

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.*

Subject code	Title	Page
AMA1500	Foundation Mathematics for Accounting and Finance	1
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Subject Description Form

Subject Offering Department	Department of Applied Mathematics
Subject Code	AMA1500
Subject Title	Foundation Mathematics for Accounting and Finance
Credit Value	3
Level	1
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Role and Purposes	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.
Medium of Instruction	English
Subject Learning Outcomes	Upon completion of the subject, students will be able to: (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	(1) <i>Sets</i> : Set notations, elements and subsets, power sets, ordered pairs, relations and functions, equivalence relations. (2) <i>Elementary functions</i> : Polynomials, rational functions, exponential and logarithmic functions. (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

	<p>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>																																							
Teaching/Learning Methodology	<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>																																							
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="443 1003 1471 1456"> <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 Expected	<p>Class contact:</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Tutorial 	<p>28 Hrs.</p> <p>14 Hrs.</p>																																						

	<ul style="list-style-type: none"> ▪ Mid-term test and Examination 	5 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Assignments and self-study 	73 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	<p>[1] Chung, K.C. <i>A short course in Calculus and matrices.</i> McGraw Hill, 2008.</p> <p>[2] K.F. Hung, Wilson C.K. Kwan and Glory T.Y. Pong <i>Foundation Mathematics & Statistics,</i> McGraw Hill 2011.</p> <p>[3] Thomas, G.B., Weir, M.D., Hass, J. & Giordano, F.R. <i>Thomas' Calculus,</i> Addison Wesley, 2004.</p>	

Subject Description Form

Subject Code	AMA1501
Subject Title	Introduction to Statistics for Business
Credit Value	3
Level	1
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	<p>This subject aims to:</p> <ul style="list-style-type: none"> (i) provide students with a variety of basic techniques in understanding and interpreting data; (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.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a. use a variety of basic techniques in understanding and interpreting data; b. apply elementary statistical methods in analyzing business scenarios and problems; c. think critically and creatively about the uses and limitations of statistical methods in business; d. use statistical package and interpret the output, appreciate the applications of information technology for statistical analysis in business.
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</p>

	<p>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="443 884 1390 1514"> <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	28 Hrs.
	▪ Tutorial and Student Presentation	14 Hrs.
	Other student study effort:	
	▪ Assignments	20 Hrs.
	▪ Self-study	58 Hrs.
	Total student study effort	120 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>, 5th ed., W H Freeman, 2005.</p> <p>McClave, J. T., Benson, P. George and Sincich, Terry., <i>A First Course in Business Statistics</i>, 8 ed., Prentice Hall, 2000.</p>	

Subject Description Form

Subject Code	APSS111											
Subject Title	Introduction to Psychology											
Credit Value	3											
Level	1											
Normal Duration	1-semester											
Pre-requisite / Co-requisite/ Exclusion	Nil											
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Practice Quizzes and Assessment Tests</td> <td style="text-align: center;">60 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Seminar or Research Participation and/or Group Seminar Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">40 %</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Practice Quizzes and Assessment Tests	60 %	--	2. Seminar or Research Participation and/or Group Seminar Report	--	40 %
100% Continuous Assessment	Individual Assessment	Group Assessment										
1. Practice Quizzes and Assessment Tests	60 %	--										
2. Seminar or Research Participation and/or Group Seminar Report	--	40 %										
Objectives	<p>The subject aims to enable the students to:</p> <ol style="list-style-type: none"> 1. carry out a preliminary survey of representative work in various areas of psychological investigations; and 2. understand how to apply the psychological concepts acquired in daily lives. 											

