Texts
Routine workplace texts (e.g. memos, letters, meeting agenda, meeting minutes, circulars, etc.); Promotional texts (e.g. newsletters, posters, webpages, advertisements, sales brochures, sales letters, etc.); Selection of source texts and target texts will be rendered in the contexts of Hong Kong and Chinese Mainland.

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 common workplace texts. 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 and promotional texts.

Assessment Approach
A variety of assessment tools including written assignments (English-to-Chinese and Chinese-to-English translation), group presentations, mid-term test and examination will be used to develop and assess the knowledge of translation strategies and skills as well as English and Chinese language competence.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required
Besides the 42 class contact hours for lectures and tutorials, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as assignments, group work, and self-study in preparation for lectures, tutorials, test and examination.

Indicative Readings
Recommended Textbook
Lecturers may compile their own lecture notes.

References


周錫馥：《中文應用寫作教程》，三聯書店，1996年。

孫詒字，金聖華：《英譯中：英漢翻譯手冊》，聯經，1981年。
科目目標

本科目透過課堂講授、導修課、小組報告等形式，從哲學分析的進路探討中國哲學主要的思想傳統，包括儒家、道家和佛家的哲學思想，以至各家之間的傳承與衝突、發展與融合，從而說明這些傳統如何塑造東方的人生智慧，及至對現今社會的意義和價值。修讀本科目亦有助訓練學生批判思考和價值判斷的能力。

科目統籌小組在籌備講授及評核本課程時，須參照相關的「課程內容藍圖」，了解本科目的角色定位，如何在課程層面上協助推動學生達到預期的學習成果。

學習成果

學生成功完成本科目，應能：

- 宏觀地理解傳統東方智慧的特質和長處；
- 掌握儒、道、佛三家的基本哲學思想；
- 增強閱讀和分析原典文獻的能力；
- 探討傳統東方智慧的現代意義和價值。

課程內容

- **傳統東方智慧**
  中國哲學的主流思想，如儒家、道家、佛家哲學等。人生哲學的基本理論，如人生境界說等。

- **儒家**
  儒家哲學的基本理論，如孔子、孟子的哲學等。
  儒家哲學的現代意義。

- **道家**
  道家哲學的基本理論，如老子、莊子的哲學等。
  道家哲學的現代意義。
佛家
佛家哲學的基本理論，如中國禪學的思想等。
佛家哲學的現代意義。

其他學派
如前期墨家、後期墨家、名家、法家和兵家的思想等。
（具體內容可由講師按實際情況自行選取）

教學方法
本科目是理論與實際並重。課堂集中講解中國哲學主流的理論和概念，導修課討論相關的文獻，
並探討傳統東方智慧對現代社會的意義和價值。學生亦會透過小組討論和口頭報告的方式，以鞏
固所學。

評核方法
本科目採用綜合評估方法，學生須撰寫個人習作，如論文寫作等；也須完成導修課小組報告，如
分析儒、道、佛三家的義理等；另有期中測驗及期末考試，綜合地檢測學生掌握本科目的水平。

每班的教學計劃 (Teaching Plan) 詳述個別習作佔整體評核的實際比重。學生收到習作時，均會獲
告知習作所評核的是那些預期學習成果。

學生所需的努力
除了 42 小時的課堂講授和導修課外，學生在習作、備課、準備測驗及考試，並與同學進行小組工
作等方面所花的時間，預期約為 84 小時。

指定課本
本科目涉及的參考材料較廣泛，無指定課本。

參考書
陳榮捷：《中國哲學文獻選編》，巨流圖書公司，1993年。
馮友蘭：《中國哲學簡史》，三聯書店，2009年。
勞思光：《新編中國哲學史》，三民書局，1995年。
Aims

This subject is a core subject which explicitly focuses on and aims to strengthen language students’ English business communication skills. It also sets out to develop students’ communication skills in English through a focus on the real-life tasks undertaken by professionals in supervisory roles. In other words, students will acquire the linguistic competence needed to evaluate and master the complexities encountered in higher level professional contexts resulting from diverse team compositions and corporate cultures. This subject will elevate students to an advanced standard in professional communication.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- advance and negotiate ideas in meetings and presentations using accurate and appropriate expressions
- apply appropriate strategies for writing effective agenda, minutes, job application letters and persuasive messages
- prepare and write a business report / proposal
- demonstrate research and teamwork capabilities in planning, researching, organising, and reporting of a business report / proposal
- display leadership and entrepreneurial qualities through their use of language

Indicative Contents

- **Business Interpersonal Communication**
  Strategies for developing team effectiveness; Planning and conducting effective meetings (including agenda and minutes); Effective listening; Intercultural communication; Negotiating; Problem solving.

