



# CHN 105

## Introductory Chinese II

S2 External 2019

*Dept of International Studies*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	10
<u>Unit Schedule</u>	11
<u>Policies and Procedures</u>	12
<u>Graduate Capabilities</u>	14

#### **Disclaimer**

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## General Information

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Credit points

3

Prerequisites

CHN104

Corequisites

Co-badged status

Unit description

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.

## **General Assessment Information**

Indicative examples of assessment tasks will be available on iLearn.

### **Late Assessment Penalty**

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Participation</u>	10%	No	Throughout the semester
<u>Online Vocabulary Quiz</u>	10%	No	week 2,3,4,5,6,8,9,10,11,12
<u>Writing activity</u>	20%	No	Week 2, 4, 6 and 8
<u>Mid term in class test</u>	15%	No	week 7
<u>Group oral presentation</u>	10%	No	week 7
<u>Oral one on one Interview</u>	10%	No	week 13
<u>Final Exam</u>	25%	No	Formal examination period

### Participation

Due: **Throughout the semester**

Weighting: **10%**

Internal Students:

This mark is decided by teaching staff based on students' active participation in class discussion. 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.

External Students:

Record an audio or video clip of you reading out aloud the textbook conversation for the lesson learnt in that week then submit it on ilearn at set time frame on weekly basis. You can also choose to read other texts at your interests (e.g, a poem or some song lyrics) of at least 70-100 characters long in replacing textbook conversation. Textbook reading is up to 3 times in this semester. Please see iLearn for instruction on submission of the recording.

A Zoom web conference will be organized every two weeks at a set time from week 3 to provide face-to-face meeting with teachers after students register their interests in the 1<sup>st</sup> week. Students should take this opportunity to ask questions to teaching staff and communicate with classmates. Students need to register at least 2 sessions for their web conference.

Listening to the practical recording, active participation in forum and talking to teaching staff at consultation hours are very important for all external students.

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.
- 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.

## Online Vocabulary Quiz

Due: **week 2,3,4,5,6,8,9,10,11,12**

Weighting: **10%**

Weekly online vocab quizzes on vocabulary, phrases and short sentences, only available to access at set time frame before practicals start, in order to prepare for the lessons to be learnt on practicals.

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 activity

Due: **Week 2, 4, 6 and 8**

Weighting: **20%**

Totally 4 written activities including translation and writing throughout the semester. Details of each activity will be available on iLearn only when weekly grammar quizzes are scored **80%** or over. All works need to be downloaded and finished by **handwriting**. Please refer to iLearn for more details.

Submission: Internal students: submit it on iLearn via assignment dropbox of chosen weeks.

External students: scan your finished work and upload to assignment dropbox available on iLearn. (If you do not have access to scanner, "CamScanner" is a free App for generating a pdf document by using your phone. )

Exemplar:

Writing: Choose one from the topics below and write 150-200 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.

- Please note that 80% correctness of a **weekly grammar quiz (non-assessable)** will be the pre-condition to access to the writing activity information. The weekly grammar quiz **is different to Vocabulary Quizzes**. It is not only a revision for grammar and vocabulary you learnt in class but also a scaffolding activity leading to the successful completion of your writing works with high quality. Details on iLearn can be found.

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 in class test

Due: **week 7**

Weighting: **15%**

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

Internal students: test is in class in week 7 tutorial.

External students: test is online in week 7 Friday.

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.

## Group oral presentation

Due: **week 7**

Weighting: **10%**

In a group of 2-3, Students need to prepare a dialogue based on the content learnt in the first 6 weeks and deliver it verbally without script. Detailed instructions are available on iLearn in week 4. In order to ensure group work marks are fair, 50% of your group work mark will be for individual contribution.

Internal students:

The group oral presentation will be held during week 7 in practicals. Internal students need to

form a group of 2-3 by week 5 to prepare and conduct this presentation in week 7.

External students:

Students need to form a group of 2-3 by week 5 to record a video clip of a group presentation by Zoom and submit it on iLearn by Wed in Week 7. Guides on how to set up Zoom web conference and recording is available at <http://www.mq.edu.au/iLearn/zoom.htm>

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.)
- 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.

## Oral one on one Interview

Due: **week 13**

Weighting: **10%**

Internal students:

The one-on-one interview will be held during week 13 in Tutorials. Internal students need to answer a few questions from the teacher and ask a few questions based on teachers' instruction. Details will be given in Week 11.

External students:

Students need to conduct a one-on-one interview with the teachers during a pre-booked time in week 13 via Zoom. Signing up for interview will be finished by week 11. Details and samples will be given in week 11.

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.
- 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.

## Final Exam

Due: **Formal examination period**

Weighting: **25%**

2 Hours examination for reading and writing .

Internal Students: A written exam will be conducted during exam period.

External Students: ***No on-campus sessions, however students must attend an examination in Australia.***

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.

