

## The Hong Kong University of Science and Technology

### UG Course Syllabus

#### Intermediate Putonghua for Non-Chinese Language Background Students

LANG 1412

3 credits

Pre-/co-requisites: N/A

Exclusions: LANG 1413, LANG 1416, LANG 1421-1424;  
LANG 1117, LANG 1123-1127 (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 Coordinator:** Dr NUO Min

**Email of Course Coordinator:** lnuomin@ust.hk

**Office Hours of Course Coordinator:** Available by appointment only. If you have any questions, please contact your section instructor directly. Please find the email address on Canvas.

#### Course Description

LANG 1412 is a three-credit, one-semester common core course offered to non-Chinese background students who have learned Chinese for up to 150 tuition hours. Students will attend three hours of class and complete up to six hours of out-of-class work per week. The course is offered in the Fall and Spring semesters. It focuses on listening and speaking.

The course prepares students for an intermediate level understanding of spoken Chinese and equips them with a strong communicative competence in using Chinese in social and professional situations. After completing the course, students' listening and speaking skills will be enhanced, and they will be able to participate in complete, coherent and appropriate conversations on topics relating to daily life, study and work.

#### Course outlines

Module	Week	Topic
Studying at the university	1 & 2	1. Starting a New Semester 2. Choosing Courses
Living in Hong Kong	3 & 4	3. Dorm Life 4. Renting an Apartment
Eating in China	5 & 6	5. At a Restaurant 6. Lifestyle and Health
Mid-term Assessment	7	
Working in Asia	8 & 9	7. Working Part-time 8. Education
Traveling in the world	10 & 11	9. Travel

		10. A Trip to Yunnan
Surfing the internet	12	11. Computers and the Internet 12. The World Is Getting Smaller
Final Assessment	13	

**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. Understand complex grammatical structures and sentence patterns, such as compound sentences, complements of time and action, co-verbal structures and rhetorical devices in spoken discourse.
2. Conduct conversations relating to school, social and work environments for social and professional purposes.
3. Use appropriate words, phrases, expressions and grammatically correct sentences for daily and social interactions.
4. Pronounce and use words and sentences in discourse with accuracy and natural intonation.
5. Demonstrate an understanding of Chinese culture and the awareness of cultural diversity.
6. Demonstrate the ability to work collaboratively and effectively in group activities.

### Assessment and Grading

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

Assessment	Task	Contribution to overall course grade (%)	Due date
Assessment One	On-paper written test (Listening 15%, vocabulary and grammar 10%)	25%	In class, week 7
	Oral presentation on a topic learned in class (Weeks 1-6)	20%	
Assessment Two	On-paper written test (Listening 15%, vocabulary and grammar 10%)	25%	In class, week 13
	Oral presentation on a topic learned in class (Weeks 8-12)	20%	
Self-directed learning assignments (10%)	Online assignments (5%, on completion)	10%	Spread through course
	Assignments revision and acting on feedback (5%)		Week 5-6 and 10-11

## Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
<b>Assessment One &amp; Two</b> On-paper written tests (Listening, vocabulary & grammar)	ILO1, ILO3, ILO5	These two tasks assess students' ability to understand complex grammatical structures and sentence patterns in spoken discourse (ILO1), use appropriate words, phrases, expressions and grammatically correct sentences for daily and social interactions (ILO3), and demonstrate an understanding of Chinese culture and the awareness of cultural diversity (ILO5).
<b>Assessment One &amp; Two</b> Oral presentations on a topic learned in class	ILO2, ILO3, ILO4, ILO5, ILO6	These two tasks assess students' ability to conduct conversations relating to school, social and work environments for social and professional purposes (ILO2), use appropriate words, phrases, expressions and grammatically correct sentences for daily and social interactions (ILO3), pronounce and use words and sentences in discourse with accuracy and natural intonation (ILO4), demonstrate an understanding of Chinese culture and the awareness of cultural diversity (ILO5), and demonstrate the ability to work collaboratively and effectively in group activities (ILO6).
<b>Self-directed learning assignments</b> Online assignments (on completion) Assignments revision and acting on feedback	ILO1, ILO2, ILO3, ILO4	These tasks assess students' completion of a series of tasks before and after each topic which assess students' ability to understand complex grammatical structures and sentence patterns (ILO1), conduct conversations relating to school, social and work environments for social and professional purposes (ILO2), use appropriate words, phrases, expressions and grammatically correct sentences for daily and social interactions (ILO3), pronounce and use words and sentences in discourse with accuracy and natural intonation (ILO4). They also practice applying learning strategies, active learning from feedback, and self-directed study.