- **Persuasive Messages**
  AIDA model; Persuasive requests and claims; Requests for adjustment; Sales letters; Résumés and job application letters.

- **Business Reports / Proposals**
  Types of business reports; Business research methods; Analysing, illustrating and interpreting research data; Drawing conclusions and making recommendations; Organising and writing business reports/ proposals.

- **Oral Business Communication**
  Planning and conducting surveys; Preparing, participating, and chairing business meetings; Job interviews.
Teaching/Learning Approach

Seminars will engage students in a wide range of learning activities such as writing practices, role-plays, simulations, case studies, and discussions. Students will be required to study real-life cases and analyse authentic business documents to identify key factors that help promote goodwill in external and internal communication situations. Audio-visual materials will be used in the seminars and language laboratories to enhance and extend students’ learning experience. Through experiential learning practices, the subject helps students build up the skills essential for successful communication in managerial positions.

Assessment Approach

Coursework (100%)
A variety of assessment tools including business writings, simulation and test(s) will be used to develop and assess students’ achievement of the subject-level intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills. In addition, to encourage a spirit of enquiry and sharing, part of the students’ grades will be based on their punctuality, attendance, and class participation throughout the semester.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Study Effort Required

Besides the 42 hours of class contact for seminars, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as assignments, group work, and self-study in preparation for lectures, tutorials, and test(s).

Indicative Readings

Recommended Textbook

References


Aims

This subject provides further training to students in sight translation and consecutive interpretation between English and Cantonese. It serves as an intensive training of interpretation skills and prepares students for the acquisition of even more advanced level of interpretation.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students achieve Programme-level Intended Learning Outcomes when preparing for the delivery and assessment of the subject.

Learning Outcomes

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

- demonstrate enhanced knowledge in concepts and application of skills for interpretation
- perform Cantonese-English and English-Cantonese sight translation for texts with more difficult linguistic features
- perform English-Cantonese and Cantonese-English consecutive interpretation for texts with more difficult linguistic features
- develop vocabulary useful for interpretation tasks

Indicative Contents

- **Interpretation Skills**
  Shadowing; Paraphrasing; Summarising; Speech making; Memory; Interpreting proper names; Interpreting numbers; Anticipation; Note-taking.

- **Interpretation Drills -- Sight Translation**
  Sight translation on various topics; Training materials at a more difficult level will be selected in the contexts of Hong Kong and Chinese Mainland.

- **Interpretation Drills -- Consecutive Interpretation**
  Consecutive interpretation on various topics (with and without notes); Training materials at a more difficult level will be selected in the contexts of Hong Kong and Chinese Mainland.

- **Professional ethics**
  Confidentiality; Respect for individuals; Accuracy; Proficiency; Impartiality; Clear role boundaries; Cultural sensitivity; Availability; Accessibility; Efficiency.
Teaching/Learning Approach

Lectures and tutorials would mainly consist of interpretation drills. A variety of texts and recordings would be used for practice, and demonstrations would be done by the instructor to help students learn the practical skills of interpreting. There would be discussion on students’ performance, self-evaluation and peer-evaluation. To enhance the quality of interpretation, students would be encouraged to pay attention to various topics, and to enrich their general knowledge and vocabulary.

Assessment Approach

Coursework (100%)
Assessment tools, which are mainly in the form of in-class exercises or tests, will be used to develop and assess students’ achievement of the subject-level intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.

The actual weighting of individual coursework assessment components will be specified in the Teaching Plan for each class. The subject intended learning outcome(s) assessed in each coursework component will be communicated to students when the coursework assignment is given out.

Student Study Effort Required

Besides the 42 hours of class contact for workshops, students are expected to spend approximately 84 additional hours on their own or with fellow students for activities such as doing assignments, group work, and self-study in preparation for workshops and tests.

Indicative Readings

Recommended Textbook
Instructors can compile their own materials.

References

劉宓慶：《口筆譯理論研究》，中國對外翻譯出版公司，2004年。
楊輝，史鳳春編著：《實用英漢口譯教程》，復旦大學出版社，2006年。
李德鳳：《新聞翻譯：原則與方法》，香港大學出版社，2009年。
周兆祥，陳育沾：《口譯的理論與實踐》，商務印書館(香港)有限公司，1988年。
Associate Degree Scheme in Humanities and Communication

人文及傳意

副學士組合課程

2012/13