Chinese for Workplace Applications
LANG1422
3 Credits
Pre-/co-requisites: N/A
Exclusions: LANG1411, LANG1412, LANG1413, LANG1414, LANG1415, LANG1120-1127 (prior to 2022-23)
Note: Students who would like to enroll in Chinese courses should refer to the Guidelines for Chinese Course Selection in advance.

**Name of Course Leader:** Krista, Du Yingzi
**Email of Course Leader:** lckristadu@ust.hk
**Office Hours:** Available by appointment only. Students should contact their section instructor directly with any questions.

**Course Description**
LANG1422 is a Chinese communication common core course which is offered in Fall and Spring semesters. This course aims to enhance students' Chinese language skills through targeted practice in specific workplace applications. It guides students in developing their knowledge of principles and varieties of practical Chinese writing and communication skills. Additionally, this course enables students to properly handle common workplace internal operations and external communication tasks and refines their use of Chinese to achieve professional communication goals. Systematic and focused training on applying appropriate modes and genres of communication in Chinese according to professional needs will be provided to enable students to become more confident and competent in written and oral Chinese communication, preparing them to address future career challenges. In this course, students will analyse common aspects of Chinese language use in workplace communications, apply appropriate Chinese writing and presentation skills according to professional needs and relevant genres of workplace communications.

**Course Outline**

| Module | | Week | Course Topics |
|---|---|---|---|
| 1 | Pre-Workplace: Preparing for Job Hunting | 1 | Introduction to effective workplace communication |
| | | 2 | From career goals to job-hunting strategies: Job advertisements analysis and preparation |
| | | 3 | Voice your value: Build your brand through effective self-expression |
| | | 4 | Job interview: Strategies for effective communication |
| | | 5 | **Assessment 1: Job Interview (in-class)** |
| 2 | In-Workplace: Solving Real-World Problems Professionally | 6 | Identifying real-world workplace problems: Brainstorming from case studies and aligning with professional fields |
| | | 7 | Inquiry preparation: investigation methods, consent & ethics |
| | | 8 | Report writing: Structuring investigation reports and integrating data |
| | | | **Submission of Microlearning Task via Canvas** |
| | | 9 | Self-learning Week: Preparing for investigation report & Assessment 2A consultation |
| | | 10 | Developing solutions: Writing skills for proposals |
| | | | **Assessment 2A: Investigation Report Submission** |
| | | 11 | Persuasive written communication: Structuring proposals and appealing to stakeholders |
| | | 12 | Persuasive oral communication: Visual design and delivery |

| | | | strategies |
|---|---|---|---|
| | | | Self-learning Week: Preparing for proposal & Assessment 2B Consultation |
| | | 13 | **Assessment 2B: Presentation of Fund Application Proposal** |
| | | | **Assessment 2B: Fund Application Proposal Submission** |

**Methods of instruction:** interactive tutorials support active learning through group discussion, collaborative activities, peer learning, input, practice and feedback.

**Intended Learning Outcomes (ILOs)**
By the end of this course, students should be able to:
1. Articulate essential principles and practical varieties of Chinese in the workplace.
2. Analyse and apply different strategies of Chinese language use in workplace communications.
3. Use sophisticated and appropriate skills to give presentations in the workplace context.
4. Use formal standard Chinese to write in the specified genres logically and coherently at work.

**Assessment and Grading**
This course will be assessed using criterion-referencing and grades will not be assigned using a curve.

| Assessment Task | Contribution to Overall Course grade (%) | Due date |
|---|---|---|
| **A1: Job Interview**<br><br>Students attend a mock interview (around 5 mins). | 25% | In class, Week 5 |
| **A2A: Investigation report**<br><br>Students will complete a group investigation report (2000-2500 Chinese characters). | 20% | 17:00, Monday of Week 10 |
| **A2B: Fund application proposal + Oral presentation of the proposal**<br><br>a. Students hand in a group fund application proposal (around 4500-5000 Chinese characters)<br>b. Give a presentation (around 16 mins) on the proposal. | 20%<br><br>20% | 17:00, Monday of Week 14<br><br>In class, Week 13 |
| **Peer Evaluation** | 5% | 17:00, Saturday of Week 13 |
| **Engagement** (including completion of Microlearning task in Week 8) | 10% | Throughout the semester |

 *Assessment marks for individual assessed tasks will be released within ten working days of the submission.

