



School of Humanities and Languages

**ARTS3451, Advanced Chinese: Non-background group  
Semester 2, 2014**

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
Name	Ayxem Eli	Room	MB242
Phone	93859059	Email	a.eli@unsw.edu.au
Consultation Time	Thursdays 10:00 – 12:00		
<b>Lecturer</b>			
Name	Same as above	Room	
Phone		Email	
Consultation Time			
<b>Tutors</b>			
Name	Same as above	Room	

2. Course Details	
Units of Credit (UoC)	6 units of credit
Course Description	<p>ARTS3451 (Advanced Chinese B) is the second of the year 3 gateway courses in the Chinese Studies major sequence. It is a continuation of ARTS3450 (Advanced Chinese A). This course is also open to student for co-major, minor, elective or Diploma in Chinese.</p> <p><b>This outline is intended for non-background students only.</b></p> <p>Students must attend 4 hours per week, including 2 lectures. Lecture 1 (1-hr/w) is a combined lecture (background and non-background speakers together) -- it is the Cultural Component of this course and is outlined in PART 2 of this document. The second lecture is an introduction on the Grammar of the textbook, and other text-related language and cultural issues. The 2-hr tutorial will be devoted to the reading and translating of external materials such as blog articles, newspaper reports and short stories, as well as speaking exercises.</p>
Course Aims	<p>This course aims at mastering Chinese language at advanced level. It helps you to advance toward higher standards of</p> <ol style="list-style-type: none"> <li>1. knowledge and command of Chinese language, not only knowing its diverse styles of expression but also able to use it for different purposes of both oral and written communications.</li> <li>2. This course also aims at enhancing both grammatical and stylistic significance in learning Chinese with an emphasis on syntactic features indigenous to Chinese language while focusing on introduction of four basic text types: narration, description, persuasion and exposition.</li> <li>3. This course provides an opportunity for you to approach sophisticated and elegant manipulation of Chinese, and to know diverse aspects of humanity and society related to modern China through reading a variety of texts. It thus helps you to broaden your knowledge and to cultivate your aesthetical capacity and critical thinking. It is a necessary step through which you are able to study Professional or Elective courses, and honours and postgraduate programs offered by the Chinese Program.</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>1. obtain a greater fluency and confidence in your use of the language;</li> <li>2. be able to analyze and comment on sophisticated texts;</li> <li>3. be able to identify a wider range of language styles and registers,</li> </ol>

		and apply them in communication;
	<b>4.</b>	be able to demonstrate a cultural and literary awareness in relation to contemporary China, and an appreciation for Chinese civilization;
	<b>5.</b>	be able to investigate and report, both orally and in writing, on issues related to linguistic or socio-cultural aspects of the Chinese speaking world;
	<b>6.</b>	have developed basic research and essay writing skills.
<b>Graduate Attributes</b>	The following UNSW Graduate Attributes are targeted in the different components of the assessment.	
	<b>1.</b>	An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
	<b>2.</b>	the ability to engage in independent and reflective learning
	<b>3.</b>	scholarly inquiry and information literacy
	<b>4.</b>	the skills of effective communication
	<b>5.</b>	analytical and critical thinking
	<b>6.</b>	appreciation of diversity and collaborative work
	<b>7.</b>	a capacity to contribute to, and work within, the international community

### 3. Learning and Teaching Rationale

1. The emphasis is on the transformation of your linguistic knowledge into active skills. Participation in class activities are strongly encouraged.
2. The teaching will be aligned with the aims and learning outcomes of this course described above so as to achieve desired results.
3. All the four language skills – listening speaking, reading and writing – will be integrated throughout this course. Both communicative approach and grammar-translation approach will be adopted.

The teachers' instruction on concepts involved in texts will be combined with questioning individual students and with setting tasks for group works in order to engage students in active thinking and learning.

### 4. Teaching Strategies

1. As this is an advanced language course, more emphasis is placed on the use of the language for various purposes and occasions. To that end, adequate time will be allocated to interaction, class discussion, group work, presentation, and written assignments. All the class activities, both oral and written are linked with your final assessment, so it is important that you come to each and every class.
2. The course should teach students how the Chinese language works both grammatically, and in socio-cultural contexts. One cannot really master a language without also having some basic knowledge of the culture of the country/region where the language is used. A cultural awareness is built into the course by running the first lecture as a cultural component of the course, where a broad spectrum of Chinese civilization is introduced. As well as covering the grammar of each chapter, some text-related language and cultural issues will also be introduced in the second lectures. The teaching strategy will be aligned with the aims, learning outcomes and graduate attributes of the course to ensure the desired results.
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### 3. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Test 1	60 minutes	16%	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5	21 August
Test 2	75 minutes	18%	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5	4 September
Project Paper	60 minutes	12%	1, 3, 4, 5, 7	1, 2, 3, 4, 5	25 September
Presentation	20 minutes	16%	1, 3, 4, 5, 7	1, 2, 3, 4, 5, 6, 7	On-going
Test 3	75 minutes	18%	1, 3, 4, 5, 6, 7	1, 2, 3, 4, 5	30 October
Culture	TBA	20%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5	TBA

- 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>

See under “13 Other Information” for more information on Submission of Assessment Tasks and Late Assignments.

**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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N/A

### Grades

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### 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.

## 4. 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.

## 5. 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>

## 6. Course Schedule

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

The following is a schedule showing the lessons you will be covering each week and the overall assessment plan for the Language component (80%). The Cultural component (20%) will be assessed separately (see pp. 7-10).

**PLEASE NOTE: All assessments will be conducted during tutorial hours**

Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
1	Introduction	<b>No Tutorials</b>		Available on Moodle
2	Lesson 12 中国的情人节 Grammar	Lesson 12 Texts		
3	Lesson 12 Language & cultural Issues	Lesson 12 Exercises		
4	Lesson 13 妇女能顶半边天 Grammar	Lesson 13 Texts	<b>Test 1 (16%) (Lessons 12)</b>	
5	Lesson 13 Language & cultural Issues	Lesson 13 Exercises		
6	Lesson 18 成语的来源 Grammar	Lesson 18 Texts	<b>Test 2 (18%) (Lesson 13)</b>	
7	Lesson 18 Language & cultural Issues	Lesson 18 Exercises		
8	Lesson 19 颜色的含义 Grammar		<b>Project Paper (12%) (Lesson 18)</b>	
9	Lesson 19 Language & cultural Issues	Lesson 19 Exercises		
	<b>Mid-session Break</b>			
10	Lesson 21 中国人信仰的宗教 Grammar	Lesson 21 Texts	<b>Group Presentations (16%)</b>	
11	Lesson 21 Language & cultural Issues	Lesson 21 Exercises		
12	Revision Lessons 19 & 21	Group Presentation		

13	No Lectures	Test 3	Test 3 (18 %) (Lessons 19 & 21)	
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## 7. Course Resources

### Textbook Details

*Chinese Language and Culture* by Weijia Huang and Qun Ao (2004), and published by the Chinese University of Hong Kong.

### Additional Readings

Additional materials will be available on Moodle.

## 8. 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.

## 9. 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>

## 10. 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>

## 11. 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

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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.