

**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: Business Chinese

Course Code: CAH5717

Course Duration: 1 Semester

Credit Units: 3

Level: P5

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CTL5717 Business Chinese

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to enhance students' skills in business communication across a range of context in Chinese. It enables students to distinguish the typology and nature, and to apply appropriate grammatical and rhetoric devices to Chinese writing in the context of business. It develops in students the skills in using appropriate forms and means, to achieve effective communication in Chinese for business.

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.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe and compare the variety of forms of business communication.		√	√	
2	Relate the essentials, functions and styles of writing in different contexts of the business field			√	
3	Analyze the characteristics of language used in the field of business.		√		√
4	Employing creative solutions and sophisticated techniques to tackle issues and achieve effective communication in business		√	√	√
		100%			

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.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	Lecturing on selected topics, issues and case studies.	√	√	√				2 hours
Tutorials (Group discussion)	Analysis of selected readings, writings, and case studies	√	√	√				1 hour
Tutorials (Class exercise)	Investigating topics and issues related to business communication	√	√	√	√			
Tutorials (Presentation)	Presentations on findings, insights and observations of the investigation	√	√	√				
Tutorials (Writing or/and oral tasks)	Producing business communication forms – In-class and outside class writing or oral tasks	√		√	√			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Oral presentation- Findings of the investigated topics related to business communication	√	√	√				20%	
Written assignments – Solving problems for Written assignments – <ul style="list-style-type: none"> ▪ Solving problems for business communication ▪ Production of business communication forms business communication 	√	√	√	√			40%	
Test – to assess students' overall grasping of the contents	√	√	√	√			20%	
Class discussion and participation – Level of participation in class activities and discussions	√			√			20%	
Examination: 0% (duration: -)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Oral presentation	The grasping level of course contents. Evidence of accurate and comprehensive description of material, contents, understanding, overall organisation. Pronunciation, voice and body language and time management.	Superior grasp of course contents. Strong evidence of accurate and comprehensive description of material, rich contents, thorough understanding, well-organized and detailed. Correct pronunciation, voice and body language are in tune with the contents of topic, has natural posture, very good time management.	Good grasp of course contents. Some evidence of accurate and comprehensive description of material, moderate contents, good understanding. Well-structured. Clear pronunciation, voice and body language are well-balanced. Natural posture, good time management.	Fair grasp of course contents. Limited evidence of accurate and comprehensive description of material, elementary understanding. Fair structured. Correct pronunciation, occasional mistake, voice and body language not in balance. Posture basically natural, overruns (by approx. 3 minutes).	Sufficiently acquiring the course contents. Marginally satisfies the requirements, contents are broad, details missing or incorrect, loose structure. Indistinct speech, voice and body language remain unchanged, overruns (by approx. 8 minutes)	Insufficient grasp of course contents. Does not meet the minimum requirements, has a very general idea of the facts, contents is fragmentary, no structure. Indistinct speech, voice and body language are rigid, unable to express clearly, seriously overruns (by more than 12 minutes)
2. Written assignments	Writing skills for different forms of business communication, and the ability in analyzing and applying appropriate language devices for effective business	Excellent writing skills for different forms of business communication. Strong ability in analyzing and applying appropriate language devices	Good writing skills for different forms of business communication. Good ability in analyzing and applying appropriate language devices	Adequate writing skills for different forms of business communication. Fair ability in analyzing and applying appropriate language devices	Marginally handling the writings for some forms of business communication. Weak ability in analyzing and applying appropriate language devices for business communication.	Inadequate ability in handling writings for business communication.

	communication.	for effective business communication.	for effective business communication.	for business communication.		
3. Test	Ability to identify and apply appropriate creative solutions and sophisticated techniques to tackle issues and achieve effective communication in business.	Excellent demonstrating the ability on applying appropriate creative solutions and sophisticated techniques to tackle issues and achieve effective communication in business.	Good demonstrating the ability on applying appropriate creative solutions and sophisticated techniques to tackle issues and achieve effective communication in business.	Barely able to demonstrate the ability on applying appropriate creative solutions and sophisticated techniques to tackle issues and achieve effective communication in business.	Marginally demonstrate the ability on applying solutions and sophisticated techniques to tackle issues and achieve effective communication in business.	Fail to demonstrate the ability on applying solutions and sophisticated techniques to tackle issues and achieve effective communication in business.
4. Class discussion and participation	Participation on listening, discussion, initiation of questions or comments, and cooperative teamwork.	Strong evidence of engaged participation as demonstrated by active listening, discussion, initiation of questions or comments, and cooperative teamwork.	Some evidence of engaged participation as demonstrated by active listening, discussion, initiation of questions or comments, and cooperative teamwork.	Limited evidence of engaged participation as demonstrated by active listening, discussion, initiation of questions or comments, and cooperative teamwork.	Poor participation on either listening, discussion, initiation of questions or comments, poor cooperative teamwork.	Very poor participation on either listening, discussion, initiation of questions or comments, cannot show cooperative teamwork.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Nature, concept, and characteristics of business communication in Chinese. Different forms and genres of business communication. Language features and devices for business writing, such as morphology, lexis, syntax, rhetoric, and so on. Means and forms in achieving effective communication for business.

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.)

1.	李錦昌，《商業傳意與應用文大全》。香港：商務印書館(香港)有限公司，2008。
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2.2 Additional Readings

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

1.	吳尚智主編，《二十一世紀香港實用文論文集》。香港：朗文出版社，2006。
2.	王繼忠主編，《商務應用文格式及經典範例》。北京：光明日報出版社，2006。
3.	岑紹基等，《中國內地實用文闡釋》。香港：香港教育圖書公司，2004。
4.	李慕如，《實用應用文》。台北：五南圖書出版股份有限公司，2004。
5.	郝鈞衡主編，《新編現代應用文寫作大全》。桂林：廣西師範大學出版社，2003。
6.	于成鯤主編，《現代應用文》。上海：復旦大學出版社，2003。
7.	黃建成，《面向 21 世紀高等院校課程教材：寫作學教程》。安徽：安徽大學，2002。
8.	陳志誠主編，《新世紀應用文論文選》。香港：香港城市大學語文學部，2002。
9.	司有和、黃竹英，《商務溝通》。重慶：重慶師範學院出版社，2002。
10.	張仁青，《應用文》。台北：文史哲出版社，2001。
11.	白雲開，《21 世紀商用中文書信寫作手冊》。香港：香港城市大學出版社，2001。
12.	黎運漢、李軍，《商業語言》。台北：台灣商務印書館，2001。
13.	袁永友，《國際商務經典案例》。北京：經濟日報出版社，2001。
14.	古德明，《實用中文商務公函寫作》。香港：明窗出版社，2000。
15.	香港貿易發展局，《中國貿易應用文》。香港：香港貿易發展局，1999。
16.	張慶福，《優勢溝通——中文公函手冊》。香港：中銀集團培訓中心，1999。
17.	廣東省對外經濟貿易發展研究所、香港經濟日報出版社，《中國商務應用文》。香港：香港經濟日報出版社，1998。
18.	陳耀南，《應用文概說》。香港：山邊社，1994。