

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

Subject Code	AMA1500
Subject Title	Foundation Mathematics for Accounting and Finance
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	The lectures aim to provide students of Accounting & Finance with basic knowledge of mathematics required for the understanding of quantitative methods and other concepts in their discipline. To develop students' ability for logical thinking and effective communication, tutorial sessions will be held.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) apply mathematical reasoning to analyze essential features of different mathematical problems arising from business and economics; (b) make use of the knowledge of mathematical techniques and adapt known solutions to various situations; (c) use mathematical modeling in problem solving; (d) demonstrate abilities of logical and analytical thinking.
Subject Synopsis/ Indicative Syllabus	<p>(1) <i>Sets</i>: Set notations, elements and subsets, power sets, ordered pairs, relations and functions, equivalence relations.</p> <p>(2) <i>Elementary functions</i>: Polynomials, rational functions, exponential and logarithmic functions.</p> <p>(3) <i>Limits and continuity</i>: Intuitive concepts about limit of a function at a point, left-hand and right-hand limits, simple limit theorems, some special limits. Concept of a continuous function, some special properties of real valued continuous functions on an interval.</p>

	<p>(4) <i>Differential Calculus and applications</i>: Concept of derivatives and differentials, rules of differentiation, L'Hopital's rule, maxima and minima, applications to curve sketching. Partial derivatives and the chain rule, implicit differentiation, constrained optimization.</p> <p>(5) <i>Integral Calculus</i>: Indefinite integrals as anti-derivatives, rules of integration, techniques of integration. Definite integrals as limits of sums, Fundamental theorem of calculus, integration by parts and reduction formulas. Applications.</p>																																						
<p>Teaching/Learning Methodology</p>	<p>A two hour mass lecture will be conducted each week to initiate students into the ideas, concepts and techniques of the topics in the syllabus, which is then reinforced by a one hour tutorial designed to consolidate and develop students' knowledge through discussion and practical problem solving.</p>																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="470 994 1430 1496"> <thead> <tr> <th rowspan="2">Specific assessment methods</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. Continuous Assessment</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Examination</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Continuous Assessment comprises of assignments, in class quizzes, online quizzes and a mid-term test. A 3-hour examination is held at the end of the semester.</p> <p>Questions used in assignments, quizzes, tests and examinations are used to assess the student's level of understanding of the basic concepts and their ability to use mathematical and numerical techniques in solving problems in various disciplines.</p> <p>To pass this subject, students are required to obtain grade D or above in both the continuous assessment and the examination components.</p>	Specific assessment methods	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Continuous Assessment	40%	✓	✓	✓	✓			2. Examination	60%	✓	✓	✓	✓			Total	100%						
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Student Study Effort Required	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorial	13 Hrs.
	▪ Mid-term test and Examination	5 Hrs.
	Other student study effort:	
	▪ Assignments and self-study	73 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p>Chung, K.C. A short course in Calculus and matrices. McGraw Hill, 2013.</p> <p>K.F. Hung, Wilson C.K. Kwan and Glory T.Y. Pong Foundation Mathematics & Statistics, McGraw Hill 2013.</p> <p>Thomas, G.B., Weir, M.D., Hass, J. & Giordano, F.R. Thomas' Calculus, 12th ed. Addison Wesley, 2009.</p>	

Subject Description Form

Subject Code	AMA1501
Subject Title	Introduction to Statistics for Business
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>This subject aims to:</p> <p>(i) provide students with a variety of basic techniques in understanding and interpreting data;</p> <p>(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.</p>
	<p>Upon completion of the subject, students will be able to:</p> <p>a. use a variety of basic techniques in understanding and interpreting data;</p> <p>b. apply elementary statistical methods in analyzing business scenarios and problems;</p> <p>c. think critically and creatively about the uses and limitations of statistical methods in business;</p> <p>d. use statistical package and interpret the output, appreciate the applications of information technology for statistical analysis in business.</p>
Subject Synopsis/ Indicative Syllabus	<p>Descriptive Statistics Presentation of business data in tabular, diagrammatic and graphic forms; misleading presentations. Summary measures of location and spread.</p> <p>Probability 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>Estimation Simple random samples. Sampling distributions: mean, proportion and differences. Confidence intervals: mean, proportion and differences.</p> <p>Hypothesis Testing Hypothesis testing: mean, proportion and differences.</p>

