



**UNSW**  
AUSTRALIA

Arts & Social  
Sciences

School of Humanities and Languages

**ARTS2461 Intermediate Chinese for Background Speakers A  
Semester 1, Year 2014**

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
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Consultation Time	Wednesday 3pm-4pm; Thursday 2pm-4pm		
<b>Lecturer</b>			
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Consultation Time			
Name		Room	
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Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	This course provides an intermediate level program in Chinese language (Mandarin) study for background speakers (from an environment where Chinese, whether Mandarin, Cantonese or any other dialect is or has been used). It is open to students who have acquired a basic level of spoken Chinese and a working knowledge of no less than six hundred characters in their first year of study, or for those students who enter the Chinese language program with an equivalent knowledge of Chinese characters. In this course, you will improve your Chinese skills in the areas of speaking, listening, reading, and writing, and will make significant gains in the acquisition of vocabulary and grammar. In addition, you will gain some knowledge in Chinese culture and history. Work on the Internet is coordinated with class work in lectures and tutorials.
Course Aims	<ol style="list-style-type: none"> <li>1. To develop oral communication skill in Mandarin at the intermediate level in a range of common social situations and in a culturally appropriate and functional manner</li> <li>2. To learn the norms, conventions and compositional skills involved in the production of a range of everyday texts</li> <li>3. To learn and put into use strategies for language acquisition outside the confines of the classroom and textbook</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>1. Have acquired effective strategies for reading authentic texts from various sources and on a variety of topics</li> <li>2. Be able to compose short essays in Chinese on a given</li> </ol>

		topic
	3.	Have improved listening and speaking skills at the intermediate level and be able to sustain a conversation with a Chinese person who may be unaccustomed to speaking with someone in the process of learning Chinese
	4.	Have greater knowledge and appreciation of aspects of Chinese linguistic behaviour, society and culture
Graduate Attributes	1.	skills involved in scholarly enquiry in Chinese-based disciplinary studies
	2.	in-depth engagement with disciplinary knowledge via the Chinese language
	3.	capacity for analytical and critical thinking and for creative problem-solving in Chinese Studies
	4.	ability to engage in independent and reflective learning in Chinese Studies
	5.	information literacy in Chinese Studies
	6.	capacity for enterprise, initiative and creativity in Chinese Studies
	7.	appreciation of, and respect for, diversity in language and culture
	8.	skills involved in collecting, documenting, organising, and systematically analysing information
	9.	capacity to contribute to, and work within, the international community
	10	skills required for collaborative work
	11	respect for ethical practice and social responsibility

### 3. Learning and Teaching Rationale

ARTS2461 is for background speakers. The textbook used is Integrated Chinese Level 2, part 1.

ARTS2461 comprises two components and four hours of class per week for twelve weeks: (1) two-hour lecture, providing an introduction to grammar, language and cultural issues in each lesson; then practices and exercises consolidating vocabulary, structure and language use.

(2) two-hour tutorial, targeting texts and workbook exercises, providing opportunities for students to speak Chinese, and addressing any reading and writing problems;

Because this class targets background speakers, it will have added reading and listening materials. The students are required to master these materials together with the content of the text.

Students should expect at least one-hour of self study via the Internet: this requires you to listen to the CD files accompanying both the textbook and workbook at your own preferred time in order to practise your aural/oral skills.

All class activities (both oral/aural and written/reading) are essential to assessment, so it is important that you come to all the classes each week and do your homework.

All course related files (audio, lecture notes, excluding the textbook) are posted on the Moodle for your easy access.

Lectures start in week 1, while tutorials start in week 2.

### 4. Teaching Strategies

Lectures teach grammar, language and cultural issues in each lesson of the textbook.

Tutorials provide exercises that emphasize language use and communication in an integrated manner (listening, speaking, reading and writing in equal measures)

### 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Group Oral Presentation	Weeks 3-12; two persons in a group 5 minutes, this includes written preparations beforehand	20%	1, 2, 3, 4	1-11	Arranged by tutor
Composition test 1(300-400 Characters)	1 hour	20%	1, 2, 3, 4	1-11	<b>Week 7</b>
Composition test 2(500-600)	1 hour	20%	1, 2, 3, 4	1-11	<b>Week 12</b>

Characters)					
On-line Quizzes	Week 2-12	10%	1, 2, 3, 4	1-11	<b>Weekly</b>
Work book exercises	Week 2-12	10%	1, 2, 3, 4	1-11	<b>Weekly</b>
Final test	2 hours	20%	1, 2, 3, 4	1-11	<b>Week 13</b>

**Please Note:** All assessment tasks are conducted in tutorials during the semester; handwriting only; dictionary is allowed ONLY at composition tests; no electronic devices.

### Group presentation:

Group presentation is coordinated by your tutor and will take place in your tutorial groups between weeks 3-12. Working in a group of 2 people, you will be required to present on the topic of the week before. This will require two of you to make a dialogue or debate or discussion of that week's topic, using key sentence patterns, vocabulary and grammar points from the textbook. You are also encouraged to use what you learn from the added materials. Your speaking/presentation skill is tested during the group presentation. Your mark will be based on (1) how well you have prepared and researched the topics individually as well as collectively, and (2) your pronunciation, fluency and confidence. You may be required to submit any written work for this assessment.

**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

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### Grades

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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

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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

### 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>

## 8. Course Schedule

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

Week Commencing:	Lecture Content	Tutorial/Lab Content		Readings
1	Introduction to the course	No tutorials		
2	Lesson 1	Lesson 1 Texts & Workbook exercises		
3	Lesson 2	Lesson 2 Texts & Workbook exercises		
4	Lesson 3	Lesson 3 Texts & Workbook exercises		
5	Lesson 4	Lesson 4 Texts & Workbook exercises		
6	Lesson 5	Lesson 5 Texts & Workbook exercises		
7	Lesson 6	Composition Test 1; Lesson 6 Texts & Workbook exercises		

	<b>Mid-Semester Break (18 Apr to 27 Apr)</b>			
8	Lesson 7	Lesson 7 Texts & Workbook exercises		
9	Lesson 8	Lesson 8 Texts & Workbook exercises		
10	Lesson 9	Lesson 9 Texts & Workbook exercises		
11	Lesson 10	Lesson 10 Texts & Workbook exercises		
12	Revision	Revision of Lessons Q&A Composition Test 2		
13	No lecture	<b>Final Test</b>		

## 9. Course Resources

### Textbook Details

*Integrated Chinese Level 2 Part 1 Textbook*, 3rd edition [ISB N 0-88727-275-4]

*Integrated Chinese Level 2 Part 1 Workbook*, 3rd edition [ISBN 0-88727-276-2]

By Yuehua Liu & Tao-chung Yao (1997). Published by Cheng & Tsui.

### Journals

### Additional Readings

Additional materials will be provided in class or online.

Other resources can also be obtained from UNSW Library. One starting point for assistance is:

<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.

### Websites

<http://www.yellowbridge.com/chinese/fc-options.php?deck=ic-2>

(Online flashcards for IC, Level 2)

<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



<http://www.cctv.com/program/travelinchinese/01/index.shtml>  
(CCTV (China Central Television) International language program "Travel in Chinese")

## 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

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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.