The Hong Kong University of Science and Technology
UG Course Syllabus

Advanced Putonghua for Non-Chinese Language Background Students
LANG 1413
3 credits
Pre-/co-requisites: N/A
Exclusions: LANG 1416, LANG 1421-1423; LANG 1117, LANG 1125-1127 (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.

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Office Hours: Available by appointment only

Course Description
LANG 1413, a three-credit, one semester common core course, targets non-Chinese language background students with an intermediate level of Putonghua proficiency and language knowledge. After completing this course, students' listening and speaking skills will be further enhanced, and they will be able to handle a wide range of discourse with nearly full linguistic control and communicate effectively on complex topics relating to social and professional situations.

Course outlines

Week	Module	Topics
1	Module One:	The popularity of studying abroad
2		The different ways of learning Chinese characters
3	Topic-oriented learning	Job hunting of young people
4		Lifestyles of Chinese people
5		Regional culture and identity
6		Interpersonal relationship in China
7-8	Revision and Mid-term Assessment	
9	Module Two:	Cyber violence and freedom of speech
10		Economic development and environmental protection
11	A Mini forum on current issues	Technological progress and personal privacy
12		Chinese catchwords and gender equality
13	Final Assessment	

Intended Learning Outcomes (ILOs)
By the end of this course, students should be able to:

1. Understand complicated conversations or speeches involving formal and informal topics, and comprehend the intentions of the speaker correctly and the culture involved in the conversation or speech.
2. Use appropriate vocabulary and complex sentence structures to describe events and scenes in detail, engage in fluent discussions and simple negotiations, express personal opinions, and articulate thoughts

precisely.

3. Demonstrate the ability to use varied modes of communication and expression.
4. Analyze the structure of language materials, accurately understand the content, extract the main arguments and information, guess the meaning of unfamiliar words, infer hidden meanings through the context, and understand the cultural factors involved.
5. Identify sources of relevant information, analyze and critically synthesize the information, and evaluate the quality of information and offer evidence-based arguments.
6. Demonstrate the ability to work collaboratively and effectively in teams.
7. Show an understanding of the importance of cross-cultural awareness.

Course Assessment

Assessment Task	Contribution to Overall Course grade (%)	Due date
Oral assessment (individual)	15%	Approx. week 7*
Mini forum (Small group)	25%	Approx. week 13*
Mid-term test on listening, grammar & vocabulary	30%	Approx. week 8*
Self-directed learning: Canvas quizzes	10%	spread through course
Self-reflection	10%	Approx. week 12*
Peer evaluation	5%	spread through course
Learning engagement	5%	spread through course

*Specific due dates are posted on Canvas.

Mapping of Course ILOs to Assessment Tasks

Assessment tasks	Mapped CILOs	Explanation
Oral assessment (individual)	ILO1,ILO2,ILO3, ILO4,ILO7	This task assesses students' various abilities, such as understanding complicated conversations or speeches (ILO1), accurately using complex words and expressions (ILO2), anaylizing and synthesizing the relevant information (ILO4) , and demonsrating an understanding of the hidden cross-cultural factors (ILO7) in both formal and informal modes of communication (ILO3).
Mini forum (Small group)	ILO1,ILO2, ILO3, ILO4,ILO5, ILO6	This task assesses students' various abilities, such as understanding complicated discussions (ILO1), appropriately using complex words and expressions (ILO2) , anaylizing current affairs (ILO4) critically in both formal and informal modes of communiation (ILO3). Additionally, the task assesses their abilities in synthesizing the relevant information (ILO5) , evaluating evidence-based arguments, and collaborating effectively with their peers (ILO6).

