



School of Humanities and Languages

ARTS1452 Introductory Chinese For Background Speakers

Semester 1, 2014

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1. Course Staff and Contact Details

Course Convenor, Lecturer & Tutor

Name	Cheng-Wei Wang	Room	Morven Brown 211
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Consultation Time	Monday 11-12am or by appointment		

2. Course Details

Units of Credit (UoC)	6	
Course Description	<p>This introductory Chinese course is for background Chinese speakers who recognize fewer than 50 Chinese characters. We identify a background Chinese speaker as one who has grown up in a family or environment where Chinese (Mandarin or any dialect, e.g. Cantonese) is used in daily life AND who can more or less understand spoken Chinese (Mandarin or any dialect, e.g. Cantonese) even if he or she cannot manage to engage in very basic conversations in Chinese.</p> <p>Starting from Pinyin the official phonetic system of Standard Chinese, the course will teach students how the Chinese language works both grammatically and in sociocultural contexts. A cultural awareness is built into the course.</p>	
Course Aims	1.	To develop students' four language skills (i.e. listening, speaking, reading and writing in Chinese) through various class learning activities, taking into account students' heritage background.
	2.	To enhance students' communicative ability at an introductory level in a range of common social situations and in a culturally appropriate and functional manner.
	3.	To establish and strengthen students' bilingual and perhaps bicultural awareness.
Student Learning Outcomes	1.	Demonstrate a sound knowledge and use of approximate 150 essential vocabulary items covered in the textbook.
	2.	Communicate efficiently in Chinese on the daily topics covered in the course, in both oral and written forms.
	3.	Create a communication in Chinese at an introductory level in a linguistically and culturally coherent manner.
	4.	Use technology and various strategies (such as Moodle, Apps and online forums) to learn Chinese, and to gather information relevant to the course.
Graduate Attributes	1.	The ability to engage in independent and reflective learning of Chinese as a second/foreign language.
	2.	The skills of engaging basic interaction in Chinese in the classroom and, more importantly, beyond it.
	3.	The appreciation of and respect for diversity in the local and global community.
	4.	The confidence in continuing Chinese learning to the next level.

3. Learning and Teaching Rationale

An endeavour to enhance and evenly assess students' four language skills has been put through the course design, which reflects my belief in the complex process of second language acquisition. The four skills are closely related and would be best to develop in a holistic and integrated manner. However, the integration may not always happen due to various cognitive abilities required in different skills. Therefore specific instructions and practices pertinent to each skill development are woven into the learning activities, aligned with the assessments.

In terms of teaching approach, both *structural method* and *interactive method* will be applied in the course. In each lesson students usually starts with vocabulary and structural practice and then followed by task-based activities. Considering that the students are background learners, a substantial amount of class will be conducted in Chinese. The teacher will adjust the amount of English and Chinese used according to students' feedback and needs.

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

This is an intensive language course which requires students to attend classes totalling five hours per week: one 2-hour lecture, one 1-hour tutorial and one 2-hour tutorial. The lecture covers new vocabulary, lesson text, grammatical structure and cultural awareness; the 1-hour tutorial focuses on listening and speaking exercises and the 2-hour tutorial on reading and writing tasks. Besides the classes, a minimum of 3 hours of weekly studying time outside the classroom are required in order to obtain a satisfactory learning outcome. Students are expected to preview each lesson before coming to the lecture, prepare workbook exercises before coming to the weekly tutorials and complete all assessment tasks during designated class time. Attending to all classes is essential, regardless of whether or not the suggested lesson preview or homework is completed.

In addition to the lecture and tutorials, students are required to listen to audio recordings of the textbooks on UNSW Moodle. The teacher will be using this platform to make announcements, publish resources and manage assessment results. Students are strongly encouraged to ask questions and participate in online discussion in Chinese, the target language, in order to enrich their language learning experience. It is also the students' responsibility to check Moodle in a regular basis to be aware of the most updated course information.

5. Course Assessment					
Assessment Task	Length (minutes)	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date
Read/Write/Listening Test 1	30	10%	1,2,3	1,2,3,4	7, 9 & 10 April
Role Play	5	20%	1,2,3	1,2,3,4	28, 30 Apr & 1 May
Read/Write/Listening Test 2	30	10%	1,2,3	1,2,3,4	12, 14 & 15 May
Composition	90	20%	1,2,3	1,2,3,4	29 May
Read Aloud	3	10%	1,2,3	1,2,3,4	2, 4 & 5 June
Final Exam	120	30%	1,2,3	1,2,3,4	13-30 June
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.					

Formal Examination

This course has a formal examination which will be scheduled in the formal examination period from 13 – 30 June 2014. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

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

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

Attendance

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

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>

8. Course Schedule			
<i>To view course timetable, please visit:</i> http://www.timetable.unsw.edu.au/current/ARTS1452.html			
Date	1hr Tutorial	2hr Tutorial	Lecture
Week 1 (3 March)	n/a	n/a	Introduction & Pinyin
Week 2 (10 March)	Pinyin	Pinyin	Lesson 1
Week 3 (17 March)	Lesson 1	Lesson 1	Lesson 2
Week 4 (24 March)	Lesson 2	Lesson 2	Lesson 3
Week 5 (31 March)	Lesson 3	Lesson 3	Lesson 4
Week 6 (7 April)	Lesson 4	Lesson 4 R/W/L Test 1	Lesson 5
Week 7 (14 April)	Lesson 5	Lesson 5	Lesson 6
Mid-semester break (18-27 April)			
Week 8 (28 April)	Lesson 6	Lesson 6 Role Play	Lesson 7
Week 9 (5 May)	Lesson 7	Lesson 7	Lesson 8
Week 10 (12 May)	Lesson 8	Lesson 8 R/W/L Test 2	Lesson 9
Week 11 (19 May)	Lesson 9	Lesson 9	Lesson 10
Week 12 (26 May)	Lesson 10	Lesson 10	Composition Test
Week 13 (2 June)	Revision	Read Aloud Test	n/a
Final Exam (University Centralized, 13-30 June)			

9. Course Resources

Textbook Details (Available in UNSW Bookshop)

1. Integrated Chinese, Level 1 Part 1, Textbook, 3rd Edition (Simplified) 中文听说读写
2. Integrated Chinese, Level 1 Part 1, Workbook, 3rd Edition (Simplified) 中文听说读写
3. Integrated Chinese, Level 1 Part 1, Character Workbook, 3rd Edition (Simplified and Traditional) 中文听说读写 / 中文聽說讀寫 (Optional)

Additional Readings

Audio recordings of the textbook and workbook, available on Moodle.

Websites (Optional)

1. Stroke Order
 - Arch Chinese: <http://www.archchinese.com>
 - Yellow Bridge: <http://www.yellowbridge.com/chinese/chinese-dictionary.php>
2. Chinese-English Dictionary
 - Mandarin Tools: <http://www.mandarintools.com/worddict.html>
 - MDBG: <http://www.mdbg.net/chindict/chindict.php> (also a good source of lookup of stroke order)
3. Chinese-Chinese Dictionary
 - 在线新华字典: <http://xh.5156edu.com>
 - 漢典: <http://www.zdic.net>

Free iOS Apps (Optional, available also on Android)

- iCED: <https://itunes.apple.com/au/app/iced-chinese-dictionary/id303692704?mt=8>
- Pleco: <https://itunes.apple.com/au/app/pleco-chinese-dictionary/id341922306?mt=8>

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

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

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

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.