THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

HONG KONG COMMUNITY COLLEGE
香港專上學院

HKCC 2014/15

Associate Degree Scheme in Humanities and Communication

人文及傳意副學士組合課程

8C110

Scheme Document

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

comprising

Associate in Bilingual Communication (8C110-BC)
中英語文傳意副學士
Associate in English for Business Communication (8C110-EBC)
商業傳意英語副學士
Associate in Language and Culture (8C110-LC)
語文及文化副學士
Associate in Public Relations and Communication (8C110-PR)
公關傳訊副學士
Associate in Translation and Interpretation (8C110-TI)
翻譯及傳譯副學士
Associate of Arts (8C110-AA)
文科副學士

Definitive Scheme Document

September 2014

This Definitive Scheme Document applies to the cohort of students admitted in the 2014/15 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.

Last updated in February 2017

Table of Contents

		Page
1.	**Host Department**	1
2.	**Scheme Operation and Management**	1
	2.1 Programmes under the Scheme	1
	2.2 Scheme and Programme Leaders	1
	2.3 College Programme Committee	1
	2.4 Scheme Executive Group	1
	2.5 Student/Staff Consultative Group	2
	2.6 Programme Counselling Teams	2
	2.7 Student Feedback Questionnaire (SFQ)	2
	2.8 Channels for Communication and Feedback at HKCC	2
3.	**Aims and Intended Learning Outcomes**	2
4.	**Minimum Entry Requirements**	10
5.	**Granting of Award**	11
6.	**Mode and Duration of Study**	11
7.	**Attendance**	12
8.	**Curriculum Structure**	12
	8.1 Subject Level and Subject Code	12
	8.2 Credit and Level Requirements	12
	8.3 General Education Requirements	13
	8.4 Discipline-specific Requirements	17
	8.5 Summary	24
	8.6 Progression Study Patterns	25
	8.7 Programme Curriculum Maps	39
9.	**Medium of Instruction**	47
10.	**Teaching and Learning Methods**	47
11.	**Assessment and Examinations**	47
	11.1 Principles of Assessment	47
	11.2 Role of Subject Assessment Review Panel	48
	11.3 Role of Board of Examiners	48
	11.4 Assessment Methods	48
	11.5 Academic Probation	56
	11.6 Progression and De-registration	56
	11.7 Grading	56
	11.8 Grade Point Average	57
	11.9 Retaking Subjects	58
	11.10 Taking Additional Subjects after Graduation	59
	11.11 Plagiarism and Dishonesty	59
	11.12 Academic Dishonesty and Disciplinary Actions	60
	11.13 Guidelines for Award Classification	61

11.14 Student Appeals 61
11.15 Exceptional Circumstances 61
11.16 Other Regulations 62

Appendix I Graduation Requirement Checklist for Associate in Bilingual Communication (8C110-BC) 63
Appendix II Graduation Requirement Checklist for Associate in English for Business Communication (8C110-EBC) 64
Appendix III Graduation Requirement Checklist for Associate in Language and Culture (8C110-LC) 65
Appendix IV Graduation Requirement Checklist for Associate in Public Relations and Communication (8C110-PR) 66
Appendix V Graduation Requirement Checklist for Associate in Translation and Interpretation (8C110-TI) 67
Appendix VI Graduation Requirement Checklist for Associate of Arts (8C110-AA) 68

Section Two : Syllabuses **Page**

CCN1001	Elementary Chinese	69
CCN1002	Practical English for College Students	71
CCN1003	Chinese Communication for College Students	73
CCN1004	Creative and Critical Thinking	75
CCN1011	Elementary French	81
CCN1012	Foundation of Traditional Chinese Medicine	83
CCN1013	Freshman Seminar	86
CCN1014	Fundamental Visualisation Skills	89
CCN1015	Healthy Living and Common Health Problems	91
CCN1016	Introduction to Internet Technology	93
CCN1017	Introduction to Psychology	95
CCN1018	Introduction to Sociology	98
CCN1019	Japanese I	100
CCN1020	Leadership and Intra-personal Development	102
CCN1021	Personal Financial Planning	105
CCN1022	Personal Growth and Development	107
CCN1023	Principles of Programming	110
CCN1024	Putonghua for College Students	112
CCN1025	The History and Culture of Hong Kong	114
CCN1026	Themes of Art Appreciation	116
CCN1028	Elementary Statistics	118
CCN1029	English for Academic Studies (Humanities and Communication) I	120
CCN1030	English for Academic Studies (Humanities and Communication) II	123
CCN1031	Information Technology for Language Studies	126
CCN1041	Accounting for Non-Business Students	128
CCN1042	Economics and Society (for Non-Business Students)	130
CCN1104	Principles of Corporate Communication I	132
CCN2001	Introduction to Chinese Political and Legal System	134
CCN2002	Introduction to Economics	137
CCN2003	Introduction to Marketing	140
CCN2004	Managing Organisations	142
CCN2005	Organisational Behaviour	144
CCN2006	Understanding Globalisation	146
CCN2007	Business Putonghua	148
CCN2008	Chemistry and Modern Living	151
CCN2009	Chinese for Academic Purposes	154
CCN2010	English for Workplace Communication	156
CCN2011	Environmental Science	158
CCN2012	Experiencing Architecture	161

		Page
CCN2013	Exploring Human Nature	163
CCN2014	Food Hygiene and Nutritional Health	165
CCN2015	Gender Issues	168
CCN2016	Grammar in Context	171
CCN2017	Introduction to Chinese Culture	173
CCN2018	Introduction to Chinese Literature	176
CCN2019	Introduction to Communication Studies	178
CCN2020	Introduction to Philosophy	181
CCN2021	Introduction to Political Science	183
CCN2022	Japanese II	185
CCN2023	Light, Man and Environment	188
CCN2024	Logic and Reasoning	190
CCN2025	Love, Intimacy and Identity	192
CCN2026	Mass Media and Culture	195
CCN2027	Oral Communication in English	197
CCN2028	Products and Materials in Modern Society	199
CCN2029	Professionals and the Society	201
CCN2030	Social Development in China	204
CCN2031	Statistics	206
CCN2032	The History and Culture of East Asia	208
CCN2035	Values and Ethics in Daily Life	212
CCN2043	Digital Storytelling	215
CCN2044	Digital Visualisation in New Media	217
CCN2045	Healthy Ageing	219
CCN2046	Music, Mind and Human Behaviour	222
CCN2047	Understanding Society through Visual Arts	224
CCN2048	The History and Culture of Modern China	227
CCN2049	Chinese and Western Cultures	230
CCN2050	Creativity and Everyday Life	234
CCN2051	Positive Psychology in Daily Life	237
CCN2055	Exploring Culture through Field Trip	240
CCN2103	Advertising and Promotion	244
CCN2110	Consumer Behaviour	246
CCN2152	China's Economy	248
CCN2160	Negotiation Skills	251
CCN2166	Analysis of English Grammar	253
CCN2167	Bilingual Communication	256
CCN2168	Chinese for Business and Administration	258
CCN2169	Chinese for the Mass Media	261
CCN2170	Contrastive Language Studies of English and Chinese	263
CCN2171	English for the Mass Media	266
CCN2172	Foundations of Linguistics	268
CCN2173	Foundations of Oral Interpretation	271

		Page
CCN2174	Foundations of Tranlsation	273
CCN2175	Introduction to Phonetics	275
CCN2176	Language and Society	277
CCN2177	Languages, Cultures and Communication	279
CCN2178	Media Translation	282
CCN2179	New Writing	284
CCN2180	Practical Translation (Business and Financial Documents)	286
CCN2181	Principles of Corporate Communication II	289
CCN2182	Professional English I	291
CCN2183	Public Relations Writing	293
CCN2184	The Structure of Modern Chinese	295
CCN2185	Theory and Practice of Translation	297
CCN2186	Translation for Practical Purposes	299
CCN2201	Chinese Family and Culture	301
CCN2202	Chinese Film and Fiction	304
CCN2203	Classical Chinese Fiction	307
CCN2204	Communication for Marketing	310
CCN2205	Culture and Translation	312
CCN2206	Event Planning and Promotion	314
CCN2207	Intercultural Communication in Business	316
CCN2208	Japanese III	318
CCN2209	Japanese IV	321
CCN2210	Modern Western Thought	324
CCN2211	Practical Translation (Public Administration and Legal Documents)	326
CCN2212	Selected Readings of Hong Kong Fiction	328
CCN2213	The History and Culture of Southeast Asia	330
CCN2214	The Role of Chinese Women in Historical Development	333
CCN2215	Translation for Business Communication	336
CCN2216	Wisdom in Eastern Tradition	338
CCN2281	Introduction to Classical Chinese Poetry	340
CCN2282	Chinese Creative Writing	343
CCN2304	Introduction to Literature in English	346
CCN2319	Introduction to Modern Chinese Literature	349
CCN3103	Professional English II	352
CCN3115	Intermediate Interpretation	354

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 (PolyU).

2. Scheme Operation and Management

2.1 Programmes under the Scheme

The Scheme comprises the 6 programmes below:

Programme Title	Programme Code
• Associate in Bilingual Communication	8C110-BC
• Associate in English for Business Communication	8C110-EBC
• Associate in Language and Culture	8C110-LC
• Associate in Public Relations and Communication	8C110-PR
• Associate in Translation and Interpretation	8C110-TI
• Associate of Arts	8C110-AA

The programmes under the Associate Degree Scheme in Humanities and Communication are listed on the Qualifications Register (QR) of the HKSAR; the qualifications are recognised under the Qualifications Framework (QF) and are commensurate with Level 4 of the Generic Level Descriptors. For details of QR and QF, please visit *http://www.hkqr.gov.hk/*.

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 a Scheme Leader, an 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

Programme Counselling Teams, which include a number of academic staff teaching the respective programmes, are responsible for providing students with relevant and current information about curriculum and programme requirements, advising students on 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.

2.7 Student Feedback Questionnaire (SFQ)

The Student Feedback Questionnaire (SFQ) is a regular process in HKCC to collect feedback from students on each of the subjects they study. Students' participation and feedback is anonymous to their lecturers. The feedback will provide useful information for improving the quality of teaching and learning. The survey exercise will normally be conducted towards the end of the teaching period.

2.8 Channels for Communication and Feedback at HKCC

In addition to the SFQ, various channels are available for students to convey their needs and provide feedback to HKCC. Students are encouraged to make use of the following channels to voice their opinion and concerns about learning and teaching whenever needed:

- Informal meetings and discussions with Subject Leaders or Lecturers.
- Discussions with Scheme Leaders, Programme Leaders, Personal Tutors, or Student Counselling Officers.
- Student representatives on the Student/Staff Consultative Group.
- Student representatives on various committees.
- E-mail, enquiry hotline and Information Kiosk on campus.

3. Aims and Intended Learning Outcomes

Institutional Learning Outcomes

All Associate Degree and Higher Diploma programmes of HKCC are designed to help students achieve the following six institutional learning outcomes at a standard that is achievable for a two-year full-time sub-degree programme, commensurate with the Qualifications Framework and Level 4 Generic Level Descriptors, and meets the competence level required of an associate professional:

1. **Lifelong Learner**: Graduates should recognise the need for continual learning and self-development, and be able to plan, manage and improve their own learning for future academic pursuit and other self-determined development goals.

2. **Competent Associate Professional**: Graduates should be able to integrate and apply in practice the fundamental knowledge and skills required for functioning effectively as an entry-level associate professional.

3. **Critical Thinker**: Graduates should be able to examine the validity of information, arguments, and different viewpoints, and reach a sound judgement on the basis of credible evidence and logical reasoning.

4. **Effective Communicator**: Graduates should be able to comprehend and communicate effectively in English and Chinese, orally and in writing, in professional and daily contexts.

5. **Practical Problem Solver**: Graduates should be able to identify and define problems in professional and daily contexts, and produce workable solutions to the problems.

6. **Ethical Citizen**: Graduates should acknowledge their responsibilities as associate professionals and citizens to the society and their own nation, and be able to demonstrate ethical reasoning in professional and daily contexts.

Aims of Associate Degree programmes of HKCC

The Associate Degree programmes of HKCC are based on the revised Common Descriptors propounded by the Education Bureau and are designed to provide students with fundamental generic and discipline-specific knowledge primarily for future academic pursuit, and secondarily for entry into the job market as associate professionals.

All programmes under the Associate Degree Scheme in Humanities and Communication aim to help students develop a foundation of generic skills as well as broad-based and professional 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 (ILOs) of each programme under the Scheme consist of Scheme Intended Learning Outcomes and Professional Intended Learning Outcomes.

The Scheme Intended Learning Outcomes, i.e. intended learning outcomes common to all programmes under the Scheme, centre around generic and professional competence which encompasses the attitude, knowledge, and skills expected of graduates of Associate Degree Scheme in Humanities and Communication. These can be broken down into the following more specific outcomes:

Scheme Intended Learning Outcomes

Upon successful completion of the respective programmes of the **Associate Degree Scheme in Humanities and Communication**, graduates will be able to:

S-ILO-1 Critical Thinking: Exercise critical thinking in dealing with problems encountered in daily life and in tertiary level studies;

S-ILO-2 IT and Quantitative Skills: Apply information technology and quantitative skills to carry out tasks commonly encountered in daily life, at work and in tertiary level studies;

S-ILO-3 Professional Responsibility and Attitude: Articulate their professional responsibility and complete their work with a professional attitude;

S-ILO-4 Language and Communication: Communicate effectively in spoken and written English and Chinese; and

S-ILO-5 Broad Knowledge Base: Use knowledge and skills from a broad range of disciplines to describe and explain issues and concerns commonly encountered in daily life, at work or in tertiary level studies.

Professional Intended Learning Outcomes (Programme-specific Intended Learning Outcomes)

In addition to the Scheme Intended Learning Outcomes for the **Associate Degree Scheme in Humanities and Communication** as a whole, graduates of individual programmes will be able to:

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 successful completion of the Associate in **Bilingual Communication programme**, graduates will be able to:

BC-P-ILO-1 Chinese in Professional Contexts: Communicate effectively in written and spoken Chinese (Cantonese and Putonghua) in professional contexts;

BC-P-ILO-2 English in Professional Contexts: Communicate effectively in written and spoken English in professional contexts; and

BC-P-ILO-3 Linguistic Analytical Skills: Conduct linguistic analyses to deal with problems related to 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 successful completion of the **Associate in English for Business Communication** programme, graduates will be able to:

EBC-P-ILO-1 Professional English: Communicate effectively with business professionals in written and spoken English;

EBC-P-ILO-2 Linguistics and Language Studies: Analyse English and other languages as a resource for constructing meaning in daily life and general business situations; and

EBC-P-ILO-3 Culture and Business Communication: Apply fundamental theories of business, culture and communication to deal with problems in professional environments.

Associate in Language and Culture

Upon successful completion of the **Associate in Language and Culture** programme, graduates will be able to:

LC-P-ILO-1 Humanities and Communication Knowledge: Apply concepts and theories from humanities and communication studies to deal with problems and issues of concern;

LC-P-ILO-2 Japanese and Putonghua: Communicate effectively in Japanese and/or Putonghua in daily life;

LC-P-ILO-3 Asian Historical/Cultural Issues: Explain historical/cultural issues in relation to Hong Kong, China, East Asia and/or Southeast Asia; and

LC-P-ILO-4 Chinese and Western Cultures: Compare and contrast aspects of Chinese and Western cultures.

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 successful completion of the **Associate in Public Relations and Communication** programme, graduates will be able to:

PR-P-ILO-1 PR Knowledge and Problem Solving: Apply public relations principles and strategies to deal with problems when establishing or following a consistent corporate objective;

PR-P-ILO-2 Communication in PR Context: Communicate effectively to address the internal and/or external needs of corporations; and

PR-P-ILO-3 Marketing Knowledge: Apply the principles of marketing to conduct opinion research and promotion.

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 successful completion of the **Associate in Translation and Interpretation** programme, graduates will be able to:

TI-P-ILO-1 Linguistic and Cultural Knowledge: Apply fundamental linguistic and cultural knowledge to deal with problems related to translation; and

TI-P-ILO-2 Translation/Interpretation Knowledge: Integrate and apply relevant knowledge, strategies and skills for translation or interpretation practice.

Associate of Arts

The **Associate of Arts** programme takes a broad-based and holistic approach. Upon successful completion of this programme, graduates will be able to:

AA-P-ILO-1 Arts Knowledge: Apply concepts and theories in arts to deal with problems and issues of concern;

AA-P-ILO-2 Research Competence in Arts: Use basic research skills to perform academic tasks in arts;

Graduates of a particular concentration area in 8C110-AA will also be able to achieve the respective outcomes of the selected concentration area:

Concentration Area 1: Chinese Language and Literature

AA-P-ILO-3 Chinese in Professional Contexts: Communicate effectively in both oral and written Chinese in professional communication contexts;

AA-P-ILO-4 Chinese Language and Literature Studies: Explain the characteristics and development of Chinese language and literature;

Concentration Area 2: China Studies

AA-P-ILO-5 Contemporary China Issues: Explain contemporary China issues from historical, political and social perspectives; and

Concentration Area 3: Liberal Studies

AA-P-ILO-6 Cultural and Philosophical Knowledge: Apply cultural knowledge and philosophical concepts and tools to analyse cases related to a variety of subject matters.

The relationship between 8C110 Scheme/Programme ILOs and HKCC Institutional Learning Outcome is shown below:

Scheme/Programme ILOs	HKCC Institutional Learning Outcome					
	Lifelong learner	**Competent associate professional**	**Critical thinker**	**Effective communicator**	**Practical problem solver**	**Ethical citizen**
8C110 Scheme ILOs						
S-ILO-1 Critical Thinking	✓	✓	✓		✓	
S-ILO-2 IT and Quantitative Skills	✓	✓				
S-ILO-3 Professional Responsibility and Attitude	✓	✓				✓
S-ILO-4 Language and Communication	✓	✓		✓		
S-ILO-5 Broad Knowledge Base		✓	✓			
8C110-BC Programme-specific ILOs						
BC-P-ILO-1 Chinese in Professional Contexts	✓	✓		✓		
BC-P-ILO-2 English in Professional Contexts	✓	✓		✓		
BC-P-ILO-3 Linguistic Analytical Skills	✓	✓	✓	✓	✓	
8C110-EBC Programme-specific ILOs						
EBC-P-ILO-1 Professional English	✓	✓		✓		
EBC-P-ILO-2 Linguistics and Language Studies	✓	✓	✓	✓	✓	
EBC-P-ILO-3 Culture and Business Communication		✓	✓	✓	✓	✓

Scheme/Programme ILOs	HKCC Institutional Learning Outcome					
	Lifelong learner	**Competent associate professional**	**Critical thinker**	**Effective communicator**	**Practical problem solver**	**Ethical citizen**
8C110-LC Programme-specific ILOs						
LC-P-ILO-1 Humanities and Communication Knowledge		✓		✓	✓	
LC-P-ILO-2 Japanese and Putonghua	✓	✓		✓		
LC-P-ILO-3 Asian Historical/Cultural Issues	✓	✓				
LC-P-ILO-4 Chinese and Western Cultures		✓	✓			
8C110-PR Programme-specific ILOs						
PR-P-ILO-1 PR Knowledge and Problem Solving	✓	✓	✓	✓	✓	✓
PR-P-ILO-2 Communication in PR Context	✓	✓		✓		
PR-P-ILO-3 Marketing Knowledge	✓	✓	✓	✓	✓	
8C110-TI Programme-specific ILOs						
TI-P-ILO-1 Linguistic and Cultural Knowledge	✓	✓	✓	✓	✓	
TI-P-ILO-2 Translation/Interpretation Knowledge	✓	✓		✓		✓

Scheme/Programme ILOs	HKCC Institutional Learning Outcome					
	Lifelong learner	**Competent associate professional**	**Critical thinker**	**Effective communicator**	**Practical problem solver**	**Ethical citizen**
8C110-AA Programme-specific ILOs						
AA-P-ILO-1 Arts Knowledge		✓			✓	
AA-P-ILO-2 Research Competence in Arts		✓	✓	✓		
AA-P-ILO-3 Chinese in Professional Contexts	✓	✓		✓		
AA-P-ILO-4 Chinese Language and Literature Studies	✓	✓	✓	✓	✓	
AA-P-ILO-5 Contemporary China Issues		✓	✓			
AA-P-ILO-6 Cultural and Philosophical Knowledge	✓	✓	✓		✓	

✓ : Making a major contribution to the stated institutional learning outcome.

4. Minimum Entry Requirements

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

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

(ii) For Hong Kong Advanced Level Examination (HKALE) Qualification Holders
  (a) Satisfactory completion of Secondary 6; and
  (b) Grade E/Level 2 in Hong Kong Certificate of Education Examination (HKCEE) English Language and Chinese Language plus Grade E in three other HKCEE subjects; and
  (c) Grade E in one HKALE subject; or Grade E in two HKALE (AS-level) subjects; which may include Use of English, and Chinese Language and Culture; and
  (d) Attainment of minimum language proficiency required by respective programmes* (if any).

(iii) For other Qualification Holders
  (a) The equivalents of the above requirements.

(iv) 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.

*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.

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 60 to 66^ 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 respective programme curriculum; and
(iii) attain a Grade Point Average (GPA) of 2.0 or above at the end of the programme.

^ *Refer to Section 8 for details.*

6. Mode and Duration of Study

The six 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 13 teaching weeks and a non-mandatory summer term of 7 teaching weeks' duration. Students are normally required to complete 15 - 18 credits per semester for two consecutive years and follow the progression study patterns specified in Section 8. Students who wish to study at their own pace instead of following the specified progression patterns 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.

Regular and punctual attendance at lectures 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 graduate, students are required to complete, depending on qualifications at admission, a total of 60 to 66^ credits specified as follows:

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

^ *Refer to Sections 8.3 and 8.4 for details.*

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 (LC). 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. Subjects of Levels 1 and 2 are equivalent to QF Level 4 and subjects of Level 3 are equivalent to QF Level 5.

8.2 Credit and Level Requirements

Students are required to successfully complete a total of 60 to 66 credits (equivalent to 260 to 286 QF credits), of which **at least 30 credits are at Level 2 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)

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

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

*This is a foundation subject.

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

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 under Cluster Areas (4 or 5 subjects)

All students under the Scheme are required to successfully complete four GE elective subjects selected from Table 8.3.1. In addition, students of the Associate Degree Scheme in Humanities and Communication admitted on the basis of HKDSE qualification without Level 3 or above in any one HKDSE subject other than English Language are required to take one additional GE elective subject. These GE elective subjects, together with the scheme-compulsory subjects of CCN1024 Putonghua for College Students and CCN2019 Introduction to Communication Studies stated in part (I) above, should belong to at least four of the five Cluster Areas in Table 8.3.1. One of the GE 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.

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 8.3.1.

Table 8.3.1 – General Education Subjects under Cluster Areas

Cluster Area	Subject Code and Title	Level
Cluster A		
Human Nature, Relations and Development (HRD)	CCN1013 Freshmen Seminar	1
	CCN1017 Introduction to Psychology	1
	CCN1018 Introduction to Sociology	1
	CCN1020 Leadership and Intra-personal Development	1
	CCN1022 Personal Growth and Development	1
	CCN2013 Exploring Human Nature	2
	CCN2015 Gender Issues	2
	CCN2025 Love, Intimacy and Identity	2
	CCN2035 Values and Ethics in Daily Life	2
	CCN2046 Music, Mind and Human Behaviour	2
	CCN2050 Creativity and Everyday Life	2
	CCN2051 Positive Psychology in Daily Life	2
Cluster B		
Community, Organisation and Globalisation (COG)	CCN1021 Personal Financial Planning	1
	CCN1041 Accounting for Non-Business Students	1
	CCN1042 Economics and Society (for Non-Business Students)	1
	CCN2001 Introduction to Chinese Political and Legal System*	2
	CCN2002 Introduction to Economics	2
	CCN2003 Introduction to Marketing	2
	CCN2004 Managing Organisations	2
	CCN2005 Organisational Behaviour	2
	CCN2006 Understanding Globalisation	2
	CCN2021 Introduction to Political Science	2
	CCN2029 Professionals and the Society	2
	CCN2047 Understanding Society through Visual Arts	2

Table 8.3.1 - General Education Subjects under Cluster Areas (Continued)

Cluster Area	Subject Code and Title	Level
Cluster C		
History, Cultures and World Views (HCW)	CCN1025 The History and Culture of Hong Kong*	1
	CCN1026 Themes of Art Appreciation	1
	CCN2012 Experiencing Architecture	2
	CCN2017 Introduction to Chinese Culture*	2
	CCN2018 Introduction to Chinese Literature*	2
	CCN2020 Introduction to Philosophy	2
	CCN2024 Logic and Reasoning	2
	CCN2026 Mass Media and Culture	2
	CCN2030 Social Development in China*	2
	CCN2032 The History and Culture of East Asia*	2
	CCN2048 The History and Culture of Modern China*	2
	CCN2049 Chinese and Western Cultures*	2
	CCN2055 Exploring Culture through Field Trip	2
	CCN2201 Chinese Family and Culture*	2
	CCN2202 Chinese Film and Fiction*	2
	CCN2203 Classical Chinese Fiction*	2
	CCN2214 The Role of Chinese Women in Historical Development*	2
	CCN2216 Wisdom in Eastern Tradition*	2
	CCN2281 Introduction to Classical Chinese Poetry*	2
	CCN2282 Chinese Creative Writing	2

Table 8.3.1 - General Education Subjects under Cluster Areas (Continued)

Cluster Area	Subject Code and Title	Level
Cluster D		
Science, Technology and Environment (STE)	CCN1012 Foundation of Traditional Chinese Medicine*	1
	CCN1015 Healthy Living and Common Health Problems	1
	CCN1016 Introduction to Internet Technology	1
	CCN1023 Principles of Programming	1
	CCN2008 Chemistry and Modern Living	2
	CCN2011 Environmental Science	2
	CCN2014 Food Hygiene and Nutritional Health	2
	CCN2023 Light, Man and Environment	2
	CCN2028 Products and Materials in Modern Society	2
	CCN2031 Statistics	2
	CCN2044 Digital Visualisation in New Media	2
	CCN2045 Healthy Ageing	2
Cluster E		
Language and Communication (LC)	CCN1011 Elementary French	1
	CCN1014 Fundamental Visualisation Skills	1
	CCN1019 Japanese I	1
	CCN1024 Putonghua for College Students (Compulsory for AD Scheme in Humanities and Communication Students)^	1
	CCN2007 Business Putonghua	2
	CCN2009 Chinese for Academic Purposes	2
	CCN2010 English for Workplace Communication	2
	CCN2016 Grammar in Context	2
	CCN2019 Introduction to Communication Studies (Compulsory for AD Scheme in Humanities and Communication Students)	2
	CCN2022 Japanese II	2
	CCN2027 Oral Communication in English	2
	CCN2043 Digital Storytelling	2

* Designated as China-related

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

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

8.4 Discipline-specific Requirements

Apart from the GE subjects, all students under the Associate Degree Scheme in Humanities and Communication are required to successfully complete eight discipline-specific (DS) subjects for a total of 24 credits.

8.4.1 Associate in Bilingual Communication

(I) DS Compulsory Subjects (6 subjects)

Students are required to successfully complete the following six DS 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) DS Elective Subjects (2 subjects)

Students are required to successfully complete two DS 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

8.4.2 Associate in English for Business Communication

(I) DS Compulsory Subjects (6 subjects)

Students are required to successfully complete the following six DS 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) DS Elective Subjects (2 subjects)

Students are required to successfully complete two DS 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
- CCN2304 Introduction to Literature in English

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

8.4.3 Associate in Language and Culture

(I) DS Compulsory Subjects (6 subjects)

Students are required to successfully complete the following six DS compulsory subjects:

(1) CCN1019 Japanese I
(2) CCN2017 Introduction to Chinese Culture*
(3) CCN2032 The History and Culture of East Asia*
(4) CCN2049 Chinese 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 subject.

(II) DS Elective Subjects (2 subjects)

Students are required to successfully complete two DS elective subjects selected from the following:

- CCN1025 The History and Culture of Hong Kong*
- CCN2026 Mass Media and Culture
- CCN2048 The History and Culture 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

8.4.4 Associate in Public Relations and Communication

(I) DS Compulsory Subjects (6 subjects)

Students are required to successfully complete the following six DS 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) DS Elective Subjects (2 subjects)

Students are required to successfully complete two DS 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

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

8.4.5 Associate in Translation and Interpretation

(I) DS Compulsory Subjects (6 subjects)

Students are required to successfully complete the following six DS 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) DS Elective Subjects (2 subjects)

Students are required to successfully complete two DS 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
- CCN2186 Translation for Practical Purposes
- CCN2205 Culture and Translation
- CCN2211 Practical Translation (Public Administration and Legal Documents)
- CCN3115 Intermediate Interpretation

8.4.6 Associate of Arts

(I) DS Compulsory Subjects (3 subjects)

Students are required to successfully complete the following three DS 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)

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

DS 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*
- CCN2281 Introduction to Classical Chinese Poetry*
- CCN2282 Chinese Creative Writing
- CCN2319 Introduction to Modern Chinese Literature

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

- 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
- CCN2281 Introduction to Classical Chinese Poetry*
- CCN2282 Chinese Creative Writing
- CCN2319 Introduction to Modern Chinese Literature

China Studies

- CCN1025 The History and Culture of Hong Kong*
- CCN2001 Introduction to Chinese Political and Legal System*
- CCN2030 Social Development in China*
- CCN2048 The History and Culture 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
- CCN2035 Values and Ethics in Daily Life
- CCN2049 Chinese and Western Cultures*
- CCN2210 Modern Western Thought
- CCN2216 Wisdom in Eastern Tradition*

Subjects under a particular area of concentration are classified as DS 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 8.3.1 on pages 14-16.

