

# **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.*

<b>Subject code</b>	<b>Title</b>	<b>Page</b>
AMA1500	Foundation Mathematics for Accounting and Finance	1
AMA1501	Introduction to Statistics for Business	4
APSS111	Introduction to Psychology	7
APSS112	Introduction to Sociology	12
CBS3221P	Chinese Language Communication for Business	16
ELC3221	Workplace English for Business Students I	20
ELC3222	Workplace English for Business Students II	22
FB1003	Freshman Seminars	25
FB3001	Work-Integrated Education	27



































## Subject Description Form

<b>Subject Code</b>	CBS3221P
<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>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. communicate in Putonghua for various speech functions such as introducing, negotiating, clarifying, and persuading, in professional context of business;</li> <li>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;</li> <li>c. give formal presentation in Putonghua for the purpose of introduction, promotion, explanation, and the like;</li> <li>d. produce proposal on professional topic in written Chinese that is feasible and is highly readable to non-expert readers.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Oral communication for self introduction, establishing social rapport, dealing with business, and negotiation in context of trading;</li> <li>2. formal presentation with multimedia materials to industrial clients and the public for marketing;</li> <li>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;</li> <li>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.</li> </ol>

<b>Teaching/Learning Methodology</b>	<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>																																																																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="520 584 1474 1568"> <thead> <tr> <th data-bbox="520 584 826 786" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="826 584 979 786" rowspan="2">% weighting</th> <th colspan="6" data-bbox="979 584 1474 719">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="979 719 1062 786">a</th> <th data-bbox="1062 719 1145 786">b</th> <th data-bbox="1145 719 1228 786">c</th> <th data-bbox="1228 719 1311 786">d</th> <th data-bbox="1311 719 1394 786"></th> <th data-bbox="1394 719 1474 786"></th> </tr> </thead> <tbody> <tr> <td data-bbox="520 786 826 920">1. Oral introduction of institutional features</td> <td data-bbox="826 786 979 920">10%</td> <td data-bbox="979 786 1062 920">√</td> <td data-bbox="1062 786 1145 920"></td> <td data-bbox="1145 786 1228 920">√</td> <td data-bbox="1228 786 1311 920"></td> <td data-bbox="1311 786 1394 920"></td> <td data-bbox="1394 786 1474 920"></td> </tr> <tr> <td data-bbox="520 920 826 1021">2. Letter response to complaints</td> <td data-bbox="826 920 979 1021">15%</td> <td data-bbox="979 920 1062 1021"></td> <td data-bbox="1062 920 1145 1021">√</td> <td data-bbox="1145 920 1228 1021"></td> <td data-bbox="1228 920 1311 1021"></td> <td data-bbox="1311 920 1394 1021"></td> <td data-bbox="1394 920 1474 1021"></td> </tr> <tr> <td data-bbox="520 1021 826 1088">3. News release</td> <td data-bbox="826 1021 979 1088">15%</td> <td data-bbox="979 1021 1062 1088"></td> <td data-bbox="1062 1021 1145 1088">√</td> <td data-bbox="1145 1021 1228 1088"></td> <td data-bbox="1228 1021 1311 1088"></td> <td data-bbox="1311 1021 1394 1088"></td> <td data-bbox="1394 1021 1474 1088"></td> </tr> <tr> <td data-bbox="520 1088 826 1189">4. Written declaration to criticisms</td> <td data-bbox="826 1088 979 1189">15%</td> <td data-bbox="979 1088 1062 1189"></td> <td data-bbox="1062 1088 1145 1189">√</td> <td data-bbox="1145 1088 1228 1189"></td> <td data-bbox="1228 1088 1311 1189"></td> <td data-bbox="1311 1088 1394 1189"></td> <td data-bbox="1394 1088 1474 1189"></td> </tr> <tr> <td data-bbox="520 1189 826 1323">5. Written proposal on new initiative (group work)</td> <td data-bbox="826 1189 979 1323">30%</td> <td data-bbox="979 1189 1062 1323"></td> <td data-bbox="1062 1189 1145 1323">√</td> <td data-bbox="1145 1189 1228 1323"></td> <td data-bbox="1228 1189 1311 1323">√</td> <td data-bbox="1311 1189 1394 1323"></td> <td data-bbox="1394 1189 1474 1323"></td> </tr> <tr> <td data-bbox="520 1323 826 1491">6. Power Point presentation on new product (group work)</td> <td data-bbox="826 1323 979 1491">15%</td> <td data-bbox="979 1323 1062 1491">√</td> <td data-bbox="1062 1323 1145 1491"></td> <td data-bbox="1145 1323 1228 1491">√</td> <td data-bbox="1228 1323 1311 1491"></td> <td data-bbox="1311 1323 1394 1491"></td> <td data-bbox="1394 1323 1474 1491"></td> </tr> <tr> <td data-bbox="520 1491 826 1568">Total</td> <td data-bbox="826 1491 979 1568">100 %</td> <td colspan="6" data-bbox="979 1491 1474 1568"></td> </tr> </tbody> </table> <p data-bbox="520 1597 1474 1675">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="520 1722 970 1756">Subject assessment 100% coursework</p> <p data-bbox="520 1803 1474 1881">For the course work, students will be assessed by final product of the assigned exercises;</p> <p data-bbox="520 1928 1474 2007">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. Oral introduction of institutional features	10%	√		√				2. Letter response to complaints	15%		√					3. News release	15%		√					4. Written declaration to criticisms	15%		√					5. Written proposal on new initiative (group work)	30%		√		√			6. Power Point presentation on new product (group work)	15%	√		√				Total	100 %						
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<b>Student Study Effort Expected</b>	Class contact:	
	▪ Seminar	42 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	132 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>	

