



School of Humanities and Languages

**ARTS3452, Professional Chinese
Semester 1, 2014**

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1. Course Staff and Contact Details			
Course Convenor			
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Consultation Time	Wednesday 17:00-18:00		
Lecturer			
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Consultation Time			
Tutors			
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Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>The course meets Thursdays 9-10AM (lecture) in CLB4 for wks 1-12; tutorials begin in week 2 and meet for wks 2-13 from 10-12AM in Mathews 113; or 2-4 PM in Morven Brown LG2.</p> <p>This is primarily one of the Professional-level year-one Gateway courses in the Chinese Studies major sequence. This course is also open to students for co-major, minor, elective or Diploma in Chinese.</p> <p>The course is designed for students entering the Chinese program at the Professional level. It also serves as an optional course for students who have already completed Advanced Chinese (ARTS3451), but wish to further enhance their knowledge of Chinese.</p> <p>This course provides a professional level program in Chinese studies. The medium of instruction is Chinese. By studying a wide range of texts and other multi-media materials, you will continue to improve your integrated language skills in Chinese and enhance your cultural awareness.</p>

Course Aims	1.	Through advanced language study, you will develop an informed understanding of the Chinese experience, culture, society and world view.
	2.	This course aims not only at enhancing your awareness of the stylistic features of the Chinese language, including four writing styles: narration, description, persuasion and exposition, but also developing your translation skills through a comparative approach.
	3.	This course will provide an opportunity for you to know, and understand the heritage of Chinese culture as well as the issues in contemporary Chinese society through a variety of texts and multi-media materials.
	4.	This course aims also to inform you of the latest scholarship in Chinese Studies, and nurture your critical thinking, translation and research skills.
Student Learning Outcomes	1.	obtain a high level of proficiency in Chinese language;
	2.	be able to discuss complex subject matter in both spoken and written Chinese;
	3.	be able to analyse and comment on sophisticated texts;
	4.	be able to identify a wider range of language styles and registers, and apply them in effective communication;
	5.	be able to engage yourself in group work and public speech;
	6.	be able to think critically about the role of the Chinese-speaking world in global affairs;
	7.	be able to demonstrate a deeper understanding, and appreciation for Chinese culture and society;
	8.	be able to adopt an intercultural and comparative approach to languages and literatures;
	9.	develop research and essay writing skills.
Graduate Attributes	1.	skills involved in scholarly enquiry in Chinese-based disciplinary studies;
	2.	an in-depth engagement with disciplinary knowledge via the Chinese language;
	3.	the ability to engage in independent and reflective learning and the capacity for analytical and critical thinking and for creative problem-solving in Chinese Studies;
	4.	skills of effective communication
	5.	information literacy, and the skills to appropriately locate,

		document, evaluate and analyze information;
	6.	the capacity for enterprise, initiative and creativity in Chinese Studies, and the skills required for collaborative and multidisciplinary work;
	7.	an appreciation of, and respect for, diversity in language and culture, and a capacity to contribute to, and work within, the international community;
	8.	a respect for ethical practice and social responsibility.

3. Learning and Teaching Rationale

In designing this course, we have taken into account the increasing cultural and linguistic diversity, and the multiplicity of communication modes brought about by globalization and technological advances. We believe that these factors have great impact on social behaviour and literate practices, and need to be addressed to come to grips with the ever-changing world, and make our teaching relevant and useful for our students.

With these considerations in mind, we have also developed our own teaching materials including “*Learn Chinese, Study China*” (“学习汉语，研究中国”) in which we attempt to combine language studies with culture and research dimensions, complemented also by web-assisted teaching technology. Therefore our course has a clear duo-focus: the use of Chinese language in cultural context, and academic research relevant to Chinese studies.

It is our hope that by studying the wide range of texts and practicing specially designed language and research exercises, students will achieve multi-literacy, and develop an informed understanding of Chinese experiences, cultures, society and worldviews, as well as communicative competence. The aim is to provide a repertoire of resources for the students, and equip them with the skills and knowledge necessary for advanced work in Chinese Studies or professional work that requires Chinese-language literacy and knowledge in Chinese culture, and indeed for achieving any other aspirations.

4. Teaching Strategies

This is a multi-dimensional Professional Chinese course designed for advanced learners. We attempt to combine language studies with a cultural and research orientation, complemented also by web-assisted teaching technology. Therefore this course has a clear tri-focus: the use of Chinese language, Chinese culture and Chinese studies, as well as a multi-media approach.

