ARTS2461 Intermediate Chinese for Background Speakers A
Semester 1, 2015

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## 1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Lecturer and Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td><strong>Room</strong></td>
</tr>
<tr>
<td><strong>Phone</strong></td>
</tr>
<tr>
<td><strong>Email</strong></td>
</tr>
<tr>
<td><strong>Consultation Time</strong></td>
</tr>
</tbody>
</table>

## 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>This Chinese language course is designed for Chinese background speakers (i.e. learners who has grown up in a family or environment where Mandarin or any Chinese dialects have been used in daily life). It is open to students who have acquired sound knowledge from the previous introductory level, or who enter the Chinese language program possessing comparable proficiency in the language. Continuing the preceding work, approximately 350 vocabulary items will be introduced in this course along with associated social, cultural and historical awarenesss. More abstract subject matter and topics that require critical thinking and higher language integration are gradually woven into this level of language study.</td>
</tr>
<tr>
<td><strong>Course Aims</strong></td>
<td>1. To further develop students’ four language skills in Chinese (i.e. listening, speaking, reading and writing) through various class learning activities, taking into account students’ heritage background.</td>
</tr>
<tr>
<td></td>
<td>2. To enhance students’ communicative ability at an intermediate level in a range of social situations and in a culturally appropriate and functional manner.</td>
</tr>
<tr>
<td></td>
<td>3. To establish and strengthen students’ bilingual and perhaps bi-cultural awareness.</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td>1. Demonstrate a sound knowledge and use of approximate 350 essential vocabulary items covered in the textbook.</td>
</tr>
<tr>
<td></td>
<td>2. Communicate efficiently in Chinese on the topics covered in the course, in both oral and written forms.</td>
</tr>
<tr>
<td></td>
<td>3. Create a communication in Chinese at an intermediate level in a linguistically and culturally coherent manner.</td>
</tr>
<tr>
<td></td>
<td>4. Use technology and various strategies (e.g. Moodle, Apps and online forums) to obtain learning resources and develop Chinese proficiency outside the classroom.</td>
</tr>
<tr>
<td><strong>Graduate Attributes</strong></td>
<td>1. The ability to engage in independent and reflective learning of Chinese as a second/foreign language.</td>
</tr>
<tr>
<td></td>
<td>2. The skills of engaging complex interaction in Chinese in the classroom and, more importantly, beyond it.</td>
</tr>
<tr>
<td></td>
<td>3. The appreciation of and respect for diversity in the local and global community.</td>
</tr>
<tr>
<td></td>
<td>4. The confidence in continuing Chinese learning to the next level.</td>
</tr>
</tbody>
</table>
3. **Learning and Teaching Rationale**

An endeavour to evenly enhance and assess students’ four language skills has been put through the course design which reflects my understanding in the complicated process of second language acquisition. The four skills are closely related and would be ideal 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 have to be 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 start 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 instruct the class mostly in the target language and use English to clarify issues only when it becomes necessary. The assessments will require students to demonstrate a solid comprehension and optimal use of contents covered in the textbook rather than to repeat rudimentary knowledge acquired by rote.

*This course is an intermediate-level language course. All students who have had some experience with the language, either as a heritage language or previous instruction at another institution, must fill in the placement questionnaire available at [https://hal.arts.unsw.edu.au/students/courses/language-placements](https://hal.arts.unsw.edu.au/students/courses/language-placements)*

4. **Teaching Strategies**

This is an intensive language course that requires students to attend classes totalling four hours per week: one 2-hour lecture and one 2-hour tutorial. The lecture covers new vocabulary, lesson text, grammatical structure, and social, cultural and historical awareness. The tutorial targets workbook exercises and provide opportunities for students to speak Chinese and address any reading and writing issues. 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 review each lesson right after each week’s class and complete all assessment tasks during designated time.

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 learning resources and manage assessment results. Students are obligatory to initiate and participate in online discussion in Chinese, the target language, in order to enhance their language development. 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

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length (Minutes)</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly online homework</td>
<td>varies</td>
<td>10%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Fortnightly on Moodle</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>90</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Week 6 16 April</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>2-3 minutes per person, no more than 12 minutes per group</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Week 8-12 during tutorials</td>
</tr>
<tr>
<td>Composition</td>
<td>90</td>
<td>15%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Week 13 4 June</td>
</tr>
<tr>
<td>Final Exam</td>
<td>120</td>
<td>30%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>12-29 June</td>
</tr>
<tr>
<td>Class Participation</td>
<td>varies</td>
<td>5%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Throughout the semester</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/

Formal Examination

This course has a formal examination which will be scheduled in the formal examination period from 12 – 29 June 2015. 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.

For information about examination dates, location and procedures at UNSW, visit: https://student.unsw.edu.au/exams

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
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.

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

The Arts and Social Sciences Extension Guidelines state the following:
• A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
• A request for an extension should be submitted before the due time/date for the assessment task.
• The Course Authority should respond to the request within two working days of the request.
• The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
• The Course Authority advises their decision through the online extension tool.
• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

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_Policy.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.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/](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](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/current/ARTS2461.html

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Tutorial</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>n/a</td>
<td>Online Homework L1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Lesson 1</td>
<td>Lesson 1</td>
<td>Online Homework L1-2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Lesson 2</td>
<td>Lesson 2</td>
<td>Online Homework L2-3</td>
</tr>
<tr>
<td>Week 4</td>
<td>Lesson 3</td>
<td>Lesson 3</td>
<td>Online Homework L3-4</td>
</tr>
<tr>
<td>Week 5</td>
<td>Lesson 4</td>
<td>Lesson 4</td>
<td>Mid-semester break (3-12 April)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Revision 1-4</td>
<td>Midterm Exam</td>
<td>Online Homework L4-5</td>
</tr>
<tr>
<td>Week 7</td>
<td>Lesson 5</td>
<td>Lesson 5</td>
<td>Online Homework L5-6 Group Presentation</td>
</tr>
<tr>
<td>Week 8</td>
<td>Lesson 6</td>
<td>Lesson 6</td>
<td>Online Homework L6-7 Group Presentation</td>
</tr>
<tr>
<td>Week 9</td>
<td>Lesson 7</td>
<td>Lesson 7</td>
<td>Online Homework L7-8 Group Presentation</td>
</tr>
<tr>
<td>Week 10</td>
<td>Lesson 8</td>
<td>Lesson 8</td>
<td>Online Homework L8-9 Group Presentation</td>
</tr>
<tr>
<td>Week 11</td>
<td>Lesson 9</td>
<td>Lesson 9</td>
<td>Online Homework L9-10 Group Presentation</td>
</tr>
<tr>
<td>Week 12</td>
<td>Lesson 10</td>
<td>Lesson 10</td>
<td>Online Homework L10</td>
</tr>
<tr>
<td>Week 13</td>
<td>n/a</td>
<td>Composition</td>
<td>Online Homework L10</td>
</tr>
</tbody>
</table>

Final Exam (Comprehensive), University Centralized, 12-29 June

11. Course Resources

Textbook Details (Available in UNSW Bookshop)
Published by Cheng & Tsui Company, Inc. (2010)

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

Websites (Optional)
1. Stroke Order
   - Arch Chinese: http://www.archchinese.com
2. Chinese-English Dictionary
   - MDBG: http://www.mdbg.net/chindict/chindict.php (also a good source of lookup of stroke order)
3. Chinese-Chinese Dictionary (advanced)
   - 在线新华字典: http://xh.5156edu.com
   - 漢典: http://www.zdic.net

Free iOS Apps (available also on Android)
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. 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

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

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.