



**UNSW**  
AUSTRALIA

## School of Humanities & Languages

Faculty of Arts & Social Sciences

1. Location of the Course			
<b>FACULTY</b>	Arts and Social Sciences		
<b>SCHOOL</b>	Humanities and Languages		
<b>COURSE CODE</b>	ARTS1453		
<b>COURSE NAME</b>	Introductory Chinese for Background Speakers B		
<b>SEMESTER</b>	2	<b>YEAR</b>	2013

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3. Staff Contact Details			
<b>LECTURER</b>			
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Contact Time and Availability	Monday 11-12am, by appointment and by email		
<b>OTHER TEACHING STAFF</b>			
Name	Mr Jian Xu	Office	n/a
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Contact Time and Availability	by email		
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Phone	n/a	Email	xiao.ye@unsw.edu.au
Contact Time and Availability	by email		

4. Course Details	
<b>Credit Points</b>	6 UOC
<b>Summary of the Course</b>	This Chinese language course is designed for Chinese background speakers who have acquired sound knowledge from the previous introductory course ARTS1452. Continuing the preceding work, approximately 350 vocabulary words will be introduced along with the associated cultural awareness of using Chinese in day-to-day topics and sociocultural contexts.
<b>Aims of the Course</b>	1. To further 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 the introductory level in a range of common social situations and in a culturally appropriate and functional manner.
<b>Student Learning Outcomes</b>	At the conclusion of this course students will be able to:	
	1.	Demonstrate a sound knowledge and use of approximate 350 vocabulary items covered in the textbook.
	2.	Communicate efficiently in Chinese on the 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.
<b>Graduate Attributes</b>	Students will be encouraged to develop the following Graduate Attributes by undertaking the selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks. At the conclusion of this course students will progress in the development of the following 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.

### 5. Course Timetable

Class Type / Number	Day	Time	Location
Lecture / 8304	Monday	9am-11am	Mathews Theatre D
Tutorial / 8305	Tuesday	10am-11am	Morven Brown G6
	Wednesday	11am-1pm	Mathews 230
Tutorial / 8306	Tuesday	11am-12pm	Morven Brown G6
	Wednesday	1pm-3pm	Mathews 230
Tutorial / 8307	Tuesday	12pm-1pm	Morven Brown G6
	Thursday	12pm-2pm	Mathews 302

\* Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at [www.timetable.unsw.edu.au](http://www.timetable.unsw.edu.au).

### 6. Rationale for the Inclusion of Content and Teaching Approach

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 involved 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 speakers, a substantial amount of class instruction will be conducted in Chinese. The teaching staff will adjust the amount of English and Chinese used according to students' feedback and needs.

**NOTE:** 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/chinese/>

## 7. 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* exercise and the 2-hour tutorial on *reading* and *writing* tasks. In addition, a minimum of 3 hours of studying time per week outside the classroom is expected. Students are required 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 lecturer and tutors will be using this platform to make announcements, publish resources and manage assessment results. Activities on Moodle are subject to the assessment of class participation (5%); therefore 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.

## 8. Assessment

Assessment Task	Length (minutes)	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Read/Write 1	25	10%	1, 2, 3	1, 2, 3, 4	28 & 29 Aug
Listening 1	20	10%	1, 2, 3	1, 2, 3, 4	3 Sep
Read Aloud	3	10%	1, 2, 3	1, 2, 3, 4	16 Sep
Read/Write 2	25	10%	1, 2, 3	1, 2, 3, 4	25 & 26 Sep
Role Play	5	20%	1, 2, 3	1, 2, 3, 4	8, 9 & 10 Oct
Listening 2	50	15%	1, 2, 3	1, 2, 3, 4	29 Oct
Final Exam	100	20%	1, 2, 3	1, 2, 3, 4	8-23 Nov
Class Participation	Throughout the course	5%	1, 2, 3	1, 2, 3, 4	n/a

- 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.
- All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.
- Grades  
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, 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>  
See under "13 Other Information" for more information on Submission of Assessment Tasks and Late Assignments.

## 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: <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 a honours thesis) 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

Date	Lecture Content	1hr Tutorial Content	2hr Tutorial Content
Week 1 (29/7)	Introduction & Lesson 11	n/a	n/a
Week 2 (5/8)	Lesson 12	Lesson 11	Lesson 11
Week 3 (12/8)	Lesson 13	Lesson 12	Lesson 12
Week 4 (19/8)	Lesson 14	Lesson 13	Lesson 13
Week 5 (26/8)	Lesson 15	Lesson 14	Lesson 14 <b>R/W Test 1</b>
Week 6 (2/9)	Lesson 16	Lesson 15 <b>Listening Test 1</b>	Lesson 15
Week 7 (9/9)	Lesson 17	Lesson 16	Lesson 16
Week 8 (16/9)	<b>Read Aloud Test</b>	Lesson 17	Lesson 17
Week 9 (23/9)	Lesson 18	Lesson 18	Lesson 18 <b>R/W Test 2</b>
<i>Mid-semester break</i>			
Week 10 (7/10)	<i>Public Holiday</i>	<b>Speaking Test: Role Play</b>	
Week 11 (14/10)	Lesson 19	Lesson 19	Lesson 19
Week 12 (21/10)	Lesson 20	Lesson 20	Lesson 20
Week 13 (28/10)	n/a	<b>Listening Test 2</b>	Revision
<b>Final Exam (University Centralized, 8 - 23 Nov)</b>			

## 11. Expected Resources for Students

### Textbook Details

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

### Additional Readings

Audio recordings of the textbook and workbook, available on Moodle.
<b>Websites (Optional)</b>
<p>I. Chinese-English Dictionary</p> <ul style="list-style-type: none"> <li>• Mandarin Tools: <a href="http://www.mandarintools.com/worddict.html">http://www.mandarintools.com/worddict.html</a></li> <li>• MDBG: <a href="http://www.mdbg.net/chindict/chindict.php">http://www.mdbg.net/chindict/chindict.php</a> (also a good source of stroke lookup)</li> </ul> <p>II. Stroke Order</p> <ul style="list-style-type: none"> <li>• Arch Chinese: <a href="http://www.archchinese.com">http://www.archchinese.com</a></li> <li>• Yellow Bridge: <a href="http://www.yellowbridge.com/chinese/chinese-dictionary.php">http://www.yellowbridge.com/chinese/chinese-dictionary.php</a></li> </ul> <p>III. Chinese-Chinese Dictionary</p> <ul style="list-style-type: none"> <li>• 在线新华字典: <a href="http://xh.5156edu.com">http://xh.5156edu.com</a></li> <li>• 漢典: <a href="http://www.zdic.net">http://www.zdic.net</a></li> </ul>
<b>iOS Apps (Optional)</b>
<ul style="list-style-type: none"> <li>• iCED: <a href="https://itunes.apple.com/au/app/iced-chinese-dictionary/id303692704?mt=8">https://itunes.apple.com/au/app/iced-chinese-dictionary/id303692704?mt=8</a></li> <li>• Pleco: <a href="https://itunes.apple.com/au/app/pleco-chinese-dictionary/id341922306?mt=8">https://itunes.apple.com/au/app/pleco-chinese-dictionary/id341922306?mt=8</a></li> </ul>

## 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.

## 13. Other Information

### 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. It can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is individual students' 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.

### 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/>

### 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. 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 indeed 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.

**Special Consideration**

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

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 to 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.