

# **Syllabuses of Subjects offered by AMA, APSS, CBS, ELC and FB C O N T E N T S**

*\*The most updated subject syllabuses are available on web.*

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### Subject Description Form

<b>Subject Code</b>	AMA1501
<b>Subject Title</b>	Introduction to Statistics for Business
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>This subject aims to:</p> <ul style="list-style-type: none"> <li>(i) provide students with a variety of basic techniques in understanding and interpreting data;</li> <li>(ii) allow students to develop skills in analyzing scenarios and problems in commerce and industry by applying statistical methods. The emphasis will be on applications of elementary statistical methods to commerce and industry.</li> </ul>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>a. use a variety of basic techniques in understanding and interpreting data;</li> <li>b. apply elementary statistical methods in analyzing business scenarios and problems;</li> <li>c. think critically and creatively about the uses and limitations of statistical methods in business;</li> <li>d. use statistical package and interpret the output, appreciate the applications of information technology for statistical analysis in business.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p><b>Descriptive Statistics</b> Presentation of business data in tabular, diagrammatic and graphic forms; misleading presentations. Summary measures of location and spread.</p> <p><b>Probability</b> Concepts of probability. Probability rules. Bayes' Theorem. Random variables and expected values; uses and limitations in decision making. Common probability distributions: Binomial, Poisson and Normal.</p> <p><b>Estimation</b> Simple random samples. Sampling distributions: mean, proportion and differences. Confidence intervals: mean, proportion and differences.</p>

	<p><b>Hypothesis Testing</b> Hypothesis testing: mean, proportion and differences.</p> <p><b>Chi-square Test</b> Test of goodness of fit. Test of independence.</p> <p><b>Relationships between Variables</b> Exploratory data analysis. Linear relationships: ordinary least squares. Correlation coefficients.</p> <p><b>Multiple Regression</b> Multiple regression equation. Inferences about parameters. Modelling techniques</p>																																		
<p><b>Teaching/Learning Methodology</b></p>	<p>The lectures aim to provide the students with an integrated knowledge required for the understanding and application of statistical concepts and techniques. To develop students' ability for logical thinking and effective communication, tutorial and presentation sessions will be held.</p>																																		
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="511 898 1404 1270"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Assignment and Presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Mid-term Test</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The subject focuses on knowledge, skill and understanding of <b>Business Statistics</b>, thus, <b>Exam-based assessment</b> is the most appropriate assessment method, including 30% test and 50% examination. Moreover, 20% worth of assignments and presentations are included as a component of continuous assessment so as to keep the students in progress. To pass this subject, students are required to obtain grade D or above in <b>both</b> the continuous assessment and the examination components.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Assignment and Presentation	20%	✓	✓	✓	✓	2. Mid-term Test	30%	✓	✓	✓		3. Examination	50%	✓	✓	✓	✓	Total	100 %				
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	Other student study effort:	
	▪ Assignments	20 Hrs.
	▪ Self-study	58 Hrs.
	Total student study effort	117 Hrs.
<b>Reading List and References</b>	<p><u>Study Guide:</u></p> <p>Introduction to Statistics for Business, Department of Applied Mathematics, The Hong Kong Polytechnic University</p> <p><u>Reference Books:</u></p> <p>Aczel, A.D., <i>Complete Business Statistics</i>, 7th ed., McGraw-Hill, 2009.</p> <p>Levin, Richard I. and Rubin, David S., <i>Statistics for Management</i>, 7<sup>th</sup> ed., Prentice-Hall, 1998.</p> <p>David S. Moore, George P. McCabe, Bruce A. Craig, <i>Introduction to the practice of Statistics</i>, 9<sup>th</sup> ed., W. H. Freeman and Company, 2017.</p> <p>McClave, J. T., Benson, P. George and Sincich, Terry., <i>A First Course in Business Statistics</i>, 8<sup>th</sup> ed., Prentice Hall, 2001.</p>	