* Designated as China-related

8.5 Summary

The following tables summarise the number of subjects 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

Subject Nature	Compulsory	Elective
General Education (GE)	8 or 9	4 or 5
Discipline-specific (DS)	6	2

(b) For Associate of Arts

Subject Nature	Compulsory	Elective
General Education (GE)	8 or 9	4 or 5
Discipline-specific (DS)	3	5

8.6 Progression Study Patterns

Students are normally required to complete a total of 15 - 18 credits per semester for two consecutive years and follow the progression study patterns specified in the tables below. Students should ensure that all the DS and GE elective subjects they have selected to study satisfy the level, DS/GE requirements. It is the sole responsibility of students to ensure that they have completed all the requirements for graduation. The offering of electives is subject to adequate enrolment and availability of resources. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 11.4.1 on pages 49 - 54. HKCC reserves the right to change the study patterns if deemed appropriate.

8.6.1 Associate in Bilingual Communication

Students enrolled on the Associate in Bilingual Communication programme are required to complete a total of 60 credits and follow the progression study pattern as specified below.

Table 8.6.1 - Study Pattern (60 credits) of Associate in Bilingual Communication

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

8.6.2 Associate in English for Business Communication

Depending on qualification at admission, students enrolled on the Associate in English for Business Communication programme are required to complete a total of 60 - 63 credits and follow the respective progression study patterns as specified below.

Table 8.6.2a - Study Pattern I (60 credits) of Associate in English for Business Communication

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

Table 8.6.2b - Study Pattern II (63 credits) of Associate in English for Business Communication

for students required to take one additional GE elective subject

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

* The normal study load of Semester 2 of Stage One or Semester 2 of Stage Two is 15 - 18 credits.

8.6.3 Associate in Language and Culture

Depending on qualification at admission, students enrolled on the Associate in Language and Culture programme are required to complete a total of 60 - 66 credits and follow the respective progression study patterns as specified below.

Table 8.6.3a - Study Pattern I (60 credits) of Associate in Language and Culture

Stage	Semester 1		GE/ DS	Semester 2		GE/ DS
1	CCN1004	Creative and Critical Thinking	GE	CCN1003	Chinese Communication for College Students	GE
	CCN1019	Japanese I	DS	CCN1028	Elementary Statistics	GE
	CCN1024	Putonghua for College Students	GE	CCN1030	English for Academic Studies (Humanities and Communication) II	GE
	CCN1029	English for Academic Studies (Humanities and Communication) I	GE	CCN2007 CCN2022	Business Putonghua OR Japanese II	DS
	CCN1031	Information Technology for Language Studies	GE	CCN2019	Introduction to Communication Studies	GE
Stage	**Semester 1**			**Semester 2**		
2	CCN2017	Introduction to Chinese Culture	DS	CCN2049	Chinese and Western Cultures	DS
	CCN2032	The History and Culture of East Asia	DS	CCN2176	Language and Society	DS
	ONE discipline-specific elective subject		DS	**ONE discipline-specific elective subject**		DS
	TWO general education elective subjects		GE	**TWO general education elective subjects**		GE

Table 8.6.3b - Study Pattern II (63 credits) of Associate in Language and Culture
for students required to take CCN1002 Practical English for College Students

Stage	Semester 1		GE/ DS	Semester 2		GE/ DS
1	**CCN1002**	**Practical English for College Students**	GE	CCN1003	Chinese Communication for College Students	GE
	CCN1004	Creative and Critical Thinking	GE	CCN1028	Elementary Statistics	GE
	CCN1019	Japanese I	DS	CCN1029	English for Academic Studies (Humanities and Communication) I	GE
	CCN1024	Putonghua for College Students	GE	CCN2007 CCN2022	Business Putonghua OR Japanese II	DS
	CCN1031	Information Technology for Language Studies	GE	CCN2019	Introduction to Communication Studies	GE
Stage	**Semester 1***			**Semester 2**		
2	CCN1030	English for Academic Studies (Humanities and Communication) II	GE	CCN2049	Chinese and Western Cultures	DS
	CCN2017	Introduction to Chinese Culture	DS	CCN2176	Language and Society	DS
	CCN2032	The History and Culture of East Asia	DS	**ONE discipline-specific elective subject**		DS
	ONE discipline-specific elective subject		DS	**TWO general education elective subjects**		GE
	TWO general education elective subjects		GE			

* The normal study load of this semester is 18 credits.

Table 8.6.3c - Study Pattern III (63 credits) of Associate in Language and Culture
for students required to take one additional GE elective subject

Stage	Semester 1	GE/ DS	Semester 2*	GE/ DS
1	CCN1004 Creative and Critical Thinking	GE	CCN1003 Chinese Communication for College Students	GE
	CCN1019 Japanese I	DS	CCN1028 Elementary Statistics	GE
	CCN1024 Putonghua for College Students	GE	CCN1030 English for Academic Studies (Humanities and Communication) II	GE
	CCN1029 English for Academic Studies (Humanities and Communication) I	GE	CCN2007 Business Putonghua OR CCN2022 Japanese II	DS
	CCN1031 Information Technology for Language Studies	GE	CCN2019 Introduction to Communication Studies	GE
			ONE general education elective subject either in Semester Two of Stage One OR Semester Two of Stage Two	GE
Stage	**Semester 1**		**Semester 2***	
2	CCN2017 Introduction to Chinese Culture	DS	CCN2049 Chinese and Western Cultures	DS
	CCN2032 The History and Culture of East Asia	DS	CCN2176 Language and Society	DS
	ONE discipline-specific elective subject	DS	**ONE discipline-specific elective subject**	DS
	TWO general education elective subjects	GE	**TWO general education elective subjects**	GE
			ONE general education elective subject either in Semester Two of Stage One OR Semester Two of Stage Two	GE

* The normal study load of Semester 2 of Stage One or Semester 2 of Stage Two is 15 - 18 credits.

Table 8.6.3d - Study Pattern IV (66 credits) of Associate in Language and Culture
for students required to take CCN1002 Practical English for College Students and one additional GE elective subject

Stage	Semester 1		GE/ DS	Semester 2^		GE/ DS
1	**CCN1002**	**Practical English for College Students**	GE	CCN1003	Chinese Communication for College Students	GE
	CCN1004	Creative and Critical Thinking	GE	CCN1028	Elementary Statistics	GE
	CCN1019	Japanese I	DS	CCN1029	English for Academic Studies (Humanities and Communication) I	GE
	CCN1024	Putonghua for College Students	GE	CCN2007 CCN2022	Business Putonghua OR Japanese II	DS
	CCN1031	Information Technology for Language Studies	GE	CCN2019	Introduction to Communication Studies	GE
				ONE general education elective subject either in Semester Two of Stage One OR Semester Two of Stage Two		GE
Stage	**Semester 1***			**Semester 2^**		
2	CCN1030	English for Academic Studies (Humanities and Communication) II	GE	CCN2049	Chinese and Western Cultures	DS
	CCN2017	Introduction to Chinese Culture	DS	CCN2176	Language and Society	DS
	CCN2032	The History and Culture of East Asia	DS	**ONE discipline-specific elective subject**		DS
	ONE discipline-specific elective subject		DS	**TWO general education elective subjects**		GE
	TWO general education elective subjects		GE	**ONE general education elective subject either in Semester Two of Stage One OR Semester Two of Stage Two**		GE

* The normal study load of this semester is 18 credits.

^ The normal study load of Semester 2 of Stage One or Semester 2 of Stage Two is 15 - 18 credits.

8.6.4 Associate in Public Relations and Communication

Depending on qualification at admission, students enrolled on the Associate in Public Relations and Communication programme are required to complete a total of 60 - 63 credits and follow the respective progression study patterns as specified below.

Table 8.6.4a - Study Pattern I (60 credits) of Associate in Public Relations and Communication

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

Table 8.6.4b - Study Pattern II (63 credits) of Associate in Public Relations and Communication

for students required to take one additional GE elective subject

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

* The normal study load of Semester 2 of Stage One or Semester 2 of Stage Two is 15 - 18 credits.

8.6.5 Associate in Translation and Interpretation

Students enrolled on the Associate in Translation and Interpretation programme are required to complete a total of 60 credits and follow the progression study pattern as specified below.

Table 8.6.5 - Study Pattern (60 credits) of Associate in Translation and Interpretation

Stage	Semester 1	GE/ DS	Semester 2	GE/ DS
1	CCN1004 Creative and Critical Thinking	GE	CCN1003 Chinese Communication for College Students	GE
	CCN1024 Putonghua for College Students	GE	CCN1028 Elementary Statistics	GE
	CCN1029 English for Academic Studies (Humanities and Communication) I	GE	CCN1030 English for Academic Studies (Humanities and Communication) II	GE
	CCN1031 Information Technology for Language Studies	GE	CCN2019 Introduction to Communication Studies	GE
	CCN2170 Contrastive Language Studies of English and Chinese	DS	CCN2174 Foundations of Translation	DS
Stage	**Semester 1**		**Semester 2**	
2	CCN2173 Foundations of Oral Interpretation	DS	CCN2178 Media Translation	DS
	CCN2185 Theory and Practice of Translation	DS	CCN2180 Practical Translation (Business and Financial Documents)	DS
	ONE discipline-specific elective subject	DS	**ONE discipline-specific elective subject**	DS
	TWO general education elective subjects	GE	**TWO general education elective subjects**	GE

8.6.6 Associate of Arts

Depending on qualification at admission, students enrolled on the Associate of Arts programme are required to complete a total of 60 - 66 credits and follow the respective progression study patterns as specified below.

Table 8.6.6a - Study Pattern I (60 credits) of Associate of Arts

Stage	Semester 1	GE/ DS	Semester 2	GE/ DS
1	CCN1004 Creative and Critical Thinking	GE	CCN1003 Chinese Communication for College Students	GE
	CCN1029 English for Academic Studies (Humanities and Communication) I	GE	CCN1024 Putonghua for College Students	GE
	CCN1031 Information Technology for Language Studies	GE	CCN1028 Elementary Statistics	GE
	CCN2009 Chinese for Academic Purposes	DS	CCN1030 English for Academic Studies (Humanities and Communication) II	GE
	CCN2019 Introduction to Communication Studies	GE	CCN2018 Introduction to Chinese Literature	DS
Stage	**Semester 1**		**Semester 2**	
2	CCN2017 Introduction to Chinese Culture	DS	**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
	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
	TWO general education elective subjects	GE		

Table 8.6.6b - Study Pattern II (63 credits) of Associate of Arts
for students required to take CCN1002 Practical English for College Students

Stage	Semester 1	GE/ DS	Semester 2	GE/ DS
1	**CCN1002 Practical English for College Students**	GE	CCN1003 Chinese Communication for College Students	GE
	CCN1004 Creative and Critical Thinking	GE	CCN1024 Putonghua for College Students	GE
	CCN1031 Information Technology for Language Studies	GE	CCN1028 Elementary Statistics	GE
	CCN2009 Chinese for Academic Purposes	DS	CCN1029 English for Academic Studies (Humanities and Communication) I	GE
	CCN2019 Introduction to Communication Studies	GE	CCN2018 Introduction to Chinese Literature	DS
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**	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		

* The normal study load of this semester is 18 credits.

Table 8.6.6c - Study Pattern III (63 credits) of Associate of Arts
for students required to take one additional GE elective subject

Stage	Semester 1	GE/ DS	Semester 2*	GE/ DS
1	CCN1004 Creative and Critical Thinking	GE	CCN1003 Chinese Communication for College Students	GE
	CCN1029 English for Academic Studies (Humanities and Communication) I	GE	CCN1024 Putonghua for College Students	GE
	CCN1031 Information Technology for Language Studies	GE	CCN1028 Elementary Statistics	GE
	CCN2009 Chinese for Academic Purposes	DS	CCN1030 English for Academic Studies (Humanities and Communication) II	GE
	CCN2019 Introduction to Communication Studies	GE	CCN2018 Introduction to Chinese Literature	DS
			ONE general education elective subject either in Semester Two of Stage One OR Semester Two of Stage Two	GE
Stage	**Semester 1**		**Semester 2***	
2	CCN2017 Introduction to Chinese Culture	DS	**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
	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
	TWO general education elective subjects	GE	**ONE general education elective subject either in Semester Two of Stage One OR Semester Two of Stage Two**	GE

* The normal study load of Semester 2 of Stage One or Semester 2 of Stage Two is 15 - 18 credits.

Table 8.6.6d - Study Pattern IV (66 credits) of Associate of Arts
for students required to take CCN1002 Practical English for College Students and one additional GE elective subject

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

* The normal study load of this semester is 18 credits.

^ The normal study load of Semester 2 of Stage One or Semester 2 of Stage Two is 15 - 18 credits.

8.7 Programme Curriculum Maps

Tables 8.7.1 – 8.7.6 present mapping 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 CPCE Student Affairs Office, the HKCC Student Development Committee, the Students' Union and other organisations also contribute to the achievement of the scheme and programme-specific outcomes.

Key to Tables 8.7.1 – 8.7.6:

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 8.7.1 – Programme Curriculum Map of Associate in Bilingual Communication

Subject Code	Subject Title	S-ILO- 1 Critical Thinking[◈]	S-ILO-2 IT and Quantitative Skills[◈]	S-ILO-3 Professional Responsibility and Attitude[◈]	S-ILO-4 Language and Communication (English and Chinese)[◈]	S-ILO-5 Broad Knowledge Base[◈]	P-ILO-1 Chinese in Professional Contexts[◈]	P-ILO-2 English in Professional Contexts[◈]	P-ILO-3 Linguistic Analytical Skills[◈]
General Education Compulsory Subjects									
CCN1002	Practical English for College Students				I, A			I	
CCN1003	Chinese Communication for College Students				I, A		I		
CCN1004	Creative and Critical Thinking	I, A				I			
CCN1024	Putonghua for College Students				I, A		I, A		
CCN1028	Elementary Statistics	I	I, A			I			
CCN1029	English for Academic Studies (Humanities and Communication) I				I, A			I	
CCN1030	English for Academic Studies (Humanities and Communication) II				R, A			R, A	
CCN1031	Information Technology for Language Studies		I, A			I			
CCN2019	Introduction to Communication Studies	I, A		I, A				I	
General Education Elective Subjects									
Subjects under Cluster of Human Nature, Relations and Development						I/R, A			
Subjects under Cluster of Community, Organisation and Globalisation						I/R, A			
Subjects under Cluster of History, Cultures and World Views						I/R, A			
Subjects under Cluster of Science, Technology and Environment						I/R, A			
Subjects under Cluster of Language and Communication					I/R, A	I/R, A			
Discipline-specific Compulsory Subjects									
CCN2166	Analysis of English Grammar				R			R	I, A
CCN2167	Bilingual Communication	R			R, A		R, A	R, A	
CCN2168	Chinese for Business and Administration			R, A	R, A		R, A		
CCN2174	Foundations of Translation			R	R		R, A	R, A	
CCN2175	Introduction to Phonetics				R		R	R	R, A
CCN2184	The Structure of Modern Chinese				R		R		I, A
Discipline-specific Elective Subjects									
CCN2007	Business Putonghua			R	R, A		R, A		
CCN2169	Chinese for the Mass Media		R		R, A		R		
CCN2171	English for the Mass Media		R		R, A			R	
CCN2172	Foundations of Linguistics	R, A			R			R	R, A
CCN2173	Foundations of Oral Interpretation			R	R		R, A	R, A	
CCN2176	Language and Society	R			R	R			R, A
CCN2186	Translation for Practical Purposes	R		R	R, A		R, A	R, A	

[◈] For the full outcome statements, please refer to Section 3.

Table 8.7.2 – Programme Curriculum Map of Associate in English for Business Communication

Subject Code	Subject Title	S-ILO- 1 Critical Thinking[◈]	S-ILO-2 IT and Quantitative Skills[◈]	S-ILO-3 Professional Responsibility and Attitude[◈]	S-ILO-4 Language and Communication (English and Chinese)[◈]	S-ILO-5 Broad Knowledge Base[◈]	P-ILO-1 Professional English[◈]	P-ILO-2 Linguistics and Language Studies[◈]	P-ILO-3 Culture and Business Communication[◈]
General Education Compulsory Subjects									
CCN1001	Elementary Chinese			I	I, A				
CCN1002	Practical English for College Students				I, A				
CCN1003	Chinese Communication for College Students				I, A				
CCN1004	Creative and Critical Thinking	I, A				I			
CCN1024	Putonghua for College Students				I, A				
CCN1028	Elementary Statistics	I	I, A			I			
CCN1029	English for Academic Studies (Humanities and Communication) I				I, A				
CCN1030	English for Academic Studies (Humanities and Communication) II				R, A				
CCN1031	Information Technology for Language Studies		I, A			I			
CCN2019	Introduction to Communication Studies	I, A		I, A					I, A
General Education Elective Subjects									
Subjects under Cluster of Human Nature, Relations and Development						I/R, A			
Subjects under Cluster of Community, Organisation and Globalisation						I/R, A			
Subjects under Cluster of History, Cultures and World Views						I/R, A			
Subjects under Cluster of Science, Technology and Environment						I/R, A			
Subjects under Cluster of Language and Communication					I/R, A	I/R, A			
Discipline-specific Compulsory Subjects									
CCN2003	Introduction to Marketing	I, A							I, A
CCN2166	Analysis of English Grammar				R			I, A	
CCN2172	Foundations of Linguistics	R, A			R			R, A	
CCN2177	Languages, Cultures and Communication	R							R, A
CCN2182	Professional English I			R, A	R, A		I, A		
CCN3103	Professional English II			R, A	R, A		R, A		
Discipline-specific Elective Subjects									
CCN2004	Managing Organisations	R, A		R, A					R
CCN2160	Negotiation Skills	R		R					R, A
CCN2167	Bilingual Communication	R			R, A		R		R
CCN2171	English for the Mass Media		R		R, A		R		
CCN2175	Introduction to Phonetics				R		R	R, A	
CCN2204	Communication for Marketing			R	R		R		R, A
CCN2207	Intercultural Communication in Business	R		R					R, A
CCN2215	Translation for Business Communication			R	R		R	R	R, A
CCN2304	Introduction to Literature in English	R			R			R	R

[◈] For the full outcome statements, please refer to Section 3.

Table 8.7.3 – Programme Curriculum Map of Associate in Language and Culture

Subject Code	Subject Title	S-ILO- 1 Critical Thinking[◈]	S-ILO-2 IT and Quantitative Skills[◈]	S-ILO-3 Professional Responsibility and Attitude[◈]	S-ILO-4 Language and Communication (English and Chinese)[◈]	S-ILO-5 Broad Knowledge Base[◈]	P-ILO-1 Humanities and Communication Knowledge[◈]	P-ILO-2 Japanese and PTH[◈]	P-ILO-3 Asian Historical/ Cultural Issues[◈]	P-ILO-4 Chinese and Western Cultures[◈]
General Education Compulsory Subjects										
CCN1001	Elementary Chinese			I	I, A		I, A	I		
CCN1002	Practical English for College Students				I, A					
CCN1003	Chinese Communication for College Students				I, A					
CCN1004	Creative and Critical Thinking	I, A				I				
CCN1024	Putonghua for College Students				I, A			I		
CCN1028	Elementary Statistics	I	I, A			I				
CCN1029	English for Academic Studies (Humanities and Communication) I				I, A					
CCN1030	English for Academic Studies (Humanities and Communication) II				R, A					
CCN1031	Information Technology for Language Studies		I, A			I				
CCN2019	Introduction to Communication Studies	I, A		I, A			I, A			
General Education Elective Subjects										
Subjects under Cluster of Human Nature, Relations and Development						I/R, A				
Subjects under Cluster of Community, Organisation and Globalisation						I/R, A				
Subjects under Cluster of History, Cultures and World Views						I/R, A				
Subjects under Cluster of Science, Technology and Environment						I/R, A				
Subjects under Cluster of Language and Communication					I/R, A	I/R, A				
Discipline-specific Compulsory Subjects										
CCN1019	Japanese I			I				I, A		
CCN2007	Business Putonghua			R	R, A			R, A		
CCN2017	Introduction to Chinese Culture	I					I, A			
CCN2022	Japanese II			R				R, A		
CCN2032	The History and Culture of East Asia	I		I			I, A		R, A	
CCN2049	Chinese and Western Cultures	R, A					I, A			R, A
CCN2176	Language and Society	R			R		R, A			
Discipline-specific Elective Subjects										
CCN1025	The History and Culture of Hong Kong	I		I			I, A		I, A	
CCN2026	Mass Media and Culture	I	I				R, A		I, A	
CCN2048	The History and Culture of Modern China	I		I			I, A		R, A	
CCN2208	Japanese III			R				R, A		
CCN2209	Japanese IV			R				R, A		
CCN2213	The History and Culture of Southeast Asia	I		I			I, A		R, A	
CCN2216	Wisdom in Eastern Tradition	R					R, A		R, A	

[◈] For the full outcome statements, please refer to Section 3.

Table 8.7.4 – Programme Curriculum Map of Associate in Public Relations and Communication

Subject Code	Subject Title	S-ILO- 1 Critical Thinking	S-ILO-2 IT and Quantitative Skills	S-ILO-3 Professional Responsibility and Attitude	S-ILO-4 Language and Communication (English and Chinese)	S-ILO-5 Broad Knowledge Base	P-ILO-1 Knowledge and Problem Solving	P-ILO-2 Communication in PR Context	P-ILO-3 Marketing Knowledge
General Education Compulsory Subjects									
CCN1001	Elementary Chinese			I	I, A				
CCN1002	Practical English for College Students				I, A				
CCN1003	Chinese Communication for College Students				I, A				
CCN1004	Creative and Critical Thinking	I, A				I			
CCN1024	Putonghua for College Students				I, A				
CCN1028	Elementary Statistics	I	I, A			I			
CCN1029	English for Academic Studies (Humanities and Communication) I				I, A				
CCN1030	English for Academic Studies (Humanities and Communication) II				R, A				
CCN1031	Information Technology for Language Studies		I, A			I			
CCN2019	Introduction to Communication Studies	I, A		I, A				I	
General Education Elective Subjects									
Subjects under Cluster of Human Nature, Relations and Development						I/R, A			
Subjects under Cluster of Community, Organisation and Globalisation						I/R, A			
Subjects under Cluster of History, Cultures and World Views						I/R, A			
Subjects under Cluster of Science, Technology and Environment						I/R, A			
Subjects under Cluster of Language and Communication					I/R, A	I/R, A			
Discipline-specific Compulsory Subjects									
CCN1104	Principles of Corporate Communication I	I		I			I, A	I	
CCN2003	Introduction to Marketing	I, A							I, A
CCN2174	Foundations of Translation			R	R			I, A	
CCN2176	Language and Society	R			R	I		I, A	
CCN2181	Principles of Corporate Communication II	I		R, A			R, A		
CCN2183	Public Relations Writing	I						I, A	
Discipline-specific Elective Subjects									
CCN2004	Managing Organisations	R, A		R, A				R	
CCN2103	Advertising and Promotion	R	R	R					R, A
CCN2110	Consumer Behaviour	R, A							R, A
CCN2160	Negotiation Skills	R		R				R, A	
CCN2168	Chinese for Business and Administration			R, A	R, A			R, A	
CCN2172	Foundations of Linguistics	R, A			R			R	
CCN2179	News Writing	I, A			R, A	I		R, A	
CCN2206	Event Planning and Promotion	R, A		R					R, A
CCN2207	Intercultural Communication in Business	R		R			R	R, A	

For the full outcome statements, please refer to Section 3.

Table 8.7.5 – Programme Curriculum Map of Associate in Translation and Interpretation

Subject Code	Subject Title	S-ILO- 1 Critical Thinking[✎]	S-ILO-2 IT and Quantitative Skills[✎]	S-ILO-3 Professional Responsibility and Attitude[✎]	S-ILO-4 Language and Communication (English and Chinese)[✎]	S-ILO-5 Broad Knowledge Base[✎]	P-ILO-1 Linguistic and Cultural Knowledge[✎]	P-ILO-2 Translation / Interpretation Knowledge[✎]
General Education Compulsory Subjects								
CCN1002	Practical English for College Students				I, A			
CCN1003	Chinese Communication for College Students				I, A			
CCN1004	Creative and Critical Thinking	I, A				I		
CCN1024	Putonghua for College Students				I, A			
CCN1028	Elementary Statistics	I	I, A			I		
CCN1029	English for Academic Studies (Humanities and Communication) I				I, A			
CCN1030	English for Academic Studies (Humanities and Communication) II				R, A			
CCN1031	Information Technology for Language Studies		I, A			I		
CCN2019	Introduction to Communication Studies	I, A		I, A			I	
General Education Elective Subjects								
Subjects under Cluster of Human Nature, Relations and Development						I/R, A		
Subjects under Cluster of Community, Organisation and Globalisation						I/R, A		
Subjects under Cluster of History, Cultures and World Views						I/R, A		
Subjects under Cluster of Science, Technology and Environment						I/R, A		
Subjects under Cluster of Language and Communication					I/R, A	I/R, A		
Discipline-specific Compulsory Subjects								
CCN2170	Contrastive Language Studies of English and Chinese						I, A	
CCN2173	Foundations of Oral Interpretation			R	R			I, A
CCN2174	Foundations of Translation			R	R		I, A	I
CCN2178	Media Translation				R		R	R, A
CCN2180	Practical Translation (Business and Financial Documents)	R		R	R		R	R, A
CCN2185	Theory and Practice of Translation						R, A	R
Discipline-specific Elective Subjects								
CCN2166	Analysis of English Grammar				R		R, A	
CCN2168	Chinese for Business and Administration			R, A	R, A		R, A	
CCN2172	Foundations of Linguistics	R, A			R		R, A	
CCN2176	Language and Society	R			R		R, A	
CCN2186	Translation for Practical Purposes						R	R, A
CCN2205	Culture and Translation						R, A	R
CCN2211	Practical Translation (Public Administration and Legal Documents)	R		R	R		R	R, A
CCN3115	Intermediate Interpretation	R		R	R			R, A

[✎] For the full outcome statements, please refer to Section 3.

Table 8.7.6 – Programme Curriculum Map of Associate of Arts

Subject Code	Subject Title	S-ILO- 1 Critical Thinking	S-ILO-2 IT and Quantitative Skills	S-ILO-3 Professional Responsibility and Attitude	S-ILO-4 Language and Communication (English and Chinese)	S-ILO-5 Broad Knowledge Base	P-ILO-1 Arts Knowledge	P-ILO-2 Research Competence in Arts	P-ILO-3 Chinese in Professional Contexts	P-ILO-4 Chinese Language and Literature Studies	P-ILO-5 Contemporary China Issues	P-ILO-6 Cultural and Philosophical Knowledge
General Education Compulsory Subjects												
CCN1001	Elementary Chinese			I	I, A				I, A			
CCN1002	Practical English for College Students				I, A							
CCN1003	Chinese Communication for College				I, A		I	I	I, A			
CCN1004	Creative and Critical Thinking	I, A				I						I, A
CCN1024	Putonghua for College Students				I, A				I, A			
CCN1028	Elementary Statistics	I	I, A			I						
CCN1029	English for Academic Studies (Humanities and Communication) I				I, A							
CCN1030	English for Academic Studies (Humanities and Communication) II				R, A							
CCN1031	Information Technology for Language		I, A			I						
CCN2019	Introduction to Communication	I, A		I, A			I					
General Education Elective Subjects												
Subjects under Cluster of Human Nature, Relations and Development						I/R, A						
Subjects under Cluster of Community, Organisation and Globalisation						I/R, A						
Subjects under Cluster of History, Cultures and World Views						I/R, A						
Subjects under Cluster of Science, Technology and Environment						I/R, A						
Subjects under Cluster of Language and Communication					I/R, A	I/R, A						
Discipline-Specific Compulsory Subjects												
CCN2009	Chinese for Academic Purposes	I, A						I, A	I			
CCN2017	Introduction to Chinese Culture	I					I, A	I, A				I
CCN2018	Introduction to Chinese Literature	I					I	I, A		I, A		

For the full outcome statements, please refer to Section 3.

