UNSW | Arts & Social Sciences

School of Humanities and Languages

ARTS3450 Advanced Chinese A (Background Speakers) Semester 1, 2014

1. Course Staff and Contact Details

Course Convenor

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Consultation Time	Tuesdays 2:00-4:00		

Lecturer

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Tutors

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Consultation Time	TBA		

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 and the medium of instruction is Mandarin. It aims to expand students' capacities in using optimal language skills to understand authentic Chinese, search for information from multimedia texts, to conduce research in Chinese language, and to structure and express own ideas. Optimal language is a concept developed by the teaching staff of this course and its focus is on the development of optimization of not just written or spoken language, but also body language, visual language and multimedia language. The course is also designed to take students out of the classroom on a journey to a real China, stretch them out of the textbook into a real world and engage them in self-directed learning to make the coursework relevant, inspiring and interactive.		
Course Aims	1.	For students to acquire a modern perspective into use of linguistic and cultural competence	
	2.	Enhancing students' familiarity with the logic of Chinese language	
	3.	For students to expand capacities in communicative and multimedia aided use of Chinese	
Student Learning Outcomes	1.	Enhanced awareness of the communicative and functional nature of language	
	2.	Expanded ability to use Chinese communicative in relation to speaking, listening, reading and writing	
	3.	Improved ability to communicate in a dynamic mode and manner, e.g., using one medium/mode to cover anther	
	4.	Accomplishment of substantial use of communicative Chinese in real life and academic discussions	

	5.	Substantial exposure to real-life Chinese society and modern Chinese language used in modern settings, i.e., print media as well as multimedia
	6.	Improved knowledge of the structural, grammatical and cultural logic of Chinese language
	7.	Mutual inspiration through team work and peer learning
	8.	Completion of at least 3 chapters of *Advanced Chinese (Online)*. Students starting at a higher level are expected to complete Chapter 4 of the textbook on a self-study mode.
	9.	Students are expected to demonstrate their accomplishment of the objectives through presentation, class exercises, consultation and tests. The University expects its graduates to possess a range of **attributes**, which are stated on: http://learningandteaching.unsw.edu.au/content/LT/course_prog_support/unsw_grad_atts.cfm?ss=2
Graduate Attributes	1.	The skills involved in scholarly enquiry
	2.	An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
	3.	The capacity for analytical and critical thinking and for creative problem-solving
	4.	The ability to engage in independent and reflective learning
	5.	Information literacy, i.e., the skills to appropriately locate, evaluate and use relevant information
	6.	The capacity for enterprise, initiative and creativity
	7.	An appreciation of, and respect for, diversity
	8.	A capacity to contribute to, and work within, the international community
	9.	The skills required for collaborative and multidisciplinary work
	10	An appreciation of, and a responsiveness to, change
	11	A respect for ethical practice and social responsibility
	12	The skills of effective communication.

3. Learning and Teaching Rationale

The lecturer aspires to adopt the best practice implemented in some of the best-known universities and believes that university teaching 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/ -> Pedagogy 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

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

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**.
5   Learning is more effective when students' prior experience and knowledge are recognized and built on.
6   Students become more engaged in the learning process if they can see the **relevance** of their studies to professional, disciplinary and/or personal contexts.
7   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.
8   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.
9   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).

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

11 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.

12 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.

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

14 **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.

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

Meaningful and timely feedback to students improves learning.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Cultural Component	2 hours	20%	2, 5 and 7	1, 2, 3, 4, 8, 9, 10, 11, 12	26 March
Reading aloud	Selected Pinyin-based texts in teaching note	5%	2, 6 and 9	5 & 12	Progressive, appointments with tutor
Writing	Writing exercises selected from teaching note	20%	2, 3, 4, and 6	1, 3, 4, 5 & 12	Speaking based on teacher instruction
Oral presentation	Based on lesson content	10%	1, 2, 3, 4 and 5	1, 3, 4, 8 & 12	Progressive, appointments with tutor
Research projects	20 minutes in pair or group	20%	2, 3, 4, 5 and 7	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 & 12	Progressive, appointments with tutor
Test	60 min	15%	1, 4, 6, 8 and 9	3, 4, 5, & 12	Week 8
Test	60 min	10%	1, 4, 6, 8 and 9	3, 4, 5, & 12	Week 12

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 does not have a formal examination

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

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

Topic	Weeks	Lecture	Tutorial/Lab	Readings

		Content	Content	Required
Introduction	1	介绍	Assessable tasks 1. SDL 2. Reading aloud 3. Speaking 4. Précis 5. Language drillings to be specified	Moodle 1. Lessons 2. Resources Including all the web links provided
Coursework	1-4	中国娃娃		
	5-8	中国式婚姻		
	9-13	安居乐业		

9. Course Resources

Textbook Details

Chinese Online (Advanced) available from the UNSW Bookshop

Audio-visual guides

Sample study presentations (on Youtube, Youku, PPTV, and Tudou search the following keywords)
¨   My Class: The Great Wall （我班学生： 我的长城）
http://www.youtube.com/watch?v=6GdruQ6hMDA
¨   My Class: Live Translation （我班学生： 翻译活生生）
http://www.youtube.com/watch?v=wG3R-LdDMaE
¨   My Class: Illusion of Accuracy http://www.youtube.com/watch?v=lZXfXmFrm_0
¨   Caged Animals: http://www.youtube.com/watch?v=RvB8AdS0c4A
¨   Translation Adding Value: http://www.youtube.com/watch?v=hIGL4cILf3k
¨   Trying A Foreign Woman in A Chinese Court （我班学生： 审洋妇）
http://www.youtube.com/watch?v=FSWQw9TajQ8&feature=results_video&playnext=1&list=PL8BFD89731234ACAD
¨   Journey to the West Recreation by Jaja Luo and Hui Shurn
http://www.youtube.com/watch?v=o7zoDDfcScg

Teaching related productions
¨   SA Confidential: http://www.youtube.com/watch?v=21kKPInIj_A
¨   French Way of Learning: http://www.youtube.com/watch?v=xp_6FQxN_N4

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.