	<p>Chi-square Test Test of goodness of fit. Test of independence.</p> <p>Relationships between Variables Exploratory data analysis. Linear relationships: ordinary least squares. Correlation coefficients.</p> <p>Multiple Regression Multiple regression equation. Inferences about parameters. Modelling techniques</p>																																														
<p>Teaching/Learning Methodology</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>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="472 891 1422 1518"> <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. Assignment and Presentation</td> <td>20%</td> <td>✓</td> <td>✓</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> <td></td> <td></td> </tr> <tr> <td>3. Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</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>The subject focuses on knowledge, skill and understanding of Business Statistics, thus, Exam-based assessment 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.</p> <p>To pass this subject, students are required to obtain grade D or above in both 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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Student Study Effort Expected	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorial and Student Presentation	13 Hrs.
	Other student study effort:	
	▪ Assignments	20 Hrs.
	▪ Self-study	58 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<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>, 7th ed., Prentice-Hall, 1998.</p> <p>Moore, David S. and McCabe, G., <i>Introduction to the practice of Statistics</i>, 7th ed., W H Freeman, 2012.</p> <p>McClave, J. T., Benson, P. George and Sincich, Terry., <i>A First Course in Business Statistics</i>, 8th ed., Prentice Hall, 2001.</p>	

Subject Description Form

Subject Code	APSS111/ APSS1A07
Subject Title	Introduction to Psychology
Credit Value	3
Level	1
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p>Healthy Lifestyle</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>
Pre-requisite / Co-requisite/ Exclusion	<p><u>Exclusion :</u></p> <p>For students taking APSS111, the exclusion subject is APSS1A07.</p> <p>For students taking APSS1A07, the exclusion subject is APSS111.</p>
Objectives	<ol style="list-style-type: none"> 1. Gain systematic knowledge in the field of psychology with both historical and current perspectives; 2. Understand the research methodology commonly used by psychologists; 3. Become familiar with the major trends of development in psychology; 4. Develop critical thinking skills and use psychological method of enquiry to evaluate claims and ideas in popular media; and 5. Apply the acquired psychological concepts and theories in everyday life.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>a. gain an understanding of the fundamentals of psychology;</p>

	<ul style="list-style-type: none"> b. survey and appreciate research in psychology; c. develop their interest and critical thinking in human thought and behavior; d. relate the applications of psychology to their everyday life; e. exercise their presentation, academic research and writing skills in collaboration with their peers.
<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. The Dimensions of Psychology <ul style="list-style-type: none"> - Aspects of Psychology - A Brief History of Psychology - Value and Contributions of Psychology to Human Life 2. The Neuro-biological Foundations of Psychology <ul style="list-style-type: none"> - Central Core and Limbic System - Endocrine System - Genetic Influence on Behaviour 3. Variations in Consciousness <ul style="list-style-type: none"> - Sleep and Dreams - Consciousness and Drugs 4. Sensation and Perception <ul style="list-style-type: none"> - Sensory Processes - Principles of Perceptual Organization - Perceptual Constancy and Development 5. Learning <ul style="list-style-type: none"> - Classical Conditioning - Operant Conditioning - Social and Cognitive Approaches to Learning 6. Memory <ul style="list-style-type: none"> - Memory Processes from Sensory Input to Long-term Memory - Improving Memory - Constructive Memory 7. Intelligence, Cognition and Language <ul style="list-style-type: none"> - Intelligence: Classical and Contemporary theories - Forming Concepts and Solving Problems - Development of Language, Reason and Thought 8. The Dynamics of Motivation and Emotion <ul style="list-style-type: none"> - Theories of Motivation and Emotion - Hunger, Obesity and Anorexia - Sexual Behaviour 9. Perspectives of Human Development <ul style="list-style-type: none"> - Cognitive Development

