

The Hong Kong University of Science and Technology

UG Course Syllabus

Chinese Communication Skills for Humanities & Social Science Studies

LANG2170

3 Credits

Pre-/co-requisites: N/A

Exclusions: N/A

Note: This course is offered exclusively to second-year students of the Global China Studies (GCS) program in the Fall semester only.

Name of Course Coordinator: Eddy Fung

Email of Course Coordinator: lcefung@ust.hk

If you have any questions, your first point of contact should be your section instructor. Please find the email address on Canvas.

Office Hours of Course Coordinator: Available by appointment only.

Course Description

LANG2170 is a Chinese communication common core course offered in the Fall semester. The course targets second-year students of the Global China Studies (GCS) program who have a background in Chinese and a strong interest in academic communication skills for humanities and social sciences. It aims to develop and enhance students' abilities to use Standard Written Chinese and Putonghua effectively in academic contexts, including writing scholarly papers, critical reading, and oral presentations. It will also help raise students' awareness of ethical standards in academic work and foster a global vision for examining China-related topics. In terms of knowledge, the course will increase students' understanding of academic discourse in Chinese and allow them to discuss humanities and social science topics in depth. Students can improve their Chinese communication competencies as well as develop critical thinking, ethical awareness, and application skills from the perspectives of cognition, awareness, and practical use.

Course Outlines

Module	Course Topics
One: Establishing Learning Goals - reflecting on academic foundations and language proficiency	<ul style="list-style-type: none">● Understanding one's own field of study● Reviewing one's own language learning experience and language proficiencies
Two: Mastering academic writing and critical reading skills	<ul style="list-style-type: none">● Drawing up title of academic paper● Writing introduction● Writing literature analysis and review● Critical reading skills● Oral presentation skills in academic seminars
Three: Writing Critical Review	<ul style="list-style-type: none">● Writing findings● Writing discussion and implications● Compiling bibliography● Feedback and consultation

Methods of Instruction

Interactive tutorials support active learning through group discussion, collaborative activities, peer learning, input, practice and feedback.

Intended Learning Outcomes (ILOs)

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

1. Develop skills in writing academic papers, including clear argumentation, logical inference, and proper bibliographic formatting.
2. Enhance the ability to critically analyze literature, understand authors' perspectives, and formulate personal arguments based on academic articles.
3. Master presentation skills tailored to different audiences, using appropriate spoken and body language, and audiovisual aids.
4. Uphold academic integrity in all course assignments and research activities.
5. Investigate topics related to China from various viewpoints, fostering a broader understanding of global issues.

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
A1: Oral presentation on the proposed inquiry topic, objectives and goals and preliminary study of the topic	20%	In class, Weeks 8 and 9
A2: Peer evaluation	15%	17:00, Friday of Week 10
A3: Literature analysis and review (First draft) (~2500 Chinese characters)	30%	17:00, Friday of Week 9
A4: Literature analysis and review (Revised version) (~2500 Chinese characters)	10%	17:00, Friday of Weeks 12 and 13
A5: Academic writing - Critical analysis and review on the findings and discussion of a study (~2000 Chinese characters)	20%	17:00, Friday of Week 13
Participation	5%	Whole semester

* Specific due dates are posted on Canvas.

Mapping of Course ILOs to Main Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
A1: Oral presentation on the proposed inquiry topic, objectives and goals and preliminary study of the topic	ILO2, ILO3, ILO4, ILO5	This task assesses students' abilities to critically analyze literature and formulate personal arguments (ILO2), master presentation skills using appropriate language, body language, and aids for different audiences (ILO3), uphold academic integrity in presentations (ILO4), and investigate China-related topics from various global viewpoints (ILO5) through an oral seminar format.
A3: Literature analysis and review	ILO1, ILO2, ILO4, ILO5	This task assesses students' skills in writing academic papers with clear argumentation, logical inference, and proper bibliographic formatting (ILO1), enhancing critical analysis of literature and formulating personal arguments (ILO2), upholding academic integrity in drafting and sourcing (ILO4), and investigating China-related topics from various viewpoints (ILO5) in a literature review format.

A5: Academic writing - Critical analysis and review on the findings and discussion of a study	ILO1, ILO2, ILO4, ILO5	This task assesses students' abilities to develop academic writing skills including clear argumentation and proper formatting (ILO1), critically analyze literature, understand perspectives, and formulate arguments (ILO2), maintain academic integrity throughout the analysis (ILO4), and explore China-related topics from diverse global viewpoints (ILO5) in a critical review format.
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Grading Rubrics

Detailed rubrics for each assignment will be 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

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	Demonstrates abilities to use sophisticated Putonghua and non-verbal communication skills, flexible, rich, coherent, expressive written Chinese, and apply engaging multimodal approaches to create academic discourses, which are based on a high level of creative thinking, critical thinking, ethical awareness, information analysis and synthesis. Displays significant achievement in self-reflection, cooperative learning, and problem-solving initiatives with a global vision.
B	Good Performance	Demonstrates abilities to use fluent Putonghua, appropriate non-verbal communication, accurate, clear, concise, coherent written Chinese, and apply some multimodal elements to produce academic discourses, which are based on critical thinking, ethical awareness, information analysis and synthesis. Shows a strong sense of self-reflection, cooperative learning, and problem-solving initiatives with a global perspective.
C	Satisfactory Performance	Demonstrates abilities to use Putonghua, some non-verbal communication, and adequate written Chinese to complete academic tasks, which are based on some capacity for critical thinking, information analysis and synthesis. Shows persistence and effort to achieve broadly defined learning goals with ethical considerations.
D	Marginal Pass	Shows a certain level of ability to use Putonghua and written Chinese for simple academic communication. Has the potential to further develop Chinese language proficiency, awareness of communication, ethical standards, and/or learning motivation and attitude.
F	Fail	Demonstrates insufficient understanding of the course content and requirements. Shows very limited abilities in the Chinese

		language and/or lack of effort towards achieving learning goals.
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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 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

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

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.

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