Subject Code	Subject Title	S-ILO- 1 Critical Thinking	S-ILO-2 IT and Quantitative Skills	S-ILO-3 Professional Responsibility and Attitude	S-ILO-4 Language and Communication (English and Chinese)	S-ILO-5 Broad Knowledge Base	P-ILO-1 Arts Knowledge	P-ILO-2 Research Competence in Arts	P-ILO-3 Chinese in Professional Contexts	P-ILO-4 Chinese Language and Literature Studies	P-ILO-5 Contemporary China Issues	P-ILO-6 Cultural and Philosophical Knowledge
Discipline-Specific Elective Subjects												
Chinese Language and Literature												
CCN2168	Chinese for Business and Administration			R, A	R, A				R, A			
CCN2169	Chinese for the Mass Media		R		R, A		I		R, A			
CCN2184	The Structure of Modern Chinese				R		I		R, A	R		
CCN2202	Chinese Film and Fiction	I				R	I	R, A		R, A		
CCN2203	Classical Chinese Fiction	I				R	I	R, A		R, A		
CCN2212	Selected Readings of Hong Kong	I				R	I	R, A		R, A		
CCN2281	Classical Chinese Poetry	I				R	I	R, A		R, A		
CCN2282	Creative Chinese Writing	I, A		I					R, A			
CCN2319	Introduction to Modern Chinese	I				R	I	R, A		R, A		
China Studies												
CCN1025	The History and Culture of Hong Kong	I		I			I	R, A			R	
CCN2001	Introduction to Chinese Political and Legal System			I		R	I, A				R, A	
CCN2030	Social Development in China	I				R	I	R, A			R, A	
CCN2048	The History and Culture of Modern China	I		I				R, A			R, A	
CCN2152	China's Economy			I			I, A				R, A	
CCN2201	Chinese Family and Culture	I					R	R			R, A	
CCN2214	The Role of Chinese Women in Historical Development	I					R	R			R, A	
Liberal Studies												
CCN2015	Gender Issues	I				R	R	R				R, A
CCN2020	Introduction to Philosophy	I					R	R				R, A
CCN2024	Logic and Reasoning	I				R	R	R				R, A
CCN2035	Values and Ethics in Daily Life	I				R	R	R				R, A
CCN2049	Chinese and Western Cultures	R, A					I, A					R
CCN2210	Modern Western Thought	I				R	R	R				R, A
CCN2216	Wisdom in Eastern Tradition	R					R	R				R, A
Free Elective Subjects												
Free Elective Subjects						I/R, A	I/R, A	I/R, A	I/R, A	I/R, A	I/R, A	I/R, A

For the full outcome statements, please refer to Section 3.

9. Medium of Instruction

English is the medium of instruction (the only exceptions are for language subjects other than English and a small number of subjects which have obtained special approval to be taught and assessed in Chinese and/or other languages, 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. Please refer to the individual subject description forms for details.

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 enrich 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 are aligned 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.

SARP is chaired by the Director of HKCC or his delegate. Members of 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 continuous assessment and/or examinations, as deemed appropriate. Where both continuous assessment 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 continuous assessment AND examination components, 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.

Table 11.4.1 - Assessment Weighting

	Cluster Area	Subject Code	Subject Title	Continuous Assessment (%)	Exam (%)	Prerequisite	Exclusion
General Education Compulsory Subjects		CCN1001	Elementary Chinese	100	0	Nil	CCN1003
		CCN1002	Practical English for College Students	100	0	Nil	Nil
		CCN1003	Chinese Communication for College Students	100	0	Nil	CCN1001
		CCN1004	Creative and Critical Thinking	60	40	Nil	Nil
		CCN1024	Putonghua for College Students	60	40	Nil	CCN1054
		CCN1028	Elementary Statistics	50	50	Nil	CCN1008 and CCN1039
		CCN1029	English for Academic Studies (Humanities and Communication) I	100	0	CCN1002 or Level 3 or above in HKDSE English Language; or its equivalents	Nil
		CCN1030	English for Academic Studies (Humanities and Communication) II	100	0	CCN1029	Nil
		CCN1031	Information Technology for Language Studies	100	0	Nil	CCN1007, CCN1034, CCN1039, and CCN2041
		CCN2019	Introduction to Communication Studies	50	50	Nil	Nil
General Education Elective Subjects	**Cluster A**						
	Human Nature, Relations and Development (HRD)	CCN1013	Freshman Seminar	100	0	Nil	Nil
		CCN1017	Introduction to Psychology	60	40	Nil	CCN2039
		CCN1018	Introduction to Sociology	60	40	Nil	CCN2040
		CCN1020	Leadership and Intra-personal Development	100	0	Nil	CCN1022
		CCN1022	Personal Growth and Development	100	0	Nil	CCN1020 and CCN2037
		CCN2013	Exploring Human Nature	100	0	Nil	Nil
		CCN2015	Gender Issues	100	0	Nil	Nil
		CCN2025	Love, Intimacy and Identity	60	40	Nil	Nil
		CCN2035	Values and Ethics in Daily Life	100	0	Nil	Nil
		CCN2046	Music, Mind and Human Behaviour	100	0	Nil	Nil
		CCN2050	Creativity and Everyday Life	100	0	Nil	Nil
		CCN2051	Positive Psychology in Daily Life	100	0	Nil	Nil
	Cluster B						
	Community, Organisation and Globalisation (COG)	CCN1021	Personal Financial Planning	50	50	Nil	Nil
		CCN1041	Accounting for Non-Business Students	50	50	Nil	CCN2101
		CCN1042	Economics and Society (for Non-Business Students)	50	50	Nil	CCN2002
		CCN2001	Introduction to Chinese Political and Legal System*	50	50	Nil	Nil
		CCN2002	Introduction to Economics	50	50	Nil	CCN1042
		CCN2003	Introduction to Marketing	50	50	Nil	Nil
		CCN2004	Managing Organisations	50	50	Nil	CCN3107

Table 11.4.1- Assessment Weighting (Continued)

	Cluster Area	Subject Code	Subject Title	Continuous Assessment (%)	Exam (%)	Prerequisite	Exclusion
General Education Elective Subjects	**Cluster B (Continued)**						
	Community, Organisation and Globalisation (COG)	CCN2005	Organisational Behaviour	50	50	Nil	Nil
		CCN2006	Understanding Globalisation	50	50	Nil	CCN3118
		CCN2021	Introduction to Political Science	60	40	Nil	Nil
		CCN2029	Professionals and the Society	60	40	Nil	Nil
		CCN2047	Understanding Society through Visual Arts	100	0	Nil	Nil
	Cluster C						
	History, Cultures and World Views (HCW)	CCN1025	The History and Culture of Hong Kong*	50	50	Nil	CCN2036
		CCN1026	Themes of Art Appreciation	50	50	Nil	Nil
		CCN2012	Experiencing Architecture	100	0	Nil	Nil
		CCN2017	Introduction to Chinese Culture*	50	50	Nil	Nil
		CCN2018	Introduction to Chinese Literature*	60	40	Nil	Nil
		CCN2020	Introduction to Philosophy	60	40	Nil	Nil
		CCN2024	Logic and Reasoning	50	50	CCN1004 or CCN1035 or CCN1036 or equivalent	Nil
		CCN2026	Mass Media and Culture	60	40	Nil	Nil
		CCN2030	Social Development in China*	100	0	Nil	Nil
		CCN2032	The History and Culture of East Asia*	50	50	Nil	Nil
		CCN2048	The History and Culture of Modern China*	50	50	Nil	CCN2033
		CCN2049	Chinese and Western Cultures*	50	50	Nil	CCN2034
		CCN2055	Exploring Culture through Field Trip	100	0	Nil	Nil
		CCN2201	Chinese Family and Culture*	100	0	Nil	Nil
		CCN2202	Chinese Film and Fiction*	50	50	Nil	Nil
		CCN2203	Classical Chinese Fiction*	50	50	Nil	Nil
		CCN2214	The Role of Chinese Women in Historical Development*	50	50	Nil	Nil
		CCN2216	Wisdom in Eastern Tradition*	50	50	Nil	Nil
		CCN2281	Introduction to Classical Chinese Poetry*	50	50	Nil	Nil
		CCN2282	Chinese Creative Writing	100	0	Nil	Nil

Table 11.4.1 - Assessment Weighting (Continued)

	Cluster Area	Subject Code	Subject Title	Continuous Assessment (%)	Exam (%)	Prerequisite	Exclusion
General Education Elective Subjects	**Cluster D**						
	Science, Technology and Environment (STE)	CCN1012	Foundation of Traditional Chinese Medicine*	100	0	Nil	CCN3132
		CCN1015	Healthy Living and Common Health Problems	60	40	Nil	Nil
		CCN1016	Introduction to Internet Technology	50	50	Nil	Nil
		CCN1023	Principles of Programming	40	60	Nil	Nil
		CCN2008	Chemistry and Modern Living	50	50	Nil	Nil
		CCN2011	Environmental Science	60	40	Nil	Nil
		CCN2014	Food Hygiene and Nutritional Health	50	50	Nil	Nil
		CCN2023	Light, Man and Environment	50	50	Nil	Nil
		CCN2028	Products and Materials in Modern Society	50	50	Nil	Nil
		CCN2031	Statistics	40	60	Nil	Nil
		CCN2044	Digital Visualisation in New Media	100	0	Nil	Nil
		CCN2045	Healthy Ageing	60	40	Nil	CCN2259
	Cluster E						
	Language and Communication (LC)	CCN1011	Elementary French	50	50	Nil	Nil
		CCN1014	Fundamental Visualisation Skills	100	0	Nil	Nil
		CCN1019	Japanese I	60	40	▲	Nil
		CCN1024	Putonghua for College Students (Compulsory for AD Scheme in Humanities and Communication Students)♦	60	40	Nil	CCN1054
		CCN2007	Business Putonghua	60	40	CCN1024 or CCN1054^	Nil
		CCN2009	Chinese for Academic Purposes	100	0	Nil	Nil
		CCN2010	English for Workplace Communication	100	0	Nil	CCN2182
		CCN2016	Grammar in Context	50	50	Nil	Nil
		CCN2019	Introduction to Communication Studies (Compulsory for AD Scheme in Humanities and Communication Students)	50	50	Nil	Nil
		CCN2022	Japanese II	60	40	CCN1019#	Nil
		CCN2027	Oral Communication in English	100	0	Nil	Nil
		CCN2043	Digital Storytelling	100	0	Nil	Nil

Table 11.4.1 - Assessment Weighting (Continued)

	Subject Area	Subject Code	Subject Title	Continuous Assessment (%)	Exam (%)	Prerequisite	Exclusion
Discipline-specific Compulsory Subjects	**Bilingual Communication**	CCN2166	Analysis of English Grammar	50	50	Nil	Nil
		CCN2167	Bilingual Communication	100	0	Nil	Nil
		CCN2168	Chinese for Business and Administration	100	0	Nil	Nil
		CCN2174	Foundations of Translation	50	50	Nil	Nil
		CCN2175	Introduction to Phonetics	60	40	Nil	Nil
		CCN2184	The Structure of Modern Chinese	50	50	Nil	Nil
	English for Business Communication	CCN2003	Introduction to Marketing	50	50	Nil	Nil
		CCN2166	Analysis of English Grammar	50	50	Nil	Nil
		CCN2172	Foundations of Linguistics	60	40	Nil	Nil
		CCN2177	Languages, Cultures and Communication	60	40	Nil	CCN2176
		CCN2182	Professional English I	100	0	Nil	CCN2010
		CCN3103	Professional English II	100	0	CCN2182	Nil
	Language and Culture	CCN1019	Japanese I	60	40	▲	Nil
		CCN2007	Business Putonghua	60	40	CCN1024 or CCN1054^	Nil
		CCN2017	Introduction to Chinese Culture*	50	50	Nil	Nil
		CCN2022	Japanese II	60	40	CCN1019#	Nil
		CCN2032	The History and Culture of East Asia*	50	50	Nil	Nil
		CCN2049	Chinese and Western Cultures*	50	50	Nil	CCN2034
		CCN2176	Language and Society	60	40	Nil	CCN2177
	Public Relations and Communication	CCN1104	Principles of Corporate Communication I	60	40	Nil	Nil
		CCN2003	Introduction to Marketing	50	50	Nil	Nil
		CCN2174	Foundations of Translation	50	50	Nil	Nil
		CCN2176	Language and Society	60	40	Nil	CCN2177
		CCN2181	Principles of Corporate Communication II	100	0	CCN1104	Nil
		CCN2183	Public Relations Writing	100	0	Nil	Nil
	Translation and Interpretation	CCN2170	Contrastive Language Studies of English and Chinese	60	40	Nil	Nil
		CCN2173	Foundations of Oral Interpretation	100	0	Nil	Nil
		CCN2174	Foundations of Translation	50	50	Nil	Nil
		CCN2178	Media Translation	50	50	Nil	Nil
		CCN2180	Practical Translation (Business and Financial Documents)	50	50	Nil	Nil
		CCN2185	Theory and Practice of Translation	50	50	Nil	Nil
	Arts	CCN2009	Chinese for Academic Purposes	100	0	Nil	Nil
		CCN2017	Introduction to Chinese Culture*	50	50	Nil	Nil
		CCN2018	Introduction to Chinese Literature*	60	40	Nil	Nil

Table 11.4.1 - Assessment Weighting (Continued)

	Subject Area	Subject Code	Subject Title	Continuous Assessment (%)	Exam (%)	Prerequisite	Exclusion
Discipline-specific Elective Subjects	**Bilingual Communication**	CCN2007	Business Putonghua	60	40	CCN1024 or CCN1054^	Nil
		CCN2169	Chinese for the Mass Media	100	0	Nil	Nil
		CCN2171	English for the Mass Media	100	0	Nil	Nil
		CCN2172	Foundations of Linguistics	60	40	Nil	Nil
		CCN2173	Foundations of Oral Interpretation	100	0	Nil	Nil
		CCN2176	Language and Society	60	40	Nil	CCN2177
		CCN2186	Translation for Practical Purposes	50	50	CCN2174	Nil
	English for Business Communication	CCN2004	Managing Organisations	50	50	Nil	CCN3107
		CCN2160	Negotiation Skills	50	50	Nil	Nil
		CCN2167	Bilingual Communication	100	0	Nil	Nil
		CCN2171	English for the Mass Media	100	0	Nil	Nil
		CCN2175	Introduction to Phonetics	60	40	Nil	Nil
		CCN2204	Communication for Marketing	50	50	Nil	Nil
		CCN2207	Intercultural Communication in Business	60	40	Nil	Nil
		CCN2215	Translation for Business Communication	50	50	Nil	Nil
		CCN2304	Introduction to Literature in English	50	50	Nil	Nil
	Language and Culture	CCN1025	The History and Culture of Hong Kong*	50	50	Nil	CCN2036
		CCN2026	Mass Media and Culture	60	40	Nil	Nil
		CCN2048	The History and Culture of Modern China*	50	50	Nil	CCN2033
		CCN2208	Japanese III	60	40	CCN2022##	Nil
		CCN2209	Japanese IV	60	40	CCN2208@	Nil
		CCN2213	The History and Culture of Southeast Asia	50	50	Nil	Nil
		CCN2216	Wisdom in Eastern Tradition*	50	50	Nil	Nil
	Public Relations and Communication	CCN2004	Managing Organisations	50	50	Nil	CCN3107
		CCN2103	Advertising and Promotion	50	50	CCN2003	Nil
		CCN2110	Consumer Behaviour	50	50	Nil	Nil
		CCN2160	Negotiation Skills	50	50	Nil	Nil
		CCN2168	Chinese for Business and Administration	100	0	Nil	Nil
		CCN2172	Foundations of Linguistics	60	40	Nil	Nil
		CCN2179	News Writing	100	0	Nil	Nil
		CCN2206	Event Planning and Promotion	60	40	Nil	Nil
		CCN2207	Intercultural Communication in Business	60	40	Nil	Nil
	Translation and Interpretation	CCN2166	Analysis of English Grammar	50	50	Nil	Nil
		CCN2168	Chinese for Business and Administration	100	0	Nil	Nil
		CCN2172	Foundations of Linguistics	60	40	Nil	Nil
		CCN2176	Language and Society	60	40	Nil	CCN2177
		CCN2186	Translation for Practical Purposes	50	50	CCN2174	Nil
		CCN2205	Culture and Translation	50	50	Nil	Nil
		CCN2211	Practical Translation (Public Administration and Legal Documents)	50	50	Nil	Nil
		CCN3115	Intermediate Interpretation	100	0	CCN2173	Nil

Table 11.4.1 - Assessment Weighting (Continued)

	Subject Area	Subject Code	Subject Title	Continuous Assessment (%)	Exam (%)	Prerequisite	Exclusion
Discipline-specific Elective Subjects	**Arts**	CCN2152	China's Economy	50	50	Nil	Nil
		CCN2201	Chinese Family and Culture*	100	0	Nil	Nil
		CCN2202	Chinese Film and Fiction*	50	50	Nil	Nil
		CCN2203	Classical Chinese Fiction*	50	50	Nil	Nil
		CCN2210	Modern Western Thought	60	40	Nil	Nil
		CCN2212	Selected Readings of Hong Kong Fiction	60	40	Nil	Nil
		CCN2214	The Role of Chinese Women in Historical Development*	50	50	Nil	Nil
		CCN2216	Wisdom in Eastern Tradition*	50	50	Nil	Nil
		CCN2281	Introduction to Classical Chinese Poetry*	50	50	Nil	Nil
		CCN2282	Chinese Creative Writing	100	0	Nil	Nil
		CCN2319	Introduction to Modern Chinese Literature	60	40	Nil	Nil

* Designated as China-related

▲ Ability to understand, read and write Chinese characters (漢字).

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

^ or a minimum of 39 hours' training in Putonghua and/or an equivalent level of proficiency in Putonghua, which must be supported by an official certificate.

or a minimum of 39 hours' training in Japanese and/or an equivalent level of proficiency in Japanese, which must be supported by an official document.

or a minimum of 78 hours' of training in Japanese and/or an equivalent level of proficiency in Japanese, which must be supported by an official document.

@ or a minimum of 117 hours' of training in Japanese and/or an equivalent level of proficiency in Japanese, which must be supported by an official document.

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

Subject description forms 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 cumulative 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 cumulative 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 cumulative 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 cumulative GPA is lower than 2.0 for three consecutive semesters.

When students fall within the categories as stipulated above, the Board of Examiners shall de-register the student from the programme without exception.

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 discretion to de-register a student with extremely poor academic performance before the time specified in category (2) or (3) above.

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:

Subject grade	*Grade point*	*Short description*	*Elaboration on subject grading description*
A+	4.5	Exceptionally Outstanding	The student's work is exceptionally outstanding. It exceeds the intended subject learning outcomes in all regards.
A	4.0	Outstanding	The student's work is outstanding. It exceeds the intended subject learning outcomes in nearly all regards.
B+	3.5	Very Good	The student's work is very good. It exceeds the intended subject learning outcomes in most regards.
B	3.0	Good	The student's work is good. It exceeds the intended subject learning outcomes in some regards.
C+	2.5	Wholly Satisfactory	The student's work is wholly satisfactory. It fully meets the intended subject learning outcomes.
C	2.0	Satisfactory	The student's work is satisfactory. It largely meets the intended subject learning outcomes.
D+	1.5	Barely Satisfactory	The student's work is barely satisfactory. It marginally meets the intended subject learning outcomes.
D	1.0	Barely Adequate	The student's work is barely adequate. It meets the intended subject learning outcomes only in some regards.
F	0	Inadequate	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 (Cumulative GPA)

At the end of each semester/term, a Grade Point Average (Cumulative 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:

$$GPA = \frac{\sum_{n} \text{Subject Grade Point x Subject Credit Value}}{\sum_{n} \text{Subject Credit Value}}$$

where n = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester/term. 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 from which a student has been allowed to withdraw (i.e. those with the grade "W") will be excluded. A student who is absent from an 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 Cumulative GPA. However, the Semester GPA calculated for the Summer Term will not be used for this purpose, unless the Summer Term study is mandatory for all students of the programme concerned and 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 within the programme curriculum requirement 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 the originally passed subject) will be included in the calculation of the Grade Point Average (Cumulative 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 Cumulative 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 Cumulative GPA and Award GPA.

11.10 Taking Additional Subjects after Graduation

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' Cumulative 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 continuous assessment. 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 examinations/assessment and/or plagiarism.

11.12 Academic Dishonesty and Disciplinary Actions

1. For students who have been awarded a failure grade as a result of disciplinary action, a remark "#" will be recorded against the concerned subject failure grade denoting "Disqualification of result due to academic dishonesty". The remark will appear on the assessment result notification and transcript of studies until the students leave HKCC.

   The remark will normally cover the following misconduct cases:
   - cheating in assessment work, tests and examinations
   - aiding academic dishonesty
   - plagiarism
   - violating rules governing the conduct of examinations that are related to possible cheating

   Students who have been recorded with the remark will also be subject to the penalty of the lowering of award classification by one level. The minimum of downgraded overall result will be kept at a pass.

2. Students who have committed disciplinary offences (covering both academic and non-academic related matters) will be put on "disciplinary probation" and this will be shown on the assessment result notification, transcript of studies and testimonial during the probation period until the students leave HKCC.

   Students who have been put on disciplinary probation will be deprived of certain privileges.

3. Other penalties may also be imposed on students who have committed academic dishonesty and/or disciplinary offences. For details, please refer to the HKCC Student Handbook.

4. HKCC reserves the right to withhold the issuance of any certificate of study to a student who has unsettled matters with the College, including those pending disciplinary action.

11.13 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:

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

11.14 Student Appeals

A student may appeal on academic grounds. However, a student's disagreement with the marking done by the Subject Lecturer, or with a decision made by SARP/BoE, is *not* in itself an adequate ground for an appeal. The detailed procedures for appeal are set out in the HKCC Student Handbook.

11.15 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, 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 a 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 a late assessment will be referred to SARP for approval. A 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 a 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. An 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 the student's 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.

11.16 Other Regulations

Students of the Associate Degree Scheme in Humanities and Communication are bound by all other regulations of HKCC, CPCE, and/or the University.

Appendix I

Graduation Requirement Checklist for Associate in Bilingual Communication (8C110-BC)

To be eligible for the Associate in Bilingual Communication award, students should fulfil all the graduation requirements listed in Sections (I) – (IV) below. Please put a "√" in the appropriate boxes for the graduation requirements that you have fulfilled. For details of the graduation requirements, please refer to Sections 5 and 8 of this definitive scheme document.

(I) Credit and Level Requirements

- **Credit Requirement** *(Refer to Section 8 for details)*
  - ☐ Complete a total of 60 credits[#]
- **Level Requirement** *(Refer to Section 8.2 for details)*
  - ☐ At least 30 credits of subjects at Level 2 or above

(II) General Education (GE) Requirements *(Refer to Section 8.3 for details)*

- **GE Compulsory Subjects**
  - ☐ CCN1003 Chinese Communication for College Students [OR CCN1001 Elementary Chinese (*for Non-Chinese Speakers)*]
  - ☐ CCN1004 Creative and Critical Thinking
  - ☐ CCN1024 Putonghua for College Students
  - ☐ CCN1028 Elementary Statistics
  - ☐ CCN1029 English for Academic Studies (Humanities and Communication) I
  - ☐ CCN1030 English for Academic Studies (Humanities and Communication) II
  - ☐ CCN1031 Information Technology for Language Studies
  - ☐ CCN2019 Introduction to Communication Studies
- **GE Elective Subjects**
  - ☐ complete **4** GE elective subjects
  - ☐ together with *CCN1024 Putonghua for College Students* and *CCN2019 Introduction to Communication Studies*, the elective subjects belong to **4** Cluster Areas
  - ☐ one of the elective subjects is China-related

(III) Discipline-specific (DS) Requirements *(Refer to Section 8.4 for details)*

- **DS Compulsory Subjects**
  - ☐ CCN2166 Analysis of English Grammar
  - ☐ CCN2167 Bilingual Communication
  - ☐ CCN2168 Chinese for Business and Administration
  - ☐ CCN2174 Foundations of Translation
  - ☐ CCN2175 Introduction to Phonetics
  - ☐ CCN2184 The Structure of Modern Chinese
- **DS Elective Subjects**
  - ☐ complete **2** DS elective subjects

(IV) Other Requirements *(Refer to Section 5 for details)*

- ☐ attain a Grade Point Average (GPA) of 2.0 or above at the end of the programme

[#] All subjects are of 3 credits each unless otherwise specified.

Appendix II

Graduation Requirement Checklist for Associate in English for Business Communication (8C110-EBC)

To be eligible for the Associate in English for Business Communication award, students should fulfil all the graduation requirements listed in Sections (I) – (IV) below. Please put a "√" in the appropriate boxes for the graduation requirements that you have fulfilled. For details of the graduation requirements, please refer to Sections 5 and 8 of this definitive scheme document.

(I) Credit and Level Requirements

- **Credit Requirement** *(Refer to Section 8 for details)*

  Please indicate the number of credits[#] that you have to attain for graduation.

  ☐ **Study Pattern 8.6.2a**
  60 credits
  (normal study pattern)

  ☐ **Study Pattern 8.6.2b**
  63 credits
  (taking one additional GE elective subject)

- **Level Requirement** *(Refer to Section 8.2 for details)*

  ☐ At least 30 credits of subjects at Level 2 or above

(II) General Education (GE) Requirements *(Refer to Section 8.3 for details)*

- **GE Compulsory Subjects**

  ☐ CCN1003 Chinese Communication for College Students [OR CCN1001 Elementary Chinese (*for Non-Chinese Speakers)*]
  ☐ CCN1004 Creative and Critical Thinking
  ☐ CCN1024 Putonghua for College Students
  ☐ CCN1028 Elementary Statistics
  ☐ CCN1029 English for Academic Studies (Humanities and Communication) I
  ☐ CCN1030 English for Academic Studies (Humanities and Communication) II
  ☐ CCN1031 Information Technology for Language Studies
  ☐ CCN2019 Introduction to Communication Studies

- **GE Elective Subjects**

  ☐ together with *CCN1024 Putonghua for College Students* and *CCN2019 Introduction to Communication Studies*, the elective subjects belong to **4** Cluster Areas
  ☐ one of the elective subjects is China-related

  - *For students taking Study Pattern 8.6.2a*
    ☐ complete **4** GE elective subjects
  - *For students taking Study Pattern 8.6.2b*
    ☐ complete **5** GE elective subjects

(III) Discipline-specific (DS) Requirements *(Refer to Section 8.4 for details)*

- **DS Compulsory Subjects**

  ☐ CCN2003 Introduction to Marketing
  ☐ CCN2166 Analysis of English Grammar
  ☐ CCN2172 Foundations of Linguistics
  ☐ CCN2177 Languages, Cultures and Communication
  ☐ CCN2182 Professional English I
  ☐ CCN3103 Professional English II

- **DS Elective Subjects**

  ☐ complete **2** DS elective subjects

(IV) Other Requirements *(Refer to Section 5 for details)*

☐ attain a Grade Point Average (GPA) of 2.0 or above at the end of the programme

[#] All subjects are of 3 credits each unless otherwise specified.

Graduation Requirement Checklist for Associate in Language and Culture (8C110-LC)

To be eligible for the Associate in Language and Culture award, students should fulfil all the graduation requirements listed in Sections (I) – (IV) below. Please put a "√" in the appropriate boxes for the graduation requirements that you have fulfilled. For details of the graduation requirements, please refer to Sections 5 and 8 of this definitive scheme document.

(I) Credit and Level Requirements

- **Credit Requirement** *(Refer to Section 8 for details)*

  Please indicate the number of credits[#] that you have to attain for graduation.

  ☐ **Study Pattern 8.6.3a**
  60 credits
  (normal study pattern)

  ☐ **Study Pattern 8.6.3b**
  63 credits
  (taking *CCN1002 Practical English for College Students*)

  ☐ **Study Pattern 8.6.3c**
  63 credits
  (taking one additional GE elective subject)

  ☐ **Study Pattern 8.6.3d**
  66 credits
  (taking both *CCN1002 Practical English for College Students* AND one additional GE elective subject)

- **Level Requirement** *(Refer to Section 8.2 for details)*

  ☐ At least 30 credits of subjects at Level 2 or above

(II) General Education (GE) Requirements *(Refer to Section 8.3 for details)*

- **GE Compulsory Subjects**

  ☐ CCN1003 Chinese Communication for College Students
  [OR CCN1001 Elementary Chinese (*for Non-Chinese Speakers)*]
  ☐ CCN1004 Creative and Critical Thinking
  ☐ CCN1024 Putonghua for College Students
  ☐ CCN1028 Elementary Statistics
  ☐ CCN1029 English for Academic Studies (Humanities and Communication) I
  ☐ CCN1030 English for Academic Studies (Humanities and Communication) II
  ☐ CCN1031 Information Technology for Language Studies
  ☐ CCN2019 Introduction to Communication Studies

  ➢ *For students taking Study Pattern 8.6.3b or 8.6.3d*
  ☐ CCN1002 Practical English for College Students

- **GE Elective Subjects**

  ☐ together with *CCN1024 Putonghua for College Students* and *CCN2019 Introduction to Communication Studies*, the elective subjects belong to **4** Cluster Areas
  ☐ one of the elective subjects is China-related*

  ➢ *For students taking Study Pattern 8.6.3a or 8.6.3b*
  ☐ complete **4** GE elective subjects

  ➢ *For students taking Study Pattern 8.6.3c or 8.6.3d*
  ☐ complete **5** GE elective subjects

(III) Discipline-specific (DS) Requirements *(Refer to Section 8.4 for details)*

- **DS Compulsory Subjects**

  ☐ CCN1019 Japanese I
  ☐ CCN2017 Introduction to Chinese Culture
  ☐ CCN2032 The History and Culture of East Asia
  ☐ CCN2049 Chinese and Western Cultures
  ☐ CCN2176 Language and Society
  ☐ CCN2007 Business Putonghua OR CCN2022 Japanese II

- **DS Elective Subjects**

  ☐ complete **2** DS elective subjects

(IV) Other Requirements *(Refer to Section 5 for details)*

☐ attain a Grade Point Average (GPA) of 2.0 or above at the end of the programme

[#] All subjects are of 3 credits each unless otherwise specified.

* 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.

Graduation Requirement Checklist for Associate in Public Relations and Communication (8C110-PR)

To be eligible for the Associate in Public Relations and Communication award, students should fulfil all the graduation requirements listed in Sections (I) – (IV) below. Please put a "√" in the appropriate boxes for the graduation requirements that you have fulfilled. For details of the graduation requirements, please refer to Sections 5 and 8 of this definitive scheme document.

