



1. General Information

Course Subject	BUSI
Course Number	1808
Course Title	Mandarin in Business Context
Academic Years	2024-2025
Grading Method	Letter

2. Instructors

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Subclasses: 1A

4. Course Description

Course Description	<p>In today's interconnected global economy, proficiency in Mandarin Chinese has become increasingly important for businesspersons seeking to excel in their careers. This course - Mandarin in Business Context – is created with a particular focus on the unique needs and backgrounds of FBE's students.</p> <p>The course is designed for business students with none or minimal background in Mandarin or any Chinese dialects. It aims at equipping students with basic Mandarin language abilities and cultural understanding that will serve as a solid foundation for future language studies and enable them to thrive in the business world.</p> <p>The course provides a brief introduction to Modern Standard Chinese (Mandarin/Putonghua), and covers five language skills: listening, speaking, reading, writing, and typing. The course content is focused on communicative Mandarin and organized around topics in a business context, such as daily greetings, discussing companies, making business inquiries, and more. A highlighted topic integrated into the course is job interviews. Through interactive lessons and practice exercises, students will gradually develop their language skills, allowing them to communicate effectively in everyday situations encountered in the business world.</p>
Mutually exclusive	Any prior language proficiency of Mandarin or any dialects of Chinese at a level beyond novice will not be allowed to enroll in this course. For specific cases, you may be requested by the course instructor to take a placement test or fill out a questionnaire to determine your language level.

5. Course Objectives

1. To teach students with knowledge about Chinese language and develop their basic Mandarin language skills.
2. To foster students' cultural understanding and raise their awareness of Chinese customs, etiquette, and values relevant to business communication.
3. To enhance students' ability of applying language skills in authentic business situations and improve

5. Course Objectives

students' overall communication ability in Mandarin-speaking environment.

4. To guide students on becoming successful second language learners and establishing a solid foundation for future language studies.

6. Faculty Learning Goals

Goal 1: Acquisition and internalization of knowledge of the programme discipline

Goal 2: Application and integration of knowledge

Goal 3: Inculcating professionalism

Goal 4: Developing global outlook

Goal 5: Mastering communication skills

Goal 6: Cultivating leadership

7. Course Learning Outcomes

Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Demonstrate their knowledge about Chinese language and their ability to use basic Mandarin vocabular, grammar, and structure. in oral, written, and digital forms.	✓	✓			✓	
CLO2. Demonstrate their cultural sensitivity in Mandarin-speaking business environment. in oral, written, and digital forms.	✓	✓		✓	✓	✓
CLO3. Apply cultural knowledge and language skills to communicate confidently in a business context using Mandarin in oral, written, and digital forms.	✓	✓		✓	✓	
CLO4. Succeed in advanced Mandarin courses and further language acquisition endeavors.	✓	✓		✓	✓	✓

8. Course Teaching and Learning Activities

Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Lectures with in-class exercises, activities, and quizzes	36	30
T&L2. Group Project (prepare, rehearse, and produce language dialogue audio/video recordings)	18	15
T&L3. Self-study: familiarize with course materials, prepare for class meetings and quizzes, practice class content, practice for audio/video project.	48	40
T&L4. Study and Prepare for Final Test	18	15
	Total: 120	Total: 100

9. Assessment Methods			
Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Course Participation	(Individual marking) Participation begins with coming to class meetings (attendance) having done the necessary review and preview of the learning content and preparations. During the class, you take an active role, verbally respond to instructor's cue for speaking, take initiative to speak target language and participate actively in role-play activities. You are expected to make meaningful contribution in class activities and being a positive influence on the class dynamic.	15%	1,2,3,4
A2. Quiz	(Individual marking) There will be three class quizzes that assess your learning progress. The quizzes cover listening, reading, and writing.	15%	1,2,3,4
A3. Audio/Video Project	(Group and Individual marking) Throughout the term, students work in a small group and are required to design, create, rehearse, and produce 3-4 short audio/video clips that demonstrate their learning progress. They will write a script and perform a role-play which will be audio/video recorded. (Group and individual Oral literacy, written literacy, and digital literacy).	45%	1,2,3,4
A4. Final Test	(Individual marking) Oral literacy and written literacy.	25%	1,2,3,4

Assessment Rubrics	
A1. Course Participation	
A+,A,A-	Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.
B+,B,B-	Strong evidence of the ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.
C+,C,C-	Evidence of adequate ability to fulfill the intended learning outcomes of the course at low levels of learning such as describe and apply but not at high levels of learning such as evaluate and synthesis.
D+,D	Evidence of basic familiarity with the subject.
F	Little evidence of basic familiarity with the subject.
A2. Quiz	
A+,A,A-	Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.
B+,B,B-	Strong evidence of the ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.
C+,C,C-	Evidence of adequate ability to fulfill the intended learning outcomes of the course at low levels of learning such as describe and apply but not at high levels of learning such as

Assessment Rubrics	
	evaluate and synthesis.
D+,D	Evidence of basic familiarity with the subject.
F	Little evidence of basic familiarity with the subject.
A3. Audio/Video Project	
A+,A,A-	The dialogue demonstrates exceptional language proficiency, relevance, and cultural understanding. The video quality is outstanding, with excellent presentation, audio, visual clarity, and technical execution.
B+,B,B-	The dialogue shows solid language proficiency, relevance, and cultural understanding. The video quality is good, with proficient presentation, audio, visual clarity, and technical execution.
C+,C,C-	The dialogue displays developing language proficiency, relevance, and cultural understanding. The video quality is satisfactory, with some areas for improvement in presentation, audio, visual clarity, and technical execution.
D+,D	The dialogue demonstrates limited language proficiency, relevance, and cultural understanding. The video quality is poor, with significant issues in presentation, audio, visual clarity, and technical execution.
F	The project is not completed or submitted.
A4. Final Test	
A+,A,A-	Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.
B+,B,B-	Strong evidence of the ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.
C+,C,C-	Evidence of adequate ability to fulfill the intended learning outcomes of the course at low levels of learning such as describe and apply but not at high levels of learning such as evaluate and synthesis.
D+,D	Evidence of basic familiarity with the subject.
F	Little evidence of basic familiarity with the subject.