	<ul style="list-style-type: none"> - Social and Personality Development - Emotional Development - Moral Development <p>10. Social Influence and Human Behaviours</p> <ul style="list-style-type: none"> - Perceiving Others and Attribution - Attitudes and Behaviour - Interpersonal Attraction - Social and Group Influences <p>11. Brief Overview of Personality Theories, Research and Assessment</p> <p>12. Key Issues of Health, Stress and Coping</p> <ul style="list-style-type: none"> - Effects of Stress on Psychological Functioning and Physical Health - Factors Moderating the Impact of Stress - Reactions to Illness <p>13. Psychological Disorders – Diagnosis & Treatment</p> <ul style="list-style-type: none"> - Brief Overview of Abnormal Behaviour: Myths, Realities and Controversies - Culture and Psychopathology - Elements of the Treatment Processes - Current Trends and Issues in Treatment
<p>Teaching/Learning Methodology</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>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>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	Quizzes	40%	✓	✓	✓		✓
	Written Assignments	40%	✓	✓	✓		✓
	Class Participation	20%	✓	✓	✓	✓	✓
	Total	100 %					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Assignments of Web-based Practice and Assessment Quizzes
Continuous assessment is adopted, and methods include practice and assessment quizzes 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.

Term Paper /Research Participation
Students will be provided with hands-on opportunities in participating in psychological research studies, select one thematic lecture topic for writing a term paper and reflect on how psychology helps the study of their disciplinary domain and professional practice. 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. Writing a term paper and participating in psychological research enable students to apply and integrate psychological theories into the real-life practice.

Coursework is based on continuous assessment. Both the quizzes and term papers are set for all students who are required to demonstrate their level of psychological knowledge learned from this introductory subject.

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.

Student Study Effort Expected	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Web-based quizzes	3 Hrs.
	▪ Self-reading	28 Hrs.
	▪ Preparation for term paper and web-based quizzes	47 Hrs.
	▪ Psychological experiments	3 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Wade, C. & Tavris, C. (2011). <i>Invitation to psychology</i> (5th ed.) New York: Pearson. (624 pages)</p> <p>Myers, D. (2010). <i>Psychology</i> (9th ed.). New York: Worth Publishers. (928 pages)</p> <p>Gerrig, R.J., & Zimbardo, P.G. (2010). <i>Psychology and life</i> (19th ed.). Boston, MA: Pearson Education. (792 pages)</p> <p><u>Supplementary</u></p> <p>Adler, J. R. (Ed.). (2004). <i>Forensic Psychology: Concepts, debates and practice</i>. Cullompton: Willan.</p> <p>Baron, R.A., Kalsher, M. J., & Henry, R. A. (2008). <i>Psychology: From science to practice</i> (2nd ed.). Boston, MA: Pearson/Allyn and Bacon. (HKPolyU call no. BF121.B325 2008).</p> <p>Bernstein, D. A., Penner, L.A., Clarke-Stewart, A., & Roy, E.J. (2008). <i>Psychology</i> (8th ed.). Boston, MA; Abingdon: Houghton Mifflin. (with CD-ROM).</p> <p>Bond, M. H. (Ed.). (2010). <i>The Oxford handbook of Chinese psychology</i>. New York: Oxford University Press. (HKPolyU call no. GN635.C5 O94 2010).</p> <p>Bradshaw J. L., & Jason M. (1995). <i>Clinical neuropsychology: Behavioral and brain Science</i>. N.Y.: Academic Press.</p> <p>Bush S. S., & Martin T. A. (2005). <i>Geriatric neuropsychology: Practice essentials</i>. London: Taylor & Francis Group.</p> <p>Dennis R. G. (2002). <i>Principles of human neuropsychology</i> (2nd Edition). N.Y.: McGraw-Hill.</p>	

