City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2017 / 18

Part I  Course Overview

Course Title:  Putonghua for Interpersonal Communication

Course Code:  CAH2904

Course Duration:  1 semester

Credit Units:  3 credits

Level:  B2

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction:  Chinese

Medium of Assessment:  Chinese

Prerequisites:
(Course Code and Title)
Nil

Precursors:
(Course Code and Title)
A pass in a Putonghua course (no less than 40 hours)
offered by our university (either by the CAH Dept., the previous CTL Dept.,
Division of Language Studies or SCOPE)

Equivalent Courses:
(Course Code and Title)
CTL2904 Putonghua for Interpersonal Communication

Exclusive Courses:
(Course Code and Title)
Nil
Part II  Course Details

1. Abstract
   (A 150-word description about the course)

   This course aims to equip students with the skills required for various communicative functions in daily life. Through creative training with use of appropriate knowledge and functional expressions in different situational contexts, students will acquire a more capable Putonghua so as to enhance their communication ability and its efficiency.

2. Course Intended Learning Outcomes (CILOs)
   (CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs*</th>
<th>Weighting* (if applicable)</th>
<th>Discovery-enriched curriculum related learning outcomes (please tick where appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apply a wider range of vocabulary and practical language in different situational contexts;</td>
<td></td>
<td>AI  A2  A3</td>
</tr>
<tr>
<td>2.</td>
<td>Use precise expressions pertaining to the context of Chinese literature appreciation and commentary;</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>Communicate in Putonghua accurately and appropriately;</td>
<td></td>
<td>√</td>
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<tr>
<td>4.</td>
<td>Assimilate phonological and sociolinguistic knowledge into communication skills.</td>
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<td>√</td>
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</tbody>
</table>

* If weighting is assigned to CILOs, they should add up to 100%.
# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1:  Attitude
    Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2:  Ability
    Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3:  Accomplishments
    Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
   (TLAs designed to facilitate students’ achievement of the CILOs.)

<table>
<thead>
<tr>
<th>TLA</th>
<th>Brief Description</th>
<th>CILO No.</th>
<th>Hours/week (if applicable)</th>
</tr>
</thead>
</table>
| Lecture | • Given topics and teaching materials to demonstrate the language skills.  
          • Explaining the meaning of phrases and colloquial idioms.  
          • Analysis and comparison of the cases of dialectal influence. | 1  2  3  4 | 3 hours tutorial |
Encourage students to apply the knowledge learnt innovatively into practical communication.

**Tutorial**
- Students will take part in class activities: news report, literary work, movies, selected article and video clip appreciation.
- Interactive conversational practice and role-play.
- Creativity and active participation in class discussion of topics related to respective major of students.

**Oral presentation**
- Both individual and group presentation are required.
- Flexible ways of presentations: talk show, debate, drama etc.

4. **Assessment Tasks/Activities (ATs)**
*(ATs are designed to assess how well the students achieve the CILOs.)*

<table>
<thead>
<tr>
<th>Assessment Tasks/Activities</th>
<th>CILO No.</th>
<th>Weighting*</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment: 100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recitation</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Presentation</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Comprehensive semester-end</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Test</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examination: - (duration: -)

*The weightings should add up to 100%.*  

* 100%
5. **Assessment Rubrics**
(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Criterion</th>
<th>Excellent (A+, A, A-)</th>
<th>Good (B+, B, B-)</th>
<th>Fair (C+, C, C-)</th>
<th>Marginal (D)</th>
<th>Failure (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recitation</td>
<td>Students are required to give a recitation of articles to assess their pronunciation and linguistic knowledge taught in the class.</td>
<td>1. Excellent application of language skills in communication.</td>
<td>1. Good application of language skills in communication.</td>
<td>1. Adequate application of language skills in communication.</td>
<td>1. Marginal application of language skills in communication.</td>
<td>1. Poor application of language skills in communication.</td>
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<tr>
<td></td>
<td></td>
<td>2. Excellent understanding and usage of vocabulary and functional expressions in various situational contexts.</td>
<td>2. Good understanding and usage of vocabulary and functional expressions in various situational contexts.</td>
<td>2. Average understanding and usage of vocabulary and functional expressions in various situational contexts.</td>
<td>2. Marginal understanding and usage of vocabulary and functional expressions in various situational contexts.</td>
<td>2. Poor understanding and usage of vocabulary and functional expressions in various situational contexts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Excellent pronunciation of Putonghua.</td>
<td>3. Good pronunciation of Putonghua.</td>
<td>3. Average pronunciation of Putonghua.</td>
<td>3. Marginal pronunciation of Putonghua.</td>
<td>3. Poor pronunciation of Putonghua.</td>
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<tr>
<td></td>
<td></td>
<td>4. Excellent command of language manifesting good understanding of linguistic knowledge taught.</td>
<td>4. Good command of language manifesting fair understanding of linguistic knowledge taught.</td>
<td>4. Average command of language manifesting limited understanding of linguistic knowledge taught.</td>
<td>4. Marginal command of language manifesting extremely limited understanding of linguistic knowledge taught.</td>
<td>4. Poor command of language manifesting extremely limited understanding of linguistic knowledge taught.</td>
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<tr>
<td>Presentation</td>
<td>Students are encouraged to make their own innovative and creative presentation to demonstrate the command of applying language skills in communication.</td>
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</tr>
<tr>
<td>Comprehensive semester-end Test</td>
<td>To assess students’ overall language ability in pronunciation, use of vocabulary, functional expressions, language skills and its application in multilingual workplace.</td>
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</table>

*Grading is based on overall performance cored in various tasks. No need for further subdivisions here.*
Part III  Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

- Phonological knowledge and its application:
  • Variations in pitch, intensity, length and tone color and their relationship to communicative functions.
  • The use of extralinguistic features, including stress, pause, rhythm and tone, to enhance communication skill.
- Communicative functions:
  • Communicative functions (e.g. requesting, questioning, commanding etc) and their related sentential patterns.
  • The stress patterns and extralinguistic features of declaratives, imperatives, interrogatives and exclamations.
- Sociolinguistic knowledge:
  • Comparison of synonymous lexical items used in Mainland China, Hong Kong and Taiwan.
  • The use of appropriate expressions in different cultural and language backgrounds.
- Communication practice on assigned contextualised topics
  • Practice to enhance students’ transformation of internalized knowledge into communication skills.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

N/A

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>國家語委，《普通話水準測試實施綱要》，北京：商務印書館，2014</td>
</tr>
<tr>
<td>2.</td>
<td>石定栩等編著，《港式中文與標準中文的比較》，香港教育圖書公司，2006</td>
</tr>
<tr>
<td>4.</td>
<td>曾子凡，《廣州話·普通話口語詞對譯手冊》，香港：三聯出版社，1991.</td>
</tr>
<tr>
<td>5.</td>
<td>胡狀麟主編，《語言系統與功能》，北京: 北京大學出版社，1990.</td>
</tr>
<tr>
<td>6.</td>
<td>上海辭書出版社，辭書鑒賞系列 《唐宋詞鑒賞辭典》</td>
</tr>
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</table>