<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. gain an understanding of the fundamentals of psychology; b. survey and appreciate research in psychology; c. develop their interest and critical thinking in human thought and behavior; d. apply basic psychological knowledge and skills to their everyday life; e. practice skills through research participation and/or report writing through teamwork.
<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
 - Theories of Motivation and Emotion
 - Hunger, Obesity and Anorexia
 - Sexual Behaviour
 9. Perspectives of Human Development
 - Cognitive Development
 - Social and Personality Development
 - Emotional Development
 - Moral Development
 10. Social Influence and Human Behaviour
 - Perceiving Others and Attribution
 - Attitudes and Behaviour
 - Interpersonal Attraction
 - Social and Group Influence
 11. Brief Overview of Personality Theories, Research and Assessment
 12. Key Issues of Health, Stress and Coping
 - Effects of Stress on Psychological Functioning and Physical Health
 - Factors Moderating the Impact of Stress
 - Reactions to Illness
 13. A Survey of Mental / Psychological Disorders
 - Brief Overview of Abnormal Behaviour: Myths, Realities and Controversies
 - Culture and Psychopathology
 14. Major Approaches of Treatment for Psychological Disorders
 - Elements of the Treatment Processes
 - Current Trends and Issues in Treatment

<p>Teaching/Learning Methodology</p>	<p>The subject teacher will deliver lectures that encourage student active participation and classroom interaction. Multi-media materials will be incorporated to enhance student learning experience. Seminars for students' individual/group presentations, computer-assisted exercises, small group discussion, and/or research participation are arranged to facilitate critical thinking and academic exchange. Teachers will provide consultation for group presentation and/or opportunities for research participation. Immediate feedback will be given after completing computer-assisted quizzes, while the teachers and peers will provide feedback for the group presentation to optimize the learning experience of all participants.</p>																																													
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="432 904 1458 1482"> <thead> <tr> <th data-bbox="432 904 762 1115" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="762 904 919 1115" rowspan="2">% weighting</th> <th colspan="6" data-bbox="919 904 1458 1032">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="919 1032 1007 1115">a</th> <th data-bbox="1007 1032 1096 1115">b</th> <th data-bbox="1096 1032 1185 1115">c</th> <th data-bbox="1185 1032 1275 1115">d</th> <th data-bbox="1275 1032 1364 1115">e</th> <th data-bbox="1364 1032 1458 1115"></th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1115 762 1234">1.Practice Quizzes and Assessment Tests</td> <td data-bbox="762 1115 919 1234">60 %</td> <td data-bbox="919 1115 1007 1234">✓</td> <td data-bbox="1007 1115 1096 1234">✓</td> <td data-bbox="1096 1115 1185 1234">✓</td> <td data-bbox="1185 1115 1275 1234">✓</td> <td data-bbox="1275 1115 1364 1234"></td> <td data-bbox="1364 1115 1458 1234"></td> </tr> <tr> <td data-bbox="432 1234 762 1402">2. Seminar or Research Participation and/or Group Seminar Report</td> <td data-bbox="762 1234 919 1402">40 %</td> <td data-bbox="919 1234 1007 1402">✓</td> <td data-bbox="1007 1234 1096 1402">✓</td> <td data-bbox="1096 1234 1185 1402">✓</td> <td data-bbox="1185 1234 1275 1402">✓</td> <td data-bbox="1275 1234 1364 1402">✓</td> <td data-bbox="1364 1234 1458 1402"></td> </tr> <tr> <td data-bbox="432 1402 762 1482">Total</td> <td data-bbox="762 1402 919 1482">100 %</td> <td colspan="6" data-bbox="919 1402 1458 1482"></td> </tr> </tbody> </table> <p data-bbox="432 1541 1458 1621">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="432 1697 539 1733"><u>Quizzes</u></p> <p data-bbox="432 1749 1458 2069">Continuous assessment is adopted, and methods include practice and assessment quizzes assigned through PolyU WebCT learning platform 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>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1.Practice Quizzes and Assessment Tests	60 %	✓	✓	✓	✓			2. Seminar or Research Participation and/or Group Seminar Report	40 %	✓	✓	✓	✓	✓		Total	100 %						
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	<p><u>Seminar Participation, Group Presentation and Group Report</u></p> <p>Students will be provided with hands-on opportunities in participating in psychological research projects, select one thematic seminar topic for small-group presentation and completing one seminar group project report. 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. Students are reinforced to apply and integrate their psychological theories into the real-life practice through their active seminar /research participation.</p> <p>Coursework is based on continuous assessment which includes web-based practice and assessment quizzes and one seminar group/research project presentation and written report. Both the quizzes and seminar/research projects are set for all students who are required to demonstrate their level of psychological knowledge learned from this introductory subject.</p> <p>For web-assisted practice and assessment quizzes, the topics taught up to the quiz period are generally examined in the form of multiple choice, and/or short questions. For the seminar/research projects, students should choose ONE of the topics provided by the subject lecturer. They are assessed according to:</p> <p>(1) the comprehensiveness and accuracy of contents; (2) the appropriate application of knowledge; and (3) clarity in both verbal presentation and written report.</p> <p>Assessment is also moderated through various means: (1) setting clear and specific assessment guidelines; (2) regular discussions among the subject lecturer, seminar/tutorial instructors and students concerned; and (3) moderation by an internal moderator for this subject.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lecture 	<p>28 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Seminar / Assessment Tests 	<p>14 Hrs.</p>
	<p>Student' study efforts:</p>	
	<ul style="list-style-type: none"> ▪ Self study, including revision, and preparation for tasks ▪ Group project / Practice Quizzes / Research Participation 	<p>52 Hrs. 21 Hrs.</p>