10. Course Grade Descriptors	
A+,A,A-	The dialogue demonstrates exceptional language proficiency, relevance, and cultural understanding. The video quality is outstanding, with excellent presentation, audio, visual clarity, and technical execution.
B+,B,B-	Strong evidence of the ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesis.
C+,C,C-	Evidence of adequate ability to fulfill the intended learning outcomes of the course at low levels of learning such as describe and apply but not at high levels of learning such as evaluate and synthesis.
D+,D	Evidence of basic familiarity with the subject.
F	Little evidence of basic familiarity with the subject.

11. Course Content and Tentative Teaching Schedule		
Topic/	Content	CIC component (oral & written)

11. Course Content and Tentative Teaching Schedule

Session		
1	Greetings - from daily greetings to formal salutations	CIC component (digital): Workshop on audio/video creation. *CIC component (oral & written): in each lesson, students will be taught and practice oral and writing skills related to the topic.
2	Meeting People - exchanging names and titles.	
3	Making a Self-introduction - at a job interview.	
4	Talking about One's Background - family, education, etc.	CIC component (digital): Feedback on audio/video creation.
5	Time: numbers, time, date, and day	
6	Making an Appointment and Visiting – schedule and reschedule.	
7	Going out - asking directions and taking transportation.	
8	Asking Questions - making business inquiries.	

12. Required/Recommended Readings & Online Materials

Textbook	《新实用汉语课本（第一册，英文注释，第三版）》 New Practical Chinese Reader: Textbook 1, 3rd edition, Beijing Language and Culture University Press 《赢在中国 – 商务汉语系列教程（基础篇1）》 Winning in China – Business Chinese Basic 1, Beijing Language and Culture University Press
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13. Means / Processes for Student feedback on Course

	Conducting mid-term survey in additional to SETL around the end of the semester
✓	Online response via Moodle site
	Others

14. Course Policy

The University Regulations on academic dishonesty will be strictly enforced. Please check the University Statement on plagiarism on the web: <http://www.hku.hk/plagiarism/>

Academic dishonesty is the behavior in which a deliberately fraudulent misrepresentation is employed to gain undeserved intellectual credit, either for oneself or for another. Any type of academic dishonesty will not be tolerated, such as plagiarism, cheating, or unauthorized collaboration.

15. Additional Course Information

Please note that the syllabus and schedules may be modified during the term at the instructor 's discretion.

Rubric for Assessing Audio/Video Project

Content:

1. Language Proficiency (40%)

- Accuracy: Demonstrates accurate and appropriate use of vocabulary, grammar, and sentence structures.
- Fluency: Shows smooth and natural delivery of the dialogue, with minimal pauses or hesitations.
- Clarity: Communicates ideas clearly and effectively, ensuring the dialogue is easily understood.

2. Dialogue Appropriateness (30%)

- Relevance: Addresses the assigned topic or scenario appropriately and effectively.
- Coherence: Presents ideas in a logical and organized manner, maintaining a clear flow of conversation.
- Cultural Appropriateness: Integrates cultural elements appropriately into the dialogue, showcasing awareness of cultural sensitivities.

Video Quality:

3. Presentation and Performance (10%)

- Expression: Exhibits appropriate facial expressions, body language, and gestures that enhance the dialogue.
- Pronunciation: Demonstrates clear and accurate pronunciation of Mandarin Chinese.
- Engagement: Engages the audience through enthusiasm, energy, and overall performance.

4. Audio and Visual Clarity (10%)

- Audio Quality: Ensures the audio is clear, audible, and free from excessive background noise.
- Visual Clarity: Provides a visually clear and well-lit recording, allowing viewers to easily see the participants.

5. Technical Execution (10%)

- Editing: Displays proficient video editing skills, with smooth transitions, appropriate cuts, and well-executed subtitles (if applicable).
- Timing: Manages the length of the video appropriately, adhering to any specified time limits.

Overall Assessment:

- Exceptional (A range): The dialogue demonstrates exceptional language proficiency, relevance, and cultural understanding. The video quality is outstanding, with excellent presentation, audio, visual clarity, and technical execution.
- Proficient (B range): The dialogue shows solid language proficiency, relevance, and cultural understanding. The video quality is good, with proficient presentation, audio, visual clarity, and technical execution.

15. Additional Course Information

- Developing (C range): The dialogue displays developing language proficiency, relevance, and cultural understanding. The video quality is satisfactory, with some areas for improvement in presentation, audio, visual clarity, and technical execution.
- Limited (D range): The dialogue demonstrates limited language proficiency, relevance, and cultural understanding. The video quality is poor, with significant issues in presentation, audio, visual clarity, and technical execution.
- Fail (F): The project is not completed or submitted.