(I) Credit and Level Requirements

- **Credit Requirement** *(Refer to Section 8 for details)*

  Please indicate the number of credits[#] that you have to attain for graduation.

  ☐ **Study Pattern 8.6.4a** 60 credits (normal study pattern)
  ☐ **Study Pattern 8.6.4b** 63 credits (taking one additional GE elective subject)

- **Level Requirement** *(Refer to Section 8.2 for details)*

  ☐ At least 30 credits of subjects at Level 2 or above

(II) General Education (GE) Requirements *(Refer to Section 8.3 for details)*

- **GE Compulsory Subjects**

  ☐ CCN1003 Chinese Communication for College Students [OR CCN1001 Elementary Chinese (*for Non-Chinese Speakers)*]
  ☐ CCN1004 Creative and Critical Thinking
  ☐ CCN1024 Putonghua for College Students
  ☐ CCN1028 Elementary Statistics
  ☐ CCN1029 English for Academic Studies (Humanities and Communication) I
  ☐ CCN1030 English for Academic Studies (Humanities and Communication) II
  ☐ CCN1031 Information Technology for Language Studies
  ☐ CCN2019 Introduction to Communication Studies

- **GE Elective Subjects**

  ☐ together with *CCN1024 Putonghua for College Students* and *CCN2019 Introduction to Communication Studies*, the elective subjects belong to **4** Cluster Areas
  ☐ one of the elective subjects is China-related

  - *For students taking Study Pattern 8.6.4a*
    ☐ complete **4** GE elective subjects
  - *For students taking Study Pattern 8.6.4b*
    ☐ complete **5** GE elective subjects

(III) Discipline-specific (DS) Requirements *(Refer to Section 8.4 for details)*

- **DS Compulsory Subjects**

  ☐ CCN1104 Principles of Corporate Communication I
  ☐ CCN2003 Introduction to Marketing
  ☐ CCN2174 Foundations of Translation
  ☐ CCN2176 Language and Society
  ☐ CCN2181 Principles of Corporate Communication II
  ☐ CCN2183 Public Relations Writing

- **DS Elective Subjects**

  ☐ complete **2** DS elective subjects

(IV) Other Requirements *(Refer to Section 5 for details)*

☐ attain a Grade Point Average (GPA) of 2.0 or above at the end of the programme

[#] All subjects are of 3 credits each unless otherwise specified.

Appendix V

Graduation Requirement Checklist for Associate in Translation and Interpretation (8C110-TI)

To be eligible for the Associate in Translation and Interpretation award, students should fulfil all the graduation requirements listed in Sections (I) – (IV) below. Please put a "√" in the appropriate boxes for the graduation requirements that you have fulfilled. For details of the graduation requirements, please refer to Sections 5 and 8 of this definitive scheme document.

(I) Credit and Level Requirements

- **Credit Requirement** *(Refer to Section 8 for details)*
  - ☐ Complete a total of 60 credits[#]
- **Level Requirement** *(Refer to Section 8.2 for details)*
  - ☐ At least 30 credits of subjects at Level 2 or above

(II) General Education (GE) Requirements *(Refer to Section 8.3 for details)*

- **GE Compulsory Subjects**
  - ☐ CCN1003 Chinese Communication for College Students [OR CCN1001 Elementary Chinese (*for Non-Chinese Speakers)*]
  - ☐ CCN1004 Creative and Critical Thinking
  - ☐ CCN1024 Putonghua for College Students
  - ☐ CCN1028 Elementary Statistics
  - ☐ CCN1029 English for Academic Studies (Humanities and Communication) I
  - ☐ CCN1030 English for Academic Studies (Humanities and Communication) II
  - ☐ CCN1031 Information Technology for Language Studies
  - ☐ CCN2019 Introduction to Communication Studies
- **GE Elective Subjects**
  - ☐ complete **4** GE elective subjects
  - ☐ together with *CCN1024 Putonghua for College Students* and *CCN2019 Introduction to Communication Studies*, the elective subjects belong to **4** Cluster Areas
  - ☐ one of the elective subjects is China-related

(III) Discipline-specific (DS) Requirements *(Refer to Section 8.4 for details)*

- **DS Compulsory Subjects**
  - ☐ CCN2170 Contrastive Language Studies of English and Chinese
  - ☐ CCN2173 Foundations of Oral Interpretation
  - ☐ CCN2174 Foundations of Translation
  - ☐ CCN2178 Media Translation
  - ☐ CCN2180 Practical Translation (Business and Financial Documents)
  - ☐ CCN2185 Theory and Practice of Translation
- **DS Elective Subjects**
  - ☐ complete **2** DS elective subjects

(IV) Other Requirements *(Refer to Section 5 for details)*

- ☐ attain a Grade Point Average (GPA) of 2.0 or above at the end of the programme

[#] All subjects are of 3 credits each unless otherwise specified.

Graduation Requirement Checklist for Associate of Arts (8C110-AA)

To be eligible for the Associate of Arts award, students should fulfil all the graduation requirements listed in Sections (I) – (IV) below. Please put a "√" in the appropriate boxes for the graduation requirements that you have fulfilled. For details of the graduation requirements, please refer to Sections 5 and 8 of this definitive scheme document.

(I) Credit and Level Requirements

- **Credit Requirement** *(Refer to Section 8 for details)*

  Please indicate the number of credits# that you have to attain for graduation.

  ☐ **Study Pattern 8.6.6a**
  60 credits
  (normal study pattern)

  ☐ **Study Pattern 8.6.6b**
  63 credits
  (taking *CCN1002 Practical English for College Students*)

  ☐ **Study Pattern 8.6.6c**
  63 credits
  (taking one additional GE elective subject)

  ☐ **Study Pattern 8.6.6d**
  66 credits
  (taking both *CCN1002 Practical English for College Students* AND one additional GE elective subject)

- **Level Requirement** *(Refer to Section 8.2 for details)*

  ☐ At least 30 credits of subjects at Level 2 or above

(II) General Education (GE) Requirements *(Refer to Section 8.3 for details)*

- **GE Compulsory Subjects**

  ☐ CCN1003 Chinese Communication for College Students
  [OR CCN1001 Elementary Chinese (*for Non-Chinese Speakers)*]
  ☐ CCN1004 Creative and Critical Thinking
  ☐ CCN1024 Putonghua for College Students
  ☐ CCN1028 Elementary Statistics
  ☐ CCN1029 English for Academic Studies (Humanities and Communication) I
  ☐ CCN1030 English for Academic Studies (Humanities and Communication) II
  ☐ CCN1031 Information Technology for Language Studies
  ☐ CCN2019 Introduction to Communication Studies

  - *For students taking Study Pattern 8.6.6b or 8.6.6d*
    ☐ CCN1002 Practical English for College Students

- **GE Elective Subjects**

  ☐ together with *CCN1024 Putonghua for College Students* and *CCN2019 Introduction to Communication Studies*, the elective subjects belong to **4** Cluster Areas
  ☐ one of the elective subjects is China-related*

  - *For students taking Study Pattern 8.6.6a or 8.6.6b*
    ☐ complete **4** GE elective subjects
  - *For students taking Study Pattern 8.6.6c or 8.6.6d*
    ☐ complete **5** GE elective subjects

(III) Discipline-specific (DS) Requirements *(Refer to Section 8.4 for details)*

- **DS Compulsory Subjects**

  ☐ CCN2009 Chinese for Academic Purposes
  ☐ CCN2017 Introduction to Chinese Culture
  ☐ CCN2018 Introduction to Chinese Literature

- **Free Elective Subjects**

  ☐ complete **5** Free elective subjects (Students who wish to concentrate in one of the three areas of concentration should complete at least **4** subjects, 12 credits, in that area)

(IV) Other Requirements *(Refer to Section 5 for details)*

☐ attain a Grade Point Average (GPA) of 2.0 or above at the end of the programme

All subjects are of 3 credits each unless otherwise specified.

* 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.

Section Two: Syllabuses

Level	1
Credits	3
Medium of Instruction	English and Chinese (Putonghua)
Prerequisites	Nil
Exclusion	CCN1003 Chinese Communication for College Students
Assessment	100% coursework

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Xiao, H. (2005) *Talk Mandarin Today* 《今日學說普通話》, 2nd Ed., Chinese University Press.

Reference

Liu, X. (2010) *New Practical Chinese Reader,* 2nd Ed., Beijing Language and Culture University Press.

Level	1
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	100% coursework

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Roemer, A. E., Ruetten, M. K and Thompson, C. (2009) *Use of English*, Cengage Learning.

References

Brown, K. and Hood, S. (2002) *Academic Encounters: Reading, Study Skills, and Writing*, 1st Ed., Cambridge University Press.

Espeseth, M. (2002) *Academic Listening Encounters: Listening, Note Taking, and Discussion*, 1st Ed., Cambridge University Press.

Hartmann, P. and Blass, L. (2007) *Quest 1 Listening and Speaking*, 2nd Ed., McGraw-Hill.

Hartmann, P. and Blass, L. (2007) *Quest 1 Reading and Writing*, 2nd Ed., McGraw-Hill.

Langan, John and Janet M. Goldstein (2010) *English Brushup*, 5th Ed., New York: McGraw-Hill.

Oshima, A. and Ann H. (2006) *Writing Academic English*, 4th Ed., New York: Pearson Longman.

Roemer, A. E. (2006) *College Oral Communication 2*, Houghton Mifflin.

Ruetten, M. K. (2003) *Developing Composition Skills: Rhetoric and Grammar*, 2nd Ed., Heinle.

Thompson, C. (2004) *Academic Word Power 2*, Heinle.

程度	1
學分	3
教學語言	中文〔普通話講授〕
修讀條件	無
不能同時修讀的科目	CCN1001 Elementary Chinese
評估方法	100%課堂習作

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（各公私函件，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

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

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：《中國商務應用文書手冊》，經濟日報出版社(香港) ，2002年版。

董兆傑：《口語訓練》，語文出版社，1990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。

Level	1
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
Prerequisites	Nil
Assessment	60% coursework 40% examination

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-supporting, 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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbooks:

Joe Lau. (2011) *An Introduction to Critical Thinking and Creativity: Think More, Think Better*, Wiley.

貝剛毅：《思方導航——批判思考導論》，匯智出版，2011年版。

References:

Bassham, G. et al. (2005) *Critical Thinking: A Student's Introduction,* 2nd Ed., McGraw Hill.

LeBlanc, J. (1998) *Thinking Clearly: A Guide to Critical Reasoning,* W. W. Norton & Company.

Walton, D. N. (2005) *Fundamentals of Critical Argumentation,* Cambridge University Press.

Walton, D. N. (1989) *Informal Logic: A Handbook of Critical Argumentation,* Cambridge University Press.

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/

CCN1010 Cultural Study through Field Trip

Level	1
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
Prerequisites	Nil
Assessment	100% coursework

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

References

Alasuutari, P. (1995) *Researching Culture: Qualitative Method and Cultural Studies*, 1st Ed., Sage Publications.

Frow, J. (1995) *Cultural Studies and Cultural Value*, 1st Ed., Oxford University Press.

Mau, B., Leonard, J. and The Institute Without Boundaries (2004) *Massive Change*, 1st Ed., Phaidon.

Strauss, A. and Corbin, J. (2008) *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 3rd Ed., SAGE Publications.

Williams, R. (1980) *Problems in Materialism and Culture: Selected Essays*, 1st Ed., Verso Books.

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。

Level	1
Credits	3
Medium of Instruction	French, supplemented with English
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Maheo-Le Coadic, M., Poisson-Quinton, S. and Vergne-Sirieys, A. (2005) *Festival 1, livre de l'élève* and *cahier d'exercices,* CLE International.

References

Charliac, L. and Motron, A. C. (2004) *Phonétique Progressive Du Français-3 CD audio collectifs,* CLE International.

Grégoire, M. (1998) *Grammaire Progressive Du Français : Avec 400 exercices,* CLE International.

Kendris, C. (2002) *French Vocabulary,* 2nd Ed ., Barron's.

McCoy, H. (2011) *501 Essential French Verbs,* Dover Publications, Inc.

Oudot, S. (2007) *French Verbs and Essentials of Grammar,* 2nd Ed ., McGraw Hill.

Concise Oxford-Hachette French Dictionary (2009), 4th Ed., Oxford University Press.

Audio-visual materials

L'Espace des Français (Niveau débutant) (video). (1996) CLE International.

Une journée de Français (Niveau débutant) (video). (1997) CLE International.

程度	1
學分	3
教學語言	中文〔粵語講授〕
修讀條件	無
不能同時修讀的科目	CCN3132 Fundamentals of Chinese Medicinal Therapy
評估方法	100%課堂習作

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**
  痲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

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

指定課本

周萍：《中醫學基本常識及針灸學》，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。

Level	1
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
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.

Study Effort Required

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

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

Baldwin, Amy (2012) *The First-Generation College Experience*, Prentice Hall.

Carter, Carol, Joyce Bishop and Sarah Kravits (2012) *Keys to Success: Building Analytical, Creative, and Practical Skills*, 7th Ed., Prentice Hall.

Carter, Carol, Joyce Bishop, Judy Block and Sarah Kravits (2008) *Keys to Effective Learning: Developing Powerful Habits of Mind*, Prentice Hall.

Pintrich, Paul R. (2008) *Learning to Learn: The Skill and Will College Success*, 2nd Ed., Prentice Hall.

Staley, Constance, C. (2011) *Focus on College Success*, Cengage Learning.

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

Blonchek, Robert M. and O'Neill, Martin F. (1999) *Act Like An Owner: Building An Ownership Culture,* John Wiley.

Brooks, Arthur C. (2009) *Social Entrepreneurship: A Modern Approach to Social Value Creation*, Prentice Hall.

Bygrave, William D. and Zacharakis, Andrew (2011) *Entrepreneurship*, 2nd Ed., Wiley.

Humphrey, Doris (2002) *Quick Skills: Skills for Entrepreneurs*, 1st Ed., Engage Learning.

Timmons, Jeffry A. and Spinelli, Stephen (2009) *New Venture Creation: Entrepreneurship for the 21st Century*, 8th Ed., McGraw Hill Education.

On problem solving and global outlook

Bucher, Richard, D. (2010) *Diversity Consciousness: Opening Our Minds to People, Cultures and Opportunities*, 3rd Ed., Prentice Hall.

James M. Higgins (2006) *101 Creative Problem Solving Techniques: The Handbook of New Ideas for Business*, New Management Pub. Co.

Michael J. Kirton (2003) *Adaption-Innovation: in the Context of Diversity and Change*, Routledge.

Daniel D. Matthews (2011) *The A3 Workbook: Unlock Your Problem-Solving Mind*, Productivity Press.

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。

Level	1
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

References

Hutton-Jamieson, I. (1987) *Coloured Pencil Drawing Techniques: 22 Coloured Pencil Projects, Illustrated Step-by-Step with Advice on Materials and Techniques,* Studio Vista.

Koenig, P. A. (2005) *Design Graphics: Drawing Techniques for Design Professionals,* 2nd Ed., Pearson/Prentice Hall.

Shadrin, R. L. (1992) *Design & Drawing: An Applied Approach*, Davis Publications.

Simpson, I. (2009) *Drawing: Seeing and Observation,* 3rd Ed., A&C Black Publishers, Ltd.

Wallschlaeger, C. (1992) *Basic Visual Concepts and Principles for Artists, Architects, and Designers,* Wm. C. Brown Publishers.

Folts, J. A. (2005) *Handbook of Photography,* 6th Ed., Delmar Thomson Learning.

Ciaglia, J. (2006) *Introduction to Digital Photography,* 2nd Ed.*,* Prentice Hall.

Langford, M. J. (2007) *Langford's Basic Photography: The Guide for Serious Photographers,* 8th Ed., Focal Press/Elsvier.

White, R. (2007) *How Digital Photography Works (How It Works),* 2nd Ed., Que.

Level	1
Credits	3
Medium of Instruction	English, supplemented with Chinese
Prerequisites	Nil
Assessment	60% coursework 40% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Black, J. M. et al. (2001) *Medical-surgical Nursing: Clinical Management for Positive Outcomes,* 6th Ed., Philadelphia: W.B. Saunder Company.

References

Ellis, J. R. and Hartley, C. L. (2000) *Managing and Coordinating Nursing Care,* Lippincott Williams and Wilkins.

Kenworthy, N. et al. (2002) *Common Foundation Studies in Nursing,* Churchill Livingstone.

Zelman, M. et al. (2010) *Human Diseases--A Systemic Approach,* 7th Ed., Pearson Education Ltd.

Level	1
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Dean, T. (2010) *Network+ Guide to Networks,* 5th Ed., Cengage Learning.

References

Andrews, J., Beck, W. (2005) *i-Net+ Guide to Internet,* 3rd Ed., Cengage Learning.

Comer, D. E. (2009) *Computer Networks and Internets,* 5th Ed., Prentice Hall.

Deitel, P. J., Deitel, H. M., Deitel, A. (2012) *Internet & World Wide Web: How to Program*, 5th Ed., Prentice Hall.

Sebesta, R. W. (2011) *Programming the World Wide Web,* 6th Ed., Addison-Wesley.

Level	1
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Exclusions	CCN2039 Fundamental Psychology for Health Studies
Assessment	60% coursework 40% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Weiten, W. (2011) *Psychology: Themes & Variation,* 8th Ed., Wadsworth Cengage Learning.

References

Coon, D., Mitterer, J. O. (2011) *Psychology: A Journey,* 4th Ed., Wadsworth.

Feist, G. J., Rosenberg, E. L. (2010) *Psychology: Making Connections,* McGraw Hill Higher Education.

Gerrig, R. J., Zimbardo, P. G. (2008) *Psychology and Life,* 8th Ed., Pearson Education, Inc.

King, L. A. (2008) *The Science of Psychology: An Appreciative View,* McGraw Hill Higher Education.

Level	1
Credits	3
Medium of Instruction	English, supplemented with Chinese
Prerequisites	Nil
Assessment	60% coursework 40% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbooks

Henslin, J. M. (2011) *Essentials of Sociology: A Down-To-Earth Approach*, Pearson/Allyn and Bacon.

Macionis, J. J. and Plummer, K. (2008) *Sociology: A Global Introduction*, Prentice Hall.

References

Abbott, P. and Wallace, C. (2005) *Introduction to Sociology: Feminist Perspectives*, Routledge.

Bauman, Z. (2001) *Thinking Sociologically*, Blackwell.

Newman, D. M. and O'Brien, J. (2010) *Sociology: Exploring the Architecture of Everyday Life*, Pine Forge Press.

Taylor, S. (2000) *Sociology: Issues and Debate*, Palgrave.

Tepperman, L. and Blain, J. (2006) *Think Twice: Sociology Looks at Current Social Issues*, Prentice Hall.

Level	1
Credits	3
Medium of Instruction	Japanese, supplemented with English and/or Cantonese
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

大新書局出版社編輯部：《大家的日本語—初級 I》（《みんなの日本語》），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。

Level	1
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended References

Adair, J. E. (2005) *How to grow leadership: The Seven Key Principles of Effective Leadership Development,* USA: Kogna Page.

Corey, G., & Corey, M. S. (2010) *I never knew I had a choice: Explorations in personal growth,* Thomson.

Northouse, P. G. (2009) *Introduction to Leadership: Concepts and Practice*, Sage Publishing.

Susan, R. K., Nance, L. and Timothy, R. M. (1998) *Exploring Leadership: for College Students Who Want to Make a Difference,* Jossey-Bass.

Weiss, D. H. (1999) *The Self-management Workshop: Helping People Take Control of Their Lives and Their Work: A Trainer's Guide,* New York American Management Association.

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：《生命軌迹：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。

Level	1
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Kapoor, J., Dlabay, L. and Hughes, R. J. (2012) *Personal Finance*, 10th Ed., Mcgraw-Hill/Irwin.

References

Bajtelsmit, V. L. and Rastelli, L. G. (2008) *Personal Finance*, Wiley Pathways.

Cheng, L., Leung, T. Y. and Wong, Y. H. (2009) *Financial Planning & Wealth Management. An International Perspective*, McGraw Hill.

Gitman, L. J. and Joenk, M. D. (2011) *Personal Financial Planning*, 12th Ed., Thomson South-Western.

Ernst & Young, Nissenbaum, M., Raasch, B. J. and Ratner, C. L. (2004) *Ernst & Young's Personal Financial Planning Guide*, 5th Ed., John Wiley & Sons.

Level	1
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
Prerequisites	Nil
Exclusion	CCN1020 Leadership and Intra-personal Development CCN2037 Self Understanding and Communication Skills
Assessment	100% coursework

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Corey, G. and Corey, M. S. (2010) *I Never Knew I Had a Choice: Explorations in Personal Growth,* 9th Ed., Thomson.

References

Ford, L. (1997) *Game Plan: A Guide for Improving Human Relations and Personal Adjustment,* Prentice Hall.

Johnson, D. W. (2009) *Reaching Out: Interpersonal Effectiveness and Self-actualization,* Allyn and Bacon.

Leary, S. (1994) *Activities for Personal Growth: A Comprehensive Handbook of Activities for Therapists*, Maclennan & Petty.

Schiraldi, G. R. (2001) *The Self-esteem Workbook,* New Harbinger Pub.

Stein, S. J. (2006) *The EQ Edge: Emotional Intelligence and Your Success,* Kogan Page.

Weiss, D. H. (1999) *The Self-management Workshop: Helping People Take Control of Their Lives and Their Work: A Trainer's Guide,* New York American Management Association.

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：《生命軌迹：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。

Level	1
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	40% coursework 60% examination

Aims

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

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Deitel, H. M. and Deitel, P. J. (2010) *C++ How to Program*, 7th Ed., Prentice Hall.

Liang, Y. D. (2008) *Introduction to Java Programming*, 7th Ed., Prentice-Hall.

References

Charatan, Q. and Kans, A. (2009) *Java in Two Semesters*, 3rd Ed., McGraw-Hill.

Deitel, H. M. and Deitel, P. J. (2010) *C: How to Program*, 6th Ed., Prentice Hall.

Deitel, H. M. and Deitel, P. J. (2007) *Java How to Program*, 7th Ed., Prentice Hall.

Liang, Y. D. (2010) *Introduction to Programming with C++*, 2nd Ed., Prentice-Hall.

Savitch, W. (2006) *Problem Solving with C++*, 6th Ed., Addison Wesley.

Wu, T. C. (2008) *A Comprehensive Introduction to Object-Oriented Programming with Java*, McGraw-Hill.

程度	1
學分	3
教學語言	普通話
修讀的必備條件	無
評估方法	60% 課堂習作 40% 期終考試

科目目標

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、普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

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

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

Level	1
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbooks

Carroll, J. M. (2007) *A Concise History of Hong Kong*, Rowman & Littlefield Publishers, Inc.

Tsang, Steve. (2004) *A Modern History of Hong Kong: 1841-1998*, London: I. B. Tauris.
References

Chan, L. K. C. (1990) *China, Britain, and Hong Kong: 1895-1945*, The Chinese University Press.

Faure, D. (Ed.). (2003) *Hong Kong: A Reader in Social History*, Oxford University Press.

Smith, C. T. (1995) *A Sense of History. Studies in the Social and Urban History of Hong Kong*, Hong Kong Educational Publishing Co.

王賡武主編：《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。

Level	1
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
Prerequisites	Nil
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Aumont, J. et. al. (1992) *Aesthetics of Film*, Texas University Press.

Barnet, S. (2010) *A Short Guide to Writing about Art*, 10th Ed., Prentice Hall.

Berger, J. (1996) *Ways of Seeing*, Penguin.

Eldridge, R. (2003) *An Introduction to the Philosophy of Art*, Cambridge University Press.

Gombrich, E. H. (1996) *The Essential Gombrich: Selected Writings on Art & Culture*, Phaidon.

Lucie-Smith, E. (1992) *Art & Civilisation*, Lawrence King.

Margolis, J. (Ed.). (1987) *Philosophy Looks at the Arts: Contemporary Readings in Aesthetics*, Temple University Press.

Schapiro, M. (1999) *Worldview in Painting - Art & Society*, Braziller.

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。

Level	1
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Exclusions	CCN1008 Mathematics and Statistics for College Students and CCN1039 Information Processing and Quantitative Methods
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Bennett, J. O., Briggs W. L. and Triola M. F. (2008) *Statistical Reasoning for Everyday Life,* 3rd Ed., Addison Wesley.

References

Bluman, A. G. (2010) *Elementary Statistics: A Brief Version,* 5th Ed., McGraw Hill.

Bock, D. E., De Veaux, R. D. and Velleman, P. F. (2008) *Intro Stats,* 3rd Ed., Addison Wesley.

Klass, G. M. (2008) *Just Plain Data Analysis: Finding, Presenting, and Interpreting Social Science Data,* Rowman & Littlefield Publishers.

Levin, J. A., Fox, J. A. and Forde, D. R. (2009) *Elementary Statistics in Social Research,* 11th Ed., Pearson Education.

CCN1029 English for Academic Studies (Humanities and Communication) I

Level	1
Credits	3
Medium of Instruction	English
Prerequisites	CCN1002 Practical English for College Students *or* Level 3 or above in HKDSE English Language; *or* its equivalents
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Langan, J. (2011) *English for Academic Studies,* McGraw-Hill.

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

Roen, D., Glau, G. & Maid, B. (2010) *The McGraw-Hill Guide: Writing for College, Writing for Life (chapter extract),* McGraw-Hill.

References

Bailey, S. (2011) *Academic Writing: A Handbook for International Students*, 3rd Ed., Routledge.

Collins COBUILD Advanced Learner's Dictionary (2006), 5th Ed., HarperCollins.

Collins Thesaurus A-Z (2006), 2nd Ed., HarperCollins.

Jones, S. (2006) *College Oral Communication 4: Houghton Mifflin English for Academic Success,* Houghton Mifflin Company.

Langan, J. and Goldstein, J. (2010) *English Brushup,* 5th Ed., McGraw-Hill.

Lebauer, R.S. (2010) *Learn to Listen, Listen to Learn: Academic Listening and Note-taking,* 3rd Ed., Pearson Longman.

Olsen, M. E. (2009) *Academic Vocabulary: Academic Words,* 4th Ed., Longman.

Oxford Collocations Dictionary for Students of English (2009), Oxford University Press.

Reinhart, S. (2002) *Giving Academic Presentations*, University of Michigan Press.

Steer, J. and Schmid, D. (1998) *The Advanced Grammar Book (Workbook),* 2nd Ed., Heinle & Heinle.

CCN1030 English for Academic Studies (Humanities and Communication) II

Level	1
Credits	3
Medium of Instruction	English
Prerequisites	CCN1029 English for Academic Studies (Humanities and Communication) I
Assessment	100% coursework

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 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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Langan, J. (2011) *English for Academic Studies,* McGraw-Hill.

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

References

Bailey, S. (2011) *Academic Writing: A Handbook for International Students,* 3rd Ed., Routledge.

Madden, C. & Rohlck, T. (1997) *Discussion and Interaction in the Academic Community,* University of Michigan Press.

Olsen, M.E. (2009) *Academic Vocabulary: Academic Words,* 4th Ed., Longman.

Oshima, A. & Hogue, A. (2006) *Writing Academic English,* 4th Ed., Addison Wesley Longman.

Spencer, C. & Arbon, B. (1996) *Foundations of Writing: Developing Research and Academic Writing Skills,* NTC.

Tunceren L. & Cavusgil, S. L. (2006) *College Writing 4: Houghton Mifflin English for Academic Success 4,* Houghton Mifflin Company.

Level	1
Credits	3
Medium of Instruction	English
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Shelly, G. B. and Vermaat, M. E. (2011) *Discovering Computers, Complete: Your Interactive Guide to the Digital World*, 1st Ed., Course Technology.

References

Evans, A. et al. (2011) *Technology in Action, Complete*, 8th Ed., Prentice Hall.

Grauer, R.T., et al. (2010) *Exploring Microsoft Office 2010, Volume 1*, 1st Ed., Prentice Hall.

Shelly, G. B. and Vermaat, M. E. (2011) *Discovering Computers and Microsoft® Office 2010: A Fundamental Combined Approach*, 1st Ed., Course Technology.

Shelly, G. B. and Vermaat, M. E. (2010) *Microsoft® Office: 2010: Introductory*, 1st Ed., Course Technology.

Level	1
Credits	3
Medium of Instruction	English
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Curran, M. G. (2006) *Accounting Fundamentals,* 7th Ed., McGraw Hill.

References

Ainsworth, P., Deines, D. (2011) *Introduction to Accounting: An Integrated Approach,* 6th Ed., McGraw-Hill.

Black, G. (2009) *Introduction to Accounting and Finance,* Prentice Hall.

Bendrey, M., Hussey, R. and West, C. (2004) *Essentials of Financial Accounting in Business,* McGraw-Hill.

Dyson, J. R. (2010) *Accounting for Non Accounting Students*, 8th Ed., Prentice Hall.

Wild, J. J., Shaw, K., Chiappetta, B., (2009) *Fundamental Accounting Principles*, McGraw-Hill.

Level	1
Credits	3
Medium of Instruction	English
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

McEachern, W. A. (2012) *Economics: A Contemporary Introduction,* 9th Ed., South-Western Cengage Learning.

References

Bade, R., Parkin, M. (2010) *Essential Foundations of Economics,* 5th Ed., Addison Wesley.