	Total student study effort	115 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Gerrig, R.J., & Zimbardo, P.G. (2010). <i>Psychology and life</i> (19th ed.). Boston, MA: Pearson Education.</p> <p>Weiten, W. (2010). <i>Psychology: Themes and variations</i> (8th ed.). Belmont, CA: Wadsworth/Cengage Learning. (with CD-ROM: <i>Psy.trek</i>).</p> <p><u>Supplementary</u></p> <p>American Psychological Association. (2003). <i>Applied psychology: Current issues and new directions</i>. London: Sage Publications.</p> <p>Ashton, R., Dyne, A., & Findlay, R. (1997). <i>Psyche [interactive multimedia]: Experiments that changed psychology</i>. Milton, Queensland: Wiley.</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.</p> <p>Bayne R., & Horton, I.E. (Eds.). (2003). <i>Applied psychology: Current issues and new directions</i>. London: Sage Publications.</p> <p>Bernstein, D. A., Penner, L.A., Clarke-Stewart, A., & Roy, E.J. (2008). <i>Psychology</i> (8th ed.). Boston, MA: 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.</p> <p>Cash, A. (2002). <i>Psychologies for dummies</i>. New York: Hungry Minds.</p> <p>Coon, D., & Mitterer, J.O. (2010). <i>Introduction to psychology: Gateways to mind and behavior</i> (12th ed.). Belmont, CA: Wadsworth/ Cengage Learning, Inc.</p> <p>Eysenck, M. (2004). <i>Psychology: An international perspective</i>. East Sussex, U.K.: Psychology Press.</p> <p>Feldman, R.S. (2009). <i>Understanding psychology</i> (9th ed.). New York: McGraw Hill.</p>	

Gleitman, H., Reisberg, D., & Gross, J. (2007). *Psychology* (7th ed.). New York: W. W. Norton & Company, Inc.

Hui Lo, M.C.J. (1999). *Open learning package of human growth and behavior I*, Vol. II, Hong Kong S.A.R.: The Hong Kong Polytechnic University.

Kalat, J.W. (2011). *Introduction to psychology* (9th ed.). Belmont, CA: Wadsworth, Cengage.

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Nolen-Hoeksma, S., Fredrickson, B., Loftus, G., & Wagenaar, W. (2009). *Atkinson & Hilgard's introduction to psychology* (15th ed.). Andover, England: Cengage Learning.

Plotnik, R. (2011). *Introduction to psychology* (9th ed.). Belmont, CA: Wadsworth/Cengage Learning, Inc. (with CD-ROM & transparencies).

Sternberg, R.J. (2004). *Introduction to psychology*. New York: McGraw Hill.

Wood, S.E., Greenwood, E.R., & Boyd, D. (2011). *The world of psychology* (7th ed.). Boston, MA: Allyn and Bacon.

Yang, C.F., & Kao, S.R. (Eds.). (1998). *How to study the Chinese: A collection of papers on indigenous Chinese psychology*. Hong Kong S.A.R.: The Hong Kong University Press.

