School of Humanities and Languages

ARTS3453, Professional Chinese
Semester 2, 2015

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## 1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Convenor</strong></td>
<td>A/Prof Yi Zheng</td>
<td>Morven Brown 253</td>
<td>9385 1730</td>
<td><a href="mailto:Yi.Zheng3@unsw.edu.au">Yi.Zheng3@unsw.edu.au</a></td>
</tr>
<tr>
<td><strong>Consultation Time</strong></td>
<td>Tuesday 3pm-4pm</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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<th>Name</th>
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<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecturer</strong></td>
<td>A/Prof Yi Zheng</td>
<td>Morven Brown 253</td>
<td>9385 1730</td>
<td><a href="mailto:Yi.Zheng3@unsw.edu.au">Yi.Zheng3@unsw.edu.au</a></td>
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<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tutors</strong></td>
<td>Dr Yingli Sun</td>
<td>Morven Brown 211</td>
<td>9385 0491</td>
<td><a href="mailto:yingli.sun@unsw.edu.au">yingli.sun@unsw.edu.au</a></td>
</tr>
<tr>
<td><strong>Consultation Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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## 2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>The course meets Thursdays 9-10am (lecture) in Civil Engineering G1 for weeks 1-12; tutorials begin in week 2 and meet for weeks 2-13 from 13-15pm in Mathews 309; or 15-17pm in Mathews 113.</td>
</tr>
<tr>
<td></td>
<td>This is one of the Professional-level year-one Gateway courses in the Chinese Studies major sequence. This course is also open to students for co-major, minor, elective or Diploma in Chinese.</td>
</tr>
<tr>
<td></td>
<td>The course is designed for students entering the Chinese program at the Professional level. It also serves as an optional course for students who have already completed Advanced Chinese (ARTS3451), but wish to further enhance their knowledge of Chinese.</td>
</tr>
<tr>
<td></td>
<td>This course provides a professional level program in Chinese studies. The medium of instruction is Chinese. By studying a wide range of texts and other multi-media materials, you will continue to improve your integrated language skills in Chinese, learn through examples of the history of Chinese language and enhance your cultural awareness.</td>
</tr>
<tr>
<td><strong>Course Aims</strong></td>
<td>1. Through advanced language study, you will develop an informed understanding of Chinese culture, history and society besides its linguistic richness.</td>
</tr>
<tr>
<td></td>
<td>2. This course aims not only at enhancing your awareness of the stylistic features of the Chinese language, including four writing styles: narration, description, persuasion and exposition, but also developing your translation skills through a comparative approach.</td>
</tr>
</tbody>
</table>
This course will provide an opportunity for you to know and understand Chinese cultural heritage as well as issues in contemporary Chinese society through a variety of texts and multi-media materials.

This course aims also to nurture your critical thinking, translation and research skills.

| Student Learning Outcomes | 1. | obtain a high level of proficiency in Chinese language; |
| 2. | be able to discuss complex subject matters in both spoken and written Chinese; |
| 3. | be able to analyze and comment on sophisticated texts; |
| 4. | be able to identify a wider range of language styles and registers, and apply them in effective communication; |
| 5. | be able to engage yourself in group work and public speech; |
| 6. | be able to think critically about the role of the Chinese-speaking world in global affairs; |
| 7. | be able to demonstrate a deeper understanding and appreciation for Chinese culture and society; |
| 8. | be able to adopt an intercultural and comparative approach to languages and literatures; |
| 9. | develop research and essay writing skills. |

| Graduate Attributes | 1. | skills involved in scholarly enquiry in Chinese-based disciplinary studies; |
| 2. | an in-depth engagement with disciplinary knowledge via the Chinese language; |
| 3. | the ability to engage in independent and reflective learning, the capacity for analytical and critical thinking, and for creative problem-solving in Chinese Studies; |
| 4. | skills of effective communication; |
| 5. | information literacy, and the skills to appropriately locate, document, evaluate and analyze information; |
| 6. | the capacity for enterprise, initiative and creativity in Chinese Studies, and the skills required for collaborative and multidisciplinary work; |
| 7. | an appreciation of, and respect for, diversity in language and culture, and a capacity to contribute to and work within the international community; |
| 8. | a respect for ethical practice and social responsibility. |
3. Learning and Teaching Rationale

In designing this course, we have taken into account the rich history and cultural, linguistic diversity of the Chinese language, as well as the multiplicity of communication modes brought about by globalization and technological advances. We believe these factors have a great impact on literate practices, and need to be addressed so that our teaching is relevant and useful for students.

