

SCHOOL OF HUMANITIES AND LANGUAGES

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities and Languages		
COURSE CODE	ARTS3451		
COURSE NAME	Advanced Chinese B (Background)		
SEMESTER	2	YEAR	2013

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3. Staff Contact Details			
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OTHER TEACHING STAFF			
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Contact Time and Availability	TBA		

4. Course Details	
Credit Points	6 units of credit

Summary of the Course	<p>This Course is the next step of ARTS3450, providing an Advanced level program in Chinese language (Mandarin) study and the medium of instruction is Mandarin. As well as further expanding students' competence in Chinese language skills, it aims to facilitate students' use of expanded capacities in optimal language skills to understand authentic Chinese, to search for information from multimedia texts, to conduct research in Chinese language, and to structure and express their 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 virtual journey to a real China, stretch them out of the textbook into a real world and engage them in self-directed learning to acquire more advanced relevant communication skills in Chinese.</p>
Aims of the Course	<ol style="list-style-type: none"> 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 4. Enhancing students' familiarity with the modern Chinese society
Student Learning Outcomes	<ol style="list-style-type: none"> a. Enhanced awareness of the communicative and functional nature of language b. Expanded ability to use Chinese communicative in relation to speaking, listening, reading and writing c. Improved ability to communicate in a dynamic mode and manner, e.g., using one medium/mode to cover another d. Accomplishment of substantiable use of communicative Chinese in real life and academic discussions e. Substantiable exposure to real-life Chinese society and modern Chinese language used in modern settings, i.e., print media as well as multimedia f. Improved knowledge of the structural, grammatical and cultural logic of Chinese language g. Mutual inspiration through team work and peer learning, and h. Completion of at least 5 chapters of the Textbook. <p>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</p>

Graduate Attributes	<p>Of the UNSW attributes, the teacher of the course specially values the following:</p> <ol style="list-style-type: none"> 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.
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5. Course Timetable

Class Type/Number	Day	Time	Location
Lecture	Monday, Weeks 1-12	5-6pm	Biomedical Theatre F
Tutorial	Thursday, Weeks 2-13	9-11 am	Goldstein G03
Lecture on Chinese culture	Monday, Weeks 1-12	1-2pm	Mathews Theatre D

* 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.

6. Rationale for the Inclusion of Content and Teaching Approach

The rationale behind my approach to learning and teaching

The lecturer, who has been inspired by the best practice discussed in literature and implemented in some of the best-known universities, 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 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

7. 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

8. Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Cultural Component	Quiz & Presentation Details in B/B	20%	b, e and g	1, 2, 3, 4, 8, 9, 10, 11, 12	Progressive, appointments with lecturer
Reading aloud	Selected Pinyin-based texts in teaching note	5%	b, f & i	5 & 12	Progressive, appointments with tutor

Writing	Writing exercises selected from textbook	20%	b, c, d & f	1, 3, 4, 5 & 12	Writing to be based on teacher instruction
Oral presentation	Based on lesson content	10%	a, b, e, d & e	1, 3, 4, 8 & 12	Progressive, appointments with tutor
Research projects	20 minutes in pair or group	20%	b, c, d, e & g	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Progressive, appointments with tutor
Home work inspected at tutorial	Home work for the week will be specified	5%	h & i	5 & 11	
Quiz (@ lecture	5-10 items	10%	f, h & i	1, 3, 5, 6, 10 & 11	Progressive, in lecture
Test	60 min	10%	a, d, f, h & i	3, 4, 5, & 12	Week 12

Submission of Assessment Tasks and Late Assignments (see also under “13 Other Information”).

- 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>

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				
Topic	Weeks	Lecture Content	Tutorial/Lab Content	Readings Required
Introduction	1-2	介绍	Assessable tasks	Moodles
Coursework	1-4	学中文、去中国	1. Quizzes	1. <i>Chinese Online</i>
	5-8	山寨中国辨真假	2. Reading aloud	2. Lessons
	9-13	榜样的力量	3. Précis 4. Writings 5. Language drillings to be specified	3. Resources Including all the web links provided
Conclusion	12	Test		

11. Expected Resources for Students

Textbook Details

Chinese Online (Advanced) available from the UNSW Bookshop

Audio-visual links

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=6GdruO6hMDA>
- ◆ 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=21kKPIInIj_A
- ◆ French Way of Learning: http://www.youtube.com/watch?v=xp_6FQxN_N4

Websites

my.UNSW

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff.

<https://my.unsw.edu.au/student/atoz/ABC.html>

<https://my.unsw.edu.au/portal/dt?desktop.suid=uid=anonymousActive,ou=People,dc=unsw,dc=edu,dc=au>

For the **library**: <http://www.library.unsw.edu.au/>

For the UNSW Learning and Teaching Unit: <http://www.ltu.unsw.edu.au>

For Chinese Studies homepage: <http://languages.arts.unsw.edu.au/areas-of-study/chinese-studies-129.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. 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.

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.