



# CHN 105

## Introductory Chinese II

S2 Day 2016

*Dept of International Studies*

### Contents

|                                      |    |
|--------------------------------------|----|
| <u>General Information</u>           | 2  |
| <u>Learning Outcomes</u>             | 2  |
| <u>Assessment Tasks</u>              | 3  |
| <u>Delivery and Resources</u>        | 10 |
| <u>Policies and Procedures</u>       | 10 |
| <u>Graduate Capabilities</u>         | 11 |
| <u>Changes since First Published</u> | 16 |

#### **Disclaimer**

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## General Information

|   |
|---|
| Unit convenor and teaching staff<br>Lecturer<br>Lini Li<br><a href="mailto:lini.li@mq.edu.au">lini.li@mq.edu.au</a><br>W6A 228  |
| Credit points<br>3  |
| Prerequisites<br>CHN104   |
| Corequisites  |
| Co-badged status  |
| Unit description<br>This unit is the continuation of CHN104, and aims to develop students' ability to communicate in Chinese through the study of language structure, language function and related cultural knowledge. |

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Reading: • Understand longer and more complex texts on familiar matters, which consist of high frequency everyday life-related language in Chinese characters. • Able to recognize learned characters in short, simple texts containing high frequent vocabulary related to areas of Chinese daily life (e.g. travel, study, shopping, traffic, festival customs, drama, etc.)

Listening: • Understand and able to catch the main points in short, clear, simple messages and dialogues on familiar matters regularly encountered in school, leisure activities and daily life, (e.g. changing money at the bank, making new friends, taking buses, asking direction, etc.) • Understand phrases and expressions related to areas of most immediate priority (e.g. very basic traveling needs, entertainment, customs,

directions) provided speech is clearly and slowly articulated.

Writing: • Able to write 200-300 Chinese characters. • Write short, simple sentences or notes relating to matters in areas of immediate need (such as filling out forms, making plans, making an appointment, etc.) in Chinese characters. • Able to use connections like “and”, “but”, “because”, “not only, but also”, “or” to write more cohesive texts. • Write paragraphs or passages on familiar topics, such as past experiences, describing things, hobbies, weather, living conditions, etc.

Spoken Interaction: • Interact with reasonable ease in structured situations and short conversations, relating to daily life, for example, talking about direction, location, weather, sports matches, dramas, living conditions, past experiences, etc. • Ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

Spoken Production: • Give a simple presentation or dialogue on topics and materials learned

## Assessment Tasks

| Name                            | Weighting | Due                     |
|---------------------------------|-----------|-------------------------|
| <u>Final examination</u>        | 25%       | TBA                     |
| <u>Group speaking tests</u>     | 10%       | Week 8                  |
| <u>Assignments</u>              | 20%       | TBA                     |
| <u>Mid-term exam</u>            | 15%       | Weeks 7                 |
| <u>Participation</u>            | 10%       | Throughout the semester |
| <u>Individual speaking test</u> | 10%       | Week 13                 |
| <u>Dictations</u>               | 10%       | Throughout the semester |

## Final examination

Due: **TBA**

Weighting: **25%**

2 Hours examination for listening, reading and writing .

Students will only be granted extensions/special consideration with valid reasons (eg., serious and unavoidable disruption from completing any unit requirements in accordance with their ability.) Work that is submitted late will be subjected to an assessment penalty if an extension has not been granted. Even where an extension has been given, a penalty may still be imposed

if fairness to other students requires this. The general guideline is that 5% will be deducted for the first day and 2% for each day in subsequent days.

On successful completion you will be able to:

- Reading: • Understand longer and more complex texts on familiar matters, which consist of high frequency everyday life-related language in Chinese characters. • Able to recognize learned characters in short, simple texts containing high frequent vocabulary related to areas of Chinese daily life (e.g. travel, study, shopping, traffic, festival customs, drama, etc.)
- Listening: • Understand and able to catch the main points in short, clear, simple messages and dialogues on familiar matters regularly encountered in school, leisure activities and daily life, (e.g. changing money at the bank, making new friends, taking buses, asking direction, etc.) • Understand phrases and expressions related to areas of most immediate priority (e.g. very basic traveling needs, entertainment, customs, directions) provided speech is clearly and slowly articulated.
- Writing: • Able to write 200-300 Chinese characters. • Write short, simple sentences or notes relating to matters in areas of immediate need (such as filling out forms, making plans, making an appointment, etc.) in Chinese characters. • Able to use connections like “and”, “but”, “because”, “not only, but also”, “or” to write more cohesive texts. • Write paragraphs or passages on familiar topics, such as past experiences, describing things, hobbies, weather, living conditions, etc.
- Spoken Interaction: • Interact with reasonable ease in structured situations and short conversations, relating to daily life, for example, talking about direction, location, weather, sports matches, dramas, living conditions, past experiences, etc. • Ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- Spoken Production: • Give a simple presentation or dialogue on topics and materials learned

## Group speaking tests

Due: **Week 8**

Weighting: **10%**

The group oral presentation will be held in week 7 tutorials.

