UNSW Course Outline

ARTS1453 Chinese 2 for Background Speakers - 2024

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General Course Information

Course Code : ARTS1453
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Humanities and Languages
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Undergraduate
Units of Credit : 6

Useful Links

[Handbook](#) [Class Timetable](#)

Course Details & Outcomes

Course Description

This Chinese language course is designed for Chinese background speakers who have acquired sound knowledge from the previous introductory course ARTS1452 or who possess comparable proficiency in Chinese. Continuing the preceding work, the present course further develops your

four language skills (i.e. listening, speaking, reading and writing) in an integrated manner. It introduces you to approximately 350 vocabulary words, along with the associated sociocultural and linguistic awareness in day-to-day topics, such as talking about the weather, seeing a doctor, renting a place to live and preparing for travel.

Relationship to Other Courses

This course is a continuation for students who have successfully completed ARTS 1452 Chinese 1 for Background Speakers. It forms an essential foundational prerequisite for admission into ARTS 2461 Chinese 3 for Background Speakers, contingent upon the individual student's commencement level of Chinese.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Understand and use approximately 350 essential vocabulary items.
CLO2 : Apply the four language skills in Chinese (i.e. listening, speaking, reading and writing) at upper introductory level, taking into account students' heritage background.
CLO3 : Communicate efficiently in Chinese on topics such as talking about the weather, seeing a doctor and preparing for travel, in both oral and written forms, in a linguistically and socioculturally appropriate manner.
CLO4 : Apply independent learning strategies to increase Chinese proficiency beyond the classroom.

Course Learning Outcomes	Assessment Item
CLO1 : Understand and use approximately 350 essential vocabulary items.	• Role play • In-class composition • Read aloud • Final Exam
CLO2 : Apply the four language skills in Chinese (i.e. listening, speaking, reading and writing) at upper introductory level, taking into account students' heritage background.	• Role play • In-class composition • Read aloud • Final Exam
CLO3 : Communicate efficiently in Chinese on topics such as talking about the weather, seeing a doctor and preparing for travel, in both oral and written forms, in a linguistically and socioculturally appropriate manner.	• Role play • In-class composition • Read aloud • Final Exam
CLO4 : Apply independent learning strategies to increase Chinese proficiency beyond the classroom.	• Role play • In-class composition

Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

Learning and Teaching in this course

In this language course, you will be required to attend lectures and tutorials each week. The lectures will cover new vocabulary, grammatical points, and cultural literacy centred on the weekly topics. The tutorials will be dedicated to enhancing your listening, speaking, reading and writing skills. In order to obtain a satisfactory learning result, you will be expected to spend 3 hours outside of the classroom to review each lesson and complete the workbook exercises each week.

As for practical teaching, both the structural and communicative method will be applied in the course. In each lesson, you will usually begin with vocabulary and structural practice, followed by task-based learning activities. As the cohort is background language learners, a substantial amount of classes will be conducted in Chinese. The teaching staff will adjust the amount of English and Chinese used according to your feedback and needs.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Role play Short Extension: Yes (3 days)	20%	Start Date: Not Applicable Due Date: 4pm Friday in Week 5
In-class composition	25%	Start Date: Week 7 in tutorial class Due Date: Week 7 in tutorial class
Read aloud Short Extension: Yes (3 days)	15%	Start Date: Week 10 in tutorial class Due Date: Week 10 in tutorial class
Final Exam	40%	Start Date: Final exam period (TBC) Due Date: Final exam period (TBC)

Assessment Details
Role play

Assessment Overview

The task builds on students' background knowledge and requires them to utilise the learned

vocabularies/grammar to perform an interactive scenario. This is a group task (2 to 3 students per group, and 6 to 9 minutes per group) and feedback will be provided with rubrics. Students receive an individual mark.

Individual and group written feedback.

<u>Course Learning Outcomes</u>

- CLO1 : Understand and use approximately 350 essential vocabulary items.
- CLO2 : Apply the four language skills in Chinese (i.e. listening, speaking, reading and writing) at upper introductory level, taking into account students' heritage background.
- CLO3 : Communicate efficiently in Chinese on topics such as talking about the weather, seeing a doctor and preparing for travel, in both oral and written forms, in a linguistically and socioculturally appropriate manner.
- CLO4 : Apply independent learning strategies to increase Chinese proficiency beyond the classroom.

<u>Detailed Assessment Description</u>

Form a group of two or three people and perform an interactive scenario according to one or more of the following topics:

• Weather •   Dining   • Asking directions   • Birthday Party   • Seeing a doctor   • Dating

You may also choose a topic of your own interest. If you are not 100% sure, please discuss it with your tutor. Make plans 1-2 weeks ahead of this assessment. Please submit a video recording of your role-play task to Moodle (Limit to 2-3 cuts and inclusive of a brief self-introduction at the beginning). Make sure each participant has around 3 minutes of talking time. You will be assessed based on the following criteria:

• Content, Originality, and creativity (25%)

• Grammar and vocabulary in context (25%)

• Pronunciation, intonation, accuracy, and fluency (25%)

• Preparation and presentation (25%)

You will receive written feedback within two weeks. Refer to role play assessment marking rubrics in Moodle.