Mid-term test on listening, grammar & vocabulary	ILO3,ILO4	This task assesses students' ability to apply vocabularies and complex phrases learnt from the course appropriately and accurately (ILO3 and ILO4).
Self-directed learning: Canvas quizzes	ILO3,ILO4,ILO7	This task assesses students' ability not only to practice the vobcabularies and phrases learnt from the course effectively (ILO3 and ILO4) but also to increase their awareness of intercultural issues while responding to the essay questions embedded in the online quizzes (ILO7).
Self-reflection on discussions	ILO5,ILO6	This task assesses students' ability to identify sources of relevant information, critically synthesize and evaluate the quality of information (ILO5), and work collaboratively in teams (ILO6).
Peer evaluation	ILO6	This task assesses students' ability to work in a small team effectively (ILO6).
Learning engagement	ILO3	This task assesses students' abilitiy to use variety of modes of communication and expressions throughout the whole course (ILO3).

Grading Rubrics

Detailed rubrics for assignments will be provided on the Canvas. Students can refer to the rubrics to find out how their work will be assessed.

Final Grade Descriptors

Grade	Level	Description
A	Excellent performance	Listening • Fully able to understand short texts and news, clearly grasp relevant Chinese cultural elements, and thoroughly explain the speaker's intentions. Grammar and vocabulary • Able to accurately and flexibly use a variety of sentence structures and rich, and appropriate vocabulary. • Contains very few errors in expression, showing clear and in-depth communication. Short speech • Able to express insights on topics related to China from a profound, comprehensive and reliable materials; reasoning is exemplary, sufficient and logical.
B	Good performance	Listening • Able to understand short texts and news, grasp most of the relevant Chinese cultural elements, and roughly explain all the speaker's intentions. Grammar and vocabulary • Able to use complex sentence structures and accurate vocabulary.

C		• Occasionally makes errors in expression but does not affect effective communication. Short speech • Able to effectively express insights on topics related to China; content is detailed and uses effective and reliable materials; and reasoning is objective, sufficient and logical.
C	Satisfactory performance	Listening • Able to understand the general ideas of short texts and news, partially grasp relevant Chinese cultural elements, and partially explain the speaker's intentions. Grammar and vocabulary • Able to use a large number of simple sentences and a few complex sentence structures, with relatively accurate but limited vocabulary. • Often make errors in expression, which sometimes affect effective communication. Short speech • Able to express general views on topics related to China; content lacks details, and materials are somewhat thin; reasoning supports the viewpoint but missing some logic.
D	Marginal pass	Listening • Only able to understand a small amount of short texts and news, have a limited understanding of relevant Chinese cultural elements, and can get a small part of the speaker's intentions. Grammar and vocabulary • Able to use a large number of simple sentences, rarely using complex sentence structures, with a relatively poor vocabulary. • Frequently make errors in expression, which to some extent affect communication. Short speech • Able to express general views on topics related to China; content is vague, and materials are not coherent; reasoning is one-sided, not objective, and lacks clarity.
F	Fail	Listening • Unable to understand short texts and news, rarely able to grasp relevant Chinese cultural elements, and cannot explain the speaker's intentions. Grammar and vocabulary • Can only use limited simple sentence structures and limited vocabulary. • Make a large number of errors in expression, which greatly affect communication. Short speech • Failed to express any views on topics related to China; content is hollow, materials are random, and analysis is lacking.

Required Texts and Materials
Course resources: Chih-p'ing Chou, Jincheng Liu and Xin Zou (2019) *Eyes on China*, An Intermediate-Advanced Reader of Modern Chinse, Princeton University Press. All course materials and additional resources are provided via Canvas.

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 assessments, they must adhere to the principles of academic integrity and make a declaration at the end of each oral or written 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
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 very exceptional circumstances

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.

Plagiarism
In CLE assignments, students should not copy from others nor submit the same work for multiple courses. Source materials must be explicitly acknowledged.
Assignments with evidence of plagiarism may score a zero and be followed up with your department's Dean. To demonstrate academic integrity and avoid plagiarism, you are expected to:
•   paraphrase, summarize, reference and synthesize ideas from sources
•   refrain from copying expressions and ideas directly from any source (e.g. from another student, or from a video, or from an article, etc.) without proper acknowledgement