Brue, S., McConnell, C. and Flynn, S. (2009) *Essentials of Economics,* 2nd Ed., McGraw Hill/Irwin.

Mankiw, N. G. (2011) *Principles of Economics,* 6th Ed., South Western.

Level	1
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	60% coursework 40% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Argenti, P. A. (2009) *Corporate Communication*, 5th Ed., McGraw-Hill.

References

Cornelissen, J. (2011) *Corporate Communication: A Guide to Theory and Practice*, 3rd Ed., SAGE.

Fearn-Banks, K. (2011) *Crisis Communications: A Casebook Approach*, 4th Ed., Lawrence Erlbaum Associates.

Riel, C. B. M. V. (1995) *Principles of Corporate Communications*, Prentice Hall.

CCN2001 Introduction to Chinese Political and Legal System

Level	2
Credits	3
Medium of Instruction	English, supplemented with Chinese
Prerequisites	Nil
Assessment	50% coursework 50% examination

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 us 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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

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

Kuhn, R. L. (2009) *How China's Leaders Think: The Inside Story of China's Reform and What This Means for the Future,* John Wiley Sons.

McGregor, R. (2010) *The Party: The Secret World of China's Communist Rulers,* Harper Collins.

Wasserstrom, J. (2010) *China in the 21st Century: What Everyone Needs to Know,* Oxford University Press.

許知遠:《未成熟的國家：變革中的百年中國》，八旗文化，2010 年版。

趙紫陽：《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

China Internet Information Centre. 2011. "China's Judiciary."

China Internet Information Centre. 2011. "The National People's Congress."

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.

Level	2
Credits	3
Medium of Instruction	English
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 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 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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Mankiw, N. G. (2011) *Essentials of Economics,* 6th Ed., Thomson South-Western.

References

Frank, R. H. and Bernanke, B. S. (2009) *Principles of Economics,* 4th Ed., McGraw-Hill.

Parkin, M. (2010) *Economics,* 9th Ed., Pearson Addison Wesley.

Mankiw, N. G. (2009) *Principles of Economics,* 5th Ed., Thomson South-Western.

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Kerin, R., Hartley, S., Rudelius, W. and Lau, G. T. (2009) *Marketing in Asia,* McGraw Hill/Irwin.

Kotler, P., Armstrong, G. (2010) *Principles of Marketing,* 13th Ed., Prentice Hall.

References

Grewal, D., Levy, M. (2010) *Marketing,* 2nd Ed., McGraw Hill/Irwin.

Lamb, C., Hair, J. and McDaniel, C. (2011) *Marketing,* Thomson, South-Western.

Armstrong, G., Kotler, P. (2011) *Marketing: An Introduction,* 10th Ed., Prentice Hall.

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Exclusion	CCN3107 Management in Human Services
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Robbins, S. and Coulter, M. (2009) *Management*, 10th Ed., Prentice-Hall International Editions.

References

Bateman, T. and Snell, A. (2009) *Management – Leading & collaborating in a competitive world*, 8th Ed., McGraw-Hill/Irwin.

Jones, G. and George J. (2009) *Contemporary management*, 6th Ed., McGraw-Hill/Irwin.

Kinicki, A. and Williams, B. (2009) *Management – A Practical Introduction*, 4th Ed., McGraw-Hill.

Schermerhorn, J. (2010) *Management*, 10th Ed., John Wiley & Sons.

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Robbins, S. P. and Judge, T. A. (2011) *Organisational Behaviour*, 14th Ed., Prentice Hall.

References

Colquitt, J. A., LePine, J. A. and Wesson, M. J. (2011) *Organisational Behaviour: Improving Performance and Commitment in the Workplace*, 2nd Ed., McGraw-Hill/Irwin.

Griffin, R. W. and Moorhead, G. (2012) *Organisational Behaviour: Managing People and Organisations*, 10th Ed., South-Western/Cengage Learning.

Kinicki, A. and Kreitner, R. (2009) *Organisational Behaviour: Key Concepts, Skills and Best Practices*, 4th Ed., McGraw-Hill/Irwin.

McShane, S. L. and Von Glinow, M. A. (2009) *Organisational Behaviour*, 2nd Ed., McGraw-Hill/Irwin.

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Exclusion	CCN3118 Globalisation and Development
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Ritzer, G. (2010) *Globalisation: A basic text,* Wiley-Blackwell.

References

Ritzer, G. (2011) *Globalisation: The essentials,* Wiley-Blackwell.

Rowntree, L., Lewis, M., Price, M. and Wyckoff, W. (2011) *Globalisation and diversity: Geography of a changing world*, 3rd Ed., Pearson Prentice Hall.

Scholte, J. A. (2005) *Globalisation: A Critical Introduction,* 2nd Ed., Palgrave Macmillan.

Spence, M. and Leipziger, D. (2010) *Globalisation and growth: Implications for a post-crisis world. Commission on Growth and Development,* The World Bank.

香港理工大學
香港專上學院

科目大綱
Subject Description Form

科目編號 Subject Code	CCN2007
科目名稱 Subject Title	商務普通話 Business Putonghua
程度 Level	2
學分 Credit Value	3
教學語言 Medium of Instruction	中文〔普通話〕
修讀條件 Pre-requisite / Co-requisite/ Exclusion	**修讀的必備條件** CCN1024 大專普通話 或 曾接受不少於 39 小時普通話訓練；及/或 擁有同等普通話程度(需出示相關文件證明)
科目目標 Objectives	根據學生在 CCN1024 大專普通話科目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。
預期學習成果 Intended Learning Outcomes	學生修畢本科目後應能： (a) 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。 (b) 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。 (c) 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。
科目摘要/ 教學大綱 Subject Synopsis/ Indicative Syllabus	**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

<table>
<tr><td></td><td>貨、佣金、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。</td></tr>
<tr><td>教學方法
Teaching/Learning Methodology</td><td>課堂講授商務情景中常用詞彙及會話，教授商務演講、商務談判和商務投訴的技巧，並提供普通話正音訓練。
導修課側重學生練習，強化學生對漢語拼音及普通話與廣州話的對比認識，增強學生普通話口語表達的自信。</td></tr>
<tr><td>配合預期學習成果的評核方法
Assessment Methods in Alignment with Intended Learning Outcomes</td><td>本科目採用不同的評核方法，協助學生達致預期學習成果，並評核學生的學習表現。
<table>
<tr><td rowspan="2">用以評核的方法/習作</td><td rowspan="2">%
百分比</td><td colspan="3">用以評核的預期學習成果</td></tr>
<tr><td>a</td><td>b</td><td>c</td></tr>
<tr><td>持續評核*</td><td>60</td><td colspan="3"></td></tr>
<tr><td>▪ 期中測驗</td><td>21</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>▪ 口語測試 1</td><td>15</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>▪ 口語測試 2</td><td>18</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>▪ 課堂參與</td><td>6</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>期終考試</td><td>40</td><td></td><td></td><td></td></tr>
<tr><td>▪ 口試</td><td>20</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>▪ 筆試</td><td>20</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>總計</td><td>100</td><td colspan="3"></td></tr>
</table>
*科目小組須待學院課程委員會批准，方可修訂持續評核的項目及/或修改項目所佔的百分比。

學生須在持續評核及期終考試兩個部份分別取得 D 級或以上成績，方為及格。</td></tr>
<tr><td>預期學生所需學習時數
Student Study Effort Expected</td><td>
<table>
<tr><td>課堂</td><td>小時</td></tr>
<tr><td>▪ 主講課</td><td>26</td></tr>
<tr><td>▪ 導修課</td><td>13</td></tr>
</table>
</td></tr>
</table>

	其他	
	▪ 自修	43
	▪ 持續評核	48
	總學習時數	**130**
參考書目 Reading List and References	**主要用書** 香港理工大學中國語文教學中心編寫：《商貿普通話》（上冊）附多媒體光碟），香港：中華書局，2007 年。 **參考書** 中國社會科學院語言研究所詞典編輯室編：《現代漢語詞典》第 6 版 ，香港：商務印書館，2012 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。 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。 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。	

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Eubanks, L. P., Middlecamp, C., Pienta, N. J., Heltzel, C. E., Weaver, G. C. (2009) *Chemistry in Context: Applying Chemistry to Society,* 5th Ed., McGraw Hill.

References

Beard, J. M. (2009) *Environmental Chemistry in Society,* CRC Press.

McGee, H. (2004) *On Food and Cooking: The Science and Lore of the Kitchen,* 1st Scribner rev. Ed., Scribner.

Sarai, D. S. (2002) *Basic Chemistry for Water and Wastewater Operators,* American Water Works Association.

Seager, S. L., Slabaugh, M. R. (2011) *Chemistry for Today: General, Organic and Biochemistry,* 7th Ed., Cengage.

程度	2
學分	3
教學語言	中文〔粵語或普通話講授〕
修讀條件	無
評估方法	100%課堂習作

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

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

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。

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Exclusions	CCN2182 Professional English I
Assessment	100% coursework

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Guffey, M. E. and Almonte, R. (2010) *Essentials of Business Communication,* 6th Canadian Ed., Thomson-Nelson.

References

Baugh, L. S., Fryar M., & Thomas, D. A. (1999) *How to Write First-class Business Correspondence*, NTC Publishing Group.

Billow, G. T. (2004) *Business Writing for Hong Kong,* 3rd Ed., Longman.

Bovée, C. L. and Thill, J. V. (2010) *Business Communication Essentials,* 5th Ed., Pearson.

Krizan, A. C., Merrier, P. and Jones, C. L. (2008) *Business Communication,* 7th Ed., Cengage Learning.

Locker, K. O. and Kaczmarek, S. K. (2011) *Business Communication – Building Critical Skills,* McGraw-Hill.

Level	2
Credits	3
Medium of Instruction	English
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbooks

Cunningham, W. P. and Saigo, B. W. (2010) *Environmental Science: A Global Concern,* 11th Ed., McGraw-Hill.

McMullan, R. (2007) *Environmental Science in Building,* 6th Ed., Palgrave Macmillan.

References

Baker-Laporte, P. (2001) *Prescriptions for A Healthy House : A Practical Guide for Architects, Builders, & Homeowners,* 2nd Ed., New Society Publishers.

Burberry, P. (1997) *Environment and Services,* 8th Ed., Pearson Education.

Heerwagen, D. (2004) *Passive and Active Environmental Controls: Informing the Schematic Designing of Buildings,* 1st Ed., McGraw-Hill.

Miller, G. T. and Spoolman, S. (2008) *Environmental Science: Problems, Concepts, and Solutions,* 12th Ed., Thomson learning.

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	100% coursework

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

References

Ching, F. D. K. (2007) *Architecture: Form, Space, and Order,* 3rd Ed., Wiley.

Conway, H. and Roenisch, R. (2005) *Understanding Architecture—An Introduction to Architecture and Architectural Theory,* 2nd Ed., Routledge.

Girouard, M. (1985) *Cities and People: A Social and Architectural History,* 1st Ed., Yale University Press.

Koolhaas, R. and Mau, B. (1998) *Small, Medium, Large, Extra-large: Office for Metropolitan Architecture,* 2nd Ed., Monacelli Press.

Rasmussen, S. E. (1962) *Experiencing Architecture,* 2 nd Ed., M. I. T. Press.

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
Prerequisites	Nil
Assessment	100% coursework

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**
  Hobbes: The State of Nature; Rousseau: The Social Contract, Schopenhauer: The World as Idea, The will to live; Kant: Categorical Imperative, Transcendental Appercetion; Marx: Historical Materialist Determinism, Alienation; Freud: Id, Ego, Superego, Unconscious; Existentialism: Kierkegaard, Nietzsche, Satre, existence precedes essence, Radical Freedom, Meaning of Life; Darwinian Evolution and Sociobiology; Skinner and Behaviourism.

- **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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Pojman. L. P. (2006) *Who Are We? : Theories of Human Nature,* Oxford University Press.

Stevenson, L. F. (2004) *Ten Theories of Human Nature,* 4th Ed., Oxford University Press. (萊斯列・斯蒂芬森，大衛・哈貝曼著，施忠連譯：《世界十大人性哲學》，上海市 ：復旦大學出版社，2007。)

References

Gross, R. (2009) *Themes, Issues and Debates in Psychology,* 3rd Ed., Hodder & Stoughton.

Hergenhahn, B. R. (2009) *An Introduction to The History of Psychology*, 6th Ed., Wadsworth.

Matthews, E. (2005) *Mind (Key Concepts in Philosophy),* Continuum.

Searle, J. R. (2004) *Mind: A Brief Introduction,* Oxford University Press

Level	2
Credits	3
Medium of Instruction	English
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 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

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 foodbourne illness; Food preservation, prevention measures against microbial foodbourne 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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbooks

Wardlaw, G. M. and Smith, A. M. (2012) *Contemporary Nutrition: A Functional Approach,* 2nd Ed., McGraw-Hill.

Whitney, E., DeBruyne, L. K., Pinna, K. and Rolfes, S. R. (2011) *Nutrition for Health and Health Care,* 4th Ed., Wadsworth, Cengage Learning.

References

Geissler, C. A. and Powers, H. J. (Eds.) (2009) *Fundamentals of Human Nutrition: For Students and Practitioners in the Health Sciences*, Elsevier/Churchill Livingstone.

McSwane, D., Rue, N. R. and Linton, R. (2005) *Essentials of Food Safety and Sanitation,* 4th Ed., Pearson/Prentice Hall.

Heredia, N., Wesley, I. and Garcia, S. (Eds.) (2009) *Microbiologically Safe Foods,* John Wiley & Sons.

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	100% coursework

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbooks

Andersen, M. L. (2006) *Thinking About Women: Sociological Perspectives on Sex and Gender,* Allyn and Bacon.

Lindsey, L. L. (2011) *Gender Roles: A Sociological Perspective*, Pearson Prentice Hall.

References

Francis. B. and Skelton, C. (2001) *Investigating Gender Contemporary Perspectives in Education,* Open University Press.

Lee, E. W. Y. (2003) *Gender and Change in Hong Kong: Globalisation, Postcolonialism and Chinese Patriarchy,* Hong Kong University Press.

Lips, H. M. (2005) *Sex & Gender : An Introduction,* McGraw-Hill.

Thorne, B. (1993) *Gender Play: Girls and Boys in School,* Open University Press.

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。

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Steer, J. M., Carlisi, K. A. (1998) *The Advanced Grammar Book,* 2nd Ed., Heinle & Heinle-Thomson.

References

Casagrande, J. (2006) *Grammar Snobs Are Great Big Meanies,* Penguin.

Crystal, D. (2004) *Making Sense of Grammar,* Pearson Longman.

Hughes, R. (2005) *Exploring Grammar in Writing,* Cambridge University Press.

Koch, R. S. (2000) *Focus on Grammar: An Advanced Course for Reference and Practice Workbook,* 2nd Ed., Addison Wesley.

Nettle, M. and Hopkins, D. (2003) *Developing Grammar in Context: Grammar Reference and Practice (Intermediate),* Cambridge University Press.

程度	2
學分	3
教學語言	中文〔粵語講授〕
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**
  何謂中國文化？研究文化的方法，介紹當代中外學者對中國文化的看法。

- **家國同構的倫理觀**
  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。

- **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

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

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

Craig, A. M. (2001) *The Heritage of Chinese Civilisation,* Prentice Hall.

De Bary, W. T. (Eds). (2000) *Sources of Chinese Tradition,* Columbia University Press.

Ebrey, P. B. (Eds.). (1993) *Chinese Civilisation: A Sourcebook,* The Free Press.

Fairbank, J. K., Goldman, M. (Eds.). (1998) *China: A New History,* Harvard University.

王力編：《中國古代文化史講座》，北京大學出版社，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。

程度	2
學分	3
教學語言	中文〔粵語或普通話講授〕
修讀條件	無
評估方法	60%課堂習作 40%期終考試

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那些預期學習成果。

學生所需的努力

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

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

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	50% coursework 50% examination

Aims

This course provides various communication models and theories for students to understand the human communication process. It develops their abilities and interests in evaluating the effectiveness of communication in different kinds of contexts ranging from self-concept to communication in mass media. It also 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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Wood, L.T. (2011) *Communication Mosaics: an Introduction to the Field of Communication,* 6th Ed., Wadsworth.

References:

Baran, S. (2010) *Introduction to Mass Communication: Media Literacy and Culture,* 6th Ed., McGraw-Hill.

Devito, J. A. (2012) *Human Communication: the Basic Course,* 12th Ed., Pearson-Education.

Folkerts, J., Lacy, S. (2007) *The Media in Your Life: An Introduction to Mass Communication,* 4th Ed., Pearson-Education.

Gamble, T. K., M. Gamble. (2010) *Communication Works,* 10th Ed., McGraw-Hill.

Hybels, S., Richard L. W. (2012) *Communicating Effectively,* 10th Ed., McGraw-Hill.

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Reading

Recommended Textbooks

Nagel, T. (2004) *What Does It All Mean? A Very Short Introduction to Philosophy*, Oxford University Press.

Pojman, L. (2007) *Introduction to Philosophy: Classical and Contemporary Readings,* 4th Ed., Oxford University Press.

References

Blackburn, S. (2001) *Think: A Compelling Introduction to Philosophy,* Oxford University Press.

Hosphers, J. (1996) *An Introduction to Philosophical Analysis,* 4th Ed., Prentice Hall.

Warburton, N. (2004) *Philosophy: The Basics,* 4th Ed., Routledge Press.

Rahula, W. (1974) *What the Buddha Taught,* Grove Press.

勞思光：《新編中國哲學史》，三民書局，1999 年版。

Level	2
Credits	3
Medium of Instruction	English
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**
  Politics; 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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbooks

Roskin, M. G. et al. (2010) *Political Science: An Introduction,* 11th Ed., Pearson Education Inc.

Heywood, A. (2007) *Politics,* 3rd Ed., Basingstoke: Palgrave Macmillan.

References

Sing, M. (Ed.). (2003) *Hong Kong Government and Politics,* Oxford University Press.

Lam, W. M. et al. (2007) *Contemporary Hong Kong Politics: Governance in the Post-1997 Era,* Hong Kong University Press.

Ma, N. (2007) *Political Development in Hong Kong: State, Political Society, and Civil Society,* Hong Kong University Press.

The Hong Kong Polytechnic University
Hong Kong Community College

Subject Description Form

Subject Code	CCN2022
Subject Title	Japanese II
Level	2
Credit Value	3
Medium of Instruction	Japanese, supplemented with English and/or Chinese (Cantonese)
Pre-requisite / Co-requisite/ Exclusion	**Pre-requisite** CCN1019 Japanese I, or a minimum of 39 hours' training in Japanese and/or an equivalent level of proficiency in Japanese, which must be supported by an official document
Objectives	This foundation subject 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.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (a) pronounce, read and write *Katakana* and other new sounds. (b) develop a cumulative vocabulary pool of about 1,000 words (including *Kanji*, commonly used expressions and phrases). (c) acquire a fundamental knowledge of Japanese grammar and sentence patterns at the elementary level. (d) speak simple Japanese phrases and sentences to initiate and respond in situational conversations at the elementary level. (e) read and understand short passages by mastering all Japanese characters, namely *Hiragana*, *Katakana* and *Kanji*. (f) cultivate a preliminary understanding of Japanese culture.
Subject Synopsis/ Indicative Syllabus	**Phonetic and Writing Systems** All vowels and consonants in their *Katakana* forms; More new sounds and their corresponding *Katakana* practices. **Vocabulary, Reading and Writing** Essential daily vocabulary; Reading short dialogues and passages; Writing basic sentences in correct word order.

<table>
<tr><td></td><td>

Grammar
More verbs; Present and past tense forms; Affirmative/negative form and verb conjugations; Expressions of existence; Adjectives and conjugations; Comparative and superlative structures; More particles.

Speaking and Listening
Substitution, transformation and expansion drills; Situational conversations; Simple listening comprehension practice.

Culture and Society
Selected topics on Japanese culture and society.

</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>This subject will reinforce students' acquisition of correct Japanese sounds and ability 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.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>

A variety of assessment tools will be used to develop and assess students' achievement of the subject intended learning outcomes.

<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td></tr>
<tr><td>Continuous Assessment*</td><td>60</td><td colspan="6"></td></tr>
<tr><td>▪ Assignment 1</td><td>3</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>▪ Assignment 2</td><td>3</td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>▪ Quizzes</td><td>18</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>▪ Test</td><td>18</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>▪ Group Presentation</td><td>12</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>▪ Class Participation</td><td>6</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Final Examination</td><td>40</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Total</td><td>100</td><td colspan="6"></td></tr>
</table>

**Continuous assessment items and/or weighting may be adjusted by the subject team subject to the approval of the College Programme Committee.*

To pass this subject, students are required to obtain Grade D or above in **both** the Continuous Assessment and Final Examination.

</td></tr>
<tr><td>Student Study Effort Expected</td><td>

<table>
<tr><td>Class contact</td><td>Hours</td></tr>
<tr><td>▪ Lecture</td><td>26</td></tr>
</table>

</td></tr>
</table>

	▪ Tutorial	13
	Other student study effort	
	▪ Self-study	40
	▪ Continuous Assessment	50
	Total student study effort	**129**
Reading List and References	**Recommended Textbooks** 大新書局出版社編輯部：《大家的日本語—初級 I》（《みんなの日本語》），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（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。	

Level	2
Credits	3
Medium of Instruction	English
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Chadderton, D. V. (2007) *Building Services Engineering*, 5th Ed., Taylor & Francis.

References

HK-BEAM Society (2005) *Enhancing Hong Kong's Built Environment*, HK-BEAM Society.

Goldstein, E. B. (2010) *Sensation and Perception*, 8th Ed., Wadsworth Cengage Learning.

Phillips, D. (2000) *Lighting Modern Buildings*, Architectural Press.

Valberg, A. (2005) *Light, Vision, Color*, John Wiley & Sons.

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
Prerequisites	CCN1004 Creative and Critical Thinking or CCN1035 The Art of Reasoning or CCN1036 Creative and Design Thinking or equivalent
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Hurley, P. (2011) *A Concise Introduction to Logic*, 11th Ed., Thomson Wadsworth.

References

Copi, I., Cohen, C. & McMahon, Kenneth. (2011) *Introduction to Logic*, 14th Ed., Pearson Education.

Fisher, A. (2004) *The Logic of Real Arguments*, Cambridge University Press.

Thomas, S. N. (1997) *Practical Reasoning in Natural Language*, 4th Ed., Prentice Hall.

馮耀明：《公孫龍子》，東大，2000 年版。

Level	2
Credits	3
Medium of Instruction	English
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).

- **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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Miller, R. S. and Perlman, D. (2012) *Intimate Relationships*, 6th Ed., McGraw-Hill Higher Education.

References

Berscheid, E. and Regan, P. (2005) *The Psychology of Interpersonal Relationships*, Pearson Education.

Firestone, R. W., Firestone, L. A. and Catlett, J. (2006) *Sex and Love in Intimate Relationships*, American Psychological Association.

Gauntlett, D. (2008) *Media, Gender and Identity: An Introduction*, 2nd Ed., Routledge.

Level	2
Credits	3
Medium of Instruction	English, supplemented with Chinese
Prerequisites	Nil
Assessment	60% coursework 40% examination

Aims

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.

Learning Outcomes

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Chan, A. (2010) *Understanding Media and Culture*, 2nd Ed., McGraw Hill.

References

Baran, S. J. (2012) *Introduction to Mass Communication: Media Literacy and Culture*, 7th Ed., McGraw Hill.

Dominick, J. R. (2011) *The Dynamics of Mass Communication: Media in Transition*, 11th Ed., McGraw Hill.

Wilson, J. R. and Wilson, S. L. (1998) *Mass Media/Mass Culture: An Introduction*, 4th Ed., McGraw Hill.

Level	2
Credits	3
Medium of Instruction	English
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Grant, L. (2010) *Well Said: Pronunciation for Clear Communication,* 3rd Ed., Heinle – Cengage Learning.

References

Anderson, K., Maclean, J. and Lynch, T. (2004) *Study Speaking: A Course in Spoken English for Academic Purposes*, 2nd Ed., Cambridge University Press.

Hancock, M. (2003) *English Pronunciation in Use*, Cambridge University Press.

Hybels, S. and Weaver II, R. L. (2011) *Communicating Effectively*, 10th Ed., McGraw-Hill.

Level	2
Credits	3
Medium of Instruction	English
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Callister, W. D. and Rethwisch, D. G. (2010) *Materials Science and Engineering: An Introduction*, 8th Ed., John Wiley & Sons.

References

Ashby, M. and Johnson, K. (2010) *Materials and Design: The Art and Science of Material Selection in Product Design,* 2nd Ed., Butterworth-Heinemann.

Cresswell, L., Attwood, J., Goodier, A. and Lambert, B. (2004) *Product Design: Graphics with Materials Technology*, 2nd Ed., Heinemann.

Pradeep, T. (2008) *Nano: The Essentials: Understanding Nanoscience and Nanotechnolgy*, McGraw-Hill.

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	60% coursework 40% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Hjorth, L. S., Eichler, B. A., Khan, A. S. and Morello, J. A. (2003) *Technology and Society: A Bridge to the 21st Century*, 2nd Ed., Prentice Hall.

References

Harris, C. E., Pritchard, M. S. and Rabins, M. J. (2008) *Engineering Ethics: Concepts and Cases*, 4th Ed., Wadsworth Cengage Learning.

Herkert, J. R. (1999) *Social, Ethical and Policy Implications of Engineering: Selected Readings,* Wiley-IEEE Press.

Martin, M. W. and Schinzinger, R. (2005) *Ethics in Engineering,* 4th Ed., McGraw-Hill.

Winston, M. E. and Edelbach, R. D. (2012) *Society, Ethics and Technology*, 4th Ed., Wadsworth.

Parkin, M. (2012) *Economics*, 10th Ed., Pearson Education.

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
Prerequisites	Nil
Assessment	100% coursework

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Reading

Recommended Textbooks

Mok, K. H. (2000) *Social and Political Development in Post-Reform China*, Macmillan Press.

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

Bray, D. (2005) *Social Space and Governance in Urban China: The Danwei System from Origins to Reform,* Stanford University Press.

MacPherson, S. and Wong, H. K. (Eds). (1998) *Social Development and Societies in Transition*, Ashgate.

Meisner, M. J. (1999) *Mao's China and After: A History of the People's Republic*, Free Press.

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。

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	40% coursework 60% examination

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 student develop their 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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Mario F. Triola (2012*) Elementary Statistics Technology Update: International Edition,* 11th Ed., Pearson Higher Education.

References

Michael Sullivan (2010) *Statistics: Informed Decisions Using Data,* 3rd Ed., Pearson Higher Education.

Robert R. Johnson (2012*) Elementary Statistics International Edition*, 11th Ed., BrooksCole.

Allan Bluman (2011) *Elementary Statistics: A Step By Step Approach,* 8th Ed., McGraw-Hill.

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
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 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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

References

Barnes, G. L. (1993) *China, Korea and Japan: The Rise of Civilisation in East Asia*, Thames & Hudson.

Bowman, J. S. (2000) *Columbia Chronologies of Asian History and Culture*, Columbia University Press.

Brødsgaard, K. (Ed.). (2001) *State Capacity in East Asia: China, Taiwan, Vietnam, and Japan*, An edition of the 1st Ed., Oxford University Press.

Chang, S. J. (2006) *Financial Crisis and Transformation of Korean Business Groups: The Rise and Fall of the Chaebols*, Cambridge University Press.

Chun, A., Rossiter N. and Shoesmith, B. (Eds.). (2004) *Refashioning Pop Music In Asia: Cosmopolitan Flows, Political Tempos, And Aesthetic Industries*, RoutledgeCurzon.

Clyde, P. H. and Beers, B. F. (1991) *The Far East: A History of Western Impacts and Eastern Responses, 1830-1975*, 6th Ed., Prentice-Hall.

Cumings, B. (2005) *Korea's Place in the Sun: A Modern History*, Updated Edition, Norton.

Fairbank, J. K., Reischauer, E. O. and Craig, A. M. (1989) *East Asia: Tradition and Transformation*, Revised Edition, Houghton Mifflin.

Hall, J. W. (1995) *Japan: From Prehistory To Modern Times*, Charles E. Tuttle Company.

Hsü, I. C. Y. (1999) *The Rise of Modern China*, 6th Ed., Oxford University Press.

Jackson, A., Gibb, M. and White, D. (Eds). (2006) *How East Asian Films Are Reshaping National Identities: Essays On The Cinemas Of China, Japan, South Korea, And Hong Kong*, Edwin Mellen Press.

Jansen, M. B. (2000) *The Making Of Modern Japan*, Belknap Press of Harvard University Press.

Murphey, R. (2009) *East Asia: A New History*, 5th Ed., Pearson Longman.

Penkala, M. (1970) *Correlated History of the Far East*, C. E. Tuttle.

Shin, D. M. (2003) *Social And Economic Policies In Korea: Ideas, Networks And Linkages*, RoutledgeCurzon.

Steinhardt, N. S. (1999) *Chinese Imperial City Planning*, University of Hawaii Press.

Steven, C. S. (2008) *Japanese Popular Music*, Routledge.

von Verschuer, C. *"Japan's foreign relations 600-1200 A.D. A translation from Zenrin Kokuhōki." Monumenta Nipponica Vol. 54 No. 1:1-39.*

董向榮：《南韓：創造奇蹟》，香港城市大學出版社，2009 年版。

梁英明：《近現代東亞文化》，北京大學出版社，1995 年版。

余定邦，喻常心編：《近現代中國與東亞關係史》，中山大學出版社，1999 年版。

張慧智、李敦球合著：《北韓：神秘的東方晨曦之國》，香港城市大學出版社，2008 年版。

張望：《軍國主義復活了嗎？》，星克爾出版有限公司，2006 年版。

Audio-visual materials

Discovery Channel (produced) (2008) *China Rises: A Documentary in Four Parts,* Discovery Channel.