**The Hong Kong Polytechnic University**  
**Subject Description Form**

<b>Subject Code</b>	APSS111/ APSS1A07
<b>Subject Title</b>	Introduction to Psychology
<b>Credit Value</b>	3
<b>Level</b>	1
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 20px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input checked="" type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<p><u>Exclusion:</u></p> <p>For students taking <u>APSS111</u>, the exclusion subject is <u>APSS1A07</u>.</p> <p>For students taking <u>APSS1A07</u>, the exclusion subject is <u>APSS111</u>.</p> <p>For students taking <u>APSS298</u>, the exclusion subjects are <u>APSS111</u> &amp; <u>APSS1A07</u>.</p>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Gain systematic knowledge in the field of psychology with both historical and current perspectives;</li> <li>2. Understand the research methodology commonly used by psychologists;</li> <li>3. Become familiar with the major trends of development in psychology;</li> <li>4. Develop critical thinking skills and use psychological method of enquiry to evaluate claims and ideas in popular media; and</li> <li>5. Apply the acquired psychological concepts and theories in everyday life.</li> </ol>

<p><b>Intended Learning Outcomes</b> (Note 1)</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. gain an understanding of the fundamentals of psychology;</li> <li>b. survey and appreciate research in psychology;</li> <li>c. develop their interest and critical thinking in human thought and behavior;</li> <li>d. relate the applications of psychology to their everyday life;</li> <li>e. exercise their presentation, academic research and writing skills in collaboration with their peers.</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b> (Note 2)</p>	<ol style="list-style-type: none"> <li>1. The Dimensions of Psychology <ul style="list-style-type: none"> <li>- Aspects of Psychology</li> <li>- A Brief History of Psychology</li> <li>- Value and Contributions of Psychology to Human Life</li> </ul> </li> <li>2. The Neuro-biological Foundations of Psychology <ul style="list-style-type: none"> <li>- Central Core and Limbic System</li> <li>- Endocrine System</li> <li>- Genetic Influence on Behavior</li> </ul> </li> <li>3. Sensation and Perception <ul style="list-style-type: none"> <li>- Sensory Processes</li> <li>- Principles of Perceptual Organization</li> <li>- Perceptual Constancy and Development</li> </ul> </li> </ol>

	<p>4. Learning</p> <ul style="list-style-type: none"> <li>- Classical Conditioning</li> <li>- Operant Conditioning</li> <li>- Social and Cognitive Approaches to Learning</li> </ul> <p>5. Memory</p> <ul style="list-style-type: none"> <li>- Memory Processes from Sensory Input to Long-term Memory</li> <li>- Improving Memory</li> <li>- Constructive Memory</li> </ul> <p>6. Intelligence, Cognition and Language</p> <ul style="list-style-type: none"> <li>- Intelligence: Classical and Contemporary theories</li> <li>- Forming Concepts and Solving Problems</li> <li>- Development of Language, Reason and Thought</li> </ul> <p>7. Perspectives of Human Development</p> <ul style="list-style-type: none"> <li>- Cognitive Development</li> <li>- Social and Personality Development</li> <li>- Emotional Development</li> <li>- Moral Development</li> </ul> <p>8. Social Influence and Human Behaviors</p> <ul style="list-style-type: none"> <li>- Perceiving Others and Attribution</li> <li>- Attitudes and Behavior</li> <li>- Interpersonal Attraction</li> <li>- Social and Group Influences</li> </ul> <p>9. Brief Overview of Personality Theories, Research and Assessment</p> <p>10. Psychological Disorders – Diagnosis &amp; Treatment</p> <ul style="list-style-type: none"> <li>- Brief Overview of Abnormal Behavior: Myths, Realities and Controversies</li> <li>- Culture and Psychopathology</li> <li>- Elements of the Treatment Processes</li> <li>- Current Trends and Issues in Treatment</li> </ul>
<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>Both face-to-face lectures and web-assisted lecture notes are directly delivered and prepared by the subject teacher. The web-assisted learning and teaching activities are designed to encourage students’ self-study after lectures. The subject lecturer is committed to strike a flexible balance of interactive activities through direct student-teacher contact, web-assisted self-assessment, in-class exercises, small group discussions, role-play and case illustration. Multi-media materials are used to facilitate learning.</p> <p>Web-assisted quizzes are arranged to enhance students’ understanding of the psychological concepts acquired from the lectures, web-assisted deliverables and assigned readings. These methods are considered as both a supplement to 13 lectures and a self-learning tool for reinforcing students’ integration and internalization. Prompt feedback can be provided for each student after taking the web-based assessment and practice quizzes. The on-line forum may also provide a platform for interactive discussions among students, and for exchanging views with the subject lecturer.</p> <p>Flipped Classroom sessions are incorporated to promote constructivist and collaborative learning in this subject. Students will engage in 2-3 sessions on the learning units through the flipped classroom approach, in which they will view learning materials before classes and engage in problem solving and experiential learning activities in physical class sessions.</p>