	<p>Feldman, R.S. (2009). <i>Understanding psychology</i> (9th ed.). New York: McGraw Hill.</p> <p>Kalat, J.W. (2011). <i>Introduction to psychology</i> (9th ed.). Belmont, CA: Wadsworth, Cengage. (HKPolyU call no. BF121.K26 2011).</p> <p>Morris, C. G., & Maisto, A.A. (2010). <i>Understanding psychology</i> (9th ed.). Upper Saddle River, NJ: Prentice Hall. (HKPolyU call no. BF121.M5987 2010).</p> <p>Wood, S.E., Greenwood, E.R., & Boyd, D. (2011). <i>The world of psychology</i> (7th ed.). Boston, MA: Allyn and Bacon. (HKPolyU call no. BF121.W657 2011).</p> <p>Yang, C.F., & Kao, S.R. (Eds.). (1998). <i>How to study the Chinese: A collection of papers on indigenous Chinese psychology</i>. Hong Kong: The Hong Kong University Press.</p> <p>鄭鋼等(譯) (2007) 。心理學導論——思想與行為的認識之路 (原作者: D. Coon, & O. Mitterer) 北京: 中國輕工業出版社。 (HKPolyU call no. BF121. C62512 2007) 。</p> <p>張東峰、鄭伯璦 (譯) (1992) 。心理學概論 (原作者: 西爾格德) 。臺北: 桂冠圖書股份有限公司。</p> <p>高尚仁 (編) (1996, 2002) 。心理學新論。香港: 商務印書館。 (HKPolyU call no. BF128.C5 H76 1996) 。</p> <p>高尚仁、楊中芳 (編) (1991) 。中國人、中國心。臺北: 遠流出版事業股份有限公司。 (HKPolyU call no. DS721 .C464 1991) 。</p> <p>林天德 (2003) 。變態心理學。香港: 商務印書館。 (HKPolyU call no. <u>RC454 .L56 2003</u>) 。</p> <p>陳烜之、梁覺 (編) (2000) 。邁進中的華心理學。香港: 中文大學出版社。 (HKPolyU call no. <u>BF108.C48 M34 2000</u>) 。</p> <p>楊中芳等 (編) (2001) 。如何研究中國人——心理學研究本土化論文集。臺北: 遠流出版事業股份有限公司。 (HKPolyU call no. <u>BF108.C48 Y35 2001</u>) 。</p> <p>楊國樞、黃光國 (編) (1991) 。中國人的心理與行為。臺北: 桂冠圖書股份有限公司。 (HKPolyU call no. D721.C495 1991) 。</p> <p>葉重新 (著) (2004) 。心理學。臺北: 心理出版社股份有限公司。 (HKPolyU call no. BF128.C5 Y45 2004)</p>
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編譯組與社會研究中心（編譯）（1996, 2002）。中譯心理學詞彙。香港：中文大學出版社。（HKPolyU call no. BF32 .C85）

Interactive Multimedia

Ashton, R., Dyne, A., & Findlay, (1997). R. *Psyche: Experiments that changed psychology* [interactive multimedia]. Milton, Queensland: Wiley. . (HKPolyU call no. BF181.P79 CDM).

Weiten, W. (2008). *PSYK.TREK 3.0 (interactive multimedia): A multimedia introduction to psychology*. Belmont, CA: Wadsworth/Cengage Learning.

Subject Description Form

Subject Code	APSS112 / APSS1A08											
Subject Title	Introduction to Sociology											
Credit Value	3											
Level	1											
Pre-requisite / Co-requisite/ Exclusion	Exclusion : For students taking APSS112, the exclusion subject is APSS1A08 For students taking APSS1A08, the exclusion subject is APSS112											
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Quizzes</td> <td style="text-align: center;">60 %</td> <td style="text-align: center;">%</td> </tr> <tr> <td>2. Written Assignment</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Quizzes	60 %	%	2. Written Assignment	40 %	%
100% Continuous Assessment	Individual Assessment	Group Assessment										
1. Quizzes	60 %	%										
2. Written Assignment	40 %	%										
Objectives	The subject aims to help students understand how society works, and the extent to which they are influenced by society. Unlike the conventional introductory course, it adopts a distinct approach, which tries to make learning a process of personal discovery. It will try to build this discovering process on the solid base of students' everyday experience.											
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> a. cultivate a linkage between sociology and real life; b. paint the origin, historical development, and essence of sociology ; c. give an educated criticism over social issues beyond commonsensical viewpoints. 											
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Nature and Birth of sociology 2. Sociological theories 3. Sociological enquiry 4. Thematic discussions: <ul style="list-style-type: none"> - <u>Culture, groups and social construction of reality</u> Culture, language symbols, values, norms, subculture, counterculture, ethnocentrism - <u>Socialization, deviance and social control</u> Socialization, looking-glass self, role-taking, agents of socialization, 											

