

# The Hong Kong University of Science and Technology

## UG Course Syllabus

### Effective Chinese Communication

LANG1416 C/P/I

3 Credits

pre-/co-requisites: The course is open to students who attained Level 3 in Chinese Language in the HKDSE or its equivalent.

Exclusion(s): LANG1421, LANG1422, LANG1423, LANG1424, LANG1425, LANG1426

Notes: Students who would like to enroll in Chinese courses should refer to the [Guidelines for Chinese Course Selection](#) in advance.

**Name of Course Coordinator:** XU Xiufen

**Email of Course Coordinator:** [lcfxu@ust.hk](mailto:lcfxu@ust.hk)

If you have any questions, your first point of contact should be your section instructor. Please find the email address on Canvas.

**Office Hours of Course Coordinators:** Available by appointment only.

### Course Description

Lang1416 is a three-credit, one semester core course for students who have attained Level 3 in Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSE) or its equivalent. It is offered in both the Fall and Spring semesters. The course is available in three streams. LANG 1416C and P use Cantonese and Putonghua respectively as the medium of instruction, whereas 1416I offered for students with Chinese proficiency lower than Chinese language background students but obviously higher than non Chinese language background students. All three streams share the same course objectives, contents and assessment methods, and adopt Putonghua in assessment tasks. Students will develop and enhance their communication competency in written Chinese and spoken Putonghua and will strengthen their language and communication skills and enhance their problem-solving abilities and team skills in the group project and group discussion.

### Course outlines

Module	Week	The topics covered
Bilingualism: realizing the diversity of language	1	<ul style="list-style-type: none"><li>• Principles of communication (communication theories)</li></ul>
	2	<ul style="list-style-type: none"><li>• Language, dialect and “Hong Kong-style” Chinese</li></ul>
Communication of innovation and technology: the value of knowledge in the information age	3	<ul style="list-style-type: none"><li>• Strategies and skills in expository reading and writing</li></ul>
	4	<ul style="list-style-type: none"><li>• Oral presentation skills</li></ul>
	5	<ul style="list-style-type: none"><li>• Use of verbal language: stress and pause in speaking</li></ul>
	6	<ul style="list-style-type: none"><li>• Strategies in multi-modal communication</li></ul>
	7	<ul style="list-style-type: none"><li>• Oral Presentation</li></ul>
Review of social issues: the perspectives of contemporary university students	8	<ul style="list-style-type: none"><li>• Strategies and skills in argumentative reading and writing</li></ul>
	9	<ul style="list-style-type: none"><li>• Oral skills in commentary on current issues</li></ul>
	10	<ul style="list-style-type: none"><li>• Extracting main arguments and assimilating information from different sources</li></ul>
	11	<ul style="list-style-type: none"><li>• Conversion between spoken and written languages</li></ul>
	12	<ul style="list-style-type: none"><li>• Genre of news reporting and writing</li></ul>
	13	<ul style="list-style-type: none"><li>• Group discussion</li></ul>

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. Present a clear introduction of a specific topic based on an analysis of the audience, guided by an appropriate communication strategy.
2. Turn tacit knowledge into explicit knowledge, reflect, act upon reflection and express in Standard Written Chinese precisely.
3. Comment on a current issue in an objective and unbiased manner in a public event and tactfully express a personal viewpoint and respond to audience questions.
4. Write current affairs commentaries.
5. Use appropriate audio-visual aids and paralinguistic skills to engage audience, so as to enhance the effectiveness of a presentation.
6. Identify the similarities and differences between the oral and written registers and between the Mainland and Hong Kong writing styles through analysing real-life samples.
7. Evaluate the validity of viewpoints and effectiveness of expression based on facts and evidence.

### 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
Assessment 1	Oral presentation ( Putonghua )	20%	in class, approx. Week 7
	Practical Writing	20%	Week 8
Assessment 2	Oral commentary ( Putonghua )	25%	In class, approx. Week 12
	Evaluative Writing	20%	Week 13
Others	Quizzes	5%	Week 13
	Peer evaluation	5%	Week 13
	Engagement	5%	Whole semester

\* Assessment marks for individual assessed tasks will be released within two weeks of the due date.

### Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
Oral presentation ( Putonghua )	ILO1, ILO5	This task assesses students' abilities to apply the appropriate communication strategies to present a clear introduction to innovation technology (ILO1) and utilize suitable audio-visual aids and paralinguistic skills to engage the audience (ILO5).
Practical Writing	ILO2, ILO6	This task assesses students' abilities to reflect on their learning while preparing the oral presentation (ILO6) and to use standard Chinese to write an explanatory essay (ILO2).

Oral commentary ( Putonghua )	ILO3, ILO7	This task assesses students' abilities to evaluate the validity of viewpoints and the effectiveness of expression based on facts and evidence (ILO7). Students are also expected to comment on a current issue in an objective and unbiased manner during a group discussion, tactfully express a personal viewpoint, and respond to audience questions (ILO3).
Evaluative Writing	ILO4, ILO6, ILO7	This task assesses students' abilities to analyze and synthesize the information from different resources (ILO7) to write a current affairs commentary (ILO4) in standard Chinese (ILO6).

### Grading Rubrics

Detailed rubrics for each assignment will be provided. 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:

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	Demonstrates abilities to use sophisticated Putonghua and non-verbal communication skills, flexible, rich, coherent, expressive written Chinese, and apply engaging multimodal approaches to create discourses for various language tasks, which are based on a high level of creative thinking, critical thinking, audience 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, audience 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 two weeks of submission. Feedback on assignments will include strengths and areas for improvement. 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