	Students are also required to take part in 3 hours of psychological experiments, so that they learn how empirical studies are conducted in real contexts.						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	Specific assessment methods/tasks	% Weighting (Individual % / Group %)	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	Quizzes	35% (35% / 0%)	✓	✓	✓		✓
	Written Assignments	35% (25% / 10%)	✓	✓	✓		✓
	Class Participation	30% (30% / 0%)	✓	✓	✓	✓	✓
	Total	100 %*					
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:							
<p><b><u>Assignments of Web-based Practice and Assessment Quizzes</u></b> Continuous assessment is adopted, and methods include practice and assessment quizzes (35%) assigned through the PolyU Blackboard learning system after lectures, which should cover the subject syllabus and essential reading requirements. They may be designed in the form of multiple-choice and/or short-question formats. The web-assisted interactive methods are used to assess students' learning at the recall, comprehension, analysis and application levels, that are adaptable for a wide range of course contents and learning outcomes.</p>							
<p><b><u>Written Assignments</u></b> Students will be able to reflect on application of psychology concepts and theories by selecting one thematic lecture topic for writing a reflective journal (15%) and reflect on how psychology helps the study of their disciplinary domain and professional practice. To promote collaborative and constructivist learning, students in small groups will engage in group forum discussions (20%) via the Learn@PolyU learning management system. Discussing asynchronously on selected issues and debates in psychology and its application, it is expected that students would demonstrate abilities to adopt perspectives in psychology towards problem solving and develop skills in making and substantiating arguments with empirical support from the psychology research literature. Both reflective journal writing and group forum discussions enable students to apply and integrate psychological theories into the real-life practice.</p>							
<p><b><u>Class Participation</u></b> Learning artefact engagement via Learn@PolyU and in-class lecture participation (10%): Participation in learning activities including preparation by reading class materials online and in-class engagement through responses via</p>							



