

The Hong Kong University of Science and Technology
UG Course Syllabus

Chinese for Workplace Applications

LANG1422

3 Credits

Pre-/co-requisites: N/A

Exclusions: LANG1511, LANG1512, LANG1513, LANG1514, LANG1515, 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

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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	Entering the Workplace: An Introduction to Practical Workplace Chinese
		2	Is the Workplace a Battlefield? Workplace Culture and Team Collaboration
		3	Starting Your Job Search: From Career Planning to Application Preparation
		4	Communicating Your Value: Personal Branding and Professional Communication
		5	Succeeding in Interviews: Communication Strategies and Mock Interview Practice
		6	Assessment 1: Mock Interview (in-class)
2	In-Workplace: Solving Real-World Problems Professionally	7	Preparing an Investigation Report: Methods, Skills, and Ethics
		8	Writing an Investigation Report: Data Integration and Presentation
		9	Self-learning Week: Preparing for investigation report & Assessment 2A consultation
			Submission of Microlearning Task via Canvas
		10	From Investigation Findings to a Project Proposal: Reporting Skills for Funding Applications
			Assessment 2A: Investigation Report Submission
		11	Making Your Proposal Stand Out: Persuasive Strategies and Presentation Skills for Funding Applications
		12	Self-learning Week: Preparing for proposals & Assessment 2B

		Consultation
	13-14	Assessment 2B: Presentation of Fund Application Proposal

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. Develop awareness of differentiating between Chinese and English in terms of presentation and writing skills in the workplace context.
3. Analyze and apply different strategies of Chinese language use in internal and external workplace communications.
4. Use sophisticated and appropriate skills to give presentations in the workplace context.
5. 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: Mock Interview Students attend a mock interview (around 5 mins).	25%	In class, Week 6
A2A: Investigation report Students will complete a group investigation report (2500-3000 Chinese characters).	30%	17:00, Friday of Week 10
A2B: Oral presentation of Fund application proposal Students give a presentation (around 5 mins) on fund application proposal.	30%	In class, Week 13-14
Peer Evaluation	5%	17:00, Friday of Week 11
Engagement (including completion of Microlearning task in Week 9)	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: Mock Interview	ILO1, ILO2, ILO3, ILO4	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	ILO3, ILO5	This task assesses students' abilities to analyse and apply different strategies of Chinese language use in workplace communications (ILO3), use standard Chinese to write an investigation document logically and coherently (ILO5).

A2B: Oral presentation of the Fund application proposal	ILO1, ILO3, ILO4	This task assesses students' abilities to analyze and synthesize the information from different resources to propose a reasonable application plan (ILO1), analyze and apply different strategies of Chinese language use in external workplace communications (ILO3), use sophisticated and appropriate skills to give proposal presentations (ILO4).
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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