## 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>a. interact professionally in a job interview,</li> <li>b. participate actively and appropriately in work-related discussions,</li> <li>c. organise and write effective workplace correspondence, and</li> <li>d. 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>1. <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>2. <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>3. <b>Language appropriacy</b> Using context-sensitive language in spoken and written English.</li> <li>4. <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. (2004). <i>Business writing for Hong Kong</i> (3rd ed.). Hong Kong: Longman.</p> <p>Block, J. A. &amp; Betrus, M. (2004). <i>Great answers! Great questions! For your job interview</i>. New York: McGraw-Hill.</p> <p>Brieger, N. &amp; Sweeney, S. (2000). <i>The language of business English: Grammar &amp; functions</i>. Harlow, Essex: Pearson Education Ltd.</p> <p>Krizan, A. C., Merrier, P., Logan, J. &amp; 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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July 2013

## 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>a. plan, organise and write convincing business proposals,</li> <li>b. propose strategies, plans and projects effectively and persuasively in business presentations,</li> <li>c. conduct business meetings effectively and participate actively in discussions and negotiations, and</li> <li>d. 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>1. <b>Language use in project management</b>  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</li> <li>2. <b>Language appropriacy</b>  Using context-sensitive language in spoken and written English.</li> <li>3. <b>Language development</b></li> </ol>

	Improving and extending relevant features of grammar, vocabulary and pronunciation.																																											
<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>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 &amp; 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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July 2013

### Subject Description Form

<b>Subject Offering Department</b>	FB							
<b>Subject Code</b>	FB1003							
<b>Subject Title</b>	Freshman Seminars							
<b>Credit Value</b>	3							
<b>Level</b>	1							
<b>Normal Duration</b>	2-semester; 6 sessions in alternate week in each semester							
<b>Pre-requisite and/or Exclusion(s)</b>	None							
<b>Objectives</b>	The role and purpose of this subject is to contribute to the BBA Learning Outcomes which concern Creative Thinking, Ethics, Entrepreneurship and Global Outlook.							
<b>Intended Learning Outcomes</b>	<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>							
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>▪ From School to University</li> <li>▪ Entrepreneurship Project</li> <li>▪ The Nature of Business and Management</li> <li>▪ Developing a Global Outlook</li> </ul>							
<b>Teaching/Learning Methodology</b>	<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>							
<b>Assessment Method</b> 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)					
			<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 (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>									
<b>Student Study Effort Expected</b>	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.							
<b>Reading List and Reference</b>	<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

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

	<ul style="list-style-type: none"> <li>b. Analyze problems and strategize solutions;</li> <li>c. Appreciate the computing skills he/she has acquired, determine areas that require further development, and make plans to achieve them;</li> <li>d. Communicate effectively and confidently;</li> <li>e. Work effectively individually as well as in teams.</li> </ul>	
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> </ul>	
<b>Teaching/Learning Methodology</b>	Experiential Learning and Reflection	
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<ul style="list-style-type: none"> <li>▪ WIE Subject Administration will be handled by School/Department correspondingly.</li> <li>▪ Assessment of WIE will be on a pass/fail basis, based upon: <ul style="list-style-type: none"> <li>a. An initial statement from the student on the objectives and duration of the work; and</li> <li>b. A statement from the student's employer(s) confirming the duration of the work and satisfactory performance; and</li> <li>c. A Self-Evaluation/Reflection from the student.</li> </ul> </li> </ul> <p>These three requirements need to be met for every WIE activity.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪	Hrs.

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