	<p>Students' Response System (SRS) will reflect students ongoing progress and engagement in class learning activities.</p> <p>Engagement in Flipped Classroom Sessions (15%): To evaluate the effort in flipped classroom sessions, students' preparation on learning materials before class via Learn@PolyU and their subsequent engagement in problem solving and experiential learning activities in physical class sessions will be assessed towards flipped classroom sessions participation.</p> <p>Research participation (5%): Research-integrated learning allows students to learn how psychological research is designed and implemented from an experiential approach. Through research participation, students will be provided with hands-on opportunities in participating in psychological research studies. Participating in psychological research enable students to apply and integrate psychological theories into the real-life practice. Students earn the participation marks by completing an experiment or surveys and consolidating their participation with a 3-item mini quiz on the research project participated. All these experiential learning and evidence-based research experience would enhance students' understanding of the essential theoretical and empirical knowledge of the psychological theories acquired in lectures as well as their indigenous and global trends.</p> <p><b>Coursework</b> is based on continuous assessment. Quizzes, written assignments, and class participation activities are set for all students who are required to demonstrate their level of psychological knowledge learned from this introductory subject.</p> <p>Assessment is also moderated through various means: (1) setting clear and specific assessment guidelines; (2) regular discussions among the subject lecturer and all supportive staff concerned; and (3) moderation by an internal moderator for this subject.</p>	
<p><b>Student Study Effort Expected</b></p>	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Web-based quizzes</li> </ul>	<p>3 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Self-reading</li> </ul>	<p>28 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Preparation for written assignments and web-based quizzes</li> </ul>	<p>47 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Psychological experiments</li> </ul>	<p>3 Hrs.</p>
	<p>Total student study effort</p>	
<p><b>Reading List and References</b></p>	<p><u>Textbook</u></p> <p>Ciccarelli, S. K., &amp; White, J. N. (2017). <i>Psychology, Global Edition</i> (5th ed.): Pearson. (ISBN: 9780134623535)</p> <p><i>Introduction to Psychology</i>. Open source textbook provided by Lumen Learning. Available under a Creative Commons Attribution-Noncommercial license. © 2017 Available at <a href="https://courses.lumenlearning.com/wmopen-psychology/">https://courses.lumenlearning.com/wmopen-psychology/</a></p>	

### References

Sun, C. T.-L. (2015). *Psychology in Asia: An Introduction* (1st ed.): Cengage. (ISBN: 9789814441384)

Bond, M. H. (Ed.). (2010). *The Oxford handbook of Chinese psychology*. New York: Oxford University Press. (ISBN: 9780198738572).

陳烜之、梁覺(編)(2000)。 *邁進中的華心理學*。香港:中文大學出版社。(ISBN: 9789622019096)。

### Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

### Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

### Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

### Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

## The Hong Kong Polytechnic University

### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	<b>CBS3221P</b>
<b>Subject Title</b>	Chinese Language Communication for Business
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This subject develops the students' competence to use Putonghua and written Chinese at a level of effectiveness sufficient for general business communications.
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a. communicate in Putonghua for various speech functions such as introducing, negotiating, clarifying, and persuading, in professional context of business; b. write various practical genres in written Chinese such as letter / e-mail, notice, guideline, notice, news release, poster, pamphlet, and declaration for internal and external communications; c. give formal presentation in Putonghua for the purpose of introduction, promotion, explanation, and the like; d. produce proposal on professional topic in written Chinese that is and is feasible and is highly readable to non-expert readers.
<b>Subject Synopsis/ Indicative Syllabus</b>  <i>(Note 2)</i>	1. Oral communication for self introduction, establishing social rapport, dealing with business, and negotiation in context of trading; 2. formal presentation with multimedia materials to industrial clients and the public for marketing; 3. practical Chinese writing in wide range of genres for both internal management and external relations such as letters of invitation, thanks, request, response to complaints; notice, guideline, press release, speech draft, poster, and pamphlet; 4. professional related literacy in written Chinese such as reading of academic papers, reports and proposal; writing of professional report and proposal which are readable to expert or non-expert readers.

