School of Humanities and Languages

ARTS3450 Advanced Chinese
Semester 1, 2016

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1. Course Staff and Contact Details

**Course Convenor and Language Lecturer**

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Yong Zhong</td>
<td>MB245</td>
<td><a href="mailto:Y.Zhong@unsw.edu.au">Y.Zhong@unsw.edu.au</a></td>
</tr>
<tr>
<td>Phone</td>
<td>9385 3812</td>
<td></td>
</tr>
<tr>
<td>Consultation Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4pm Monday and 2-4pm Wednesday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Culture Lecturer (Classical Chinese language)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Jon Eugene von Kowallis</td>
<td>MB239</td>
<td><a href="mailto:j.kowallis@unsw.edu.au">j.kowallis@unsw.edu.au</a></td>
</tr>
<tr>
<td>Phone</td>
<td>9385 1020</td>
<td></td>
</tr>
<tr>
<td>Consultation Time</td>
<td></td>
<td>Wednesdays 4-5</td>
</tr>
</tbody>
</table>

**Tutors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Yiran Li</td>
<td>TBA</td>
<td>TBA</td>
<td><a href="mailto:yiran.li@unsw.edu.au">yiran.li@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

2. Course Details

**Units of Credit (UoC)**

| 6 units of credit |

**Course Description**

This Course provides an Advanced level program in Chinese language (Mandarin) study. The medium of instruction is Mandarin. Students continue to develop and extend their understanding and use of Chinese language, especially more specialized vocabulary and complex sentence structures. The emphasis is on the transformation of linguistic knowledge into active skills through oral and written activities, focusing on authentic Chinese texts by utilising various reading strategies. Participation in a variety of writing, such as complex letters, literature responses, note taking, and essay writing. It also provides systematic practice of seminar presentations in a wide range of communicative situations such as business and interview. Topics include interpersonal relations, entertainment industry, cultural heritage, business practices, social problems, as well as other national and international issues. The school decided in 2015 to merge the background and non-background streams. The teaching staff will do the best they can to enable students of both backgrounds to complete the coursework.

**Culture Component**

Objectives:
The purpose of this subject is to introduce students to *wenyan wen* 文言文, the literary language of China, nowadays also commonly referred to as *gudai Hanyu* 古代汉语 or classical Chinese.

Content:

Literary Chinese, also known as classical Chinese, has been the writing system used in China, Japan, Korea, the Ryukyu Kingdom, Vietnam and in parts of Central Asia for over two thousand years. It is still being written in China and parts of South-east Asia today. It is the basis of most modern Chinese vocabulary and is frequently used and quoted in modern writing. For that reason, as well as to gain familiarity with traditional concepts, values and rhetoric, it is advisable that students of Chinese master basic classical Chinese grammar patterns and reading as early as
### Course Aims

<table>
<thead>
<tr>
<th>Number</th>
<th>Aim</th>
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<tbody>
<tr>
<td>1.</td>
<td>For students to acquire a modern perspective into use of Chinese</td>
</tr>
<tr>
<td></td>
<td>linguistic and cultural competence</td>
</tr>
<tr>
<td>2.</td>
<td>Enhancing students’ familiarity with the logic and structure of Chinese language</td>
</tr>
<tr>
<td>3.</td>
<td>For students to expand capacities in communicative and multimedia aided use of Chinese</td>
</tr>
<tr>
<td>4.</td>
<td>Enhancing students’ familiarity with the modern Chinese society</td>
</tr>
</tbody>
</table>

### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Number</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Enhanced awareness of the communicative and functional nature of language</td>
</tr>
<tr>
<td>2.</td>
<td>Expanded ability to use Chinese communicatively in relation to speaking, listening, reading and writing</td>
</tr>
<tr>
<td>3.</td>
<td>Improved ability to communicate in a dynamic mode and manner, e.g., using one medium/mode to cover, facilitate and complement another</td>
</tr>
<tr>
<td>4.</td>
<td>Enhanced ability to use communicative Chinese in real life and academic discussions</td>
</tr>
<tr>
<td>5.</td>
<td>Enhanced exposure to real-life Chinese society and modern Chinese language used in modern settings, i.e., print media as well as multimedia</td>
</tr>
<tr>
<td>6.</td>
<td>Improved knowledge of the structural, grammatical and cultural logic of Chinese language</td>
</tr>
<tr>
<td>7.</td>
<td>Mutual inspiration through team work and peer learning, and</td>
</tr>
<tr>
<td>8.</td>
<td>Completion of at least 3 chapters of the Textbook</td>
</tr>
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</table>