	<p>total institution, re-socialization, social control</p> <ul style="list-style-type: none"> - <u>Social stratification</u> <p>Structural poverty, social stratification, social inequality, social mobility, class, ideology</p> <ul style="list-style-type: none"> - <u>School education</u> <p>Urbanization, industrialization, democratization and schooling; mass education as a means of social stratification; mass education as a means of social control</p> <ul style="list-style-type: none"> - <u>Sex, gender and family</u> <p>Gender, gender stereotype, sexism, gender socialization, agents of socialization; feminism and social changes; family, kinship, marriage, nuclear family, functions of family, disintegration of family</p> <ul style="list-style-type: none"> - <u>Religion</u> <p>Religion and modernization; religion and social stability; religion and social movements</p> <ul style="list-style-type: none"> - <u>Globalization and technological advancement</u> <p>Social change, personal vs. impersonal relationship, symbols, communication of intention and emotion; bureaucracy; rationality and McDonaldization</p>
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<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>Formal lectures will be conducted throughout the subject to involve students' participation for effective learning. Specific issues will be discussed in lectures to deepen students' understanding about the sociological concepts introduced in lectures, and to help them understand the importance of critical thinking. Movie sessions and workshops will be introduced whenever possible to cultivate interactive learning experience. The lecturer will give guidance, feedback, and comments to the student involved during the entire process.</p>
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<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="443 1406 1390 1868"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weightin g</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>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Quizzes</td> <td>60 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>2. Written Assignment</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</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>Students' capacity in applying the knowledge on identified stages of social development can be assessed through the two quizzes held during the middle and end of term. At the same time, the written assignment is useful in assessing</p>	Specific assessment methods/tasks	% weightin g	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Quizzes	60 %	✓	✓	✓		✓		2. Written Assignment	40 %	✓	✓	✓	✓	✓		Total	100 %						
Specific assessment methods/tasks	% weightin g			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																			
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2. Written Assignment	40 %	✓	✓	✓	✓	✓																																	
Total	100 %																																						

	students' ability to articulate real life situation with theoretical concepts.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	▪	Hrs.
	Other student study effort:	
	▪ Preparation for written assignment	40 Hrs.
	▪ Studying course materials	26 Hrs.
	Total student study effort	105 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Essential</u></p> <p>Charon, J.M. (2010). <i>Ten Questions: a sociological perspective</i> (7th ed.). Belmont, Calif.: Wadsworth, Cengage Learning. (total 300 pages)</p> <p><u>Supplementary</u></p> <p>Berger, P. (1963). <i>Invitation to sociology: A humanistic perspective</i>. New York: Anchor Books.</p> <p>Ferguson, S. (Ed.). (2008). <i>Mapping the social landscape – readings in sociology</i>. (5th ed.). Boston, MA: McGraw-Hill.</p> <p>Fine, G., & Shulman, D. (2003) <i>Talking sociology</i> (5th ed.). Boston, MA: Allyn and Bacon.</p> <p>Giddens, A. (1996). <i>Introduction to sociology</i>. Chicago: W.W. Norton.</p> <p>Haralambos, M. (2000). <i>Sociology: Themes and perspectives</i>. New York: Harper Collins.</p> <p>Macionis, J.J. (2004). <i>Society: The basics</i> (7th ed.). Upper Saddle River, NJ: Prentice Hall.</p> <p>Macionis, J.J. (2010). <i>Sociology</i> (13th ed.). Upper Saddle River, NJ: Prentice Hall.</p>	

