The Hong Kong University of Science and Technology
UG Course Syllabus

Chinese for Non-Chinese Background Students V

LANG 1515
3 credits
Pre-/co-requisites: N/A
Exclusions: LANG1113-1118; LANG 1125-1127 (prior to 2022-23) ; LANG1413; LANG 1416; LANG 1421-1426;
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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Course Description
LANG 1515, a three-credit, one semester common core course, targets non-Chinese language background students with an intermediate-advanced level of Putonghua proficiency and language knowledge. After completing this course, students' listening, speaking, reading and writing 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. Interpret complex conversations and speeches involving formal and informal topics accurately, demonstrating understanding of the speaker's intentions and cultural context. and comprehend the intentions of the speaker correctly and the culture involved in the conversation and speech.
2. Use appropriate words and complex sentence patterns to conduct fluent discussions and simple negotiations, and to describe events and scenes in detail, express personal opinions, and articulate thoughts precisely in speaking and writing.
3. Analyze the structure of spoken discourses and written 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.
4. Identify relevant sources or information, analyze and critically synthesize the information, and evaluate the quality of information and offer evidence-based arguments.
5. Apply cross-cultural awareness when communicating in social and professional contexts.
6. Work collaboratively and effectively in teams.

Course Assessment

	Contribution to Overall Course grade (%)	Due date
Oral presentation (Individual)	15%	Approx. week 8*
Mid-term test on listening, grammar & reading comprehension (In-class)	25%	Approx. week 8*
Written assignment/task (In-class)	20%	Approx. week 11*
Mini forum (Small group)	20%	Approx. week 13*
Self-directed learning: Canvas quizzes	10%	spread through course
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 presentation (individual)	ILO-2,ILO-3	This task assesses students' various abilities, accurately using complex words and expressions (ILO-2), understand the cultural factors involved (ILO-3).
Mid-term test on listening, grammar & reading comprehension (In-class)	ILO-1,ILO-2,ILO-3	This task assesses students' ability to not only understand interpret speakers' intension and contural context (ILO-1), but also apply vocabularies and complex phrases learnt from the course appropriately and accurately (ILO-2), as well as analyze the written materials and infer hiddent meanings through the context (ILO-3).
Written Assignment (In-class)	ILO-2,ILO-4	This task assesses students' ability to identify the relevant sources or information, evaluate the quality of information and offer evidence-based arguments (ILO-4). In the meanwhile, they can

		express personal opinions, and articulate thoughts precisely in the assigned writing task (ILO-2).
Mini forum (Small group)	ILO-1,ILO-2, ILO-4,ILO-6	This task assesses students' various abilities, such as understanding complicated discussions (ILO-1), appropriately using complex words and expressions (ILO-2), critically systhesize the relevant informaiton (ILO-4) and collaborating effectively with their peers (ILO-6).
Self-directed learning: Canvas quizzes	ILO-2,ILO-5	This task assesses students' ability not only to practice the vobcabularies and phrases learnt from the course effectively (ILO-2) but also to increase their awareness of intercultural issues while responding to the essay questions embedded in the online quizzes (ILO-5).
Peer evaluation	ILO-6	This task assesses students' ability to work in a small team effectively (ILO-6).
Learning engagement	ILO-2	This task assesses students' abilitiy to use appropriate words and expressions throughout the whole course (ILO-2).

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. Speaking • Able to express insights on topics related to China from a profound, comprehensive and reliable materials; reasoning is exemplary, sufficient and logical. Reading • Understanding of the given texts fully and interpreting them critically for completing the tasks related to the selected topics. Writing • Demonstrates exceptional proficiency in utilizing a diverse range of sentence structures and a rich, contextually appropriate vocabulary; consistently provides substantial and persuasive details for all ideas, resulting in clear, nuanced communication with minimal errors.
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.

		Speaking • 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. Reading • Understanding of the given texts quite fully for completing the tasks related to the selected topics. Writing • Effectively uses complex sentence structures and accurate vocabulary, occasionally making errors that do not hinder communication; provides substantial supporting details and discusses issues in depth.
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. Speaking • 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. Reading • Understanding of the given texts is adequate for completing the tasks. Writing • Utilizes a mix of simple and some complex sentence structures with relatively accurate but limited vocabulary, offering appropriate supporting details for most ideas, though minor repetition or contradictions may occur; errors in expression can occasionally affect communication.
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. Speaking • 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. Reading • Understanding of the given texts is less than adequate for completing the tasks. Writing Employs primarily simple sentence structures with limited use of complex ones and a relatively poor vocabulary; frequent errors in expression somewhat affect communication, and ideas are developed with noticeable repetition or contradictions.
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.

		Speaking • Failed to express any views on topics related to China; content is hollow, materials are random, and analysis is lacking. Reading • Understanding of the given texts is very limited and is inadequate for completing the tasks. Writing • Relies on limited simple sentence structures and vocabulary, making numerous errors that significantly impede communication; minimally develops ideas with excessive repetition or contradictions and lacks appropriate detail.

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