### Graduate Attributes

<table>
<thead>
<tr>
<th>Number</th>
<th>Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The skills involved in scholarly enquiry</td>
</tr>
<tr>
<td>2.</td>
<td>An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context</td>
</tr>
<tr>
<td>3.</td>
<td>The capacity for analytical and critical thinking and for creative problem-solving</td>
</tr>
<tr>
<td>4.</td>
<td>The ability to engage in independent and reflective learning</td>
</tr>
<tr>
<td>5.</td>
<td>Information literacy, i.e., the skills to appropriately locate, evaluate and use relevant information</td>
</tr>
<tr>
<td>6.</td>
<td>The capacity for enterprise, initiative and creativity</td>
</tr>
<tr>
<td>7.</td>
<td>An appreciation of, and respect for, diversity</td>
</tr>
<tr>
<td>8.</td>
<td>A capacity to contribute to, and work within, the international community</td>
</tr>
<tr>
<td>9.</td>
<td>The skills required for collaborative and multidisciplinary work</td>
</tr>
<tr>
<td>10.</td>
<td>An appreciation of, and a responsiveness to, change</td>
</tr>
<tr>
<td>11.</td>
<td>A respect for ethical practice and social responsibility</td>
</tr>
<tr>
<td>12.</td>
<td>The skills of effective communication</td>
</tr>
</tbody>
</table>

### Learning and Teaching Rationale

The teaching at this course is inspired and informed by a newest and most advanced language teaching approach known as Curriculum 2.0 developed by Yong Zhong, more details of which can be found in the following publications:

- 钟勇 (2015) “众成 (2.0) 语言课程理论及实践: 建立在一个真实个案基础上的评估和总结” (Crowd Learning In Curriculum 2.0: An evaluation based on a real-life university course). 程爱民主编《对外汉语学教与研究》In Aimin Cheng (ed)

The approach has also been discussed in a range of lectures given at prestigious international universities including the following:

- 《改造语言以改变教学》, presentation given in 2014 at University of NSW, [http://blog.sina.com.cn/s/blog_9ef7c7d20102vfmq.html](http://blog.sina.com.cn/s/blog_9ef7c7d20102vfmq.html)
- 《What Is Curriculum 2.0 and How It Changes the Way We Teach》, presentation given in 2014 at Shanghai International Studies University (上海外国语学院), [http://blog.sina.com.cn/s/blog_9ef7c7d20102vyv.html](http://blog.sina.com.cn/s/blog_9ef7c7d20102vyv.html)
- 《Modeing Curriculum 2.0 课程建模》, presentation given in 2015 at HK University, [http://blog.sina.com.cn/s/blog_9ef7c7d20102vk73.html](http://blog.sina.com.cn/s/blog_9ef7c7d20102vk73.html)
- 《学习建模；以 2.0 课程为例》, presentation given in 2015 at Fuzhou University (福州大学), [http://blog.sina.com.cn/s/blog_9ef7c7d20102vkck.html](http://blog.sina.com.cn/s/blog_9ef7c7d20102vkck.html)
- 《2.0 翻译课程设计》, presentation given in 2015 at Fuzhou University (福州大学), [http://blog.sina.com.cn/s/blog_9ef7c7d20102vkfo.html](http://blog.sina.com.cn/s/blog_9ef7c7d20102vkfo.html)

In a nutshell, the teaching at this course is about

- Inspiring students to explore the unknown and generating new knowledge and articulating real experiences rather than regurgitating old knowledge and facts
- Undoing some of the set boundary and knowledge accumulated in past educational experiences
- Students learning rather than teachers injecting uniform knowledge into students
- Students learning through reviewing and examining existing knowledge, through doing things and through presenting what he/she has done
- Students becoming aware of own strengths and weakness and utilizing potentials
- Students, through consultation with the teacher, setting own goals and achieving the goals
- Students assessing own individual needs, making efforts by own styles and at own pace to meet the needs with the help of the teacher, and
- Making progress rather than just getting marks