	<p>Matson, R. (Ed.). (2008). <i>The spirit of sociology: A reader</i>. Boston, MA: Pearson/Allyn and Bacon.</p> <p>Mills, C.W. (2000). <i>The sociological imagination</i>. New York: Oxford University Press.</p> <p>Schwalbe, M. (2005). <i>The sociologically examined life – pieces of the conversation</i>. Boston, MA: McGraw-Hill.</p> <p>成令方、林鶴、吳嘉苓（等譯）（2001）。實踐社會學：思索未來。見樹又見林：社會學作為一種生活、實踐與承諾（174-199 頁）。臺北：群學出版社。[（原作者：Alan G. Johnson）。（原著出版年：1997）。</p> <p>何強星（主編）（1999）。社會學探論 – 理論與香港本土研究。香港：學峰文化事業公司。</p> <p>林祐聖、葉欣怡譯（2002）。社會的麥當勞化。（原作者：G. Ritzer）。臺北：弘智文化事業有限公司。</p> <p>吳俊雄（1987）。社會學就是工業社會學。載於畢浩明（主編），社會學 – 界限與局限（225-250 頁）。香港：商務印書館。</p> <p>張君玫、劉鈺佑譯（1996）。社會學的想像。（原作者：C. Wright Mills）。臺北：國立編譯館主譯。</p> <p>畢浩明（1987）。社會學不是甚麼。載於畢浩明（主編），社會學 – 界限與局限（132-178 頁）。香港：商務印書館。</p> <p>黃樹仁、劉雅靈（合譯）（1982）。社會學導引：人文取向的透視。（原作者：P. Berger）。臺北：巨流圖書公司。</p>
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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

Subject Code	CBS3221P
Subject Title	Chinese Language Communication for Business
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject develops the students' competence to use Putonghua and written Chinese at a level of effectiveness sufficient for general business communications.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 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.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 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>Teaching/Learning Methodology</p> <p>(Note 3)</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>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1" data-bbox="520 584 1474 1330"> <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 & 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>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></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 & 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%	√	√					Total	100 %						
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Student Study Effort Expected	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.
Reading List and References	<ol style="list-style-type: none"> 1. 路德慶主編(1982)《寫作教程》，華東師範大學出版社。 2. 邵守義（1991）《演講全書》，吉林人民出版社。 3. 陳建民（1994）《說話的藝術》，語文出版社。 4. 李軍華（1996）《口才學》，華中理工大學出版社。 5. 陳瑞端著（2000）《生活錯別字》，中華書局。 6. 邢福義、汪國勝主編（2003）《現代漢語》，華中師範大學出版社。 7. 于成鯤主編（2003）《現代應用文》，復旦大學出版社。 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。 9. Lawrence, M. S. 1975. <i>Writing as a thinking process</i>. The University of Michigan Press. 10. White, R. & Arndt, V. 1997. <i>Process Writing</i>. Addison Wesley Longman Ltd. 	

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

Subject Code	ELC3221
Subject Title	Workplace English for Business Students I
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Pre-requisite: LCR English subjects
Objectives	This subject aims to develop the English language skills required by students to communicate effectively in their future professional careers.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. interact professionally in a job interview, b. participate actively and appropriately in work-related discussions, c. organise and write effective workplace correspondence, and d. plan, organise and produce logically developed short reports. <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>
Subject Synopsis/ Indicative Syllabus	<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"> 1. Job interviews and work-related discussions 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. 2. Workplace correspondence and reports 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. 3. Language appropriacy Using context-sensitive language in spoken and written English. 4. Language development Improving and extending relevant features of grammar, vocabulary and pronunciation.

Teaching/Learning Methodology	<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>																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="440 555 1463 1032"> <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. Job interview and group discussion</td> <td>40%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Email and letter writing</td> <td>30%</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>3. Report writing</td> <td>30%</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>This subject adopts the method of 100% continuous assessment. Students' oral and writing skills are evaluated through assessment tasks related to the learning outcomes. Students are assessed on the accuracy and the appropriacy of the language used in fulfilling the assessment tasks, as well as the selection and organisation of ideas.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Job interview and group discussion	40%	✓	✓			2. Email and letter writing	30%			✓		3. Report writing	30%				✓	Total	100 %				
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<ul style="list-style-type: none"> ▪ Seminars 					39 Hrs.																																		
Other student study effort:																																							
<ul style="list-style-type: none"> ▪ Classwork-related, assessment-related, and self-access work 					78 Hrs.																																		
Total student study effort:					117 Hrs.																																		