National Geographic Channel (produced) (2007) *Inside North Korea*, National Geographic Video.

Television Broadcasts Limited (produced) (27 March, 1995) *Japanese Women,* Television Broadcasts Limited.

Williams, S. (dir.). (2007) *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)

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
Prerequisites	Nil
Assessment	100% coursework

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbooks

Swift, A. (2006) *Political Philosophy: A Beginners' Guide for Students and Politicians*, 2nd Ed., Polity.

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

Mappes, T. A. and Zembaty, J. S. (2007) *Social Ethics. Morality and Social Policy*, 7th Ed., McGraw-Hill.

Pojman, L. P. (1999) *Life and Death: Grappling with the Moral Dilemmas of Our Time*, 2nd Ed., Wadsworth Pub Co.

Rachels, J. and Rachels, S. (2009) *The Elements of Moral Philosophy*, 6th Ed., McGraw-Hill.

Wolff, J. (2006) *An Introduction to Political Philosophy*, Rev Ed., Oxford University Press.

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。

Level	2
Credits	3
Medium of Instruction	English and Chinese (Spoken: Cantonese; Written: Chinese)
Prerequisites	Nil
Assessment	100% Coursework

Aims

The purpose of this subject is to help students to develop their expressive capabilities and relevant skills of storytelling in the digital era. The new form of storytelling uses digital technologies and sharing platforms to convey message, which is totally different from the conventional form. Along with the popularity of digital equipment, smartphones and software used by the general public, digital storytelling becomes an effective communication channel to make meaningful content and ideas in the areas of education, community, business, social, health and human services agencies, entertainment and personal or interpersonal expression.

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 an innovative way to solve communicative problems in a variety of disciplines
- acquire knowledge of a conceptual framework of digital storytelling on interdisciplinary relationships
- identify the applications of digital storytelling
- apply essential techniques in digital storytelling in terms of narrating, editing and sharing
- demonstrate digital storytelling as an effective communication channel

Indicative Contents

- **Genres in Digital Storytelling**
  Various forms of digital storytelling; Micro-film; Viral video; Video art; Sound art; Animation; Documentary; TV commercials; Digital film.

- **Storytelling**
  Methods of telling stories; Personal narrative; Character; Scene; Location; Timing; Dialogue; Monologue; Storyboard.

- **Creating a Digital Story**
  Tools for telling digital stories; Digital images; Digital sound; Digital media.

- **Publishing of a Digital Story**
  Interactive communication between the author and audience via different social networking platforms; Ethical considerations.

Teaching/Learning Approach

Students will be guided to express their ideas through the integration of still imagery, moving imagery, sound, and text which can never be achieved by the conventional modality. The extensive engagement of digital storytelling in the social networking platform is propitious for the enhancement of communication and interaction between the authors and audiences.

Lectures will focus on the foundation theory in digital storytelling. Works appreciation will be included in lectures. Students will have an overview of different genres in digital storytelling.

Workshops conducted in the laboratory/studio will focus on exploring a variety of digital communication tools. Students will learn to arrange a digital storytelling in the laboratory by using photos, sound and editing software, as well as a digital camera.

Tutorials will focus on analysing, generating and creating a digital storytelling work. Students will have a chance to discuss their works and generate different ways to create a digital storytelling work.

Assessment Approach

A variety of assessment tools will be used, including individual assignments/group projects, presentations, and/or quiz to assess students' understanding of basic concepts in digital storytelling, digital works, ability of telling stories by using digital media communication tools.

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

References

Alexander, B. (2011) *The New Digital Storytelling: Creating Narratives with New Media,* 1st Ed., Praeger.

Bordwell, D. (2008) *Film Art: An Introduction*, 8th Ed., McGraw Hill.

Brown, B. (2002) *Cinematography: Theory and Practice: Image Making for Cinematographers, Directors, and Videographers,* 1st Ed., Focal Press.

Hockrow, R. (2013) *Storytelling Techniques for Digital Filmmakers; Plot Structure, Camera Movement, Lens Selection, and More,* 1st Ed., Amherst Media.

Lambert, J. (2012) *Digital Storytelling: Capturing Lives, Creating Community*, 1st Ed., Routledge.

Straczynski, J. (2002) *The Complete Book of Scriptwriting,* 1st Ed., Writers Digest

吳昊、陳家樂：《編劇手冊》，香港：天地圖書，2011年版。

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	100% Coursework

Aims

New Media is a cross-discipline subject integrated from computer science, visual arts, and literature, etc. It covers a wide range of forms from experimental film, video installation to programming art and web media. This subject aims at appreciating the trend of New Media from the point of view of Visual Arts, and to connect visual arts and science together by understanding the basic techniques of creating dynamic visual effects through the use of programming. Students are encouraged to visualise natural and innovative visual effects in digital format through using simple programming skills and fundamental scientific principles. This subject emphasises cross-media study with creative outputs. Thus programming effects will be furthermore integrated with other media like drawing and video for innovative representation. The taught effects are widely applicable to different art and design projects, like animation, web media, and interactive interface design.

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 the background and current trend of New Media for lifelong learning
- distinguish different scientific principles for different visual effects
- develop simple programmes for information visualisation
- demonstrate creativity in integrating different media for innovative representation

Indicative Contents

- **Introduction to New Media**
  History and representative art works in New Media.

- **Programming Basics to Visualise Data**
  Basic concepts of programming; Decision branches; Looping; Coloring; 2D Array; Data processing; Animation output by programming.

- **Randomisation**
  Simple use of Random number; Perlin noise; Random number with tendency; Application of randomisation.

- **Motion**
  Basic concepts of algebra and trigonometry; Simple random motion; Motion with force.

- **Media Crossing**
  Programming effects integrated with drawing; Programming effects integrated with video.

Teaching/Learning Approach

Lectures will focus on the introduction of New Media, the explanation of different scientific and programming concepts, and the applications of concepts on effect visualisation with relevant examples.

Tutorials will be conducted in laboratories. Under the supervision and guidance of the lecturer, students will have hands-on practice in programming to visualise scientific concepts, and have cross-media experiments to integrate programming effects with traditional media like drawing and video. Possible outputs can be still image, animation, or interactive interface. This will build up their competence in visualising concepts through media integration for creative purposes.

Assessment Approach

A variety of assessment tools will be used, including individual assignments/group projects, presentations, and/or quiz to assess students' understanding of scientific concepts, ability of visualising ideas by programming for creative purposes, and skills of visual communication.

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

References

Bohnacker, H., Gross, B., Laub, J., Lazzeroni, C. (2012) *Generative Design*, 1st Ed., Princeton Architectural Press.

Reas, C., Fry, B. (2007) *Processing: A Programming Handbook for Visual Designers and Artists,* 1st Ed., MIT Press.

Reas, C., Fry, B. (2010) *Getting Started with Processing*, 1st Ed., Maker Media, Inc.

Shiffman, D. (2008) *Learning Processing: A Beginner's Guide to Programming Images, Animation, and Interaction*, 1st Ed., Morgan Kaufmann.

Shiffman, D. (2012) *The Nature of Code: Simulating Natural Systems with Processing*, 1st Ed., The Nature of Code.

Level	2
Credits	3
Medium of Instruction	English, supplemented with Cantonese
Prerequisites	Nil
Exclusions	CCN2259 Health Management for the Elderly People
Assessment	60% Coursework 40% Examination

Aims

This subject aims to provide students with an overview of healthy aging and wellness promotion of older adults in view of Hong Kong's local situation. Topics include physical, cognitive, psychological and behavioral factors in aging. Socio-economic and policy factors that support healthy aging will be examined. Wellness promotion strategies involving exercise/nutrition planning, development of healthy attitudes and management of personal security will be explored in a practical approach. Throughout the subject, emphasis is placed on normal and healthy aging. Students are expected to acquire basic knowledge and skills that are relevant to living and working with elderly persons in 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.

Learning Outcomes

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

- communicate effectively with elderly people in daily context
- develop a positive attitude towards healthy aging
- demonstrate knowledge of the basic study of aging related to health, physiological, psychological, and social aspects that impact on older adults and those who work with and care for them
- acquire the basic skills in assessment of functional independence, psycho-social well-being of the elderly people
- identify wellness strategies that promote healthy aging in areas of physical wellness, personal development and security
- locate community resources, family and social support system, and professional or agency setting that serve the older population

Indicative Contents

- **Socio-economic Issues for the Older People in Hong Kong**
  - Current scenario of aging population in Hong Kong and its social impact.
  - Range of health and social services currently available and needed by senior citizens of Hong Kong.

- **Wellness Promotion**
  - Aging processes of various body systems; Wellness strategies that prevent disease and promote functioning in these body systems.
  - Sensory-perceptual alteration, cognitive changes and psychological health issues; Wellness strategies that promote coping and healthy aging.

- **Developing Healthy Attitudes**
  - Healthy attitudes to life; Strategies for coping with life transitions and end of life; Strategies for financial planning.

- **Nutrition and Exercise Planning**
  - Assessment of unique nutritional needs; Nutrition and exercise plans.

- **Home Life, Safety, and Personal Security**
  - Assessment of functional independence and psycho-social well-being; Home and personal security; Drug and food safety.

Teaching/Learning Approach

Lectures will be used to explain and demonstrate the topics introduced. Case studies, videos, discussions and interactive exercises will be used during tutorials to let students share experience and information. A field visit to geriatric care settings will be arranged for students to get a general knowledge of the different care models for older people. At the end of the field visit, a briefing session will be conducted to encourage learners to reflect on their classroom learning.

Assessment Approach

A variety of assessment tools will be used, which may include wellness portfolio, group project, presentation, field visit report, test and final examination. The aims are to assess students' level of awareness of the general health and social issues; ability to apply theory and assessment techniques that help them achieve the 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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Haber, David. (2013) *Health Promotion and Aging: Practical Applications for Health Professionals*, 4th Ed., New York: Springer.

References

Ferrini, A. and Ferrini, R. (2012) *Health in Later Years*, 5th Ed., New York: McGraw-Hill.

Levkoff, Sue and Jeanne Wei (2001) *Aging Well: The Complete Guide to Physical and Emotional Health*, New York: Wiley.

McDonald, R. B. (2014) *Biology of Aging*, New York: Garland Science/Taylor & Francis Group.

Woo, J (2012) *Aging in Hong Kong: A Comparative Perspective*, New York: Springer.

陳燕禎：《銀髮照顧產業之發展：資源整合的觀點》*Development Trends of Elderly Care Industry: From the Perspective of Integration of Resources*，新北市：威仕曼文化事業股份有限公司，2012年版。

衞生署長者健康服務：《運動有方 活出健康》，香港：天地圖書有限公司，2012年版。

http://www.info.gov.hk/elderly/chinese/foreword-c.htm

Level	2
Credits	3
Medium of Instruction	English and Chinese (Written: Chinese; Spoken: Cantonese)
Prerequisites	Nil
Assessment	100% Coursework

Aims

This subject aims to explore the meanings and functions of music in the modern world. It enables students to develop basic knowledge of music, and to understand how music is related to culture, communication, psychology, human behaviour and mental health. It also provides students with a contextual framework for understanding related research.

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 various meanings and functions of music in societies
- examine the multiple perspectives with which people view and understand music
- describe the interplay between music, mind and human behaviour
- apply concepts and theories to the analysis of the cultural and social implications of musical performances
- demonstrate a foundation knowledge base for further study of the meanings of music to culture and both the mental and behavioral aspects of human living

Indicative Contents

- **Basic Elements of Music**
  Tone; Pitch; Rhythm; Timbre; Dynamic; Contour; Tempo; Spatial location; Reverberation; Melody; Meter; Harmony.

- **Music and Human Behaviour**
  The concept of musical behaviour; Functions of classical (art) music; "Producers" and "consumers" of music.

- **Music and Mind**
  Music cognition; Cognitive neuroscience of music; Music and the brain; Spatial-temporal reasoning; Early childhood exposure to classical (art) music; The Mozart Effect.

- **Music and Mental Health**
  Mental therapy; Emotional and affective development; Biomusicology; Psychoacoustics.

- **Music, Culture and Society**
  Gender and music; Musical anthropology; Ethnomusicology; Social studies and music.

Teaching/Learning Approach

Interactive approach is adopted: students are required to actively participate in discussions and presentations. Audio and visual materials are used to enhance students' understanding of the teaching contents. Lectures will be used to present information, concepts and theories of the subject whereas discussions and in-class assignments regarding the concepts and theories will be held in the tutorials. In the tutorials, students will be divided into groups, and they will deliver a comprehensive presentation with a selected topic using the concepts and theories taught and examined in the lectures.

Assessment Approach

Continuous assessment is adopted in this subject. A variety of assessment tools will be used, including case studies, written reports, individual assignments, test(s) and presentations designed to assess students' analytical skills on the cultural and social implications of music.

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

References

Blacking, J. (1995) *Music, Culture and Experience*, University of Chicago Press.

Campbell, D. (1997) *The Mozart Effect: Tapping the Power of Music to Heal the Body, Strengthen the Mind, and Unlock the Creative Spirit*, Avon Books.

Deliege, I. & Sloboda J. (1997) *Perception and Cognition of Music*, The Psychology Press.

Erlmann, V. (Ed.) (2004) *Hearing Cultures: Essays on Sound, Listening and Modernity*, Bloomsbury Academic.

Grout, D. J. et al. (2009) *A History of Western Music*, 8th Ed., W. W. Norton & Company.

Hodges, D. A. & Sebald, D. C. (2011) *Music in the Human Experience*, Routledge.

Levitin, D. J. (2006) *This is Your Brain on Music: The Science of a Human Obsession*, Dutton.

Patel, A. D. (2008) *Music, Language, and the Brain*, Oxford University Press.

Peretz, I. & Zatorre R. J. (2003) *The Cognitive Neuroscience of Music*, Oxford University Press.

Snyder, R. (2001) *Music and Memory: An Introduction*, MIT Press.

Wallin N. L. et al. (Ed.) (2001) *The Origins of Music*, New Edition, A Bradford Book.

Level	2
Credits	3
Medium of Instruction	English and Chinese (Spoken: Cantonese; Written: Chinese)
Prerequisites	Nil
Assessment	100% Coursework

Aims

This is an interdisciplinary subject that aims to help students to develop a critical understanding of cohesive relationship among society, culture and visual arts. The subject will look at the evolution of artistic tendencies in the 1970s with large social engagement and less skill-based practices. Hence, artworks can be interpreted as systematic reflections of society and societal behaviour through controversial subject matters and popular visual idioms in social realm. A diverse set of artists express their personal thoughts and insights towards our society by unconventional mediums and activities. In summary, this subject provides hands-on experience and an overview of the role of visual arts in the community and the impact those contemporary artists casted on contemporary existence.

The Subject Team is required to refer to the relevant Programme Curriculum Map(s) for the role of this subject in helping students to 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 understanding of the cohesive relationship between society and visual arts
- apply creative solution through arts practices
- demonstrate critical thinking ability through the employment of visual arts as a new channel of social communication
- develop lifelong learning towards cultural and aesthetic values

Indicative Contents

- **Introduction to Sociological Perspective on Art**
  The relationship between society and visual arts; Comparison of social functions and uses of the arts over time; The conceptual framework and development of sociological art.

- **Visual Arts in Sociological Paradigm**
  Art as propaganda; Gender; Consumption in art; Popular culture and mass media.

- **Art Practices as a New Channel of Social Communication**
  Public art and artistic events in public space; Collaboration works of community art; Art participation in social networking platform; Explore and use popular visual idioms in art practice creatively; Cases in Hong Kong, Taiwan and Mainland China.

Teaching/Learning Approach

The subject will go through key social themes adopted by contemporary artists; students will be guided to develop creative art practices towards their social concerns after lectures and critical discussions.
Using an interactive approach, this subject will be taught by means of lectures, field visits, tutorials, workshops, seminars and presentations.

Lectures introduce and explain the basic concepts and the subject matters of visual arts in sociological paradigm.

Seminars and classroom discussions broaden students' interpretative opinion on selected social themes adopted by contemporary artists.

Workshops lead students to produce meaning-making artworks. Students are expected to participate actively in class by leading discussions on their research findings and doing presentations.

Tutorials provide students with the opportunity to deepen their understanding of the subject and to explore further the applications of ideas taught.

Assessment Approach

A variety of assessment tools will be used, including presentations, written reports, quiz, artworks creation and portfolio designed to develop and assess students' achievement of the subject intended learning outcomes as well as generic skills including creative and critical thinking, analytical and communication skills. Students will be assessed by their ability to synthesise a broad range of information with critical arguments.

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

References

Arnold W. Foster and Judith R. Blau, (1989) *Art and Society – Readings in the Sociology of the Arts*, 1st Ed., State University of New York Press.

Kristine Stiles and Peter Selz, (2012) *Theories and Documents of Contemporary Art: A Sourcebook of Artists' Writings*, 2nd Ed., University of California Press.

Thomas Crow (2005) *The Rise of the Sixties: American and European Art in the Era of Dissent,* 1st Ed., Yale University Press.

Toby Clark (1997) *Art and Propaganda in the Twentieth Century – The Political Image in the Age of Mass Culture,* 1st Ed., Harry N. Abrams, Inc.

Victoria Alexander, (2003) *Sociology of the Arts - Exploring Fine and Popular Forms*, 1st Ed., Wiley-Blackwell.

陳秉璋、陳信木：《藝術社會學》，台北：巨流圖書公司，1993 年版。

The Hong Kong Polytechnic University
Hong Kong Community College

Subject Description Form

Subject Code	CCN2048
Subject Title	The History and Culture of Modern China
Level	2
Credit Value	3
Medium of Instruction	English and Chinese (Cantonese)
Pre-requisite / Co-requisite/ Exclusion	**Exclusion** CCN2033 The History of Modern China
Objectives	This subject examines major social, political, and cultural changes in China from the early 19th century to the mid-20th century. It explores the genesis, developments and impacts of key historical issues such as the crises and reforms in the late Qing dynasty, the Western intrusion which triggered a critical re-examination of China's traditional culture, the ideological awakening during the May Fourth Movement, the struggles between the Guomindang and the Chinese Communist Party, the radicalism in the early years of the People's Republic of China, etc. It also introduces some of the leading scholarly interpretations and debates concerning modern China.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (g) describe major socio-political-cultural changes in modern Chinese history. (h) explain some key conceptual tools for understanding modern China, such as reform, revolution, imperialism, nationalism, etc. (i) evaluate the comparative strengths and weaknesses of Chinese and Western cultures and their interactions. (j) apply relevant knowledge and concepts to explain contemporary Chinese issues such as the strong force of Chinese nationalism.
Subject Synopsis/ Indicative Syllabus	**Crises and reforms in late Qing** The Opium War; the Taiping Rebellion; the Self-strengthening Movement; the Hundred Days Reform; the Boxer Uprising. **The Republic and the warlord era** Sun Yat-sen and Three Principles of the People; the 1911 Revolution; Yuan Shikai's revival of the monarchy; warlordism.

<table>
<tr><td></td><td>

Ideological awakening
The May Fourth Movement; democracy and science; rise of Chinese nationalism; birth of the Chinese Communist Party.

The War of Resistance
Japanese aggression; Wang Jingwei's peace movement; the GMD-CCP alliance; the American interlude.

The Civil War and the Communist victory
Role of the U.S.; causes of the Nationalist defeat.

Early years of the PRC
The Anti-Rightist Campaign; the Great Leap Forward; the Cultural Revolution.

</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Lectures will introduce the theoretical framework, historical backgrounds and major issues involved to help students master the subject's content. Tutorials will conduct in-depth discussions on selected topics. Students in groups will be required to give oral presentations to further explore the topics they are interested in. An individual paper will prompt students to conduct in-depth research while sharpening their critical thinking and writing skills.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>

A variety of assessment tools will be used to develop and assess students' achievement of the subject intended learning outcomes.

<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="4">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td></tr>
<tr><td>Continuous Assessment*</td><td>50</td><td colspan="4"></td></tr>
<tr><td>▪ Test</td><td>15</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>▪ Group Presentation</td><td>15</td><td></td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>▪ Individual Paper</td><td>15</td><td></td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>▪ Class Participation</td><td>5</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Final Examination</td><td>50</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Total</td><td>100</td><td colspan="4"></td></tr>
</table>

**Continuous assessment items and/or weighting may be adjusted by the subject team subject to the approval of the College Programme Committee.*

To pass this subject, students are required to obtain Grade D or above in **both** the Continuous Assessment and Final Examination.

</td></tr>
<tr><td>Student Study Effort Expected</td><td>

<table>
<tr><td>Class contact</td><td>Hours</td></tr>
<tr><td>▪ Lecture</td><td>26</td></tr>
<tr><td>▪ Tutorial</td><td>13</td></tr>
</table>

</td></tr>
</table>

	Other student study effort	
	▪ Self-study	48
	▪ Continuous Assessment	45
	Total student study effort	**132**
Reading List and References	**Recommended Textbook** Hsü, Immanuel C.Y. (2000). *The Rise of Modern China*. (6th ed.), New York: Oxford University Press. (中文版) 徐中約著，計秋楓、朱慶葆譯：《中國近代史》上冊，香港：中文大學出版社，2001 年。 徐中約著，計秋楓、鄭會欣譯：《中國近代史》下冊，香港：中文大學出版社，2002 年。 **References** Chow, Tse-tsung (1963). *The May Fourth Movement: Intellectual Revolution in Modern China, 1915-1924*. Cambridge, Mass.: Harvard University Press. Fairbank, J. K. & Goldman, M. (2006). *China: A New History*. (2nd ed.), Cambridge, Mass.: Belknap Press of Harvard University Press. Meisner, Maurice (1999). *Mao's China and After: A History of the People's Republic*. (3rd ed.), New York: Free Press. Spence, Jonathan D. (1999). *The Search for Modern China*. (2nd ed.), New York: W.W. Norton. 林蘊暉、沈志華、錢庠理、卜偉華、史雲、李丹慧、蕭冬連：《中華人民共和國史》(七卷) ，香港：中文大學當代中國文化研究中心，2008 年 - 2009 年。 陳永發：《中國共產革命七十年》，台北：聯經出版事業公司，2001 年 (修訂版)。 郭廷以：《近代中國史綱》，香港：中文大學出版社，1986 年 (第 3 版)。 張玉法：《中華民國史稿》，台北：聯經出版事業公司，1998 年。

The Hong Kong Polytechnic University
Hong Kong Community College

Subject Description Form

Subject Code	CCN2049
Subject Title	Chinese and Western Cultures
Level	2
Credit Value	3
Medium of Instruction	English and Chinese (Cantonese)
Pre-requisite / Co-requisite/ Exclusion	**Exclusion** CCN2034 The Perspectives of Eastern and Western Cultures
Objectives	Through the study of Chinese and Western perspectives of culture such as religion, philosophical thoughts, popular culture and ethical thinking, the subject aims to familiarize students with a major and systematic understanding of the basic differences and similarities between the two. In addition, students will acquire a broad range of cultural knowledge through which a deeper bicultural consciousness can be cultivated, and adapt the interaction between the Chinese and Western cultures as well as becoming more culturally sensitive in society nowadays.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (a) identify aspects of Chinese and Western cultures. (b) demonstrate the differences and similarities of Chinese and Western ways of thinking. (c) recognise culturally sensitive elements when dealing with people of different cultural backgrounds. (d) explain the interaction and hybridity between the Chinese and Western cultures in the world.
Subject Synopsis/ Indicative Syllabus	**The Concept of Culture** The ambiguity of culture; The definitions; Culture and civilisation; Basic theories in cultural studies; Cultural studies across disciplines. **The Basic Characteristics of and Conceptions in Chinese and Western Cultures** The forming and content of Chinese and Western cultures; The interaction taking place between the two cultures. **Religions** The lives and thoughts of the founders of major Chinese and Western

<table>
<tr><td></td><td>religions; The development of medieval theologies of different religions; The influences of different religions in societies.

Language and Communication
Language and culture; The pragmatics in Chinese and Western cultures; The differences between verbal and body languages in China and the West.

Human Relationship
The conception on relationship in China and the West; The difference between Chinese and Western conceptions on family; Gender and sexuality; Impacts of modernisation on family structures in China and the West.

Mutual Impressions
The changes in the Chinese attitudes towards foreign cultures in the “classical”, “medieval”, and the “modern” era; The impression of Westerners in Chinese popular culture; The impression of Chinese in Western popular culture.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Lectures will focus on introduction of concepts and understanding of the basic differences and similarities between Chinese and Western cultures through multi-media resources, cinematic materials, and literary examples. 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 discussions and presentations in order to help them to adapt the interaction between the Chinese and Western cultures in the real world.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>A variety of assessment tools will be used to develop and assess students’ achievement of the subject intended learning outcomes.

<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="4">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td></tr>
<tr><td>Continuous Assessment*</td><td>50</td><td colspan="4"></td></tr>
<tr><td>▪ Individual Assignment</td><td>15</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr>
<tr><td>▪ Group Project</td><td>15</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>▪ Test</td><td>15</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>▪ Participation</td><td>5</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Final Examination</td><td>50</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Total</td><td>100</td><td colspan="4"></td></tr>
</table>
*Continuous assessment items and/or weighting may be adjusted by the subject team subject to the approval of the College Programme Committee.</td></tr>
</table>

	To pass this subject, students are required to obtain Grade D or above in **both** the Continuous Assessment and Final Examination.	
Student Study Effort Expected	**Class contact**	**Hours**
	▪ Lecture	26
	▪ Tutorial	13
	Other student study effort	
	▪ Self-study	52
	▪ Continuous Assessment	39
	Total student study effort	**130**
Reading List and References	**References** Berry, Chris (1991). *Perspectives on Chinese Cinema*. British Film Institute. Chow, Rey (1991). *Woman and Chinese Modernity: The Politics of Reading Between East and West*. Minneapolis: University of Minnesota Press. Duiker, W. & Spielvogel, J.J. (2004). *World History*. Singapore: Thomson. *Edward Said on Orientalism* [videorecording] (2002). Media Education Foundation; executive producer & director, Sut Jhally; producer & editor Sanjay Talreja. Northampton, MA: Media Education Foundation Luce, J. V. (1992). *An Introduction to Greek Philosophy*. London: Thames and Hudson. Norman E. B. & Simon, R. L. (1998). *The Individual and Political Order*. Rowman & Littlefield. Stevenson, L & Haberman, D. (2004). *Ten Theories of Human Nature*. New York; Oxford: Oxford University Press. Strinati, D. (2000). *An Introduction to Theories of Popular Culture*. London and New York: Routledge. Tarnas, Richard (1996). *The Passion of the Western Mind: Understanding the Ideas that have Shaped our World View*. London, Sydney: Pimlico. Wang, Hui (2014). *China From Empire to Nation-State*. Translated by Michael Gibbs Hill, Cambridge, Mass.: Harvard University Press. Zhang, Longxi (1992). *The Tao and the Logos: Literary Hermeneutics, East and West*. Durham: Duke University Press. 王曾才：《西方文化要義》，臺北：五南圖書，2003 年。	

弗里德里希・希爾(Friedrich Heer)著；趙復三譯：《歐洲思想史》，香港：中文大學出版社，2003 年。

余英時：《士與中國文化》，上海：上海人民出版社，2013 年。

李新柳：《東西方文化比較導論》，北京：高等教育出版社，2005 年。

唐君毅：《中國文化之精神價值》， 臺北：正中書局，2000 年。

梁漱溟：《東西文化及其哲學》，北京：商務，1987 年。

梁漱溟：《中國文化要義》，香港：三聯書店(香港)有限公司，1989 年。

理查・塔那斯(Richard Tarnas)著；王又如譯：《西方心靈的激情》，臺北：正中書局，1995 年。

勞思光：《新編中國哲學史》，臺北：三民書局，2004 年。

勞思光著；梁美儀編：《中國文化要義新編》，香港：中文大學出版社，1998 年。

楊伯峻：《論語譯注》，香港：中華書局，1984 年。

閻江，肅妮妮：《中西方文化比較》，上海：上海辭書出版社，2003 年。

錢穆：《從中國歷史來看中國民族性及中國文化》，香港：中文大學出版社，1979 年。

The Hong Kong Polytechnic University
Hong Kong Community College

Subject Description Form

Subject Code	CCN2050
Subject Title	Creativity and Everyday Life
Level	2
Credit Value	3
Medium of Instruction	English, supplemented with Chinese (Cantonese)
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject aims to stimulate students to behave creatively in everyday life. It provides students with the knowledge of the nature of creativity, introduces techniques for generating new ideas and enables students to explore creative solutions for everyday scenarios. This subject develops students' creative habits of mind through sharpening perception, encouraging reflection and experiencing alternative possibilities.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (k) explain the basic concepts and theories of creativity. (l) apply creative thinking skills to overcome creative blocks. (m) define and solve problems with a creative mindset. (n) generate feasible creative ideas for everyday scenarios.
Subject Synopsis/ Indicative Syllabus	**The Nature of Creativity** Mechanism of the mind; Concepts of creativity such as geniuses' creativity vs everyday creativity; Levels of creativity; Measuring creativity. **Creative Mindset** Attitude; Personality; Habits of mind; Roles of perception and reflection. **Creative Thinking Techniques** Identifying and mapping attributes; Making possibilities; Changing and shifting perspectives; Making association and analogy thinking; Probing emotion and the subconscious. **Conceptual Blockbusting** Overcoming perceptual, emotional, cultural, environmental and intellectual blocks.