<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p>The subject will take an interactive approach between teacher and student by assigning group collaboration, individual presentation, and group/class discussion. Teaching materials will be presented in both printed and audio-visual modes. For the training of accuracy in spoken and written presentation, students will be supplemented with materials in self-access modules. Teacher consultation will be offered on individual needs, and the lessons will be delivered in Putonghua.</p>																																																												
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="520 584 1466 1339"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Written communication (Internal and/or external)</td> <td>45%</td> <td></td> <td>√</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Written proposal on new initiative / product (group work)</td> <td>30%</td> <td></td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Power Point presentation on new initiative / product (group work)</td> <td>15%</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. In-class participation</td> <td>10%</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Subject assessment 100% coursework</p> <p>For the course work, students will be assessed by final product of the assigned exercises;</p> <p>Each assignment will be assessed in terms of criterion reference assessing. The overall achievement is obtained by formative assessment.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Written communication (Internal and/or external)	45%		√					2. Written proposal on new initiative / product (group work)	30%		√		√			3. Power Point presentation on new initiative / product (group work)	15%	√		√				4. In-class participation	10%	√	√					<b>Total</b>	<b>100 %</b>						
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<b>Student Study Effort Expected</b>	Class contact:	
	▪ Seminar	39 Hrs.
	Other student study effort:	
	▪ Outside class practice, e.g. Planning, discussing, and writing assignments and project	3 x 15 = 45 Hrs.
	▪ Researching and self-study	3 x 15 = 45 Hrs.
	Total student study effort	129 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 路德慶主編(1982)《寫作教程》，華東師範大學出版社。</li> <li>2. 邵守義（1991）《演講全書》，吉林人民出版社。</li> <li>3. 陳建民（1994）《說話的藝術》，語文出版社。</li> <li>4. 李軍華（1996）《口才學》，華中理工大學出版社。</li> <li>5. 陳瑞端著（2000）《生活錯別字》，中華書局。</li> <li>6. 邢福義、汪國勝主編（2003）《現代漢語》，華中師範大學出版社。</li> <li>7. 于成鯤主編（2003）《現代應用文》，復旦大學出版社。</li> <li>8. 于成鯤等主編（2011）《當代應用文寫作規範叢書》，復旦大學出版社。</li> <li>9. Lawrence, M. S. 1975. <i>Writing as a thinking process</i>. The University of Michigan Press.</li> <li>10. White, R. &amp; Arndt, V. 1997. <i>Process Writing</i>. Addison Wesley Longman Ltd.</li> </ol>	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

# The Hong Kong Polytechnic University

## Subject Description Form

<b>Subject Code</b>	ELC3221
<b>Subject Title</b>	Workplace English for Business Students I
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Pre-requisite: LCR English subjects
<b>Objectives</b>	This subject aims to develop the English language skills required by students to communicate effectively in their future professional careers.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"><li>interact professionally in a job interview,</li><li>participate actively and appropriately in work-related discussions,</li><li>organise and write effective workplace correspondence, and</li><li>plan, organise and produce logically developed short reports.</li></ol> <p>To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and provide support for stance and opinion.</p>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>The content is indicative. The balance of the components, and the weighting accorded to each, will be based on the specific needs of the students.</p> <ol style="list-style-type: none"><li><b>Job interviews and work-related discussions</b> Practising the specific verbal and non-verbal skills required in communicating with potential employers in job-seeking interviews and with co-workers in workplace discussions.</li><li><b>Workplace correspondence and reports</b> Writing emails, letters and reports by selecting and using relevant content; organising ideas and information; maintaining appropriate tone, distance and level of formality; achieving coherence and cohesion; adopting an appropriate style, format, structure and layout.</li><li><b>Language appropriacy</b> Using context-sensitive language in spoken and written English.</li><li><b>Language development</b> Improving and extending relevant features of grammar, vocabulary and pronunciation.</li></ol>