<p>Reading List and References</p>	<p>Coursebook</p> <p>Course materials prepared by the English Language Centre</p> <p>Recommended readings</p> <p>Bilbow, G. T. (2004). <i>Business writing for Hong Kong</i> (3rd ed.). Hong Kong: Longman.</p> <p>Block, J. A. & Betrus, M. (2004). <i>Great answers! Great questions! For your job interview</i>. New York: McGraw-Hill.</p> <p>Brieger, N. & Sweeney, S. (2000). <i>The language of business English: Grammar & functions</i>. Harlow, Essex: Pearson Education Ltd.</p> <p>Krizan, A. C., Merrier, P., Logan, J. & Williams, K. (2008). <i>Business communication</i> (7th ed.). Cincinnati, OH: South-Western Thomas Learning.</p> <p>Kuiper, S. (2007). <i>Contemporary business report writing</i> (3rd ed.). Cincinnati, OH: Thomson/South-Western.</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>White, A. (2003). <i>Interview styles and strategies</i>. Mason, OH: South-Western College Publication /Thomson Learning.</p>
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March 2014

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC3222
Subject Title	Workplace English for Business Students II
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Pre-requisite: LCR English subjects and ELC3221 Workplace English for Business Students I
Objectives	<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>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. plan, organise and write convincing business proposals, b. propose strategies, plans and projects effectively and persuasively in business presentations, c. conduct business meetings effectively and participate actively in discussions and negotiations, and d. plan, organise and produce effective promotional literature. <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>
Subject Synopsis/ Indicative Syllabus	<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"> 1. Language use in project management Initiating: brainstorming, interviewing stakeholders, setting goals Planning: prioritising and drafting proposals Executing: preparing promotional literature (e.g. press releases, advertorials, and leaflets), conducting meetings and communicating with stakeholders Controlling: reporting and discussing project progress; negotiating new or revised requirements Closing: preparing a final report 2. Language appropriacy Using context-sensitive language in spoken and written English. 3. Language development Improving and extending relevant features of grammar, vocabulary and

	pronunciation.																																											
Teaching/Learning Methodology	<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>Reading List and References</p>	<p>Coursebook</p> <p>Course materials prepared by the English Language Centre</p> <p>Recommended readings</p> <p>Darlington, K. (2005). <i>Effective website development: Tools and techniques</i>. Harlow, Essex; New York: Pearson/Addison-Wesley.</p> <p>Haynes, M. E. (1998). <i>Effective meeting skills: A practical guide for more productive meetings</i> (Revised ed.). Boston: Course Technology.</p> <p>Johnson-Sheehan, R. (2008). <i>Writing proposals</i> (2nd ed.). New York: Pearson/Longman.</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 & evaluation, resource allocation</i> (2nd ed.). New York: McGraw-Hill.</p> <p>Marsh, C. (2005). <i>Strategic writing: Multimedia writing for public relations, advertising, sales and marketing, and business communication</i>. Boston: Pearson/Ally and Bacon.</p> <p>Potter, J. (1992). <i>Common business English errors in Hong Kong</i>. Hong Kong: Longman.</p> <p>Thompson, L. L. (2005). <i>The mind and heart of the negotiator</i> (3rd ed.). Upper Saddle River, NJ: Prentice Hall.</p>
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March 2014