高尚仁 (編) (1996, 2002)。心理學新論。香港：商務印書館。

高尚仁、楊中芳 (編) (1991)。中國人、中國心。台北：遠流出版事業股份有限公司。

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

楊中芳等 (編) (2001)。如何研究中國人——心理學研究本土化論文集。台北：遠流出版事業股份有限公司。

楊國樞、黃光國 (編) (1991)。中國人的心理與行為。台北：桂冠圖書股份有限公司。

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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 & J.O. Mitterer）。北京：中國輕工業出版社。

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。

Subject Description Form

Subject Code	APSS112											
Subject Title	Introduction to Sociology											
Credit Value	3											
Level	1											
Normal Duration	1-semester											
Pre-requisite / Co-requisite/ Exclusion	Nil											
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Presentation & Participation</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Term Paper</td> <td style="text-align: center;">60 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar Presentation & Participation	40 %	--	2. Term Paper	60 %	--
100% Continuous Assessment	Individual Assessment	Group Assessment										
1. Seminar Presentation & Participation	40 %	--										
2. Term Paper	60 %	--										
Objectives	<p>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.</p>											
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. cultivate a linkage between sociology and real life through articulating essential knowledge and concepts about various aspects of society including culture, institutions and social change. b. paint the origin, historical development, and essence of sociology ; c. identify the characteristics of society at different stages of development, and of people belonging to different classes, genders and subcultures. d. give an educated criticism over social issues beyond commonsensical viewpoints e. understand the importance of critical thinking in the study of individual 											

	behavior and social change.
Subject Synopsis/ Indicative Syllabus	<p>1. Nature and Birth of sociology</p> <p>2. Sociological theories</p> <p>3. Sociological enquiry</p> <p>4. Thematic discussions:</p> <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, total institution, re-socialization, social control - <u>Social stratification</u> Structural poverty, social stratification, social inequality, social mobility, class, ideology - <u>School education</u> Urbanization, industrialization, democratization and schooling; mass education as a means of social stratification; mass education as a means of social control - <u>Sex, gender and family</u> Gender, gender stereotype, sexism, gender socialization, agents of socialization; feminism and social changes; family, kinship, marriage, nuclear family, functions of family, disintegration of family - <u>Religion</u> Religion and modernization; religion and social stability; religion and social movements - <u>Globalization and technological advancement</u> Social change, personal vs impersonal relationship, symbols, communication of intention and emotion; bureaucracy; rationality and McDonaldization
Teaching/Learning	<p>In addition to formal lectures delivered by the subject teacher, seminar will be included to involve students' participation for effective learning in class. Specific</p>