<b>Teaching/Learning Methodology</b>	<p>The subject is designed to introduce students to the communication skills, both oral and written, that they may need to function effectively in their future professions.</p> <p>The study method is primarily seminar-based. Activities include teacher input as well as individual and group work involving drafting and evaluating texts, mini-presentations, discussions and simulations. Students will be referred to information on the Internet and the ELC's Centre for Independent Language Learning.</p> <p>Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required.</p>																																						
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<p><b>Reading List and References</b></p>	<p><b>Coursebook</b></p> <p>Course materials prepared by the English Language Centre</p> <p><b>Recommended readings</b></p> <p>Bilbow, G. T. (2015). <i>Business writing for Hong Kong</i> (4th ed.). Hong Kong: Pearson Education Asia.</p> <p>Block, J. A., &amp; Betrus, M. (2014). <i>Great answers, great questions for your job interview</i> (2nd ed.). New York: McGraw-Hill Education.</p> <p>Brieger, N., &amp; Sweeney, S. (2000). <i>The language of business English: Grammar &amp; functions</i>. Harlow, England: Pearson Education Ltd.</p> <p>Krizan, A. C., Merrier, P., Logan, J., &amp; Williams, K. (2008). <i>Business communication</i> (7th ed.). Mason, OH: Thomas Learning.</p> <p>Kuiper, S. (2009). <i>Contemporary business report writing</i> (4th ed.). Mason, OH: South-Western Cengage Learning.</p> <p>Lindsell-Roberts, S. (2004). <i>Strategic business letters and e-mail</i>. Boston: Houghton Mifflin.</p> <p>O'Quinn, K. (2006). <i>Perfect phrases for business letters: Hundreds of ready-to-use phrases for writing effective business letters, memos, e-mail, and more</i>. New York: McGraw-Hill.</p> <p>Potter, J. (1992). <i>Common business English errors in Hong Kong</i>. Hong Kong: Longman.</p> <p>Taylor, S. (2012). <i>Model business letters, emails and other business documents</i>. Harlow: Pearson Education Limited</p> <p>White, A. (2003). <i>Interview styles and strategies</i>. Mason, Ohio: South-Western Thomson Learning.</p>
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July 2018



# The Hong Kong Polytechnic University

## Subject Description Form

<b>Subject Code</b>	ELC3222
<b>Subject Title</b>	Workplace English for Business Students II
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Pre-requisite: LCR English subjects and ELC3221 Workplace English for Business Students I
<b>Objectives</b>	<p>This subject aims to develop the advanced English language skills required by students to communicate effectively for business project management in their future professional careers.</p> <p>The subject is designed to build upon the language and communication skills covered in the previous DSR English subject.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"><li>plan, organise and write convincing business proposals,</li><li>propose strategies, plans and projects effectively and persuasively in business presentations,</li><li>conduct business meetings effectively and participate actively in discussions and negotiations, and</li><li>plan, organise and produce effective promotional literature.</li></ol> <p>To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and provide support for stance and opinion.</p>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>The content is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students.</p> <ol style="list-style-type: none"><li><b>Language use in project management</b> Brainstorming and initiating a business project, interviewing stakeholders, setting and prioritising goals, drafting proposals, conducting meetings and communicating with stakeholders, and preparing promotional literature (e.g. press releases)</li><li><b>Language appropriacy</b> Using context-sensitive language in spoken and written English.</li><li><b>Language development</b> Improving and extending relevant features of grammar, vocabulary and pronunciation.</li></ol>

<b>Teaching/Learning Methodology</b>	<p>The subject is designed to introduce students to the communication skills, both oral and written, that they may need to function effectively in their future professions.</p> <p>The study method is primarily seminar-based. Activities include teacher input and project work involving drafting and evaluating texts, mini-presentations, discussions and simulations. Students will be referred to information on the Internet and the ELC's Centre for Independent Language Learning.</p> <p>Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required.</p>																																												
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<p><b>Reading List and References</b></p>	<p><b>Coursebook</b></p> <p>Course materials prepared by the English Language Centre</p> <p><b>Recommended readings</b></p> <p>Cobb, N., &amp; Divine, C. (2006). <i>Writing business bids and proposals for dummies</i>. West Sussex: John Wiley &amp; Sons, Ltd.</p> <p>Johnson-Sheehan, R. (2008). <i>Writing proposals</i> (2nd ed.). New York: Pearson.</p> <p>Kennedy, M. (2014). <i>Beginner's guide to writing powerful press releases: Secrets the pros use to command media attention</i>. CreateSpace Independent Publishing Platform.</p> <p>Kidd, P., &amp; Field, B. (2014). <i>Powerfully simple meetings: Your guide for fewer, faster, more focused meetings</i>. MeetingResult</p> <p>Kliem, R. L. (2008). <i>Effective communications for project management</i>. Boca Raton: Auerbach Publications.</p> <p>Lewis, J. P. (2008). <i>Mastering project management: Applying advanced concepts to systems thinking, control &amp; evaluation, resource allocation</i> (2nd ed.). New York: McGraw-Hill.</p> <p>Marsh, C., Guth, D. W., &amp; Short, B. P. (2016). <i>Strategic writing: Multimedia writing for public relations, advertising, and more</i> (3rd ed.). New York: Routledge.</p> <p>Potter, J. (1992). <i>Common business English errors in Hong Kong</i>. Hong Kong: Longman.</p> <p>Steele, W. R. (2016). <i>Presentation skills 201: How to take it to the next level as a confident, engaging presenter</i>. US: Erie Publishing.</p> <p>Thompson, L. L. (2015). <i>The mind and heart of the negotiator</i> (6th ed.). Boston: Pearson.</p>
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July 2018