With these considerations, we have developed our own teaching materials including “Learn Chinese, Study China” (“学习汉语，研究中国”) in which we attempt to combine language studies with culture and research dimensions, complemented also by web-assisted teaching technology. Therefore our course has a clear duo-focus: the use of Chinese language in cultural context, and academic research relevant to Chinese studies.

It is our hope that by studying the wide range of texts and practicing specially designed language and research exercises, students will achieve multi-literacy, and develop an informed understanding of Chinese history, cultures, society and worldviews, as well as communicative competence. The aim is to provide a repertoire of resources for the students, and equip them with the skills and knowledge necessary for advanced work in Chinese Studies or professional work that requires Chinese-language literacy and knowledge in Chinese culture, and indeed for achieving any other aspirations.

4. Teaching Strategies

This is a multi-dimensional Professional Chinese course designed for advanced learners. We attempt to combine language studies with a cultural and research orientation, complemented also by web-assisted teaching technology. Therefore this course has a clear tri-foci: the use of Chinese language, Chinese culture and Chinese studies, as well as a multi-media approach.

It is our hope that by studying the wide range of texts and practicing specially designed language and research exercises, students taking this course will achieve multi-literacies and develop an informed understanding of Chinese experiences, cultures, society and worldviews, as well as communicative competence. The aim is to provide a repertoire of resources for the students, and equip them with the skills and knowledge necessary for advanced work in Chinese Studies or professional work that requires Chinese-language literacy and knowledge in Chinese culture, and indeed for achieving any other aspirations.

The emphasis is on the transformation of the student’s linguistic knowledge into active skills. Participation in class activities will be necessary. The teaching, including the assessments, will be aligned with the aims and learning outcomes of this course (described above) so as to achieve the desired results. All class activities, oral and written, are linked with the final assessment, so it is important that you come to each and every class. All the four language skills – listening, speaking, reading and writing – will be integrated, and a multi-media approach will also be adopted throughout the course. Topics for class discussions and tasks for group work will be set to engage students in active thinking and learning.
As this is an advanced language course, more emphasis is placed on the use of the language for different purposes and occasions, including essay writing. Towards that end, adequate time will be allocated for group work, presentations, and a research project.

The course should teach students how the Chinese language works both grammatically and in socio-cultural contexts, as well as a sense of its history through examples. One cannot really master a language without also having some knowledge of the culture of the country/region where the language is used. A cultural awareness is built into the course by covering various topics in Chinese culture and society, including intercultural communication and issues in the Chinese-speaking world, as well as literary interpretation and appreciation.

### 5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quizzes</td>
<td>1.5 hrs</td>
<td>20%</td>
<td>1,2,3,4,5,6,7,8</td>
<td>1,2,3,4,5,6,7,8</td>
<td>Week 3,5,7,9,11</td>
</tr>
<tr>
<td>Mini-assessment</td>
<td>1 hr</td>
<td>10%</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>1,2,3,4,5,6,7,8</td>
<td>Weekly 2,4,6,8,10</td>
</tr>
<tr>
<td>Test 1</td>
<td>1.5 hrs</td>
<td>15%</td>
<td>1,2,3,4,5,6,7,8</td>
<td>1,2,3,4,5,6,7,8</td>
<td>Week 7</td>
</tr>
<tr>
<td>Test 2</td>
<td>1.5 hrs</td>
<td>15%</td>
<td>1,2,3,4,5,6,7,8</td>
<td>1,2,3,4,5,6,7,8</td>
<td>Week 13</td>
</tr>
<tr>
<td>Group Research Project</td>
<td>3500-4500 words</td>
<td>30%</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>1,2,3,4,5,6,7,8</td>
<td>Presentation week 12</td>
</tr>
<tr>
<td>Class Discussion</td>
<td>Various</td>
<td>10%</td>
<td>1,2,3,4,5,6,7,8</td>
<td>1,2,3,4,5,6,7,8</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: [https://student.unsw.edu.au/grades](https://student.unsw.edu.au/grades)
Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