<u>Assessment Length</u>

6-9 minutes (depends on number of participants))

<u>Submission notes</u>

students are suggested to submit their transcripts to tutor before the role play

<u>Assignment submission Turnitin type</u>

This is not a Turnitin assignment

<u>Generative AI Permission Level</u>

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see here.

In-class composition

<u>Assessment Overview</u>

Students will write a 300-word essay in class. The essay topic will be given on the assessment day. The task assesses students' writing skills and their reflections on the weekly lessons.

Paper correction.

<u>Course Learning Outcomes</u>

- CLO1 : Understand and use approximately 350 essential vocabulary items.
- CLO2 : Apply the four language skills in Chinese (i.e. listening, speaking, reading and writing) at upper introductory level, taking into account students' heritage background.
- CLO3 : Communicate efficiently in Chinese on topics such as talking about the weather, seeing a doctor and preparing for travel, in both oral and written forms, in a linguistically and socioculturally appropriate manner.
- CLO4 : Apply independent learning strategies to increase Chinese proficiency beyond the classroom.

Detailed Assessment Description

You will write an essay in class in week 7. The essay should have 300-500 Chinese characters. You are expected to use the key characters, phrases, and grammar learned in class when composing the essays. Essay topics will be given on the assessment day. Your essay will be marked based on the following criteria:

• Content, structure and relevance of the topic (40 %)

• Accuracy of vocabulary, grammar and punctuation (40 %)

• Length and elaboration of details (20%)

You will receive written feedback (paper correction) within two weeks

Assessment Length

50 minutes

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see here.

Read aloud

Assessment Overview

Students are given 3 minutes to read a Chinese passage (approx. 350 Chinese characters). The task examines students' ability to recognise the learnt Chinese characters, their literacy level and oral communication skills.

Students will be given instant oral feedback for the assessment.

Course Learning Outcomes

- CLO1 : Understand and use approximately 350 essential vocabulary items.
- CLO2 : Apply the four language skills in Chinese (i.e. listening, speaking, reading and writing)

at upper introductory level, taking into account students' heritage background.
- CLO3 : Communicate efficiently in Chinese on topics such as talking about the weather, seeing a doctor and preparing for travel, in both oral and written forms, in a linguistically and socioculturally appropriate manner.

Detailed Assessment Description

The test examines your ability to identify key Chinese characters learned in class and your reading literacy. You are given 3 minutes to read a passage (Approx. 350 characters) to the marker. The passage consists of key vocabulary you have learned from Lesson 11-20. Marking is based on your accuracy and fluency when reading the passage. Remember, practice makes perfect! You are suggested to follow the textbook audio and READ ALOUD the passages in the book. You are also suggested to READ ALOUD the textbook and workbook passages to your tutors, peers, and family, and to collect feedback from them. You will NOT fail the assessment if you cannot finish reading the whole passage within three minutes. You will receive instant oral feedback after the assessment.

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.
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Final Exam

Assessment Overview

The final exam is comprehensive. It assesses students' listening, reading and writing skills covered throughout the term. This is the final assessment for attendance purposes.

Course Learning Outcomes
- CLO1 : Understand and use approximately 350 essential vocabulary items.
- CLO2 : Apply the four language skills in Chinese (i.e. listening, speaking, reading and writing) at upper introductory level, taking into account students' heritage background.
- CLO3 : Communicate efficiently in Chinese on topics such as talking about the weather, seeing a doctor and preparing for travel, in both oral and written forms, in a linguistically and socioculturally appropriate manner.

Detailed Assessment Description

The content of this assessment covers Lesson 11-20.

Detailed instruction on the final exam will be given to students towards the end of the term.

Assessment Length

2 hours

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

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General Assessment Information