Students are welcome to access [http://blog.sina.com.cn/s/articlelist_2667038674_8_1.html](http://blog.sina.com.cn/s/articlelist_2667038674_8_1.html) to read his publications on the teaching of translation including:

The teacher has made a television documentary on pedagogy named *A French Way of Learning* on the basis a real life class activity in a Parisian University, which demonstrates SDL, problem-based learning, interaction learning and student-centred learning. Interested students can view the documentary at: [http://au.youtube.com/view_play_list?p=9B10B02DA8CFBEF7](http://au.youtube.com/view_play_list?p=9B10B02DA8CFBEF7)

4. Teaching Strategies

The University of NSW has prepared a guideline for pedagogy, which can be found on: [www.guidelinesonlearning.unsw.edu.au/overview.cfm](http://www.guidelinesonlearning.unsw.edu.au/overview.cfm)

Of the 16 guidelines, some are more relevant than others to this course. The teacher of this course, who values student-centred learning and self-directed learning, gives an indication of relevance of the guidelines by the highlighted terms. However, students must remember that teaching is only one side of the coin and learning is the other side. Students must take the responsibility of learning and actively participate.

1. Effective learning is supported when students are **actively engaged** in the learning process.
2. Effective learning is supported by **a climate of inquiry** where students feel appropriately challenged and activities are linked to research and scholarship.
3. Activities that are interesting and challenging, but which also create opportunities for students to have fun, can enhance the learning experience.
4. Structured occasions for **reflection** allow students to **explore their experiences, challenge current beliefs, and develop new practices and understandings**.
Learning is more effective when students’ prior experience and knowledge are recognized and built on.

Students become more engaged in the learning process if they can see the relevance of their studies to professional, disciplinary and/or personal contexts.

If dialogue is encouraged between students and teachers and among students (in and out of class), thus creating a community of learners, student motivation and engagement can be increased.

The educational experiences of all students are enhanced when the diversity of their experiences are acknowledged, valued, and drawn on in learning and teaching approaches and activities.

Students learn in different ways and their learning can be better supported by the use of multiple teaching methods and modes of instruction (visual, auditory, kinaesthetic, and read/write).

Clearly articulated expectations, goals, learning outcomes, and course requirements increase student motivation and improve learning.

When students are encouraged to take responsibility for their own learning, they are more likely to develop higher-order thinking skills such as analysis, synthesis, and evaluation.

Graduate attributes - the qualities and skills the university hopes its students will develop as a result of their university studies — are most effectively acquired in a disciplinary context.

Learning can be enhanced and independent learning skills developed through appropriate use of information and communication technologies.

Learning cooperatively with peers — rather than in an individualistic or competitive way — may help students to develop interpersonal, professional, and cognitive skills to a higher level.

Effective learning is facilitated by assessment practices and other student learning activities that are designed to support the achievement of desired learning outcomes.

### 5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Component: Classical</td>
<td>In-class midterm quiz (10%);</td>
<td>20%</td>
<td>2, 5 and 7</td>
<td>1, 2, 3, 4, 8, 9, 10, 11, 12</td>
<td>Mid-term quiz 20 April; Final quiz 25 May</td>
</tr>
<tr>
<td>Chinese Language</td>
<td>In-class final quiz (10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz @ Language Lecture</td>
<td>10 items</td>
<td>10%</td>
<td>5, 8</td>
<td>1, 3, 5, 6, 10 &amp; 11</td>
<td>Progressively, in lecture</td>
</tr>
<tr>
<td>Homework inspection</td>
<td>Exercises in the textbook, background to</td>
<td>10%</td>
<td>8</td>
<td>1, 3, 4, 9</td>
<td>Progressively but before Week 11. Evidence of work and effort to show for marks</td>
</tr>
<tr>
<td></td>
<td>be considered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project: A-V and writing</td>
<td>AV: 3-5 minutes, solo or pair work Writing,</td>
<td>10%</td>
<td>1, 2, 3, 4</td>
<td>1, 3, 4, 5, 6, 7, 9, 10</td>
<td>Progressively, either one by Week 5, the other by Week 9, appointment with tutor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+ 10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project: Role Play</td>
<td></td>
<td>20%</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>1-12</td>
<td>Progressively but before Week 12.</td>
</tr>
<tr>
<td>Essay</td>
<td>1500 Chinese characters (or 1200 English</td>
<td>10%</td>
<td>2, 3, 4, and 6</td>
<td>1, 3, 4, 5 &amp; 12</td>
<td>Friday, Week 8</td>
</tr>
<tr>
<td></td>
<td>words)</td>
<td>(9%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Test</td>
<td>110 min</td>
<td>10%</td>
<td>1, 4, 6, 8</td>
<td>3, 4, 5, &amp;12</td>
<td>Last week tutorial</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/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