## Subject Description Form

<b>Subject Offering Department</b>	<b>FB</b>								
<b>Subject Code</b>	<b>FB1003</b>								
<b>Subject Title</b>	<b>Freshman Seminar</b>								
<b>Credit Value</b>	<b>3</b>								
<b>Level</b>	<b>1</b>								
<b>Normal Duration</b>	1-semester								
<b>Pre-requisite and/or Exclusion(s)</b>	None								
<b>Role and Purpose</b>	This subject aims to explain the nature of business education provided by the Faculty of Business (FB); and to allow students to reflect and plan to enhance their generic business skills and knowledge. It contributes to the <u>direct assessment</u> of the BBA Learning Outcomes which concern Communication skills, Creative Thinking, Entrepreneurship. The subject will address ethics through the conduct of a DIT-2 test, and global outlook through students' engagement with project assistants from different nationalities and/or cultural backgrounds.								
<b>Subject Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p>(a) understand the structure, standing and direction of the Faculty of Business, and the nature of business and management education it offers</p> <p>(b) enhance the communication skills (assessed for BBA Outcome 1)</p> <p>(c) apply more creative thinking to their university studies (assessed for BBA Outcome 3)</p> <p>(d) identify the major ethical issues which arise in respect of university life and understand their own level of ethical reasoning</p> <p>(e) understand the entrepreneurial thinking process and different entrepreneurial skills (assessed for BBA Outcome 5)</p> <p>(f) demonstrate greater awareness of global issues and cultural diversities in business practice</p>								
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>▪ From School to Learning in University and FB</li> <li>▪ The Nature of Business and Management</li> <li>▪ Reflection on a student's own generic business skills</li> <li>▪ Identification and presentation a new business idea</li> </ul>								
<b>Teaching/Learning Methodology</b>	<p>Theories and key concepts will be introduced in lectures. Students will participate in both group and individual-level activities in workshops/Seminars, which include discussion, analysis of the learning outcomes specified for the BBA programme, identifying and presenting a new business idea. Project assistants with a foreign background will be engaged to assist in the running of workshops/seminars.</p> <p>Students are also required to complete online questionnaires for developmental purposes</p>								
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	%	weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
				<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>

	1. Class participation and attendance	15%	√	√	√	√	√	√	
	2. Individual Assignment (Self-appraisal)	35%		√	√	√		√	
	3. Group Assignment ( a new business idea)	30%		√	√		√		
	4. Test	20%	√		√	√	√	√	
	Total	100 %							
	<p>This subject will be assessed through: One individual assignment (a student's self- appraisal supported by evidence, e.g. activity records and artifacts); one group assignment (a new business idea), and a test</p> <p>To help student understand the importance of academic honesty and learn ways to ensure that their work and behaviour at PolyU are acceptable in this regard, the Online Tutorial on Academic Integrity is provided for students in this subject. Students will need to complete the Tutorial via Blackboard by the end of Week 5 of Semester One. The Online Tutorial can be accessed on LEARN@PolyU (理學網). It takes approximately two hours to complete. <u>The Online Tutorial is part of the subject completion requirement. Students who fail to complete the Online Tutorial will fail this subject.</u></p> <p>The minimum passing grade in this subject is D.</p>								
<b>Student Study Effort Expected</b>	Class contact:								
	▪ Lectures		13 Hrs.						
	▪ Workshops/Seminars		26 Hrs.						
	Other student study effort:								
	▪ Preparation for seminars and workshops, and completion of online questionnaires/exercises		28 Hrs.						
	▪ Group assignment preparation		28 Hrs.						
	▪ Individual assignment preparation		28 Hrs.						
	Total student study effort			123 Hrs.					
<b>Reading List and Reference</b>	<p>The contents of the subject will be supported by both on-line and hard copy materials. The former will provide short videos and development tools for students to complete. The latter will include case studies and exercises for group discussions.</p>								

