



School of Humanities and Languages

## **ARTS1450, Introductory Chinese A Semester 1, 2014**

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
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Consultation Time	Wed. 1-4		
<b>Lecturer</b>			
Name	Ping Wang	Room	
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<b>Tutors</b>			
Name	Dr. Haiqing Yu	Room	MB246
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Consultation Time	Tue. & Wed. 12-2pm		
Name	Dr. Yong-Ju Rue	Room	MB264
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Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>This is the first of the year 1 gateway courses in the Chinese Studies major sequence. It is followed by ARTS 1451 in S2. This course is also open to student for co-major, minor, elective or Diploma in Chinese.</p> <p>This introductory Chinese course is for <b>non-background speakers</b>.</p> <p>The course will teach you how the Chinese language works both grammatically and in socio-cultural contexts. A cultural awareness is built into the course. Through language study students will develop an informed understanding of Chinese experiences, culture, society and world views. This course will provide you a context for learning and using the Chinese language so that you start to develop linguistic and communicative competences.</p> <p>The course consists of one 2-hour lecture and 3 hours of tutorial per week. All the four language skills—listening, speaking, reading, and writing—will be integrated throughout this course through various activities.</p> <p>The 2-hour lecture serves as introduction to a new chapter each week. It covers both language and relevant cultural aspects. The 2-hour tutorial is mainly focused on grammar, reading comprehension and translation, while the 1-hour tutorial is mainly devoted to oral communication.</p>

Course Aims	1.	To develop your listening, speaking, reading and writing skills;
	2.	to introduce a general knowledge of Chinese grammar;
	3.	to foster and strengthen your cultural awareness;
	4.	to inform you of the latest scholarship in Chinese Studies, and nurture your critical thinking.
Student Learning Outcomes	1.	demonstrate a good understanding of approximately 600 Chinese characters included in the textbook;
	2.	Be able to read and write 500- 600 Chinese characters included in the textbook;
	3.	Be able to read and understand dialogues from the textbook;
	4.	Be able to apply the linguistic patterns included in the textbook to speaking and writing;
	5.	Be able to complete basic communicative tasks at the level that the course requires;
	6.	Be able to engage in conversations with good pronunciation and intonation on the topics covered in the course;
	7.	Be able to demonstrate an awareness and understanding of Chinese culture and society;
	8.	Be able to use technology and various strategies (such as Language lab, Chinese WP, dictionaries and etc.) to learn Chinese, and to gather information relevant to the course.
Graduate Attributes	1.	the 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, and the capacity for analytical and critical thinking and for creative problem-solving in Chinese Studies;
	4.	the 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

We believe language is best acquired in a holistic, integrated manner, so all the four language skills—listening, speaking, reading, and writing—will be integrated throughout this course through various activities. It is important to develop students' communicative skills as well as language competence.

In designing this course, we also take into account the increasing cultural and linguistic diversity, and the multiplicity of communication modes brought about by globalization and technological advances. We believe that these factors have great impact on social behaviour and literate practices, and need to be addressed, if we want to come to grips with the ever-changing world, and make our teaching relevant and useful for our students.

**This course is a beginners-level language course. All students who have had some experience with the language, either as a heritage language or previous instruction, must fill in the placement questionnaire available at**

**<https://hal.arts.unsw.edu.au/students/courses/language-placements>**

### 4. Teaching Strategies

The teaching strategies will be aligned with the aims, learning outcomes and graduate attributes, to ensure the desired results. The emphasis is on the transformation of your linguistic knowledge into active skills.

The course consists of one 2-hour lecture and 3 hours of tutorial per week. Both the communicative approach and the grammar-translation approach will be adopted. The 2-hr tutorial is mainly focused on grammar, reading comprehension and translation, while the 1-hr tutorial is devoted to oral communication. The course attempts to teach students how the Chinese language works both grammatically and in sociocultural contexts. 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. As well as covering the grammar of each chapter, some text-related language and cultural issues will also be introduced in the lectures. In addition, teaching strategy will take into consideration that the students enrolled in this course are non-background speakers.

All of the class activities - both oral and written - are linked with the final assessment, so it is important that you come to every class. The four language skills – listening speaking, reading and writing – will be integrated, and multi-media approach will also be adopted throughout the course. Topics for class discussions and tasks for group work are set to engage students in active thinking and learning.

5. Course Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Workbook Exercises	Chapters 1-9	10%	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8	Weekly
On-line Quizzes	30 minutes each	15% (3 x 5%)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8	Weeks 6, 10, & 12
Dictations	15 minutes each	20% (4 x 5%)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8	Weeks 4, 6, 7, & 11
Speaking Test (Pinyin & Dialogue)	2-3 minutes per pair	10%	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8	Week 5
Group Presentation	20 minutes per group	15%	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8	Week 12
Mid-term Test	1.5 hours	15%	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8	Week 8
Final Test	1.5 hours	15%	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8	Week 13

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

## 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://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

## 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

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

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### Attendance

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Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

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A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. 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: <http://www.lc.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>