<table>
<tr><td></td><td>Creativity in Everyday Life
Small ‘c’ creativity; Group creativity; Cross-disciplinary creativity.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Students will be expected to engage actively in the learning process. Lectures and class exercises will be closely integrated together to facilitate the learning of both declarative and procedural knowledge in the subject. Students will be guided to practise creative thinking and explore its applications in daily life. Lectures introduce the basic concepts of creativity and case studies will be presented to illustrate applied creativity in everyday life. Tutorials will provide students with the opportunities to deepen their understanding of the subject and to explore further the application of theories and methods. Course assignments will allow students to actively reflect upon their creative thinking process and demonstrate their own everyday creative ideas. Group exercises provide opportunities for collaboration and mutual stimulation. Each group has to consolidate their learning through a written summative report and a presentation of key ideas. Students will also be guided through an individual creative project. Besides submission of documentation, they have to present the project outcome in class. Students will gain feedback from peers and the lecturer in both tutorials and presentations.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>A variety of assessment tools will be used to develop and assess students’ achievement of the subject intended learning outcomes.
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="4">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td></tr>
<tr><td>Continuous Assessment*</td><td>100</td><td colspan="4"></td></tr>
<tr><td>▪ Exercises (Group)</td><td>25</td><td></td><td>✓</td><td></td><td></td></tr>
<tr><td>▪ Test</td><td>20</td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>▪ Project (individual)</td><td>30</td><td></td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>▪ Reflective Journal (individual)</td><td>25</td><td>✓</td><td></td><td>✓</td><td>✓</td></tr>
<tr><td>Total</td><td>100</td><td colspan="4"></td></tr>
</table>
*Continuous assessment items and/or weighting may be adjusted by the subject team subject to the approval of the College Programme Committee.

To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.</td></tr>
</table>

Student Study Effort Expected	**Class contact**	**Hours**
	▪ Lecture	13
	▪ Tutorial	26
	Other student study effort	
	▪ Self-study	36
	▪ Continuous Assessment	50
	Total student study effort	125

Reading List and References

Recommended Textbook

Nil

References

Adams, J.L. (2001). *Conceptual Blockbusting: A Guide to Better Ideas*. Massachusetts: Perseus Publishing.

De Bono, E. (1970). *Lateral Thinking*. UK: Penguin Books.

De Bono, E. (1997). *How To Be More Interesting*. UK: Penguin Books.

Siu, K. C. (2012). *Lesser Design*. Hong Kong: MCCM Creations.

Sawyer, R.K. (2012). *Explaining Creativity: The Science of Human Innovation.* (2nd ed.), New York: Oxford University Press.

Tschimmel, K. (2009). Past for the future: The evolution of the concept of creativity. In *Proceedings of the 5th International Conference of UNIDCOM/IADE "40IADE"*, Ed. IADE Creative University, UNIDCOM, Lisboa, pp. 273-279.

Young, J. W. (2003). *A Technique for Producing Ideas*. London: McGraw-Hill.

李欣頻：《十四堂人生創意課 01：如何畫一張自己的生命藍圖》，暖暖書房，2014 年版。

The Hong Kong Polytechnic University
Hong Kong Community College

Subject Description Form

Subject Code	CCN2051
Subject Title	Positive Psychology in Daily Life
Level	2
Credit Value	3
Medium of Instruction	English, supplemented with Chinese (Cantonese)
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	To introduce the fundamental knowledge of positive psychology, this subject familiarises students with concepts and research findings in the field, such as happiness, character strengths, gratitude and forgiveness. To develop the application skills in daily life, this subject stimulates students to connect their knowledge into real world settings for enhancing psychological well-being from individual to institutional levels. To foster positive values of living, this subject provides opportunities for students to appreciate different ways of making life more meaningful and flourishing.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (a) explain the basic concepts, theories and related research findings of positive psychology. (b) identify the effective practices for promoting psychological well-being and character development. (c) examine the psychological and cultural factors, particularly in the local context, contributing to human well-being.
Subject Synopsis/ Indicative Syllabus	**Evolution of Positive Psychology** Historical background of positive psychology; Basic concepts of psychological research. **Positive Individuals** Positive emotions and well-being; Character strengths and virtues; Flow and mindfulness. **Positive Relationships** Gratitude; Forgiveness; Religion and spirituality.

<table>
<tr><td></td><td>Positive Institutions
Applications in family, school, workplace and society; Meanings of happiness across cultures.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Theories and concepts will be explained in lectures with the aid of real life examples, current affairs, movies, and other appropriate sources. Students are also expected to participate in various interesting and interactive class activities to develop a better understanding of aspects of their psychological well-being and character development.

Class exercises and guided discussions will be used in tutorials to help students consolidate the concepts and theories learned. Experiential learning activities, problem-based learning tasks and group presentations will also be conducted so as to enhance students' awareness of applying the knowledge into their real life settings in appreciation of the positive values of living.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>A variety of assessment tools will be used to develop and assess students' achievement of the subject intended learning outcomes.
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="3">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td></tr>
<tr><td>Continuous Assessment*</td><td>100</td><td colspan="3"></td></tr>
<tr><td>▪ Test</td><td>25</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>▪ Individual Assignment 1</td><td>25</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>▪ Individual Assignment 2</td><td>10</td><td></td><td></td><td>✓</td></tr>
<tr><td>▪ Group Assignment</td><td>30</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>▪ Participation</td><td>10</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Total</td><td>100</td><td colspan="3"></td></tr>
</table>
*Continuous assessment items and/or weighting may be adjusted by the subject team subject to the approval of the College Programme Committee.

To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact</td><td>Hours</td></tr>
<tr><td>▪ Lecture</td><td>26</td></tr>
<tr><td>▪ Tutorial</td><td>13</td></tr>
<tr><td>Other student study effort</td><td></td></tr>
<tr><td>▪ Self-study</td><td>46</td></tr>
<tr><td>▪ Continuous Assessment</td><td>45</td></tr>
<tr><td>Total student study effort</td><td>130</td></tr>
</table>
</td></tr>
<tr><td>Reading List and</td><td>Recommended Textbook</td></tr>
</table>

References	Baumgardner, S. R., & Crothers, M. K. (2010). *Positive Psychology (International ed.),* Upper Saddle River: Pearson Education. **References** Compton, W. C., & Hoffman, E. (2013). *Positive Psychology: The Science of Happiness and Flourishing (2nd ed.),* Belmont, CA: Wadsworth Cengage Learning. Hefferon, K., & Boniwell, I. (2011). *Positive Psychology: Theory, Research and Applications*. England: McGraw-Hill Education, Open University Press. MacConville, R., & Rae, T. (2012). *Building Happiness, Resilience and Motivation in Adolescents: A Positive Psychology Curriculum for Well-being*. London: Jessica Kingsley Publishers. Peng, K., Chen S., & Sun, L. (Eds). (2013). *Positive Psychology in China (1st ed.),* Singapore: Cengage Learning Asia. Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York: Free Press. 江雪齡著：《正向心理學 — 生活、工作和教學的實用》，台北市 : 心理出版社股份有限公司，2008 年。 區祥江：《快樂軌跡 — 10 個正向心理學的生活智慧》，香港：突破出版社，2013 年。 劉遠章、陶兆輝：《快樂選擇我 — 快樂心智學》，香港：明窗出版社有限公司，2013 年。

The Hong Kong Polytechnic University
Hong Kong Community College

Subject Description Form

Subject Code	CCN2055
Subject Title	Exploring Culture through Field Trip
Level	2
Credit	3
Medium of Instruction	English and Chinese (Cantonese)
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject provides students with opportunities to explore culture through a field trip. It exposes students to cultural makeup so as to broaden their learning of culture in different historical, political, socio-economic and environmental contexts. The field trip equips students with first-hand experience and opportunities for close observation and interaction, which allow them to develop their own perspectives and perceptions towards selected cultural issues through effort of exploratory enquiry. This subject also develops students' presentation skills, critical thinking, and ability to work in an environment collaboratively.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (a) identify and describe cultural phenomena. (b) articulate their personal views relating to cultural understanding and analysis through the lateral connections between their own and other's life experiences. (c) plan and implement a field trip project. (d) discuss and present cultural phenomena with acuity and critical thinking.

Subject Synopsis/ Indicative Syllabus	**Defining Culture** Culture as the way of life; Customs and traditions; Culture and ideology; Cultural diversity; Cultural codes; Materialism and consumerism. **Study of Culture** Cultural enquiry; Field-based enquiry; Qualitative vs. quantitative study; Use of interviews; Case studies and surveys in cultural enquiry; The changing context of cultural exploration. **Implementation of Field Trip** Field roles of investigators; Entering a field; Modes of field trip planning; Concept method/simulation method; Types of field trip strategy; Field trip techniques; Pre- and Post-field trip activities; Evaluating the trip. **Data Collection and Analysis** Primary and secondary data; Field work; Observation (naturalistic observation and participant observation); Event participation; Cultural sensitivity; Sampling; Inductive analysis vs. interpretive analysis. **Documentation and Presentation** Media and formats of recording and documentation; Documentation of literature and other secondary information; Documentation of field trip findings; Formal presentations and reflective reports.
Teaching/Learning Methodology	This subject adopts an interactive learning approach where students are expected to participate in the learning process actively as well as to interact with others. Lectures will be used to introduce key concepts, knowledge and skills on cultural study/enquiry, field-based study, data collection and analysis, and documentation and presentation. Students, in groups, will be guided to plan and work on a field trip project after basic desk research. Workshops will be used to introduce observation skills and documentation techniques as well as to explore further the application of the concepts, theory and methodology learnt. During tutorials, students who have been divided into project groups, will share, review and report the progress of their projects. Immediate feedback and comments will be provided to consolidate their knowledge learnt. The project group will make individual and/or group field visits to investigate the approved topic through observation, participatory experience, contacts and interviews. Students are expected to apply critical thinking and effective communication and presentation skills throughout the group project. They are required to present their findings and provide reflective reports.

Assessment Methods in Alignment with Intended Learning Outcomes

A variety of assessment tools will be used to develop and assess students' achievement of the subject intended learning outcomes.

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
		a	b	c	d
Continuous Assessment*	**100**				
▪ Project Proposal (Group)	15	✓	✓	✓	✓
▪ Progress Report and Presentation (Group)	25	✓	✓	✓	✓
▪ Logbook (Individual)	30	✓	✓	✓	✓
▪ Reflective Report (Individual)	20	✓	✓		✓
▪ Participation (Individual)	10	✓	✓	✓	✓
Total	**100**				

**Continuous assessment items and/or weighting may be adjusted by the subject team subject to the approval of the College Programme Committee.*

To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.

Student Study Effort Expected

Class contact	**Hours**
▪ Lecture	10
▪ Tutorial and Workshop	15
▪ Field Trips	14
Other student study effort	
▪ Self-study	20
▪ Continuous Assessment	71
Total student study effort	**130**

Reading List and References	**References** Alasuutari, P., Bickman, L., & Brannen, J. (Eds.) (2008). *The SAGE Handbook of Social Research Methods*. London: Sage. During, S. (2005). *Cultural Studies: A Critical Introduction*. London: Routledge. Highmore, B. (2016). *Culture.* London: Routledge. Saukko, Paula (2003). *Doing Research in Cultural Studies: An Introduction to Classical and New Methodological Approaches.* London: Sage. 王國華：《香港文化導論》。中華書局，2014 年。 呂大樂：《四代香港人》。進一步多媒體，2007 年。 呂大樂、馬傑偉、吳俊雄等（合編）：《香港・生活・文化》。牛津大學出版社，2011 年。 吳俊雄、張志偉、曾仲堅編輯：《普普香港:閱讀香港普及文化 2000-2010》。香港教育圖書公司，2012 年。 馬傑偉、吳俊雄、呂大樂（合編）：《香港文化政治》。香港大學出版社，2009 年。

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	CCN2003 Introduction to Marketing
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Clow, K., E. and Baack, D. (2010) *Integrated Advertising, Promotions, and Marketing Communication*, 4th Ed., Prentice Hall.

References

Arens, W. F., Weigold, M. F. and Arens, C. (2011) *Contemporary Advertising*, 13th Ed., McGraw Hill.

Belch, G. and Belch, M. (2009) *Advertising and Promotions*: *An Integrated Marketing Communications Perspective*, 8th Ed., McGraw Hill.

Drewniany, B. L. and Jewler, J. A. (2011) *Creative Strategy in Advertising*, 10th Ed., Wadsworth Cengage Learning.

Semenik, R. J., Allen, C. and O'Guinn, T. (2012) *Advertising and Promotions*, International Edition, 6th Ed., South-Western Cengage Learning.

Shimp, T. A. (2010) *Integrated Marketing Communications in Advertising and Promotions*, International Edition, 8th Ed., South-Western Cengage Learning.

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Peter, J. P. and Olson, J. C. (2010) *Consumer Behaviour and Marketing Strategy*, 9th Ed., McGraw-Hill International.

References

Blackwell, R. D., Miniard, P. W., Engel, J. F., D'Souza, C. and Taghian, M. (2007) *Consumer Behaviour: An Asia Pacific Approach*, 1st Ed., Cengage Learning.

Neal, C., Quester, P. and Hawkins, D. (2008) *Consumer Behaviour: Implications for Marketing Strategy*, 5th Ed., McGraw-Hill Australia.

Schiffman, L. G. and Kanuk, L. L. (2007) *Consumer Behaviour*, 9th Ed., Pearson Education Australia.

Solomon, M. R. (2009) *Consumer Behaviour: Buying, Having and Being*, 8th Ed., Prentice Hall.

Level	2
Credits	3
Medium of Instruction	English, supplemented with Chinese
Prerequisites	Nil
Assessment	50% coursework 50% examination

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 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 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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

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

Cai, F. and Lin, Y. (2003) *Chinese Economy*, McGraw Hill.

Chow, G. C. (1987) *China's Economic Transformation,* Blackwell Publishers.

Robert F. A. and Kueh,Y. Y. (1996) *The Chinese Economy Under Deng Xiaoping,* Oxford University Press.

Wu, J. (2005) *Understanding and Interpreting Chinese Economic Reform,* Thomson.

Wu, J. (2005) *China Economic Reform,* McGraw Hill.

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.stats.gov.cn (National Bureau of Statistics)

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

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Carrell, M.R. and Meavrin, C. (2008) *Negotiating Essentials: Theory, Skills, and Practices*, Pearson Education.

References

Lewicki, R., Saunders, D. M. and Minton, J. W. (2011) *Essentials of Negotiation*, 5th Ed., McGraw-Hill.

Thompson, L. (2009) *The Mind and Heart of the Negotiator*, 4th Ed., Prentice-Hall.

Fisher, R. and Ury, W. N. (1991) *Getting to Yes: Negotiating Agreement without Giving In*, Houghton Mifflin.

Hodgson, J. (2000) *Think on Your Feet in Negotiations – New Approaches to Creative Thinking and Problem Solving*, Prentice Hall.

Jeremy G. T. (2001) *How to Negotiate Better Deals*, Management Books.

Manning, G. L. and Reece, B. L. (2010) *Selling Today: Creating Customer Value*, 11th Ed., Prentice Hall.

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	50% coursework 50% examination

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 interdepency (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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Thompson, G. (2004) *Introducing Functional Grammar*, 2nd Ed., Arnold.

References

Bloor, T. & Bloor, M. (2004) *The Functional Analysis of English: A Hallidayan Approach*, 2nd Ed., Arnold.

Butt, D. et al. (2000) *Using Functional Grammar: An Explorer's Guide*, Macquarie University National Centre for English Language Teaching and Research.

Coffin, C., Donohue, J., & North, S. (2009) *Exploring English Grammar: From Formal to Functional*, Routledge.

Downing, A., Locke, P. (2006) *A University Course in English Grammar*, 2nd Ed., Routledge.

Eggins, S. (2004) *Introduction to Systemic Functional Linguistics*, 2nd Ed., Continuum.

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2004) *An Introduction to Functional Grammar*, 3rd Ed., Edward Arnold.

Matthiessen, C. M. I. M., & Halliday, M. A. K. (2009) *Systemic Functional Grammar: A First Step into the Theory*, Higher Education Press.

Matthiessen, C.M.I.M., Teruya, K., & Lam, M. (2010) *Key Terms in Systemic Functional Linguistics*, Continuum.

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese/ Putonghua)
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Wood, J. T. (2011) *Communication Mosaics: An Introduction to the Field of Communication*, 6th Ed., Wadsworth.

References

Adler, R. B., & Rodman, G. (2009) *Understanding Human Communication*, 10th Ed., Harcourt Brace College.

Barker, L. L., & Grant, D. A. (1996) *Communication*, 7th Ed., Allyn & Bacon.

Carroll, D. W. (2008) *Psychology of Language*, 5th Ed., Borrks/Cole.

程祥輝主編：《語言與傳意》(Language and Communication），海峰出版社，1996 年。

葉蜚聲，徐通鏘著：《語言學綱要》(Foundations of Linguistics) ，北京大學出版社，1991 年。

程度	2
學分	3
教學語言	中文〔粵語或普通話講授〕
修讀條件	無
評估方法	100% 習作

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；
- 了解商業行政文書與其他實用與非實用文寫作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

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

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。

楊蔭滸：《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。

程度	2
學分	3
教學語言	中文〔粵語講授〕
修讀條件	無
評估方法	100%課堂習作

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

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

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。

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese/ Putonghua)
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

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

Bassnett, S. and Lefevere, A. (1996) *Translation, History & Culture*, Continuum International Publishing Group Ltd.

Hatim, B. (2000) *Communication Across Cultures: Translation Theory and Contrastive Text Linguistics*, Exeter University Press.

Nida, E.A., Reyburn, W.D. (1981) *Meaning Across Culture*s, Orbis Books.

Nida, E. A. (1993) *Language, Culture and Translating*, Shanghai Foreign Language Education.

Snell-Hornby, M. (2001) *Translation Studies: An Integrated Approach*, John Benjamins.

Tang, S. (2001) *A Complementation Approach to Chinese Passives and Its Consequences*, *Linguistics 39* (3), pp. 257-295.

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。

Level	2
Credits	3
Medium of Instruction	English
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.

Study Effort Required

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Stovall, J.G. (2009) *Writing for the Mass Media*, Allyn and Bacon.

References

Bell, A. (1991) *The Language of News Media*, Blackwell Publishers.

Bazerman, C. and Prior. P.A. (2004) *What Writing Does and How It Does It: An Introduction to Analysing Texts and Textual Practice*, Ed., Lawrence Erlbaum Associates.

Cappon, R.J. (2000) *Associated Press Guide to News Writing*, IDG Books Worldwide, Inc.

Hiliard, R.L. (2008) *Writing for Television, Radio, New Media*, Thomson/ Wadsworth.

Itule, B. and Douglas A. (2003) *News Writing and Reporting for Today's Media*, McGraw-Hill.

Ross, J. (1997) *The Semantics of Media*, Kluwer Academic Publishers.

Tuggle, C. A., Huffman, S. and Carr F. (2001) *Broadcast News Handbook: Writing, Reporting, and Producing*, McGraw-Hill.

Ungerer, F. (2000) *English Media Text Past and Present: Language and Textual Structure*, John Benjamins Pub. Co.

Level	2
Credits	3
Medium of Instruction	English
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Yule, G. (2010) *The Study of Language*, 4th Ed., Cambridge University Press.

References

Akmajian, A., Demers, R. A., Farmer, A. K., and Harnish, R. M. (2010) *Linguistics: An Introduction to Language and Communication*, 6th Ed., MIT Press.

Farmer, A. K. and Demers, R. A. (2010) *A Linguistics Workbook*, 6th Ed., MIT Press.

Finegan, E (2011) *Language: Its Structure and Use*, 6th Ed., Cengage Learning.

Fromkin, V., Rodman, R. and Hyams, N. (2011) *An Introduction to Language*, 8th Ed., Wadsworth Cengage Learning.

Frommer, P. R. and Finegan, E. (2012) *Looking at Languages: A Workbook in Elementary Linguistics*, 5th Ed., Heinle.

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
Prerequisites	Nil
Assessment	100% coursework

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Instructors can compile their own materials.

References

Gillies, A. (2005) *Note-Taking for Consecutive Interpreting: A Short Course*, St. Jerome Publishing.

Phelan, M. (2001) *The Interpreter's Resource*, Multilingual Matters Ltd.

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。

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese/ Putonghua)
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Baker, M. (2011) *In Other Words: A Coursebook on Translation*, Routledge.

Newmark, P. (1988) *A Textbook of Translation*, Prentice Hall.

References

Nida, E. A. and Charles R. T. (1969) *The Theory and Practice of Translation*, E. J. Brill.

Shuttleworth, M. and Moira C. (1997) *Dictionary of Translation Studies*, (eds.), St Jerome.

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。

Level	2
Credits	3
Medium of Instruction	English, supplemented with Chinese
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Roach, P. (2000) *English Phonetics and Phonology: A Practical Course*, 3rd Ed., Cambridge.

References

Ashby, P. (2005) *Speech Sounds*, 2nd Ed., Routledge.

Bauer, R. and Benedict, P. (1997) *Modern Cantonese Phonology*, Mouton de Gruyter.

Fung, Roxana et al. *Virtual Tutorials in Phonology*, http://www.cbs.polyu.edu.hk/vtp.

Hewings, M. (2007) *English Pronunciation in Use. Advanced,* Cambridge.

香港語言學會編 ：《粵語拼音字表》，香港語言學會，1997 年。

Level	2
Credits	3
Medium of Instruction	English, supplemented with Chinese
Prerequisites	Nil
Exclusions	CCN2177 Languages, Cultures and Communication
Assessment	60% coursework 40% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Coulmas, F. (2005) *Sociolinguistics: The Study of Speakers' Choices*, Cambridge.

References

Bauer, R. and Benedict. P. (1997) *Modern Cantonese Phonology*, Mouton de Gruyter.

Chen, P. (1999) *Modern Chinese: History and Sociolinguistics*, Cambridge University Press.

Holmes, J. (2008) *An Introduction to Sociolinguistics*, 3rd Ed., Pearson Education Ltd.

Valdes, J. (1986) *Culture Bound*, Cambridge University.

Wardhaugh, R. (2010) *An Introduction to Sociolinguistics*, 6th Ed., Blackwell.

Level	2
Credits	3
Medium of Instruction	English
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.

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbooks

Bonvillain, N. (2011) *Language, Culture and Communication: The Meaning of Messages*, 6th Ed., Prentice Hall.

Holmes, J. (2008) *An Introduction to Sociolinguistics*, 3rd Ed., Pearson Education Limited.

References

Browning, G. K., Halcli, A. and Webster, F. (2006) *Understanding Contemporary Society: Theories of the Present*, California: Sage.

Gee, J. P. (2011) *An Introduction to Discourse Analysis: Theory and Method*, 3rd Ed., Routledge.

Gudykunst, W. B. (2003) *Cross-Cultural and Intercultural Communication*, Sage.

Harrington, A. (2004) *Modern Social Theory: An Introduction*, Oxford: Oxford University Press.

Hofstede, G. (2001) *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*, Thousand Oaks, California: Sage Publications.

Kiesling, S. F. and Paulston, C. B. (2005) *Intercultural Discourse and Communication*, Blackwell.

Merelmann, R. M. (1991) *Partial Visions: Culture and Politics in Britain, Canada, and the United States*, Madison, Wis.: University of Wisconsin Press.

Roberts, A. (2007) *A History of the English-Speaking Peoples Since 1900*, New York: Harper Collins.

Scollon, R. and Scollon, S. W. (2001) *Intercultural Communication: A Discourse Approach*, Blackwell.

Svartvik, J. and Leech, G. (2006) *English: One Tongue, Many Voices*, Basingstoke: Palgrave Macmillan.

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese/ Putonghua)
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

李德鳳：《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
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Itule, B.D. and Anderson, D.A. (2003) *News Writing & Reporting for Today's Media*, McGraw Hill.

References

Brooks, B. S., Kennedy, G., Moen, D. R., and Ranly, D. (2008) *News Reporting and Writing*, 9th Ed., St. Martin's.

Fox, W. (2001) *Writing the News: A Guide for Print Journalists*, 3rd Ed., Iowa State University Press.

Mencher, M. (2008) *Melvin Mencher's News Reporting and Writing*, 11th Ed., McGraw Hill.

Rich, C. and Harper, C. (2007) *Writing and Reporting News: A Coaching Method*, 5th Ed., Wadsworth.

CCN2180 Practical Translation (Business and Financial Documents)

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese/ Putonghua)
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

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

Harris, G. (1986) *Commercial Translation: A Business-Like Approach to Obtaining Accurate Translations*, American Groups.

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，范志偉：《財經翻譯精要》，商務印書館(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
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Guth, D. W.and Marsh, C. (2005) *Adventures in Public Relations – Case Studies and Critical Thinking*, Pearson.

References

Center, A. H. and Jackson, P. (2008) *Public Relations Practices: Managerial Case Studies and Problems*, 7th Ed., Prentice Hall.

Hendrix, J. A. (2010) *Public Relations Cases*, 8th Ed., Wadsworth/Cengage Learning.

Swann, P. (2008) *Cases in Public Relations Management*, McGraw Hill.

Level	2
Credits	3
Medium of Instruction	English
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Thill, J. V. and Bovée. C.L. (2011) *Excellence in Business Communication*, 9th Ed., Prentice-Hall.

References

Adler, R. and Elmhorst, J. M. (2010) *Communicating at Work: Principles and Practices for Business and the Professions*, 10th Ed., McGraw-Hill.

Bilbow, G.T. (2004) *Business Writing for Hong Kong*, 3rd Ed., Longman.

Bilbow, G.T. (1996) *Business Speaking for Hong Kong*, Longman.

Guffey, M.E. and Almonte, R (2010) *Essentials of Business Communication*, 6th Ed., Nelson Education.

Robbins, S.P. and Hunsaker, P.L. (2006) *Training in Interpersonal Skills: Tips for Managing People at Work*, 4th Ed., Pearson Education Inc.

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	100% coursework

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 release,s fact sheets, newsletters, proposals and brochures etc. Thissubject 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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

References

Bivins, T. H. (2011) *Public Relations Writing: The Essentials of Style and Format*, McGraw-Hill.

Carstarphen, M. G. and Wells, R. A. (2004) *Writing PR: A Multimedia Approach*, Pearson.

Foster, J. (2008) *Effective Writing Skills for Public Relations*, Kogan Page.

Marsh, C., Guth, D. and Short, B. P. (2009) *Strategic Writing: Multimedia Writing for Public Relations, Advertising and More*, Pearson/Allyn and Bacon.

Wilcox, D. L. (2009) *Public Relations Writing and Media Techniques*, Pearson/Allyn and Bacon.

程度	2
學分	3
教學語言	中文〔粵語講授〕
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，研習現代漢語語法、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

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

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。

曾子凡：《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、潘文娛、故韡：《實用現代漢語語法(增訂本)》，北京：商務印書館，2002 年。

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese/ Putonghua)
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Nord, Christine (1997) *Translation As A Purposeful Activity*, St. Jerome.

References

Jin, D. and Nida, E. (1984) *On Translation*, China Tr. Co.

Newmark, P. (1988) *A Textbook of Translation*, Prentice Hall.

Savory, T. (1968) *The Art of Translation*, The Writer.

Tytler, A. F. (1907) *Essay on the Principles of Translation*, Dutton.

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。

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese/ Putonghua)
Prerequisites	CCN2174 Foundations of Translation
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

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，李明主編：《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)
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Reading

References

Cherlin, A. (2010) *Public & Private Families: An Introduction*, McGraw-Hill.

Chu, C. C. Y. (2010) *Understanding Chines Families: A Comparative Study of Taiwan and Southeast China*, Oxford University Press.

Giskin, H., & Walsh, B. S. (eds.) (2001) *An Introduction to Chinese Culture Through the Family*, State University of New York Press.

Slote, W., & DeVos, G. A. (eds.) (1998) *Confucianism and the Family*, University of California Press.

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。

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：當代中國城市家庭研究》，巴蜀書社，2006 年。

程度	2
學分	3
教學語言	中文〔粵語或普通話講授〕
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；華麗與蒼凉：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；同學參與課堂討論，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、與期末考試的形式。
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

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

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：《動物凶猛》，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）》，北京大學出版社，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。

程度	2
學分	3
教學語言	中文〔粵語或普通話講授〕
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《虯髯客傳》、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

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

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。

Level	2
Credits	3
Medium of Instruction	English
Prerequisite	Nil
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Fill, C. (2009) *Marketing Communications: Engagements, Strategies and Practice*, Prentice Hall.

References

Alperstein, N. M. (2003) *Advertising in Everyday Life*, Hampton Press.

Belch, G. and Belch, M. (2011) *Advertising and Promotion: An Integrated Marketing Communications Perspective*, McGraw-Hill/Irwin.

Goddard, A. (2002) *The Language of Advertising: Written Texts*, Routledge.

Marsh, C., Guth, D. and Short, B. P. (2008) *Strategic Writing: Multimedia Writing for Public Relations, Advertising, Sales and Marketing, and Business Communication*, Pearson/Allyn and Bacon.