Methodology	<p>issues will be discussed in seminars to deep students' understanding about the sociological concepts introduced in lectures, and to help them understand the importance of critical thinking. Students will make individual or group presentation on various seminar topics. Movie sessions and workshops will be introduced whenever possible to cultivate and interactive learning experience. The seminar teacher will give guidance, feedback, and comments to the student involved during the entire process.</p>																																												
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="443 600 1473 1104"> <thead> <tr> <th data-bbox="451 611 770 813" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="778 611 922 813" rowspan="2">% weighting</th> <th colspan="6" data-bbox="930 611 1465 723">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="930 734 1018 813">a</th> <th data-bbox="1026 734 1114 813">b</th> <th data-bbox="1121 734 1209 813">c</th> <th data-bbox="1217 734 1305 813">d</th> <th data-bbox="1313 734 1401 813">e</th> <th data-bbox="1409 734 1465 813"></th> </tr> </thead> <tbody> <tr> <td data-bbox="451 824 770 936">1. Seminar Presentation & Participation</td> <td data-bbox="778 824 922 936">40 %</td> <td data-bbox="930 824 1018 936">✓</td> <td data-bbox="1026 824 1114 936">✓</td> <td data-bbox="1121 824 1209 936"></td> <td data-bbox="1217 824 1305 936">✓</td> <td data-bbox="1313 824 1401 936">✓</td> <td data-bbox="1409 824 1465 936"></td> </tr> <tr> <td data-bbox="451 947 770 1014">2. Term Paper</td> <td data-bbox="778 947 922 1014">60 %</td> <td data-bbox="930 947 1018 1014">✓</td> <td data-bbox="1026 947 1114 1014">✓</td> <td data-bbox="1121 947 1209 1014">✓</td> <td data-bbox="1217 947 1305 1014"></td> <td data-bbox="1313 947 1401 1014">✓</td> <td data-bbox="1409 947 1465 1014"></td> </tr> <tr> <td data-bbox="451 1025 770 1104">Total</td> <td data-bbox="778 1025 922 1104">100 %</td> <td colspan="6" data-bbox="930 1025 1465 1104"></td> </tr> </tbody> </table> <p data-bbox="443 1126 1473 1205">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="443 1238 1473 1417">Students' capacity in applying the knowledge on identified stages of social development can be assessed through the discussion and presentation of assigned topics held during seminar sessions. At the same time, the term paper is useful in assessing students' ability to articulate real life situation with theoretical concepts.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Seminar Presentation & Participation	40 %	✓	✓		✓	✓		2. Term Paper	60 %	✓	✓	✓		✓		Total	100 %						
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2. Term Paper	60 %	✓	✓	✓		✓																																							
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Student Study Effort Repected	<p>Class contact:</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Seminar <p>Other student study effort:</p> <ul style="list-style-type: none"> ▪ Preparation for seminar participation ▪ Studying course materials <p>Total student study effort</p>						<p>30 Hrs.</p> <p>12 Hrs.</p> <p>38 Hrs.</p> <p>25 Hrs.</p> <p>105 Hrs.</p>																																						

<p>Reading List and References</p>	<p><u>Essential</u></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><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>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>黃樹仁、劉雅靈（合譯）（1982）。<i>社會學導引：人文取向的透視</i>。（原作者：P. Berger）。臺北：巨流圖書公司。</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。

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。

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。

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。

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。

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）。

Subject Description Form

Subject Code	CBS3221P
Subject Title	Chinese Language Communication for Business
Credit Value	3
Level	3
Normal Duration	1-semester
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	<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	<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