Two or three students in one group to do role-plays.

For example, A: ???????????

B: ?? ?????

A: ?????????????????

B: ??????????...

On successful completion you will be able to:

- Listening: • Understand and able to catch the main points in short, clear, simple messages and dialogues on familiar matters regularly encountered in school, leisure activities and daily life, (e.g. changing money at the bank, making new friends, taking buses, asking direction, etc.) • Understand phrases and expressions related to areas of most immediate priority (e.g. very basic traveling needs, entertainment, customs, directions) provided speech is clearly and slowly articulated.
- Spoken Interaction: • Interact with reasonable ease in structured situations and short conversations, relating to daily life, for example, talking about direction, location, weather, sports matches, dramas, living conditions, past experiences, etc. • Ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- Spoken Production: • Give a simple presentation or dialogue on topics and materials learned

## Assignments

Due: **TBA**

Weighting: **20%**

Totally 5 written assignments including translation and writing throughout the semester. For example, Writing: Choose a topic below and write more than 150 characters.

Topic 1: Describe the accident that ?? collided her bike with a car.

Topic 2: Summarise the task you did in class in a narrative form.

All assignments with an Arts Faculty coversheet must be submitted at the end of the class on the due date to the lecturer.

Students will only be granted extensions/special consideration with valid reasons (eg., serious and unavoidable disruption from completing any unit requirements in accordance with their ability.) Work that is submitted late will be subjected to an assessment penalty if an extension has not been granted. Even where an extension has been given, a penalty may still be imposed if fairness to other students requires this. The general guideline is that 5% will be deducted for the first day and 2% for each day in subsequent days.

On successful completion you will be able to:

- Reading: • Understand longer and more complex texts on familiar matters, which consist

- of high frequency everyday life-related language in Chinese characters. • Able to recognize learned characters in short, simple texts containing high frequent vocabulary related to areas of Chinese daily life (e.g. travel, study, shopping, traffic, festival customs, drama, etc.)
- Writing: • Able to write 200-300 Chinese characters. • Write short, simple sentences or notes relating to matters in areas of immediate need (such as filling out forms, making plans, making an appointment, etc.) in Chinese characters. • Able to use connections like “and”, “but”, “because”, “not only, but also”, “or” to write more cohesive texts. • Write paragraphs or passages on familiar topics, such as past experiences, describing things, hobbies, weather, living conditions, etc.

## Mid-term exam

Due: **Weeks 7**

Weighting: **15%**

The mid-term exam will be in week 7, covering a combination of listening, reading and writing skills.

Students will only be granted extensions/special consideration with valid reasons (eg., serious and unavoidable disruption from completing any unit requirements in accordance with their ability.) Work that is submitted late will be subjected to an assessment penalty if an extension has not been granted. Even where an extension has been given, a penalty may still be imposed if fairness to other students requires this. The general guideline is that 5% will be deducted for the first day and 2% for each day in subsequent days.

On successful completion you will be able to:

- Reading: • Understand longer and more complex texts on familiar matters, which consist of high frequency everyday life-related language in Chinese characters. • Able to recognize learned characters in short, simple texts containing high frequent vocabulary related to areas of Chinese daily life (e.g. travel, study, shopping, traffic, festival customs, drama, etc.)
- Listening: • Understand and able to catch the main points in short, clear, simple messages and dialogues on familiar matters regularly encountered in school, leisure activities and daily life, (e.g. changing money at the bank, making new friends, taking buses, asking direction, etc.) • Understand phrases and expressions related to areas of most immediate priority (e.g. very basic traveling needs, entertainment, customs, directions) provided speech is clearly and slowly articulated.
- Writing: • Able to write 200-300 Chinese characters. • Write short, simple sentences or

notes relating to matters in areas of immediate need (such as filling out forms, making plans, making an appointment, etc.) in Chinese characters. • Able to use connections like “and”, “but”, “because”, “not only, but also”, “or” to write more cohesive texts. • Write paragraphs or passages on familiar topics, such as past experiences, describing things, hobbies, weather, living conditions, etc.

- Spoken Interaction: • Interact with reasonable ease in structured situations and short conversations, relating to daily life, for example, talking about direction, location, weather, sports matches, dramas, living conditions, past experiences, etc. • Ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

## Participation

Due: **Throughout the semester**

Weighting: **10%**

Students are expected to be well prepared in order to participate in class discussion – this will ensure good use of class time as well as improving your learning skills.

- independent engagement with online communicative activities, including discussion forum, quizz, etc
- spontaneous contributions to discussion, expression of opinions
- evidence of preparation for class through contributing specific examples demonstrating understanding of textbook/readings/home study
- constructive collaboration with and feedback to peers
- consistent target language use
- attentive note-taking
- structured engagement with content including evidence of revision/ organisation of notes/ continuous self-directed learning
- promotion of a positive learning environment, including:
  - mobile device etiquette (targeted and appropriate use for learning purposes as instructed by staff)
  - respectful treatment of peers / instructor e.g. not listening while peers are learning/ engaging with instructor
  - appropriate class behaviour to foster student learning, avoiding: tardiness; leaving class without being excused; erratic attendance disrupting the formation of a classroom community.

