

**City University of Hong Kong**  
**Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** Chinese Oral Communication

**Course Code:** CAH3112

**Course Duration:** 1 semester

**Credit Units:** 3 credits

**Level:** B3

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:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** CTL3112 Chinese Oral Communication  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to develop and enhance students' ability of spoken Putonghua in terms of fluency, accuracy and appropriateness for proficient, effective and versatile communication. Particular attention is paid to improving students' confidence to express themselves with greater precision and clarity, and also the appreciation of continuous Chinese language learning. Students who are planning to take the Putonghua Proficiency Test are strongly encouraged to enrol in this course.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand and apply common vocabulary and phrases in Putonghua interactive communication;			√	
2.	Identify the lexical differences between Putonghua and Cantonese; and interpret Cantonese into Putonghua appropriately.			√	
3.	Use accurate and appropriate expressions and intonation in their own speeches;			√	
4.	Further appreciate the multi-dimensional nature of Chinese literature.		√		
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> 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.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lecture	The teacher explains and demonstrates the rules of Putonghua pronunciation and recitation. The teacher explains the meaning of each idiomatic usage, and demonstrates how to use it.	√	√	√	√		3 hour tutorial

	Students will follow the teacher to speak aloud, imitate correct pronunciation and use appropriate intonation. Contrasting the differences in lexical expressions between Cantonese and Putonghua to appreciate cultural difference.							
Tutorial	Students will interact in pairs or in groups; Exercises include recitation, situational conversation, intensive dialogue practice and individual speech; Practice drilling in grammar, synonyms, varying sentence structure etc. are also included;	√	√	√	√			
Oral Presentation	Both individual and group presentation are required. Special focus on Proficiency Test-related topics.	√	√	√	√			

#### 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	5		
Continuous Assessment: 100%							
Recitation	√	√	√	√		20%	
Oral Presentation	√	√	√	√		20%	
Mid-semester test - (Oral)	√	√	√	√		30%	
Final test - (Oral)	√	√	√	√		30%	
Examination: - (duration: - )							
						100%	

\* The weightings should add up to 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)
Recitation	Students are required to recite an article for assessment of their accuracy of pronunciation and application of linguistic knowledge.	1. Excellent Putonghua pronunciation and intonation.	1. Good Putonghua pronunciation and intonation.	1. Average Putonghua pronunciation and intonation.	1. Marginal Putonghua pronunciation and intonation.	1. Poor Putonghua pronunciation and intonation.
Presentation	To assess students' command of spoken Mandarin and its proper application in communication.	2. Excellent understanding of differences in language usage between Cantonese and Putonghua.	2. Good understanding of differences in language usage between Cantonese and Putonghua.	2. Average understanding of differences in language usage between Cantonese and Putonghua.	2. Marginal understanding of differences in language usage between Cantonese and Putonghua.	2. Poor understanding of differences in language usage between Cantonese and Putonghua.
Mid-semester comprehensive test – (Oral)	To evaluate students' understanding and ability in usage of vocabulary, idiomatic expressions as well as proper interpretation of Cantonese into Mandarin.	3. Excellent presentation skills with fluency and appropriate and accurate language usage.	3. Good presentation skills with fluency and appropriate and accurate language usage.	3. Average presentation skills with fluency and appropriate and accurate language usage.	3. Marginal presentation skills with fluency and appropriate and accurate language usage.	3. Poor presentation skills with fluency and appropriate and accurate language usage.
Final comprehensive test - (Oral)	To assess students' overall language ability in pronunciation, intonation, choice of vocabulary and effective delivery.					

\*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

Introduction of common vocabulary, oral usage and idiom in Putonghua;

Increasing awareness of correct use of oral vocabulary, sentence patterns and intonation; Vocabulary interpret from Cantonese to Putonghua; Cantonese and Putonghua in contrast in terms of phraseology.

#### 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.	國家語委，《普通話水準測試實施綱要》，北京：商務印書館，2014
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##### 2.2 Additional Readings

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

1.	宋欣橋，《普通話語音訓練教程》，朗文香港教育，2002
2.	張勵妍、劉懷真，《普通話水準測試速戰攻略》，三聯香港有限公司，2011
3.	全玉莉，王仙瀛，《普通話水準測試應試手冊》，香港城市大學出版社，2006
4.	宋欣橋，《普通話水準測試考場應試技巧》，商務印書館，2008
5.	商務印書館詞書研究中心，《新華新詞語詞典》，北京：商務印書館 2003.
6.	徐志誠編著，《現代漢語口語詞典》，遼寧人民出版社，1991.
7.	顧問：許嘉璐；溫端政、沈慧雲主編，《通用慣用語辭典》，語文出版社，2002.
8.	陳建民，《普通話常用口語和句子》香港：香港普通話研習社，1998.
9.	曾子凡，《廣州話·普通話口語詞對譯手冊》，香港：三聯出版社，1991.