	<p>complaints; notice, guideline, press release, speech draft, poster, and pamphlet;</p> <p>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>																																																																						
<p>Teaching/Learning Methodology</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>	<table border="1" data-bbox="443 1014 1442 2033"> <thead> <tr> <th data-bbox="443 1014 852 1272" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="852 1014 1023 1272" rowspan="2">% weighting</th> <th colspan="6" data-bbox="1023 1014 1442 1189">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1023 1189 1098 1272">a</th> <th data-bbox="1098 1189 1173 1272">b</th> <th data-bbox="1173 1189 1248 1272">c</th> <th data-bbox="1248 1189 1323 1272">d</th> <th data-bbox="1323 1189 1398 1272"></th> <th data-bbox="1398 1189 1442 1272"></th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1272 852 1402">1. Oral introduction of institutional features</td> <td data-bbox="852 1272 1023 1402">10%</td> <td data-bbox="1023 1272 1098 1402">√</td> <td data-bbox="1098 1272 1173 1402"></td> <td data-bbox="1173 1272 1248 1402">√</td> <td data-bbox="1248 1272 1323 1402"></td> <td data-bbox="1323 1272 1398 1402"></td> <td data-bbox="1398 1272 1442 1402"></td> </tr> <tr> <td data-bbox="443 1402 852 1485">2. Letter response to complaints</td> <td data-bbox="852 1402 1023 1485">15%</td> <td data-bbox="1023 1402 1098 1485"></td> <td data-bbox="1098 1402 1173 1485">√</td> <td data-bbox="1173 1402 1248 1485"></td> <td data-bbox="1248 1402 1323 1485"></td> <td data-bbox="1323 1402 1398 1485"></td> <td data-bbox="1398 1402 1442 1485"></td> </tr> <tr> <td data-bbox="443 1485 852 1568">3. News release</td> <td data-bbox="852 1485 1023 1568">15%</td> <td data-bbox="1023 1485 1098 1568"></td> <td data-bbox="1098 1485 1173 1568">√</td> <td data-bbox="1173 1485 1248 1568"></td> <td data-bbox="1248 1485 1323 1568"></td> <td data-bbox="1323 1485 1398 1568"></td> <td data-bbox="1398 1485 1442 1568"></td> </tr> <tr> <td data-bbox="443 1568 852 1697">4. Written declaration to criticisms</td> <td data-bbox="852 1568 1023 1697">15%</td> <td data-bbox="1023 1568 1098 1697"></td> <td data-bbox="1098 1568 1173 1697">√</td> <td data-bbox="1173 1568 1248 1697"></td> <td data-bbox="1248 1568 1323 1697"></td> <td data-bbox="1323 1568 1398 1697"></td> <td data-bbox="1398 1568 1442 1697"></td> </tr> <tr> <td data-bbox="443 1697 852 1827">5. Written proposal on new initiative (group work)</td> <td data-bbox="852 1697 1023 1827">30%</td> <td data-bbox="1023 1697 1098 1827"></td> <td data-bbox="1098 1697 1173 1827">√</td> <td data-bbox="1173 1697 1248 1827"></td> <td data-bbox="1248 1697 1323 1827">√</td> <td data-bbox="1323 1697 1398 1827"></td> <td data-bbox="1398 1697 1442 1827"></td> </tr> <tr> <td data-bbox="443 1827 852 1957">6. Power Point presentation on new product (group work)</td> <td data-bbox="852 1827 1023 1957">15%</td> <td data-bbox="1023 1827 1098 1957">√</td> <td data-bbox="1098 1827 1173 1957"></td> <td data-bbox="1173 1827 1248 1957">√</td> <td data-bbox="1248 1827 1323 1957"></td> <td data-bbox="1323 1827 1398 1957"></td> <td data-bbox="1398 1827 1442 1957"></td> </tr> <tr> <td data-bbox="443 1957 852 2033">Total</td> <td data-bbox="852 1957 1023 2033">100 %</td> <td colspan="6" data-bbox="1023 1957 1442 2033"></td> </tr> </tbody> </table> <p data-bbox="443 2056 1442 2092">Explanation of the appropriateness of the assessment methods in assessing the</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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6. Power Point presentation on new product (group work)	15%	√		√																																																																			
Total	100 %																																																																						

	<p>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>	
Student Study Effort Expected	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.
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. 	

Subject Description Form

Subject Code	ELC3221
Subject Title	Workplace English for Business Students I
Credit Value	3
Level	3
Normal Duration	1-semester
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,

	<p>format, structure and layout.</p> <p>3. Language appropriacy Using context-sensitive language in spoken and written English.</p> <p>4. Language development Improving and extending relevant features of grammar, vocabulary and pronunciation.</p>																																														
<p>Teaching/Learning Methodology</p>	<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>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="443 1115 1465 1742"> <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. Job interview and group discussion</td> <td>40%</td> <td>✓</td> <td>✓</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> <td></td> <td></td> </tr> <tr> <td>3. Report writing</td> <td>30%</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>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</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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Total	100 %																																														

	fulfilling the assessment tasks, as well as the selection and organisation of ideas.	
Student Study Effort Expected	Class contact:	
	▪ Seminars	42 Hrs.
	Other student study effort:	
	▪ Classwork-related, assessment-related, and self-access work	84 Hrs.
	Total student study effort:	126 Hrs.
Reading List and References	<p>Required reading</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>White, A. (2003). <i>Interview styles and strategies</i>. Mason, OH: South-Western College Publication /Thomson Learning.</p>	

Subject Description Form

Subject Code	ELC3222
Subject Title	Workplace English for Business Students II
Credit Value	3
Level	3
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Pre-requisite: LCR English subjects and ELC3221 Workplace English for Business Students
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 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	The content is indicative. The balance of the components, and the corresponding weighting, will be based on the specific needs of the students.