Grading Basis

Standard

Requirements to pass course

To successfully complete this course, students must attain a minimum score of 50 out of 100.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	Introduction to the course Lesson 11 Weather: Vocabulary, grammar and language practice
	Tutorial	Lesson 11 Workbook
Week 2 : 16 September - 22 September	Lecture	Lesson 12 Dining: Vocabulary, grammar and language practice
	Tutorial	Lesson 12 Workbook
Week 3 : 23 September - 29 September	Lecture	Lesson 13 Asking Directions: Vocabulary, grammar and language practice
	Tutorial	Lesson 13 Workbook
Week 4 : 30 September - 6 October	Lecture	Lesson 14 Birthday Party: Vocabulary, grammar and language practice
	Tutorial	Lesson 14 Workbook
Week 5 : 7 October - 13 October	Lecture	*Note: 7 October Monday is a public holiday. There is no face-to-face lecture this week. An asynchronous lecture (see content below) will be uploaded to Moodle. Remember to watch the lecture recording before attending the tutorial classes Lesson 15 Seeing a Doctor: Vocabulary, grammar and language practice Lesson 16 Dating: Vocabulary, grammar and language practice
	Tutorial	Lesson 15 workbook Lesson 16 Workbook
	Assessment	Assessment 1: Role Play due
Week 6 : 14 October - 20 October	Reading	Flexibility Week - Enjoy the break!
Week 7 : 21 October - 27 October	Lecture	Lesson 17 Renting an Apartment: Vocabulary, grammar and language practice
	Tutorial	Lesson 17 Workbook
	Assessment	Assessment 2: In-class composition
Week 8 : 28 October - 3 November	Lecture	Lesson 18 Sports: Vocabulary, grammar and language practice
	Tutorial	Lesson 18 Workbook
Week 9 : 4 November - 10 November	Lecture	Lesson 19 Travel: Vocabulary, grammar and language practice
	Tutorial	Lesson 19 Workbook
Week 10 : 11 November - 17 November	Lecture	Lesson 20 At the Airport: Vocabulary, grammar and language practice
	Tutorial	Lesson 20 Workbook
	Assessment	Assessment 3: Read Aloud

Attendance Requirements

In Lectures and Tutorials, you are expected to actively engage with the course content, enabling you to attain CLO 1, 2, 3, 4. Attendance of lectures and tutorials is mandatory in this course because it is required to achieve specific program or course learning outcomes as stated in the Course Outline. It is also an inherent requirement of the program or course as stated in the Course Outline (refer to criteria in 3.1 of the following policy: https://www.unsw.edu.au/content/dam/pdfs/governance/policy/2022-01-policies/programdeliveryprocedure.pdf).
Both the lecturer and the tutor will keep a roll to record attendance each week.

Unexcused absence from more than 20% of lectures and tutorials will result in the award of a fail grade.

Other Considerations:

- Align with the course learning outcomes;
- Result in a recorded artefact (an artefact for participation may include a post, or response, to an online discussion forum, poll or quiz, when an artefact for mandatory attendance may include a record of attendance) and have processes in place for recording the student artefact;
- Where relevant, include evidence that the attendance or participation is required to meet a statutory or professional body requirement; and
- Be comparable where the activity is delivered in different modes.

Course Resources

Prescribed Resources

Textbook and Workbook are available for purchase at UNSW Bookshop, Amazon AU, or through other channels.

- Integrated Chinese, Volume 2, 4th Edition, Textbook (2017) (simplified Chinese version is prescribed; you can also use the traditional version)
- Integrated Chinese, Volume 2, 4th Edition, Workbook (2017) (simplified Chinese version is prescribed; you can also use the traditional version)
- Integrated Chinese, Volume 2, 4th Edition, Character Workbook (2017) (Optional)

Links to print purchase at UNSW Bookshop:

https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9781622911417

https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9781622911431

Recommended Resources

- Mobile Apps

  - Written Chinese Dictionary: https://itunes.apple.com/au/app/written-chinese-dictionary/id868483589?mt=8 (handy for checking stroke orders)

  - Pleco: https://itunes.apple.com/au/app/pleco-chinese-dictionary/id341922306?mt=8 (Simple dictionary, good at characters)

  - iCED: https://itunes.apple.com/au/app/iced-chinese-dictionary/id303692704?mt=8 (Simple dictionary, good at phrases)

  - AllSet Learning Pinyin: https://itunes.apple.com/au/app/allset-learning-pinyin/

id483673874?mt=8 (a handy tool for pronunciation)

- Full Chinese-English Dictionary

    - Mandarin Tools: http://www.mandarintools.com/worddict.html

    - MDBG: http://www.mdbg.net/chindict/chindict.php (another good source of looking up stroke orders)

- Chinese-Chinese Dictionary (for advanced use)

    - 在线新华字典 : http://xh.5156edu.com

    - 汉典 : http://www.zdic.net

- Chinese Etymology: http://www.chineseetymology.org/ (fun to know stories of Chinese characters)

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Pan Wang		L2, R 246 Morven Brown	02 9385 2349	By appointment	No	Yes
Lecturer	Pan Wang		L2, R 246, Morven Brown	02 9385 2349	By appointment	No	No
Tutor	Xiaowei Zhang		L2, Morven Brown		By appointment	No	No

Other Useful Information

Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

Academic Honesty and Plagarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your

needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

Important note: UNSW has a "fit to sit/submit" rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

School Contact Information

School of Humanities & Languages

Email: hal@unsw.edu.au

Location: School Office, Morven Brown Building, Level 2, Room 258

Opening Hours: Monday - Friday, 9am - 5pm