## Grading Rubrics

Detailed rubrics for each assignment are provided on Canvas. 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

Grade	Short description	Elaboration on subject grading description
A	Excellent Performance	Understands and uses spoken language (e.g., grammar, pronunciation, vocabulary) exceptionally well (to convey intended meaning with precision and concision); uses contextually appropriate, sophisticated and nuanced language

		<p>style (to eliminate ambiguity).</p> <ul style="list-style-type: none"> <li>• Understands and uses an exceptional range and control of grammar and vocabulary with sustained accuracy and flexibility which flows naturally and enhances communication.</li> <li>• Understands and uses an appropriate, sophisticated, and nuanced language style, which demonstrates sustained awareness of the audience, context and purpose.</li> <li>• Understands and uses accurate pronunciation, can vary intonation and place sentence stress highly effectively.</li> </ul>
B	Good Performance	<p>Understands and uses spoken language (e.g., grammar, pronunciation, vocabulary) effectively (without having to restrict what to say); uses contextually appropriate language style (e.g., formality, word choice) effectively.</p> <ul style="list-style-type: none"> <li>• Understands and uses a range and control of grammar and vocabulary with a high level of accuracy and flexibility. Errors are infrequent and do not require interpretation.</li> <li>• Understands and uses an effective language style, which demonstrates a high level of awareness of the audience, context and purpose.</li> <li>• Understands and uses accurate and clear pronunciation and can vary intonation and place sentence stress effectively, though occasionally with minor unnaturalness.</li> </ul>
C	Satisfactory Performance	<p>Understands and uses spoken language (e.g., grammar, pronunciation, vocabulary) accurately most of the time; uses language style (e.g., formality, word choice) appropriately.</p> <ul style="list-style-type: none"> <li>• Understands and uses a range and control of grammar and vocabulary quite accurately with some flexibility for most of the time. There are some noticeable errors which require interpretation but meaning can be understood.</li> <li>• Understands and uses an appropriate language style which demonstrates some awareness of the audience, context and purpose for most of the time.</li> <li>• Understands and uses clear pronunciation and intonation quite accurately and usually appropriately, though errors may be noticeable. These have little effect on intelligibility.</li> </ul>
D	Marginal Pass	<p>Understands and uses spoken language (e.g., grammar, pronunciation, vocabulary) somewhat accurately; uses language style (e.g., formality, word choice) somewhat appropriately.</p> <ul style="list-style-type: none"> <li>• Understands and uses a range and control of grammar and vocabulary somewhat accurately and appropriately, but with little flexibility. There may be frequent errors, excessive repetition, and a lack of precision, which require interpretation.</li> <li>• Understands and uses a language style somewhat appropriately, which occasionally demonstrates some awareness of the audience, context and purpose, but the use is often inappropriate and awkward. This affects understanding at times.</li> <li>• Understands and uses pronunciation somewhat accurately, but there may be frequent errors with word and sentence stress and intonation. Intelligibility is affected at times.</li> </ul>
F	Fail	<p>Does not understand and use spoken language (e.g., grammar, pronunciation, vocabulary) accurately; does not use language style (e.g., formality, word choice) appropriately.</p> <ul style="list-style-type: none"> <li>• Understands and uses a limited range and control of grammar and vocabulary. There are frequent and repeated errors with limited flexibility. Interpretation is required.</li> <li>• Understands and uses a language style which is inappropriate for the audience, context, and purpose. This affects understanding.</li> <li>• Understands and uses pronunciation, word and sentence stress and intonation inaccurately, with frequent and repeated errors. Intelligibility is affected.</li> </ul>

## 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 ten working days of submission. Feedback on assignments will include strengths and areas for improvement where relevant. 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

This course will use *Integrated Chinese* (Vol. 3) as textbook. Other 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 the 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