	<p>1. Language use in project management</p> <p>Initiating: brainstorming, interviewing stakeholders, setting goals</p> <p>Planning: prioritising and drafting proposals</p> <p>Executing: preparing promotional literature (e.g. press releases, advertorials, and leaflets), conducting meetings and communicating with stakeholders</p> <p>Controlling: reporting and discussing project progress; negotiating new or revised requirements</p> <p>Closing: preparing a final report</p> <p>2. Language appropriacy</p> <p>Using context-sensitive language in spoken and written English.</p> <p>3. Language development</p> <p>Improving and extending relevant features of grammar, vocabulary and pronunciation.</p>
<p>Teaching/Learning Methodology</p>	<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>

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		
	1. Proposal	25%	✓					
2. Oral presentation of proposal	25%		✓					
3. Meeting	25%			✓				
4. Promotional literature	25%				✓			
Total	100 %							
	<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>							
Student Study Effort Expected	Class contact:							
	▪ Seminars	42 Hrs.						
	Other student study effort:							
	▪ Classwork-related, assessment-related, and self-access work	84 Hrs.						
	Total student study effort:		126 Hrs.					
Reading List and References	<p>Required reading</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>							

Haynes, M. E. (1998). *Effective meeting skills: A practical guide for more productive meetings* (Revised ed.). Boston: Course Technology.

Johnson-Sheehan, R. (2008). *Writing proposals* (2nd ed.). New York: Pearson/Longman.

Kliem, R. L. (2008). *Effective communications for project management*. Boca Raton: Auerbach Publications.

Lewis, J. P. (2008). *Mastering project management: Applying advanced concepts to systems thinking, control & evaluation, resource allocation* (2nd ed.). New York: McGraw-Hill.

Marsh, C. (2005). *Strategic writing: Multimedia writing for public relations, advertising, sales and marketing, and business communication*. Boston: Pearson/Ally and Bacon.

Thompson, L. L. (2005). *The mind and heart of the negotiator* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Subject Description Form

Subject Offering Department	FB
Subject Code	FB1003
Subject Title	Freshman Seminars
Credit Value	3
Level	1
Normal Duration	2-semester; 7 sessions on 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 Self-appraisal, Creative Thinking, Ethics, Entrepreneurship and Global Outlook
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (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 (b) apply more creative thinking to their university studies (c) understand principles of learning at university level and evaluate their own development with respect to ‘learning to learn’ (d) identify the major ethical issues which arise in respect of university life and understand their own level of ethical reasoning (e) understand the nature of Business and management education and the structure, standing and direction of the Faculty of Business (f) describe the entrepreneurship process and different entrepreneurial skills (g) demonstrate awareness of global issues in business practice
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> ▪ From School to University ▪ Entrepreneurship Project ▪ The Nature of Business and Management.

	<ul style="list-style-type: none"> Developing a Global Outlook 								
Teaching/Learning Methodology	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.								
Assessment Method	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			a	b	c	d	e	f	g
	1. Self- appraisal	20	√	√	√	√			√
	2. Entrepreneurship Project	40		√			√	√	
	3. Reflective Essay and Portfolio	40	√	√	√	√	√	√	√
	Total	100 %							
	This subject will be assessed through : student self-appraisal, supported by evidence; performance in the Entrepreneurship Project, and; a final Reflective Essay, supported by a portfolio of activity records and artifacts								
Student Study Effort Expected	Class contact:								
	<ul style="list-style-type: none"> Workshops 		42 Hrs.						
	<ul style="list-style-type: none"> 		Hrs.						
	Other student study effort:								
	<ul style="list-style-type: none"> 		84 Hrs.						
	<ul style="list-style-type: none"> 		Hrs.						
Total student study effort		126 Hrs.							
Reading List and Reference	The content of the subject will be supported by both on-line and hard copy materials. The former will provide exercises and development tools for students to complete for each of the four modules. The latter will include case studies, vignettes and short videos featuring business issues and prominent business figures								

	from Hong Kong, Mainland China and the rest of the world.
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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;

	<ul style="list-style-type: none"> b. Analyze problems and strategize solutions; c. Appreciate the computing skills he/she has acquired, determine areas that require further development, and make plans to achieve them; d. Communicate effectively and confidently; e. Work effectively individually as well as in teams. 	
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	