

**The Hong Kong University of Science and Technology**  
**UG Course Syllabus**

Intermediate Reading and Writing for Non-Chinese Language Background Students  
LANG1415

3 Credits

Pre-/co-requisites: N/A

Exclusions: LANG 1412, LANG 1413, LANG 1416, LANG 1421, LANG 1422, LANG 1423, LANG1424, LANG 1117, LANG 1123 (prior to 2022-23), LANG 1124 (prior to 2022-23), LANG 1125 (prior to 2022-23), LANG 1126 (prior to 2022-23), LANG 1127 (prior to 2022-23)

Note: Students who would like to enroll in Chinese courses should refer to the [Guidelines for Chinese Course Selection](#) in advance.

**Name of Course Leader:** Crystal Chan

**Email of Course Leader:** [lccrystal@ust.hk](mailto:lccrystal@ust.hk)

**Office Hours:** Available by appointment only. Students should contact their section instructor directly with any questions.

### Course Description

LANG 1415 is a one-semester core course designed for students with a non-Chinese language background who have learned Chinese for less than 100 tuition hours. Students are expected to attend up to three hours of class and complete up to six hours of out-of-class work per week. This course focuses on enhancing students' reading and writing skills, including their ability to recognize and write Chinese characters, as well as developing their understanding of written Chinese and writing competence for daily life and social situations. After successfully completing the course, students will be able to recognize and write commonly used Chinese characters, understand narrative, expository, and basic argumentative texts, and write short passages for daily life and social purposes. The course is taught in Putonghua, supplemented with English.

### Course topics

Week	Topics
1 – 3	Chinese characters review and daily conversations
	Daily routines
	Home visits, and Chinese New Year
4 – 6	Weather, seasons, and clothes to wear
	Transport, distance, and directions
7	Mid-term Assessment
8 – 12	Hotel accommodation, check-in, and room facilities
	Museums, history, and cultural relics
	Seeing the doctor, illness, and healthy lifestyles
12 – 13	Final assessment

Methods of instruction: interactive tutorials support active learning through group discussion, collaborative activities, peer learning, input, practice and feedback.

Students are expected to come prepared with their online tasks completed and actively engage in all course-related learning activities including individual tasks and group discussions in class and outside the classroom.

## Intended Learning Outcomes (ILOs)

By the end of this course, students should be able to:

1. Recognize and write commonly used characters.
2. Understand information from narrative, expository and basic argumentative texts.
3. Compose grammatically correct sentences in standard written Chinese.
4. Write short narrative or practical essays for daily life and social purposes.
5. Demonstrate the ability to work collaboratively and effectively in group activities.
6. Demonstrate an understanding of Chinese culture and the awareness of cultural diversity.
7. Apply learning strategies including goal setting, evaluating learning strategies and resources, self-reflection to become an effective learner.

## Assessment and Grading

This course will be assessed using criterion-referencing and grades will not be assigned using a curve.

### Assessments:

Assessment Task	Contribution to Overall Course grade (%)	Due date
Mid-term assessment <ul style="list-style-type: none"><li>• Written test (reading and writing)</li></ul>	30%	In class, week 7
Final assessment <ul style="list-style-type: none"><li>• Written test (reading and writing)</li><li>• Writing</li></ul>	20% 20%	In class, week 12 - 13
Cultural perspectives report	10%	17:00, Friday of Week 11
Reflective task	10%	17:00, Friday of Week 13
Pre-class & post-class assignments Engagement	10%	Spread through course

\* Assessment marks for individual assessed tasks will be released within two weeks of the due date.

## Mapping of Course ILOs to Main Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
Mid-term assessment <ul style="list-style-type: none"><li>• Written test (reading and writing)</li></ul>	ILO1, ILO2, ILO3, ILO4, ILO6	This task assesses students' ability to recognize and write commonly used characters (ILO1), understand information from narrative, expository and basic argumentative texts (ILO2), compose grammatically correct sentences in standard written Chinese (ILO3), write short narrative or practical texts for daily life and social purposes (ILO4), and demonstrate an understanding of Chinese culture and the awareness of cultural diversity (ILO6).
Final assessment		This task assesses students' ability to recognize and write commonly used