It is our hope that by studying the wide range of texts and practicing specially designed language and research exercises, students taking this course will achieve multi-literacies and develop an informed understanding of Chinese experiences, cultures, society and worldviews, as well as communicative competence. The aim is

to provide a repertoire of resources for the students, and equip them with the skills and knowledge necessary for advanced work in Chinese Studies or professional work that requires Chinese-language literacy and knowledge in Chinese culture, and indeed for achieving any other aspirations.

The emphasis is on the transformation of your linguistic knowledge into active skills. Participation in class activities will be necessary. The teaching, including the assessments, will be aligned with the aims and learning outcomes of this course (described above) so as to achieve the desired results. 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. All the four language skills – listening speaking, reading and writing – will be integrated, and a multi-media approach will also be adopted throughout the course. Topics for class discussions and tasks for group work will be set to engage students in active thinking and learning.

As this is an advanced language course, more emphasis is placed on the use of the language for different purposes and occasions, including essay writing. Towards that end, adequate time will be allocated for group work, presentations, and a research project.

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 knowledge of the culture of the country/region where the language is used. A cultural awareness is built into the course by covering various topics in Chinese culture and society, including intercultural communication, current events and issues in the Chinese-speaking world, as well as literary interpretation and appreciation.

5. Course Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Online Quizzes	1.5 hrs	20%	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8	Week 4,6,8,10,12
Mini-assessment	1 hr	10%	1,2,3,4,5,6,7,8,9	1,2,3,4,5,6,7,8	Week 3,5,8,9,11
Test 1	1.5 hrs	15%	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8	Week 7
Test 2	1.5 hrs	15%	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8	Week 13
Group Research Project	3500-4500 words	30%	1,2,3,4,5,6,7,8,9	1,2,3,4,5,6,7,8	Presentation week 12
Class Discussion	Various	10%	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8	Weekly

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.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School, in accordance with School policy.

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/>

Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
Introduction to the Course	Week 1	Introduction	NO Tutorial	风雪回家
Chapter 1 风雪回家	Week 2	Cultural Background &	Chapter 1 Text	风雪回家

		Magazine		
Chapter 1	Week 3	Cultural Background & Translation	Chapter 1 Text & Exercises	风雪回家 & 汉字王国
Chapter 2 汉字王国	Week 4	Cultural Background & TV Documentary	Chapter 2 Text	汉字王国
Chapter 2	Week 5	Cultural Background & Translation	Chapter 2 Text & Exercises	汉字王国& 蜗居
Chapter 3 蜗居	Week 6	Cultural Background & TV Series	Chapter 3 Text	蜗居
Chapter 3	Week 7	Cultural Background & Translation	Chapter 3 Exercises Test 1	
Mid-session Break				
Week 8	Chapter 4 澳大利亚华人	Cultural Background & TV Documentary	Chapter 3 Exercises & Chapter 4 Text	澳大利亚华人
Week 9	Chapter 4	Cultural Background & Translation	Chapter 4 Text & Exercises	澳大利亚华人& 孔子与《论语》
Week 10	Chapter 5 孔子与《论语》	Cultural Background	Chapter 5 Text	孔子与《论语》
Week 11	Chapter 5	Group Project Discussion	Chapter 5 Text & Exercises	孔子与《论语》
Week 12	Group Research Projects	Revision	Presentation & Discussion	
Week 13		No Lecture	Test 2 & Feedback	

9. Course Resources

Textbook Details

All the reading material will be available for download on the Course Moodle.

Journals

Additional Readings

Additional Reading can also be found on the Course Moodle.

Websites:

- The 'In-Text' or Harvard Referencing System
<http://www.lc.unsw.edu.au/onlib/ref.html>
- In-Text Citations
<http://www.lc.unsw.edu.au/onlib/ref1.html>
- List of References
<http://www.lc.unsw.edu.au/onlib/ref2.html>
- Internet Sources
<http://www.lc.unsw.edu.au/onlib/ref3.html>
- Online Academic Skills Resources
<http://www.lc.unsw.edu.au/olib.html>
<http://chinese.dsturgeon.net/index.html>

Information about Moodle will be available at the TELT page:

<http://telt.unsw.edu.au/>

You are encouraged to attend workshops offered by the Library on how to access the library catalogues and databases.

Other resources can also be obtained from UNSW Library. One starting point for assistance is: www.info.library.unsw.edu.au/web/services/services.html. Students are encouraged to attend workshops offered by the Library on how to access the library catalogues and databases.

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.