

The Hong Kong University of Science and Technology

UG Course Syllabus

Chinese for Non-Chinese Language Background Students IV

LANG1514

3 Credits

Pre-/co-requisites: N/A

Exclusion(s): LANG1124-1127 (prior to 2022-23), LANG1113, LANG1114, LANG1115, LANG1116, LANG1117, LANG1118, LANG1413, LANG1416, LANG1421, LANG1422, LANG1423, LANG1424, LANG1425, LANG1426, LANG1515

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

Name of Course Coordinator: XU Xiufen

Email of Course Coordinator: lcxfxu@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 Coordinators: Available by appointment only.

Course Description

Lang1514 is designed for non-Chinese language background students who have completed up to 300 hours of Chinese instruction. It prepares them for an intermediate to advanced level understanding of spoken and written Chinese and equips them with a strong communicative competence in using Chinese in work, social and some professional situations. After successfully completing the course, students' listening, speaking, reading and writing skills will be enhanced, and they will be able to participate in complete, coherent and appropriate conversations and discourse on topics related to work, society and profession. They can also understand Chinese vocabulary at HSK (levels 4 and 5).

Course outlines

Week	Topics
1 – 3	Chinese History
	Changes in China
	Lifestyle and Health
4 – 6	Chinese Holiday
	Planning for a Trip
7	Review Quiz 1
8 – 10	The World Is Getting Smaller
	Environmental Protection and Energy Conservation
	Wealth Management
11-12	Job Interview
	Gender Equality
13	Review Quiz 2

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. Interpret complex sentence patterns-such as compound sentences and co-verbal structures—as well as vocabulary and rhetorical devices accurately in spoken and written discourse related to social and professional interactions.
2. Conduct conversations for social and professional purposes in relevant settings.
3. Use accurate and appropriate vocabulary, grammar, sentence structures, and discourse for spoken and written communication in social and professional interactions.
4. Pronounce words and sentences accurately and clearly with natural intonation.
5. Apply understanding of Chinese culture and cultural diversity in social and professional interactions.
6. Collaborate effectively in group work.

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
Review Quiz 1	Listening, Reading and Writing	25%	In class, approx. week 7
	Oral Presentation	20%	In class, approx. week 7
Review Quiz 2	Listening, Reading and Writing	25%	In class, approx. week 13
	Oral Presentation	15%	In class, approx. week 13
Others	Peer evaluation	5%	Approx. week 13
	Online quizzes, homework assignments	10%	Whole semester

* Specific due dates are posted on Canvas.

Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
Review Quizzes 1 & 2 (listening, reading and writing)	ILO1, ILO3, ILO5	These tasks assess students' ability to accurately understand complex sentence patterns, vocabulary, and rhetorical devices in spoken discourse (ILO1); to use appropriate vocabulary, grammar, and sentence structures for social and professional interactions (ILO3); and to demonstrate an understanding of Chinese culture and an awareness of cultural diversity (ILO5).
Review Quizzes 1 & 2 (oral presentation)	ILO2, ILO3, ILO4, ILO5, ILO6	These tasks assess students' ability to conduct conversations for social and professional purposes (ILO2), use accurate and appropriate vocabulary, grammar, sentence structures, and

		discourse for social and professional interactions (ILO3), pronounce words and sentences accurately and clearly with natural intonation (ILO4), and demonstrate an understanding of Chinese culture and cultural diversity in social and professional interactions (ILO5), and demonstrate the ability to work collaboratively and effectively in group activities (ILO6).
Online quizzes, homework assignments	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 sentence patterns (ILO1), conduct conversations for social and professional purposes in relevant settings (ILO2), use accurate and appropriate vocabulary, grammar, sentence structures, and discourse for social and professional interactions (ILO3), pronounce and use words and sentences accurately and clearly with natural intonation (ILO4). They also practice applying learning strategies, active learning from feedback, and self-directed study.

Grading Rubrics

Detailed rubrics for each assignment will be provided. 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 discourses for various language tasks, which are based on a high level of creative thinking, critical thinking, audience awareness, information analysis and synthesis. Displays significant achievement in self-reflection, cooperative learning, and problem-solving initiatives.
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 discourses for various language tasks, which are based on critical thinking, audience awareness, information analysis and synthesis. Shows a strong sense of self-reflection, cooperative learning, and problem-solving initiatives.
C	Satisfactory Performance	Demonstrates abilities to use Putonghua, some non-verbal communication, and adequate written Chinese to complete discourses, which are based on some capacity for critical thinking, information analysis and synthesis. Shows persistence and effort to achieve broadly defined learning goals.
D	Marginal Pass	Shows a certain level of ability to use Putonghua and written Chinese to do simple communication. Has the potential to further

		develop Chinese language proficiency, awareness of communication, 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.

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 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

This course will use **Integrated Chinese** (Vol.4) 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 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