<ul style="list-style-type: none"> <li>• Written test (reading and writing)</li> <li>• Writing</li> </ul>	ILO1, ILO2, ILO3, ILO4, ILO6	characters (ILO1), understand information from narrative, expository and basic argumentative texts (ILO2), compose grammatically correct sentences in standard written Chinese (ILO3), write short narrative or practical essays for daily life and social purposes (ILO4), and demonstrate an understanding of Chinese culture and the awareness of cultural diversity (ILO6).
Cultural perspectives report	ILO6	This task assesses students' ability to demonstrate an understanding of Chinese culture and the awareness of cultural diversity (ILO6).
Reflective task	ILO7	This task assesses students' ability to apply learning strategies including goal setting, evaluating learning strategies and resources, self-reflection to become an effective learner (ILO7).
Pre-class & post-class assignments	ILO1, ILO2, ILO3, ILO4, ILO6, ILO7	These tasks assess students' completion of a series of tasks before and after each topic which practice recognizing and writing commonly used characters (ILO1), understanding information from narrative, expository and basic argumentative texts (ILO2), composing grammatically correct sentences in standard written Chinese (ILO3), write short narrative or practical essays for daily life and social purposes (ILO4), and deepen their understanding of Chinese culture and the awareness of cultural diversity (ILO6). They also practice applying learning strategies, active learning from feedback, and self-directed study (ILO7).

### Grading Rubrics

Detailed rubrics for each assignment will be provided on the course Canvas site. These rubrics clearly outline the criteria used for evaluation. Students can refer to these rubrics to understand how their work will be assessed.

### Final Grade Descriptors

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	Demonstrates the ability to recognize and write a full range of topic-related commonly used characters flexibly with precision, completely understand information from narrative, expository and basic argumentative texts, use a full range of topic-related structures without grammatical or syntactical mistakes in writing short narrative or practical essays for daily life and social purposes. Demonstrates a sophisticated

		level of understanding of Chinese culture and the awareness of cultural diversity, and apply highly effective learning strategies and making highly sophisticated and deeply analytical reflections.
B	Good Performance	Demonstrates the ability to recognize and write a wide range of topic-related commonly used characters flexibly with some precision, mostly understand information from narrative, expository and basic argumentative texts, use a wide range of topic-related structures with only very occasional inappropriate or basic/non-systematic errors in writing short narrative or practical essays for daily life and social purposes. Demonstrates a high level of understanding of Chinese culture and the awareness of cultural diversity, and apply effective learning strategies and make analytical reflections.
C	Satisfactory Performance	Demonstrates the ability to recognize and write a range of topic-related commonly used characters with some flexibility for most of the time and with a few errors, understand the basic information from narrative, expository and basic argumentative texts, use a range of topic-related structures frequently error-free, though some grammatical mistakes persist in writing short narrative or practical essays for daily life and social purposes. Demonstrates some understanding of Chinese culture and the awareness of cultural diversity, and apply some effective learning strategies and make reflections.
D	Marginal Pass	Demonstrates the ability to recognize and write an adequate range of topic-related commonly used characters somewhat accurately and appropriately with limited flexibility, somewhat understand information from narrative, expository and basic argumentative texts, use an adequate range of topic-related structures and make frequent mistakes with more complex structures in writing short narrative or practical essays for daily life and social purposes. Demonstrates some understanding of Chinese culture and the awareness of cultural diversity in limited areas, and apply learning strategies and make basic reflections.
F	Fail	Demonstrates limited ability to recognize and write topic-related commonly used characters, understand information from narrative, expository and basic argumentative texts, use topic-related structures in writing short narrative or practical essays for daily life and social purposes, with frequent errors and limited flexibility. Demonstrates minimal understanding of Chinese culture and the awareness of cultural diversity, and fail to evaluate or monitor own learning.

### Course AI Policy

At HKUST, we embrace innovation and technology including Generative AI. Our approach is to rely firmly on pedagogical principles, with an ethical commitment to ensure fairness. If students use AI tools in the course assessments, they must adhere to the principles of academic integrity and make a declaration at the end of each assessment.

The declaration should include:

- 1) Was any AI tool used in this assessment?

2) What tool was used and how was it used?

Any misdeclaration will be regarded as a violation of academic integrity and result in serious consequences. See the section Academic Integrity below for details.

To know more about how to use the GenAI tools appropriately in language courses, students are required to complete a Canvas learning module developed by the Center for Language Education. The module can be found on the course Canvas site. Students should ensure that they have completed it before they come to class.

### **Communication and Feedback**

Assessment marks for individual assessed tasks will be communicated via Canvas within two weeks of submission. Feedback on assignments will include strengths and areas for improvement. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

### **Resubmission Policy**

Resubmissions are not accepted, except in exceptional circumstances.

### **Required Texts and Materials**

Course materials and additional resources are provided via Canvas.

### **Academic Integrity**

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to [Academic Integrity | HKUST – Academic Registry](#) for the University's definition of plagiarism and ways to avoid cheating and plagiarism.