### Subject Description Form

<b>Subject Code</b>	FB3002
<b>Subject Title</b>	Work-Integrated Education
<b>Credit Value</b>	3 Training Credits
<b>Level</b>	3
<b>Pre-requisite and/or Exclusion(s)</b>	Nil
<b>Objectives</b>	<p>Work-Integrated Education (WIE) is “work-based learning experiences which take place in an organizational context relevant to a student’s future profession, or the development of generic skills that will be valuable in that profession.” An essential and compulsory component in the Faculty’s BBA education, WIE facilitates the integration of knowledge, skills, and competences between the classroom and the real-world, thus equipping students with valuable work experience as well as practical readiness for full-time employment upon graduation.</p>
<b>Subject Intended Learning Outcomes</b>	<p>At the end of WIE, the student should be able to:</p> <p>1.1 Areas of Personal Development</p> <p>a. Appreciate his/her own learning style and determine the best approach to enhancing his/her learning;</p> <p>b. Appreciate his/her own learning and development needs and chart his/her learning and development plan for the next 3-5 years;</p> <p>c. Make informed choices/preferences for his/her career and formulate a suitable plan for achieving it;</p> <p>1.2 Areas of Workplace Appreciation</p> <p>a. Understand the issues involved in the practical application of the skills, knowledge and information acquired in the University environment (BBA Programme Outcome No.11);</p> <p>b. Appreciate the requirements and demands of the real-world work environment, especially in the industry/sector where WIE was done so as to facilitate the smooth transition to full-time employment after graduation;</p> <p>c. Identify factors in organizational culture that influences sustainable competitive advantage, excellence, and progress.</p> <p>1.3 Areas of Key Skills</p> <p>a. Develop strategic approaches to anticipate and handle challenges (BBA Programme Outcome No.9) ;</p> <p>b. Analyze problems and strategize solutions creatively (BBA Programme Outcome No.3);</p>

	<p>c. Appreciate the computing skills he/she has acquired, determine areas that require further development, and make plans to achieve them;</p> <p>d. Communicate effectively and confidently;</p> <p>e. Work effectively individually as well as in teams</p> <p>f. Develop an ethical understanding of issues in a business setting (BBA Programme Outcome No.4)</p>	
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>Students may choose to fulfill the 100-hour requirement through placements in one or two organizations OR through one or two eligible WIE activities.</p> <p>As with every course of study in their degree programme, students should note that it is their responsibility to secure the necessary 3 WIE training credits for graduation.</p>	
<b>Teaching/Learning Methodology</b>	<p>Experiential Learning and Reflection</p>	
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<p>WIE Subject Administration will be handled by School/Department correspondingly.</p> <p>Assessment of WIE will be on a pass/fail basis, based upon:</p> <p>a. An initial statement from the student on the objectives and duration of the work; and</p> <p>b. A statement from the student's employer(s) confirming the duration of the work and satisfactory performance; and</p> <p>c. A Self-Evaluation/Reflection from the student.</p> <p>These three requirements need to be met for every WIE activity.</p> <p>Students should take note that their termination of internships without valid reason(s) or their being terminated from their internship will render them to have failed the WIE activity.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Workshop (optional)	10 Hrs. (maximum)
	Other student study effort	
	▪ Internship (excluding workshop)	100 Hrs.
	Total student study effort	100 Hrs.
<b>Reading List and Reference</b>		