On successful completion you will be able to:





answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

- Spoken Production: • Give a simple presentation or dialogue on topics and materials learned

## Dictations

Due: **Throughout the semester**

Weighting: **10%**

There will be 10 weekly dictations throughout the semester.

On successful completion you will be able to:

- Reading: • Understand longer and more complex texts on familiar matters, which consist of high frequency everyday life-related language in Chinese characters. • Able to recognize learned characters in short, simple texts containing high frequent vocabulary related to areas of Chinese daily life (e.g. travel, study, shopping, traffic, festival customs, drama, etc.)
- Listening: • Understand and able to catch the main points in short, clear, simple messages and dialogues on familiar matters regularly encountered in school, leisure activities and daily life, (e.g. changing money at the bank, making new friends, taking buses, asking direction, etc.) • Understand phrases and expressions related to areas of most immediate priority (e.g. very basic traveling needs, entertainment, customs, directions) provided speech is clearly and slowly articulated.
- Writing: • Able to write 200-300 Chinese characters. • Write short, simple sentences or notes relating to matters in areas of immediate need (such as filling out forms, making plans, making an appointment, etc.) in Chinese characters. • Able to use connections like “and”, “but”, “because”, “not only, but also”, “or” to write more cohesive texts. • Write paragraphs or passages on familiar topics, such as past experiences, describing things, hobbies, weather, living conditions, etc.
- Spoken Interaction: • Interact with reasonable ease in structured situations and short conversations, relating to daily life, for example, talking about direction, location, weather, sports matches, dramas, living conditions, past experiences, etc. • Ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- Spoken Production: • Give a simple presentation or dialogue on topics and materials learned

## Delivery and Resources

### Delivery:

Day

**This unit will use:**

ilearn, web videoconferencing tools

### Required and recommended resources

New Practical Chinese Reader: Textbook - Book 2 and Workbook Book 2. CDs are available as supplementary learning material, which can be bought in the Co-Op Bookshop. DVDs can also be accessed on-line, but not downloaded.

### Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

### Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

### Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your

student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Assessment tasks

- Final examination
- Group speaking tests
- Assignments

- Mid-term exam
- Participation

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Assessment tasks

- Final examination
- Group speaking tests

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcome

- Spoken Production: • Give a simple presentation or dialogue on topics and materials learned

### Assessment tasks

- Final examination
- Group speaking tests
- Assignments
- Mid-term exam

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcome**

- Reading: • Understand longer and more complex texts on familiar matters, which consist of high frequency everyday life-related language in Chinese characters. • Able to recognize learned characters in short, simple texts containing high frequent vocabulary related to areas of Chinese daily life (e.g. travel, study, shopping, traffic, festival customs, drama, etc.)

## **Assessment tasks**

- Final examination
- Group speaking tests
- Assignments
- Mid-term exam
- Participation

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcome**

- Listening: • Understand and able to catch the main points in short, clear, simple messages and dialogues on familiar matters regularly encountered in school, leisure activities and daily life, (e.g. changing money at the bank, making new friends, taking buses, asking direction, etc.) • Understand phrases and expressions related to areas of most immediate priority (e.g. very basic traveling needs, entertainment, customs, directions) provided speech is clearly and slowly articulated.

## **Assessment tasks**

- Final examination
- Group speaking tests
- Assignments
- Mid-term exam
- Participation

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcome

- Listening: • Understand and able to catch the main points in short, clear, simple messages and dialogues on familiar matters regularly encountered in school, leisure activities and daily life, (e.g. changing money at the bank, making new friends, taking buses, asking direction, etc.) • Understand phrases and expressions related to areas of most immediate priority (e.g. very basic traveling needs, entertainment, customs, directions) provided speech is clearly and slowly articulated.

### Assessment tasks

- Final examination
- Group speaking tests
- Assignments
- Mid-term exam
- Participation

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcome

- Writing: • Able to write 200-300 Chinese characters. • Write short, simple sentences or notes relating to matters in areas of immediate need (such as filling out forms, making plans, making an appointment, etc.) in Chinese characters. • Able to use connections like “and”, “but”, “because”, “not only, but also”, “or” to write more cohesive texts. • Write paragraphs or passages on familiar topics, such as past experiences, describing things, hobbies, weather, living conditions, etc.

## Assessment tasks

- Final examination
- Group speaking tests
- Assignments
- Mid-term exam
- Participation

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcome

- Spoken Interaction: • Interact with reasonable ease in structured situations and short conversations, relating to daily life, for example, talking about direction, location, weather, sports matches, dramas, living conditions, past experiences, etc. • Ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

## Assessment tasks

- Final examination
- Group speaking tests

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## Assessment tasks

- Final examination
- Group speaking tests
- Assignments

## Changes since First Published

| Date       | Description      |
|------------|------------------|
| 02/09/2016 | Lecturer change. |