Subject Description Form

Subject Offering Department	FB							
Subject Code	FB1003							
Subject Title	Freshman Seminars							
Credit Value	3							
Level	1							
Normal Duration	2-semester; 6 sessions in alternate week in each semester							
Pre-requisite and/or Exclusion(s)	None							
Objectives	The role and purpose of this subject is to contribute to the BBA Learning Outcomes which concern Creative Thinking, Ethics, Entrepreneurship and Global Outlook.							
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>(a) evaluate their own entry-level performance with respect to the 'generic' learning outcomes which are to be achieved in all of the BBA programmes</p> <p>(b) apply more creative thinking to their university studies</p> <p>(c) identify the major ethical issues which arise in respect of university life and understand their own level of ethical reasoning</p> <p>(d) understand the nature of Business and management education and the structure, standing and direction of the Faculty of Business</p> <p>(e) describe the entrepreneurship process and different entrepreneurial skills</p> <p>(f) demonstrate awareness of global issues in business practice</p>							
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> ▪ From School to University ▪ Entrepreneurship Project ▪ The Nature of Business and Management ▪ Developing a Global Outlook 							
Teaching/Learning Methodology	<p>Workshops of three hour duration will be held, during which students will participate in both group and individual-level activities, designed to meet the outcomes of this subject. That will include the administration and analysis of various direct measures of the learning outcomes specified for the BBA programmes.</p> <p>Students are also required to complete online questionnaires/exercises, and two 5Alive workshop activities which can be held during the day or evenings or Saturdays.</p>							
Assessment Method Marks or grades will be allocated across the assessment tasks as shown in the table as deemed appropriate.	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. Class participation and attendance	15%	√	√	√	√	√	√
2. Individual Assignment (Self-appraisal)	35%	√	√	√	√			

	3. Group Assignment (Entrepreneurship Project)	50%		√	√		√	√		
	Total	100 %								
	<p>This subject will be assessed through : One individual assignment (student appraisal supported by evidence and activity records and artifacts); and one group assignment (performance in the Entrepreneurship Project).</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 by Week 5. 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>									
Student Study Effort Expected	Class contact:									
	▪ Seminar	36 Hrs.								
	▪ Workshop	6 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		126 Hrs.							
Reading List and Reference	<p>The content of the subject will be supported by both on-line and hard copy materials. The former will provide short videos, exercises and development tools for students to complete for each module. The latter will include case studies and vignettes.</p>									

28 Aug 2013

Subject Description Form

Subject Code	FB3001
Subject Title	Work-Integrated Education
Credit Value	3 Training Credits
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	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.
Intended Learning Outcomes	<p>At the end of WIE, the student should be able to:</p> <p>1.1 Areas of Personal Development</p> <ol style="list-style-type: none"> a. Appreciate his/her own learning style and determine the best approach to enhancing his/her learning; b. Appreciate his/her own learning and development needs and chart his/her learning and development plan for the next 3-5 years; c. Make informed choices/preferences for his/her career and formulate a suitable plan for achieving it; <p>1.2 Areas of Workplace Appreciation</p> <ol style="list-style-type: none"> a. Understand the issues involved in the practical application of the skills, knowledge and information acquired in the University environment; 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; c. Identify factors in organizational culture that influences sustainable competitive advantage, excellence, and progress. <p>1.3 Areas of Key Skills</p> <ol style="list-style-type: none"> a. Develop strategic approaches to anticipate and handle challenges;

	<p>b. Analyze problems and strategize solutions;</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>	
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> ▪ Students may choose to fulfill the 300-hour requirement through placements in one or more organizations OR through one or more eligible WIE activities. The 300 hours of internship work is approximately equivalent to 8 weeks of full-time internship engagement. ▪ 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. 	
Teaching/Learning Methodology	Experiential Learning and Reflection	
Assessment Methods in Alignment with Intended Learning Outcomes	<ul style="list-style-type: none"> ▪ WIE Subject Administration will be handled by School/Department correspondingly. ▪ Assessment of WIE will be on a pass/fail basis, based upon: <ul style="list-style-type: none"> a. An initial statement from the student on the objectives and duration of the work; and b. A statement from the student's employer(s) confirming the duration of the work and satisfactory performance; and c. A Self-Evaluation/Reflection from the student. <p>These three requirements need to be met for every WIE activity.</p> <ul style="list-style-type: none"> ▪ 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. 	
Student Study Effort Expected	Class contact:	
	▪	Hrs.

	▪	Hrs.
	Other student study effort:	
	▪ Internship	300 Hrs.
	▪	Hrs.
	Total student study effort	300 Hrs.
Reading List and References	NA	