<b>8. Course Schedule</b>				
<i>To view course timetable, please visit: <a href="http://www.timetable.unsw.edu.au/">http://www.timetable.unsw.edu.au/</a></i>				
<b>Week Commencing:</b>	<b>Topic</b>	<b>Lecture Content</b>	<b>Tutorial/Lab Content</b>	<b>Readings &amp; Assessments</b>
Week 1	Introduction	Introduction	<b>NO Tutorials</b>	IC Introduction
Week 2	<i>Pinyin</i>	<i>Pinyin &amp; Characters</i>	<i>Pinyin</i>	Introduction
Week 3	Lesson 1	Lesson 1	<i>Pinyin &amp; Lesson 1</i>	L.1
Week 4	Lesson 2	Lesson 2	Lessons 1 & 2	L. 2 Dictation 1 ( <i>Pinyin</i> )
Week 5	Lesson 3	Lesson 3	Lessons 2 & 3	L. 3 Speaking Test ( <i>Pinyin &amp; L. 1</i> ) <b>Monday</b>
Week 6	Lesson 4	Lesson 4	Lessons 3 & 4	L.4 Dictation 2 (Ls. 1-2) On-line Quiz 1 (Ls. 1-3)
Week 7	Lesson 5	Lesson 5 & Revision	Lessons 4 & 5 <b>(Note: Fri Tutorial classes will join Thu classes this week.)</b>	L. 5 Dictation 3 (Ls. 3-4), <b>Monday</b>
Mid-Semester Break (18 Apr - 27 Apr)				
Week 8	Mon: Revision	<b>Mid-term Test (Ls. 1-5) Wednesday</b>	Thu. /Fri : Lesson 6	Test & L. 6
Week 9	Lessons 6 & 7	Lessons 6 & 7	Lesson 7	L. 7
Week 10	Lesson 8	Lesson 8	Lessons 7 & 8	L. 8 On-line quiz 2 (Ls. 4-6)
Week 11	Lesson 9	Lesson 9	Lessons 8 & 9	L. 9 Dictation 4 (Ls. 6-8) <b>Monday</b>
Week 12	Revision	Revision	Group Presentation	Presentation & On-line Quiz 3 (Ls. 7-9)
Week 13	Revision & Final Test	NO Lecture	<b>Final Test</b>	Final Test (Ls. 6-9)

**Please Note: On-line quizzes are to be done outside of classes while all the other assessments are to be completed during the 2-hour tutorials unless otherwise specified in the Course Schedule above.**



## 9. Course Resources

### Textbook Details

Compulsory:

Integrated Chinese Textbook, Level 1 Part 1 (Simplified Characters Version), 3rd Edition

Integrated Chinese Workbook, Level 1 Part 1 (Simplified Characters Version), 3rd Edition

by Tao-chung Yao and Yuehua Liu, and published by Cheng & Tsui., Available from UNSW Bookshop.

Recommended:

Integrated Chinese Character Workbook, Level 1 Part 2 (Simplified Characters Version)

by Tao-chung Yao and Yuehua Liu, and published by Cheng & Tsui., Available from UNSW Bookshop.

Students are encouraged to obtain a good-quality Chinese-English dictionary, if you have not already done so. [Recommended: A Chinese-English Dictionary. Published by Commercial Press (Beijing). ISBN 7-100-00530-2/H .188. Available from UNSW Bookshop.]

### Journals

### Additional Readings

Additional materials provided on the Blackboard will be advised in class.

Other resources can also be obtained from UNSW Library. One starting point for assistance is: [www.http://info.library.unsw.edu.au/web/services/services.html](http://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.

Other bookshops in Sydney (where you may also find Chinese textbooks, dictionaries and CDs):

1) China Books - Level 1, Citymark Building, 683-689 George Street, Tel. 9280-1885

2) Abbeys's Bookshops - 131 York Street, Sydney, Tel. 9264-3111

3) China Bookshop - Level 2, Goulbourn Street, Sydney, Tel. 9212 – 3517

4) Kinokuniya – Level 2, 500 George Street, Sydney, Tel. 9262 7996

### Websites

<http://www.chinese-tools.com/>

One of the most useful sites for learning Chinese.

<http://english.cntv.cn/learnchinese/>

A very useful CCTV (China Central Television) International language program that offers various Chinese learning program catering learners of different levels starting with beginners.

<http://www.zdic.net/>

<http://www.chineseetymology.org/>

<http://eastasia.hawaii.edu/yao/icfc/index.html>

Website for both IC Part 1 Level 1 & 2

<http://www.luc.edu/llrc/ic2aud.shtml>

Audio for Integrated Chinese, accompanying both Textbook and Workbook, 2nd edition

<http://www-rohan.sdsu.edu/dept/chinese/ICL1P1.html>

SDSU Pinyin/Character/English Text for Integrated Chinese (Part 1, Level 1)

This website features all the dialogues for each chapter and allow you to download/view it as a word document in either simplified, traditional, pinyin or English translation. It also has sound files embedded in the word document so is a great practice resource.

<http://www.languageberkeley.edu/ic/toc.html>

Integrated Chinese First Year Website

Features dialogues with Audio and text. Useful for practicing listening skills. The characters are in traditional form, however.

<http://eall.hawaii.edu/yao/ic1flashcards/>

Integrated Chinese Level 1 Flashcards

These are word documents that feature ready made flashcards of Chinese characters with English translations that students can print and then cut out. The characters are in both simplified and traditional forms.

## 10. 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.

## 11. 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>

## 12. 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://my.unsw.edu.au/student/atoz/Complaints.html>

## 13. Other Information

### myUNSW

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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

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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

<http://www.ohs.unsw.edu.au/>

### Special Consideration

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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://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### Student Equity and Disabilities Unit

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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.