### 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](https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html)

### Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle ([http://moodle.telt.unsw.edu.au/](http://moodle.telt.unsw.edu.au/)). You must use your zID login to submit your assignments in Moodle. Another copy must be submitted by email attachment to the Tutor at: (Mrs Yiran Li at: yiran.li@unsw.edu.au)

There is one writing to submit. “Learning Activity” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity” and submit a copy of your assignment to the tutor (Mrs Yiran Li at yiran.li@unsw.edu.au).

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>Friday, Week 8</td>
</tr>
</tbody>
</table>

**Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:

I have followed the [Student Code of Conduct](http://moodle.telt.unsw.edu.au/). I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the [Student Code of Conduct](http://moodle.telt.unsw.edu.au/) and the [Student Misconduct Procedure](http://moodle.telt.unsw.edu.au/). I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
• communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Your assignment will be available with feedback in soft copy within three weeks of the due date.

You are required to put **your name (as it appears in University records)** and **UNSW Student ID** on **every page** of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

### 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_Rules.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/. 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

### 10. Course Schedule

**To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>语言课程简介文化课程: Gateway to Chinese Classics, lesson 1</td>
<td>语言课程及学习方法 • 2.0 课程 • 学生内容、众学 • 学习活动、分组文化</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-4</td>
<td>语言：911 和语言功能文化课程：Gateway, lessons 2-4</td>
<td>语言课程及学习方法 • 课文 • 字词、语用研究 • 语言于社会运作 • Quizzes文化</td>
<td>分组 • 收集、解答问题 • 评估 RA</td>
<td>Curriculum 2.0 • <a href="http://blog.sina.com.cn/s/articlelist_2667038674_15_1.html">http://blog.sina.com.cn/s/articlelist_2667038674_15_1.html</a> • 学生内容范本 • 我的长城 • 中国式婚姻 • Moodles • Student Content 朗诵: • <a href="http://blog.sina.com.cn/s/blog_9ef7c7d20120vfrmm.html">http://blog.sina.com.cn/s/blog_9ef7c7d20120vfrmm.html</a></td>
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<td>5</td>
<td>语言：我姐不痴呆文化课程: Gateway, lessons 5-6</td>
<td>语言课程及学习方法 • 课文 • 字词、语用研究 • 修辞、叙事 • 语言于社会运作 • Quizzes文化</td>
<td>收集、解答问题 • 评估 RA/PS • 评估 RP/MP • 准备 Writing 1 Writing 2</td>
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<td>9</td>
<td>语言：诗人余秀华文化课程: Gateway, lesson 7 – final quiz week 12</td>
<td>语言课程及学习方法 • 课文 • 字词、语用研究 • 修辞 • 动词 • 比喻 • 不同诗人比较 • Quizzes文化</td>
<td>收集、解答问题 • 评估 RP/MP • 准备 Test Test</td>
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11. Course Resources

Textbook Details
Three lessons created by the lecturer will be used to complete the coursework. The lessons will be available for download at Moodle. They must not be distributed to anyone outside UNSW. Literary Chinese (wenyan) texts are available at Dr Kowallis’ personal website: jonvonkowallis.com

Journals

Additional Readings

Websites
Literature on Curriculum 2.0
http://blog.sina.com.cn/s/articlelist_2667038674_15_1.html

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://my.unsw.edu.au/student/atoz/Complaints.html

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 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.