Masterman, G., and Wood, H. E. (2006) *Innovative Marketing Communications: Strategies for the Events Industry. Burlington, Mass*, Elsevier/Butterworth-Heinemann.

Rossiter, J. and Bellman, S. (2005) *Marketing Communications: Theory and Applications*, Pearson - Prentice Hall.

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese/ Putonghua)
Prerequisites	Nil
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

There is no prescribed textbook. Lecture summary and supplementary notes may be distributed from time to time.

References

Chambers (ed.) (2010) *Brewer's Dictionary of Phrase and Fable*, Chambers.

Jin, D. and Nida E. (1984) *On Translation: With Special Reference to Chinese and English*, Zhongguo Duiwai Fanyi Chubanshe.

夏征農編：《辭海》，上海辭書出版社，2009 年。

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	60% coursework 40% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended textbook

LoCicero, J. (2008) *Streetwise Meeting and Event Planning: From Trade Shows and Conventions to Fundraisers and Galas--Everything You Need for a Successful Business Event*, Adams Media.

References

Allen, J. (2009) *Event Planning: The Ultimate Guide to Successful Meetings, Corporate Events, Fundraising Galas, Conferences, Conventions, Incentives and Other Special Events*, John Wiley & Son.

Allen, J. (2007) *The Executive's Guide to Corporate Events & Business Entertaining*, Wiley.

Allen, J. (2005) *Time Management for Event Planners: Expert Techniques and Time-Saving Tips for Organising Your Workload, Prioritising Your Day, and Taking Control of Your Schedule*, Wiley.

Hoyle, L. H. (2002) *Event Marketing: How to Successfully Promote Events, Festivals, Conventions, and Expositions*, Wiley.

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	60% coursework 40% examination

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.

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 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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Varner, I., Beamer, L. (2011) *Intercultural Communication in the Global Workplace*, McGraw-Hill/Irwin.

References

Byram, M., Nichols, A. and Stevens, D. (2001) *Developing Intercultural Competence in Practice*, Multilingual Matters.

Chaney, L. H. and Martin, J. S. (2011) *Intercultural Business Communication*, Prentice Hall.

Ferraro, G. P. (2010) *The Cultural Dimension of International Business*, Prentice Hall.

Lustig, M. W. and Koester, J. (2010) *Intercultural Competence: Interpersonal Communication Across Cultures*, Allyn & Bacon.

Martin, J. N. and Nakayama, T. K. (2010) *Intercultural Communication in Contexts*, McGraw-Hill Higher Education.

The Hong Kong Polytechnic University
Hong Kong Community College

Subject Description Form

Subject Code	CCN2208
Subject Title	Japanese III
Level	2
Credit Value	3
Medium of Instruction	Japanese, supplemented with English and/or Cantonese
Pre-requisite / Co-requisite/ Exclusion	**Pre-requisite** CCN2022 (Japanese II), or a minimum of 78 hours training on Japanese and/or equivalent proficiency in Japanese, which must be supported by an official document
Objectives	This subject 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.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (a) develop a cumulated vocabulary repertoire of about 1,300 words (including *Kanji*, commonly used expressions and phrases). (b) read and understand longer passages. (c) write clear and appropriate Japanese sentences with accurate grammar (especially on the three verb categories and their different verb conjugations) and sentence skills. (d) 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. (e) understand Japanese culture in more depth and relate it to application of the language.
Subject Synopsis/ Indicative Syllabus	**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

<table>
<tr><td></td><td>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.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>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.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>A variety of assessment tools will be used to develop and assess students' achievement of the subject intended learning outcomes.

<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="5">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr>
<tr><td>Continuous Assessment*</td><td>60</td><td colspan="5"></td></tr>
<tr><td>▪ Test</td><td>21</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>▪ Individual Assignment 1</td><td>3.6</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>▪ Individual Assignment 2</td><td>3.6</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>▪ Vocabulary Quizzes</td><td>10.8</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>▪ Group Role Play</td><td>21</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Final Examination</td><td>40</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Total</td><td>100</td><td colspan="5"></td></tr>
</table>
*Continuous assessment items and/or weighting may be adjusted by the subject team subject to the approval of the College Programme Committee.

To pass this subject, students are required to obtain Grade D or above in <u>both</u> the Continuous Assessment and Final Examination.</td></tr>
</table>

Student Study Effort Expected	**Class contact**	**Hours**
	▪ Lecture	26
	▪ Tutorial	13
	Other student study effort	
	▪ Self-study	52
	▪ Continuous Assessment	39
	Total student study effort	**130**
Reading List and References	**Recommended Textbook** 大新書局出版社編輯部：≪大家的日本語一初級 II≫（≪みんなの日本語≫），大新書局， 2011 年版。 **References** 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。 スリーエーネットワーク編：≪やさしい作文≫，大新書局，2010 年版。 向日葵出版社編：≪日本語 90 日 1&2≫ *(90 Days of Japanese Language 1&2)* ，向日葵出版社，2010 年版。	

The Hong Kong Polytechnic University
Hong Kong Community College

Subject Description Form

Subject Code	CCN2209
Subject Title	Japanese IV
Level	2
Credit	3
Medium of Instruction	Japanese, supplemented with English and/or Cantonese
Pre-requisite/ Co-requisite/ Exclusion	**Pre-requisite** CCN2208 (Japanese III), or a minimum of 117 hours' training in Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document.
Objectives	This subject 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.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (a) 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. (b) develop a cumulated vocabulary repertoire of about 1,500 words (including *Kanji*, commonly used expressions and phrases). (c) read and understand longer, more complicated passages. (d) write clear and appropriate Japanese sentences using more complicated grammatical elements, accurate grammar, and varied sentence skills. (e) speak and utilise commonly used expressions to initiate and respond to different social contexts, especially exhibiting the ability to converse in appropriate stylistic registers. (f) understand Japanese culture in more depth and relate it to the application of the language.
Subject Synopsis/ Indicative Syllabus	**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 Methodology

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 Methods in Alignment with Intended Learning Outcomes

A variety of assessment tools will be used to develop and assess students' achievement of the subject intended learning outcomes.

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					
		a	b	c	d	e	f
Continuous Assessment*	**60**						
▪ Test	21	✓	✓	✓	✓	✓	✓
▪ Individual Assignment 1	3	✓	✓	✓	✓	✓	
▪ Individual Assignment 2	6	✓	✓		✓		
▪ Vocabulary Quizzes	9	✓	✓				
▪ Group Project	21	✓	✓	✓	✓	✓	✓
Final Examination	**40**	✓	✓	✓	✓	✓	✓
Total	**100**						

**Continuous assessment items and/or weighting may be adjusted by the subject team subject to the approval of the College Programme Committee.*

To pass this subject, students are required to obtain Grade D or above

	in **both** the Continuous Assessment and Final Examination.	
Student Study Effort Expected	**Class contact**	**Hours**
	▪ Lecture	26
	▪ Tutorial	13
	Other student study effort	
	▪ Self-study	52
	▪ Continuous Assessment	39
	Total student study effort	**130**
Reading List and References	**Recommended Textbook** 大新書局出版社編輯部：《大家的日本語—初級 II》（≪みんなの日本語≫），大新書局 ，2011 年。 **References** 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。 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。 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。 スリーエーネットワーク編：《やさしい作文》，大新書局，2010 年。 向日葵出版社編：《日本語 90 日 1&2》（90 Days of Japanese Language 1&2）， 向日葵出版社，2010 年。	

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	60% coursework 40% examination

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? Khun'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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Cahn, S. M. ed. (2007) *Classics of Western Philosophy*, 7th Ed., Hackett Publishing Company.

Kenny, A. (2008) *A New History of Western Philosophy, Volume 3-4*, Oxford University Press.

References

Copleston, F. C. (1963) *A History of Philosophy*, *Volume IV-VII*, Image Books.

Flew, A. (1989) *An Introduction to Western Philosophy*, Thames & Hudson.

Russell, B. (1993) *A History of Western Philosophy*, Routledge.

Toulmin, S. E. (1992) *Cosmopolis: The Hidden Agenda of Modernity*, University of Chicago Press.

CCN2211 Practical Translation (Public Administration and Legal Documents)

Level	2
Credits	3
Medium of Instruction	English and Chinese (Cantonese/ Putonghua)
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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

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。

References

Chuen, M. K. H. (2001) *Effective Bilingualism and Hong Kong Government Translators—the Way Forward*, *in S. W. Chan (ed.), Translation in Hong Kong—Past, Present and Future*, The Chinese University Press, pp. 345 – 348.

Department of Justice, Glossary of Legal Terms (律政司法律詞)
http://www.legislation.gov.hk/chi/glossary/index.htm

Department of Justice, Bilingual Laws Information System (BLIS) (法例雙語系統)
http://www.legislation.gov.hk/eng/index.htm

Newmark, P. (1988) *A Textbook of Translation*, Prentice Hall.

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。

程度	2
學分	3
教學語言	中文〔粵語或普通話講授〕
修讀條件	無
評估方法	60%課堂習作 40%期終考試

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），張小嫻《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

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

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
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; Srivijiaya; 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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Neher, C. D. (2010) *Southeast Asia: Crossroads of the World*, 2nd Ed., Northern Illinois University Press.

Owen, N. G. (ed.) (2010) *The Emergence of Modern Southeast Asia*, 2nd Ed., National University Press.
References

Glover, I. and Bellwood, P. (2004) *Southeast Asia from Prehistory to History*, Ed., RoutledgeCurzon.

Hall, D. G. E. (1994) *A History of South-East Asia,* 4th Ed., Macmillan Press.

Reid, A. (1993) *Southeast Asia in the Age of Commerce, 1450-1680*, Two Vols., Yale University Press.

Wolters, O.W. (1999) *History, Culture, and Religion in Southeast Asian Perspectives*, Revised Ed., Institute of Southeast Asian Studies.

梁英明著：《東南亞史》，北京：人民出版社，2010 年。

程度	2
學分	3
教學語言	中文〔粵語講授〕
修讀條件	無
評估方法	50%課堂習作 50%期終考試

科目目標

本科目課程主要使同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，讓同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；
- 提高同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。

- **中共統治下的「婦女解放」**
  介紹中共婦女解放的理論、婚姻法的實施、在不同時期政策下婦女所受的影響；、分析中共婦女解放的成敗及其原因等。

- **改革開放下的兩性關係**
  介紹改革開放對於兩性關係及婦女的衝擊、城鄉婦女的差別、重男輕女觀念的延續及其影響等。

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是那些預期學習成果。

學生所需的努力

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

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。

陳三井主編著：《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。

Dorothy Ko, D. (2005) *Cinderella's Sisters: A Revisionist History of Footbindin*g, Berkeley, Calif.: University of California Press.

Level	2
Credits	3
Medium of Instruction	English
Prerequisites	Nil
Assessment	50% coursework 50% examination

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Lecturers may compile their own lecture notes.

References

Catford, J.C. (1965) *A Linguistic Theory of Translation*, Oxford University Press.

Jin, D. and Nida, E. A. (1984) *On Translation*, China Tr. Co.

Newmark, P. (1986) *Approaches to Translation*, Pergamon Press.

Newmark, P. (1998) *A Textbook of Translation*, Prentice Hall.

Taylor, S. (2005) *Communication for Business: A Practical Approach*, Pearson.

周錫韓：《中文應用寫作教程》，三聯書店，1996 年。

孫述宇，金聖華 ：《英譯中：英漢翻譯手冊》，聯經，1981 年。

程度	2
學分	3
教學語言	中文〔粵語講授〕
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，及至對現代社會的意義和價值。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

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

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。

程度	2
學分	3
教學語言	中文〔粵語或普通話講授〕
修讀條件	無
評估方法	50%課堂習作 50%期終考試

科目目標

本科目旨在介紹中國古典詩詞的流變與特質，以課堂講授、導修練習及分組習作等方式，培養同學對古典詩詞的閱讀及鑑賞能力。透過掌握古典詩詞的特質，同學可提升自身的文化素養，加深對中國文學和中國文化的認識。

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：

- 認識各種詩、詞體裁的特點；
- 掌握中國詩詞的流變，了解古典詩詞的特質；
- 認識重要的作家及其創作風格；
- 提升對古典詩詞的鑑賞能力；
- 加深對中國文化和中國文學的體會

課程內容

- **古典詩詞的流變**
  簡論先秦至唐的詩體演變過程，略述唐五代至宋代詞的發展，簡介元代散曲。

- **詩詞格律**
  說明古體詩、近體詩及詞的平仄格律要求，以及其寫作方法。

- **風騷並稱的詩歌源頭**
  分析《詩經》和楚辭的藝術風格和特徵，了解中國詩歌的源頭。可選用文本：《詩經・邶風・北風》、《詩經・秦風・蒹葭》、屈原〈離騷〉、〈九歌・山鬼〉等。

- **漢文人詩與樂府**
  研讀漢代文人五言詩與民間樂府。可選用文本：《古詩十九首》、〈上邪〉、〈戰城南〉、〈有所思〉等。

- **建安風骨與田園詩人**
  探討魏晉詩風的特點，以三曹為例說明何謂建安風骨，分析陶潛田園詩的特點。可選用文本：曹操〈短歌行〉、曹丕〈燕歌行〉、曹植〈贈白馬王彪〉、陶潛〈歸園田居〉、〈讀山海經〉等。

- **唐詩的風貌**
  探詩唐詩的重要風格流派，認識重要的作家。可選用文本：杜甫〈秋興八首〉、李白〈夢遊天老吟留別〉、李商隱〈錦瑟〉、杜牧〈赤壁〉、王昌齡〈出塞〉、白居易〈琵琶行〉等。

- **唐宋詩之辨**
  討論「詩分唐宋」的說法，剖析「唐詩」與「宋詩」體格性分之殊，及論其對明清詩學的影響。可選用文本：王安石〈明妃曲〉歐陽修〈明妃曲和王介甫作〉、黃庭堅〈戲呈孔毅父〉、蘇軾〈子由新修汝洲龍興寺吳圖壁〉等。

- **唐宋詞的流派**
  探討花間派、婉約派、豪放派、格律派之說，掌握其特點，選讀重要作家的作品。可選用文本：溫庭筠〈菩薩蠻〉(小山重疊金明滅)、秦觀〈浣溪沙〉(漠漠輕寒上小樓)、蘇軾〈江城子〉(密州出獵)、周邦彥〈蘭陵王〉等。

教學方法

本科目理論與實踐並重。主講課集中講解相關概念和理論，導修課為學生提供實踐和應用相關概念和技巧的機會。學生須參與討論及小組報告，以鞏固所學。本科目採用材料廣泛，各體兼備，思考與分析並重。

評核方法

本科目採用持續評估方法，分別從學生的導修小組報告、個人習作、課堂參與、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哪些預期學習成果。

學生所需的努力

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

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

小川環樹(OGAWA, Tamaki)著、譚汝謙編與譯：《論中國詩》，香港：中文大學出版社，1986。

王力：《漢語詩律學》，香港：中華書局，1994 年。

袁行霈：《中國詩歌藝術研究》，北京：北京大學出版社，1987 年。

高友工、梅祖麟：《唐詩的魅力》，上海：上海古籍出版社，1989 年。

高步瀛：《唐宋詩舉要》上、下冊，北京：中華書局，1994。

葉嘉瑩：《唐宋詞名家論集》，臺北 : 正中書局，1987 年。

錢鍾書：《宋詩選注》，北京：人民文學出版社 2002 年。

龍榆生編撰：《唐宋詞格律》，上海 : 上海古籍出版社，1978 年。

繆鉞：《詩詞散論》，臺北：開明書店，1966 年。

程度	2
學分	3
教學語言	中文〔粵語或普通話講授；中文書寫〕
修讀條件	無
評估方法	100%課堂習作

課程目標

本課程通過研討會、導修討論及習作分享的方式，幫助學生開發創意潛能，培養創意想像力，提高中文寫作水平。通過廣泛閱讀、討論、研習等方式，同學可把握不同文體的寫作方法，提升文學鑑賞水平和文化素養。

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

同學成功完成本科目後，應能：

- 掌握基本的創作技巧，加強中文表達能力；
- 認識多種文體的特點，掌握不同的修辭風格和藝術手法；
- 能創作散文、短篇小說和戲劇對話片段；
- 有效運用閱讀文本的方法，提高文學鑑賞能力和文化素養；
- 提升批判思考及創造性思維的能力。

課程內容

- **寫作的基本環節**
  通過五感寫作、角色扮演、強力組合和比喻類推遊戲來訓練觀察、感知和想像的能力，進行詞語、句子、片段的寫作練習。
  使用材料：圖案、遊戲。

- **立意、結構與表現手法**
  展示如何用記敘、描寫、抒情等手法表達情感和意義。
  使用材料：篇章示範、習作分享與重寫。

- **文類特徵和形式**
  講解現當代小說、散文、詩歌和戲劇的形式特徵和寫作技巧。
  選用材料：海明威、卡夫卡、福斯特、村上春樹、張愛玲、賈平凹、莫言、余華、西西、白先勇、梁秉鈞等名家作品。

- **創意寫作與社會生活**
  剖析創意寫作與當代社會經驗、文化潮流之間的關係。
  課堂材料：當代影視短片、流行歌詞與話劇。

教學方法

注重實踐，強調教學互動，通過主講引導、研習對比和小組討論的方式，輔以電影、繪畫、流行歌曲等多種創意藝術提高教學成效，學生需參與課堂討論、撰寫各類習作及互評習作以鞏固所學。

評核方法

本課程採用連續評估方法，從學生的個人習作、小組報告、課堂表現和測驗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哪些預期學習成果。

學生所需的努力

學生預期要花共約一百三十小時在課堂、導修、習作、備課、溫習、測驗及考試上。

指定課本

本課程涉及的參考材料廣泛，無指定課本。

參考書目

方　寸：《戲劇編寫法》，台北:東大圖書出版社，l998。

王安憶：《小說家的十三堂課》，上海:上海文藝出版社，2005。

布魯克斯·沃倫編著，馮亦代等譯：《小說鑑賞》，世界圖書出版社，2008。

朱自清：《讀寫指導》，香港：三聯書店，1999。

李銘愛：《寫作縱橫談---散文》，台北:文藝協會，l998。

李喬：《小說入門》，台北：大安出版社，1996。

許一青：《文學創作心理學》，上海，學林出版社，1990。

許建昆、周芬伶等編：《寫作教室——閱讀文學名家》，台北：麥田出版社，2004。

鄭樹森：《小說地圖》，台北：INK 印刻出版有限公司，2007。

陳思和、李平主編《現代文學 100 篇(上、下)》，學林出版社，2002。

羅選民主編：《英美文學賞析教程》，清華大學出版社，2006。

《中國現代散文名家名作原版庫》，中國文聯出版社，1993。

The Hong Kong Polytechnic University
Hong Kong Community College

Subject Description Form

Subject Code	CCN2304
Subject Title	Introduction to Literature in English
Level	2
Credit Value	3
Medium of Instruction	English
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject will provide students with a fundamental knowledge of literature in English, focusing on literary works of different genres including fiction, poetry and drama. It will illustrate literary terms and concepts using literary works written across countries and times. Students will also have ample practice on discussing and writing about literature. While close reading is emphasised, the subject will also examine the historical and cultural backgrounds of the texts. Through reading multiple texts, students can develop reading habits and literacy that will expose them to a wide range of experiences and perspectives.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (e) read and interpret various literary texts closely and critically. (f) analyse literary works in a systematic manner. (g) use various literary terms or devices in analysing literature. (h) develop their opinions in appreciating literature. (i) cite source materials using MLA style.
Subject Synopsis/ Indicative Syllabus	**Introduction** Reasons for studying literature, defining literature and reading literature, and the genres of literature. **Appreciating Fiction** The Significance of Plot, Theme, Character, Setting, Point of View, Symbol and Figurative Language. **Appreciating Drama** Dramatic Elements, Dialogue, Audience, Comedy and Tragedy,

<table>
<tr><td></td><td>Analysing a Shakespearean comedy/tragedy and a modern drama.

Appreciating Poetry
The Poetic Meaning, Form, Language and Sound.

Writing and Presenting about Literature
Critical evaluation and analysis of literary texts.

MLA Citation Style.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>Lecture presentations using PowerPoints, handouts and web-based materials.

Tutorials, in-class discussions and assignments on how to analyse literary works</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>A variety of assessment tools will be used to develop and assess students' achievement of the subject intended learning outcomes.

<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="5">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr>
<tr><td>Continuous Assessment*</td><td>50</td><td colspan="5"></td></tr>
<tr><td>▪ Tutorial Presentation</td><td>10</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>▪ Assignment</td><td>25</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>▪ Mid-Term Test</td><td>15</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Final Examination</td><td>50</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Total</td><td>100</td><td colspan="5"></td></tr>
</table>
*Continuous assessment items and/or weighting may be adjusted by the subject team subject to the approval of the College Programme Committee.

To pass this subject, students are required to obtain Grade D or above in <u>both</u> the Continuous Assessment and Final Examination.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact</td><td>Hours</td></tr>
<tr><td>▪ Lecture</td><td>26</td></tr>
<tr><td>▪ Tutorial</td><td>13</td></tr>
<tr><td>Other student study effort</td><td></td></tr>
<tr><td>▪ Self-study</td><td>58</td></tr>
<tr><td>▪ Continuous Assessment</td><td>29</td></tr>
<tr><td>Total student study effort</td><td>126</td></tr>
</table>
</td></tr>
</table>

Reading List and References	**Recommended Textbook** Paperback Mays, Kelly J. ed. (2014). *The Norton Introduction to Literature*. (Portable 11th ed.), New York: W W Norton & Co Inc. **References** Abrams, M. H. (1988). *A Glossary of Literary Terms.* New York: Holt. Bausch, Richard, ed. (2006). *The Anthology of Short Fiction*. (7th ed.), New York: W W Norton & Co Inc. Dinah, Birch & Katy Hooper, eds. *The Concise Oxford Companion to English Literature.* (4th ed.), New York: Oxford UP. Forché, Carolyn & Duncan Wu, eds. (2014). *Poetry of Witness: The Tradition in English, 1500-2001*. New York: W W Norton & Co Inc. Gainor, J. Ellen, Stanton B. Garner Jr. & Martin, Puchner, eds. (2013). *The Norton Anthology of Drama* (shorter 2nd ed.), New York: W W Norton & Co Inc. Harmon, William & C. Hugh Holman (2000). *A Handbook to Literature.* (8th ed.), Upper Saddle River, N.J.: Prentice Hall. Kennedy, X. J. & Dana Gioia, eds. (2015). *Literature: An Introduction to Fiction, Poetry, Drama and Writing.* (13th ed.), Boston: Pearson. Meyer, Michael. (2013). *The Bedford Introduction to Literature: Reading, Thinking, Writing.* (10th ed.), New York: Bedford/St. Martin's Press. Selden, Raman, Peter Widdowson & Peter Brooker. (1997). *A Reader's Guide to Contemporary Literary Theory.* (4th ed.), New York, N.Y. : Prentice Hall/Harvester Wheatsheaf. Stam, Robert and Alessandra Raengo, eds. (2004). *A Companion to Literature and Film* [electronic source]. Blackwell reference online. Malden: Blackwell.	

香港理工大學
香港專上學院

科目大綱
Subject Description Form

科目編號 Subject Code	CCN2319
科目名稱 Subject Title	中國現代文學概論 Introduction to Modern Chinese Literature
程度 Level	2
學分 Credit Value	3
教學語言 Medium of Instruction	中文〔粵語或普通話〕
修讀條件 Pre-requisite / Co-requisite/ Exclusion	無
科目目標 Objectives	本科目旨在激發學生對現代文學的興趣，思考文學與文化變革、個體與社會生活之間的關係；通過本科目的學習，學生可掌握現代文學不同文類（如小說、詩歌、散文）的特質和歷史變化，提高文學鑑賞水準和文化素養。
預期學習成果 Intended Learning Outcomes	學生修畢本科目後應能： (j) 描述中國現代文學的基本面貌。 (k) 解釋現代文學與社會文化變革的關係。 (l) 鑑賞不同文學類型的代表作品。 (m)有效運用閱讀文本的方法，提高文學鑑賞能力和文化素養。 (n) 運用批判思考及創新思維分析現代文學文本。
科目摘要/ 教學大綱	**現代文學的興起** 可選用文本：梁啟超〈新中國未來記〉、劉鶚《老殘遊記》等晚清小說和文論。

<table>
<tr><td>Subject Synopsis/
Indicative Syllabus</td><td>五四運動與文學革命
可選用文本：魯迅〈狂人日記〉、〈阿Q正傳〉、〈祝福〉；周作人〈人的文學〉、巴金《家》、郁達夫〈沉淪〉等小說與文論。

新詩的誕生和變革
可選用文本：郭沫若、徐志摩、聞一多、何其芳、戴望舒、馮至和穆旦的詩歌。

現代文學中的鄉土
可選用文本：魯迅〈故鄉〉、沈從文《邊城》、〈丈夫〉等小說。

現代文學中的性別
可選用文本：丁玲〈莎菲女士的日記〉、蕭紅〈小城三月〉、凌叔華〈繡枕〉、〈酒後〉、張愛玲《金鎖記》等小說。

現代文學中的都市：新感覺派和現代主義
可選用文本：穆時英、施蟄存、劉吶鷗的代表小說。

現代文學中的戰亂書寫
可選用文本：巴金《寒夜》、錢鍾書《圍城》、張愛玲〈傾城之戀〉等小說。</td></tr>
<tr><td>教學方法
Teaching/Learning Methodology</td><td>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。</td></tr>
<tr><td>配合預期學習成果的評核方法
Assessment Methods in Alignment with Intended Learning Outcomes</td><td>本科目採用不同的評核方法，協助學生達致預期學習成果，並評核 學生的學習表現。
<table>
<tr><td rowspan="2">用以評核的方法/習作</td><td rowspan="2">%
百分比</td><td colspan="5">用以評核的預期學習成果</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr>
<tr><td>持續評核*</td><td>60</td><td colspan="5"></td></tr>
<tr><td>▪ 期中測驗</td><td>18</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr>
<tr><td>▪ 小組報告</td><td>18</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td></tr>
<tr><td>▪ 個人習作</td><td>18</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>▪ 課堂參與</td><td>6</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>期終考試</td><td>40</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>總計</td><td>100</td><td colspan="5"></td></tr>
</table>
*科目小組須待學院課程委員會批准，方可修訂持續評核的項目及/或修改項目所佔的百分比。

學生須在持續評核及期終考試兩個部份分別取得 D 級或以上成</td></tr>
</table>

	績，方為及格。	
預期學生所需學習時數 Student Study Effort Expected	**課堂**	**小時**
	▪ 主講課	26
	▪ 導修課	13
	其他	
	▪ 自修	52
	▪ 持續評核	39
	總學習時數	**130**
參考書目 Reading List and References	**主要用書** 本科目涉及的參考材料較廣泛，無指定課本。 **參考書** 朱壽桐：《中國現代社團文學史》，北京：人民文學出版社，2004 年版。 李歐梵著，毛尖譯：《上海摩登：一種新都市文化在中國，1930-1945》，香港：牛津大學出版社，2000。 李歐梵著，王宏志等譯：《中國現代作家的浪漫一代》，北京：新星出版社，2005。 陸耀東：《中國新詩史 1916–1949》第一卷，武漢：長江文藝出版社，2005。 夏志清：《中國現代小說史》，香港：中文大學出版社，2001。 孫玉石等：《現代詩導讀（1917-1939）》，北京：北京大學出版社，1990。 錢理群等：《中國現代文學三十年》修訂本，北京：北京大學出版社，1998。 嚴家嚴、孫玉石：《中國現代文學精選 (上、下)》，北京：北京大學出版社，1993。 鄭樹森：《中國現代詩選》，臺北：洪範，1989。	

Level	3
Credits	3
Medium of Instruction	English
Prerequisites	CCN2182 Professional English I
Assessment	100% coursework

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Thill, J. V. and Bovée, C. L. (2011) *Excellence in Business Communication*, 9th Ed., Prentice-Hall.

References

Adler, R. and Elmhorst, J. M. (2010) *Communicating at Work: Principles and Practices for Business and the Professions*, 10th Ed., McGraw-Hill.

Bilbow, G. T. (2004) *Business Writing for Hong Kong*, 3rd Ed., Longman.

Bilbow, G. T. (1996) *Business Speaking for Hong Kong*, Longman.

Comfort, J. (2000) *Effective Meetings*, Oxford University Press.

Comfort, J. (1998) *Effective Negotiating [kit]*, Oxford University Press.

Guffey, M. E. and Almonte, R. (2010) *Essentials of Business Communication*, 6th Ed., Nelson Education.

Locker, K. O. and Kienzler, D. S. (2010) *Business and Administrative Communication*, 9th Ed., McGraw-Hill/Irwin.

Robbins, S. P. and Hunsaker, P. L. (2006) *Training in Interpersonal Skills: Tips for Managing People at Work*, 4th Ed., Pearson Education Inc.

Level	3
Credits	3
Medium of Instruction	English and Chinese (Cantonese)
Prerequisites	CCN2173 Foundations of Oral Interpretation
Assessment	100% coursework

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

Students are expected to spend approximately a total of 130 hours on activities such as attending lectures and tutorials, doing assignments, reading, revision and assessment.

Indicative Readings

Recommended Textbook

Instructors can compile their own materials.

References

Gillies, A. (2005) *Note-Taking for Consecutive Interpreting: A Short Course*, St. Jerome Publishing.

Phelan, M. (2001) *The Interpreter's Resource*, Multilingual Matters Ltd.

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。

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