The complete Arts and Social Sciences Extension Guidelines can be read here.
If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the [Special Consideration](#) section. You will need to submit documentary evidence in support of your request.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

### 7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.
- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.
- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.
- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.
- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to
discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial Content</th>
<th>Readings</th>
</tr>
</thead>
</table>

CRICOS Provider Code 00098G
<table>
<thead>
<tr>
<th>Week</th>
<th>Introduction</th>
<th>Introduction</th>
<th>No</th>
</tr>
</thead>
</table>
| Week 1 | Introduction | Introduction | No | 马桥词典  
| Week 2 | Chapter 6 新语言-马桥词典 | Cultural Background & Newspaper | Chapter 6 Text | 马桥词典 & 为人与处事  
| Week 3 | Chapter 6 | Cultural Background & Translation | Chapter 6 Text & Exercises |  
| Week 4 | Chapter 7 为人与处事 | Cultural Background & Translation | Chapter 7 Text | 为人与处事  
| Week 5 | Chapter 7 | Cultural Background & Translation | Chapter 7 Text & Exercises | 为入与处事 & 中国人之聪明  
| Week 6 | Chapter 8 中国人之聪明 | Cultural Background & Newspaper | Chapter 8 Text | 中国人之聪明  
| Week 7 | Chapter 8 | Cultural Background & Translation | Chapter 8 Text & Exercises | 中国人之聪明 & 文化多样性 Test 1  
| Week 8 | Chapter 9 文化多样性 | Cultural Background & TV Documentary | Chapter 8 Exercises & Chapter 9 Text | 文化多样性  
| Week 9 | Chapter 9 | Cultural Background & Translation | Chapter 9 Text & Exercises | 文化多样性 & 中国古典诗词  
| 26 Sep — 5 Oct | Mid-Session Break |  
| Week 10 | Chapter 10 中国古典诗词 | Cultural Background & TV documentary | Chapter 10 Text | 中国古典诗词  
| Week 11 | Chapter 10 | Group Project Discussion | Chapter 10 Text & Exercises | 中国古典诗词  
| Week 12 | Group Research Projects | Revision | Presentation & Discussion |  
| Week 13 | No Lecture | Test 2 & Feedback |  

### 11. Course Resources

**Textbook Details**

All reading materials will be available for download on the Course Moodle.

**Additional Readings**

Additional Readings can also be found on the Course Moodle.
**Websites**

Resources and Research tools/links:

- The 'In-Text' or Harvard Referencing System  

- In-Text Citations  

- List of References  

- Internet Sources  

- Online Academic Skills Resources  
  [http://chinese.dsturgeon.net/index.html](http://chinese.dsturgeon.net/index.html)

Information about Moodle will be available at the TELT page: [http://telt.unsw.edu.au/](http://telt.unsw.edu.au/)

You are encouraged to attend workshops offered by the Library on how to access the library catalogues and databases.

Other resources can also be obtained from UNSW Library. One starting point for assistance is: [www.info.library.unsw.edu.au/web/services/services.html](http://www.info.library.unsw.edu.au/web/services/services.html). Students are encouraged to attend workshops offered by the Library on how to access the library catalogues and databases.

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**12. Course Evaluation and Development**

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

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**13. Student Support**

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:  
[http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)

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**14. Grievances**

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.
If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/complaints

### 15. Other Information

For more detailed information relating to the information below and other important administrative information, see A Companion to Course Outlines, available on the School of International Studies website at: http://hal.arts.unsw.edu.au/undergraduate/ under “Administration”.

#### myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

- https://my.unsw.edu.au
- https://my.unsw.edu.au/student/atoz/ABC.html

#### OHS

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see https://www.ohs.unsw.edu.au/

#### Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

- https://student.unsw.edu.au/special-consideration

#### Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.