**Mapping of Course ILOs to Main Assessment Tasks**

| Assessed Task | Mapped ILOs | Explanation |
|---|---|---|
| **A1: Job Interview** | ILO1, ILO2, ILO3 | This task assesses students' abilities to understand essential principles and practical varieties of Chinese in the workplace (ILO1), analyse the information from job advertisements, and use appropriate Chinese language (ILO2) to present in a mock job interview (ILO3). |
| **A2A: Investigation report** | ILO2, ILO4 | This task assesses students' abilities to analyse and apply different strategies of Chinese language use in |

| | | workplace communications (ILO2), use standard Chinese to write an investigation document logically and coherently (ILO4). |
|---|---|---|
| **A2B: Fund application proposal + Oral presentation of the proposal** | ILO1, ILO2, ILO4<br><br>ILO1, ILO2, ILO3 | This task assesses students' abilities to analyze and synthesize the information from different resources to propose a reasonable application plan (ILO1), use formal standard Chinese language to write the fund application proposal (ILO2) logically and coherently (ILO4).<br>Analyse and apply different strategies of Chinese language use in external workplace communications (ILO2), use sophisticated and appropriate skills to give proposal presentations (ILO3). |

## Grading Rubrics

Detailed rubrics for each assignment are provided on Canvas. These rubrics clearly outline the criteria used for evaluation. Students can refer to these rubrics to understand how their work will be assessed.

## Final Grade Descriptors

| Grade | Short Description | Elaboration on subject grading description |
|---|---|---|
| A | Excellent Performance | Demonstrates abilities to use sophisticated Putonghua and non-verbal communication skills, flexible, logical, coherent, expressive written Chinese, and apply attractive multimodal approaches to create discourses for various language tasks, which are based on a high level of creative thinking, critical thinking, workplace context awareness, information analysis and synthesis. Displays significant achievement in self-reflection, cooperative learning, and problem-solving initiatives. |
| B | Good Performance | Demonstrates abilities to use fluent Putonghua, appropriate non-verbal communication, accurate, clear, concise, coherent written Chinese, and apply some multimodal elements to produce discourses for various language tasks, which are based on critical thinking, workplace context awareness, information analysis and synthesis. Shows a strong sense of self-reflection, cooperative learning, and problem-solving initiatives. |
| C | Satisfactory Performance | Demonstrates abilities to use Putonghua, some non-verbal communication, and adequate written Chinese to complete discourses, which are based on some capacity for critical thinking, information analysis and synthesis. Shows persistence and effort to achieve broadly defined learning goals. |
| D | Marginal Pass | Shows a certain level of ability to use Putonghua and written Chinese to do simple communication. Has the potential to further develop Chinese language proficiency, awareness of communication, and/or learning motivation and attitude. |
| F | Fail | Demonstrates insufficient understanding of the course content and requirements. Shows very limited abilities in the Chinese language and/or lack of effort towards achieving learning goals. |

## Course AI Policy

At HKUST we embrace innovation and technology including Generative AI. Our approach is to rely firmly on pedagogical principles, with an ethical commitment to ensure fairness.

If students use AI tools in the course assessments, they must adhere to the principles of academic integrity and make a declaration at the end of each oral or written assessment. The declaration should include: 1) Was any AI tool used in this assessment? 2) What tool was used and how was it used?

Any misdeclaration will be regarded as a violation of academic integrity and result in serious consequences. See the section Academic Integrity below for details.

To know more about how to use the GenAI tools appropriately in language courses, students are required to complete a Canvas learning module developed by the Center for Language Education. The module can be found on the course Canvas site. Students should ensure that they have completed it before they come to class.

**Communication and Feedback**
Assessment marks for individual assessed tasks will be communicated via Canvas within ten working days of submission. Feedback on assignments will include strengths and areas for improvement where relevant. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

**Resubmission Policy**
Resubmissions are not accepted, except in exceptional circumstances.

**Required Texts and Materials**
Course materials and additional resources are provided via Canvas.

**Academic Integrity**
Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to Academic Integrity | HKUST – Academic Registry for the University's definition of plagiarism and ways to avoid cheating and plagiarism.

**Plagiarism**
In CLE assignments, students should not copy from others nor submit the same work for multiple courses. Source materials must be explicitly acknowledged.
Assignments with evidence of plagiarism may score a zero and be followed up with your department's Dean. To demonstrate academic integrity and avoid plagiarism, you are expected to:
• paraphrase, summarize, reference and synthesize ideas from sources
• refrain from copying expressions and ideas directly from any source (e.g. from another student, or from a video, or from an article, etc.) without proper acknowledgement