## Delivery and Resources

### Delivery:

Day and External

#### Internal students

Students attend 2 x 2 hour sessions per week: first session Practical, second session Tutorial. There are no lectures. Please go to eStudent to register in one of the classes on offer. The classes are streamed, which means you must attend the same 2x2 hour classes each week with the same group. If you have a clash and need to change classes, please speak to the teaching staff.

We recommend that you arrive on time so you do not miss out on important information given at the start of a class. We encourage students to come to as many classes as possible to facilitate the best learning experience possible.

#### External students

You should be committed to study the weekly content by following the instructions on iLearn within the week and finish the assessment online in the same week. This will keep you on track in this very intensive course.

### Required unit materials and required

The required textbook:

New Practical Chinese Reader (Textbook) Book 2 and Workbook (Book 2) (2nd edition).

## Technology required

Standard requirements include a computer and internet access to interact with the teaching materials on iLearn.

### Online Unit

Login is via: <https://ilearn.mq.edu.au/>

Is my unit in iLearn?: <http://help.ilearn.mq.edu.au/unitsonline/> to check when your online unit will become available.

#### Internal students

Students are required to have regular access to a computer and the internet. Mobile devices

alone are not sufficient.

For students attending classes on campus we strongly encourage that you bring along your own laptop computer, ready to work with activities in your online unit. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor before the end of Week 1 if you do not have a suitable laptop (or tablet) for in-class use.

External students will need to have access to a webcam, headphones as well as a microphone for use during recording with *Zoom* which they can download for free from the internet. We recommend you use **Firefox** which has been reliable with respect to media files used in the course. The correct functioning of internet connection and network is the student's sole responsibility.

Information on Zoom web conferencing tool for external students is available at <http://www.mq.edu.au/iLearn/zoom.htm>. External students are required to get familiar with this tool and install it to your study device by week 1, e.g. your computer or iPad.

IT and iLearn assistance is available via the iLearn login page or by clicking on the words "Help me" under the iLearn logo at the top right hand side of every iLearn window.

Please note that replies to e-mails will be automatically directed to the account they were sent from. All new threads will be sent to your University account where you are free to supply the e-mail address of your choice. You are encouraged to use the University account rather than a private e-mail account and to check this account regularly for announcements and emails from the teaching staff.

- **For central technical support go to:** [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/)
- **For student quick guides on the use of iLearn go to:** <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

## Unit Schedule

### Week

	Lesson in textbook
Week 1	Lesson 15
Week 2	Lesson 16 vocab quiz on Monday and Tuesday 1st writing activity due next Wed

<b>Week 3</b>	Lesson 17 vocab quiz on Monday and Tuesday
<b>Week 4</b>	Lesson 18 vocab quiz on Monday and Tuesday 2nd writing activity due next Wed
<b>Week 5</b>	Lesson 19 vocab quiz on Monday and Tuesday
<b>Week 6</b>	Lesson 20 vocab quiz on Monday and Tuesday
<b>Week 7</b>	Revision on Wednesday Mid-term test in tutorials
<b>Week 8</b>	Oral group presentation in Practicals Lesson 21 vocab quiz on Monday and Tuesday 3rd writing activity due next Wed
<b>Week 9</b>	Lesson 22 vocab quiz on Monday and Tuesday 4th writing activity due next Wed
<b>Week 10</b>	Lesson 23 vocab quiz on Monday and Tuesday
<b>Week 11</b>	Lesson 24 vocab quiz on Monday and Tuesday
<b>Week 12</b>	Lesson 25 vocab quiz on Monday and Tuesday
<b>Week 13</b>	Revision + Oral one on one Interview in Tutorials

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)

- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](https://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

### 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:

#### 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

- Participation
- Online Vocabulary Quiz
- Writing activity
- Mid term in class test
- Group oral presentation
- Oral one on one Interview
- Final Exam

### 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 outcomes**

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

## **Assessment tasks**

- Participation
- Online Vocabulary Quiz
- Writing activity
- Mid term in class test
- Group oral presentation
- Oral one on one Interview
- Final 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**

- Participation
- Online Vocabulary Quiz
- Writing activity
- Mid term in class test
- Group oral presentation
- Oral one on one Interview
- Final Exam

## **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 outcomes**

- 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.

## **Assessment tasks**

- Participation
- Online Vocabulary Quiz
- Writing activity
- Mid term in class test
- Group oral presentation



- Oral one on one Interview
- Final Exam

## 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 outcomes

- 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.)
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### Assessment tasks

- Participation
- Online Vocabulary Quiz
- Writing activity
- Mid term in class test
- Group oral presentation
- Oral one on one Interview
- Final Exam

## 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**

- Writing activity
- Mid term in class test
- Final Exam

## **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 outcomes**

- 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.)
- 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**

- Participation
- Online Vocabulary Quiz

- Writing activity
- Mid term in class test
- Group oral presentation
- Oral one on one Interview
- Final Exam

## 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:

### 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

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