



# CHN 209

## Traditional Chinese Culture and Society II (Background Speakers)

S2 Day 2018

*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>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	8
<u>Learning and Teaching Activities</u>	10
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	12

#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

unit convenor, lecturer

A/Prof. Shirley Chan

[shirley.chan@mq.edu.au](mailto:shirley.chan@mq.edu.au)

Contact via email

Australian Hearing Hub, North Wing, 2nd Floor

Wednesdays 3:00-4:00pm, Thursdays 3:00-4:00pm

Credit points

3

Prerequisites

Permission by special approval

Corequisites

Co-badged status

Unit description

This unit will continue to study specific topics on traditional Chinese culture. The unit is for students who are Chinese background speakers or those who possess a similar level of Chinese to the HSC Chinese for Background Speakers.

## 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:

To develop enhanced knowledge of traditional Chinese culture and society by studying various topics on traditional Chinese culture

To demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living

To develop an independent and analytical judgment about the studied concepts, themes and theoretical perspectives on traditional Chinese culture

To develop appreciation of, and respect for cultural diversities

To have ability to engage in independent and reflective learning through assessing and

responding to ideas and views of others

To have improved ability to work in cooperative groups on key issues in Chinese culture and communicate findings to teachers and fellow students

## 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>Class participation/discussion</u>	20%	No	ongoing
<u>Group Presentation and Report</u>	35%	No	Weeks 4-12
<u>Final Test</u>	45%	No	Week 13

### Class participation/discussion

Due: **ongoing**

Weighting: **20%**

This unit has a strong emphasis on class participation. This entails not just attendance but engagement with other students' ideas, contributing to the class discussion. Participation will be marked on active engagement in class discussion, preparation and performance of reading and responding to questions. This is not a simple attendance mark. Marks will not be awarded for attendance, meaning that it is possible to attend every class and still not receive any participation marks. 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 and sharing your knowledge with others. Class attendance and participation is expected and will be part of the assessment. Your marks for class attendance and performance will be determined by

a) Whether you attend class regularly or not; b) How much effort you have taken to prepare for the class; c) How actively you participate in class discussion, d) Whether you participate online discussion when required by the unit and e) How helpful your comments are on the work of your fellow students.

On successful completion you will be able to:

- To develop enhanced knowledge of traditional Chinese culture and society by studying various topics on traditional Chinese culture
- To demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- To develop an independent and analytical judgment about the studied concepts, themes and theoretical perspectives on traditional Chinese culture
- To develop appreciation of, and respect for cultural diversities
- To have ability to engage in independent and reflective learning through assessing and responding to ideas and views of others
- To have improved ability to work in cooperative groups on key issues in Chinese culture and communicate findings to teachers and fellow students

## Group Presentation and Report

Due: **Weeks 4-12**

Weighting: **35%**

There will be one group (2-3 people) presentation. In the beginning of the semester, you will be asked to choose a tutorial topic. You are expected to lead a discussion on your chosen topic for that week. Your oral presentation is expected to be 20 minutes in length (no more than 10 min each person). You have to finish your presentation within the time limit or marks will be deducted. The group project should reflect the collective efforts of every member of your group. You should be prepared for the rest of the class to raise questions and engage in class discussion. **You will need to prepare a 800-1000 words report which needs to be posted on the iLearn in the discussion forum AND the Turnitin at least a week before the actual presentation, so the rest of the class can read and prepare for the discussion.** The written report and the oral presentation weighs 15% and 20% respectively.

- A written report (15%)

The report will marked on coherence, critical analysis, clarity and argument.

- Actual presentation + visual aides, eg., PPT slides (20%)

In preparing to lead discussion, you may wish to consider the following questions:

- 1) What are the readings about?
- 2) What are the main points being argued?
- 3) What evidence is marshalled to support the author's argument?
- 4) Do you agree/disagree with the arguments put forward in the readings?
- 5) What did you find most interesting about the topic or the reading?
- 6) How does this discussion contribute to your understanding/knowledge of Chinese culture and society?

????????????????????

1)????????????

2)????????????

3)????????????

4)????????????

5)????????????

6)????????????

On successful completion you will be able to:

- To develop enhanced knowledge of traditional Chinese culture and society by studying various topics on traditional Chinese culture
- To demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- To develop an independent and analytical judgment about the studied concepts, themes and theoretical perspectives on traditional Chinese culture
- To develop appreciation of, and respect for cultural diversities
- To have ability to engage in independent and reflective learning through assessing and responding to ideas and views of others
- To have improved ability to work in cooperative groups on key issues in Chinese culture and communicate findings to teachers and fellow students

## Final Test

Due: **Week 13**

Weighting: **45%**

There will be a one hour final test conducted IN CLASS in Week 13. It is based on the topics covered during the entire semester. It will be in form of short answer questions.

You marks will be determined by but not limited to:

a) Grasp of the task and focus. Are you really answering the question(s)? Is there a well-defined framework or scope of argumentation?

b) Knowledge of content and argumentation. For example, is there a well-developed argument? Does your answers reflect a clear, insightful knowledge of the topic in a clear and critical analysis?

c) Creativity and judgement. Do you show good judgement in the selection or arrangement of materials? Is there an evidence to support your argument?

d) Communication and presentation. Does your work show a mastery of the technical aspects of academic writing?

On successful completion you will be able to:

- To develop enhanced knowledge of traditional Chinese culture and society by studying various topics on traditional Chinese culture
- To demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- To develop an independent and analytical judgment about the studied concepts, themes and theoretical perspectives on traditional Chinese culture
- To develop appreciation of, and respect for cultural diversities

## Delivery and Resources

### About this unit

Students admitted to this course are expected to have a level of Chinese equivalent to HSC Chinese for Background Speakers. We will come across readings in English as well as Chinese from time to time and students are expected to be able to read and write in good Chinese and English.

Students are encouraged to attend all classes and tutorials are compulsory with tutorial discussion strongly emphasizing student engagement and class discussion. To benefit the most from the course, students are required to be active, responsible participants in their own learning, and to develop independent analytical and research skills in Chinese culture and society by reading and analysing both Chinese and English sources which should not be confined to the recommended reading list. Students should complete assessments on time by following instructions. Essays and assignments will be written in Chinese although class discussions will be in Chinese and explained in English if necessary. Students should check their iLearn unit regularly for announcements and resource information posted by the convenor. Students should check their university email account regularly. It is the responsibility of students to be aware and up to date with unit news and announcements.

## TECHNOLOGY USED AND REQUIRED

### 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.

### Technology

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.

- **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>

## Recommended Readings:

Albany: State University of New York Press. 1991.

Allinson, Robert. (ed.) *Understanding the Chinese Mind*. Hong Kong: Oxford University Press. 1990.

Graham, A. C. *Disputers of the Tao: Philosophical Argument in Ancient China*. Open Court. 1999.

????????????????????????????????2002.

Gernet, Jacques. *A History of Chinese Civilization*. [Reprint] Cambridge: Cambridge University Press. 1987.

???. ??????. ????. ????????. 1996.

Henderson, John, B. *The Development and Decline of Chinese Cosmology*. Columbia University Press. 1984.

Kern, Martin. *Text and Ritual in Early China*. University of Washington Press. 2000.

Major, John. Myth, Cosmology, and the Origins of Chinese Science. *Journal of Chinese Philosophy* 5 (1):1-20.

Moore, Charles. *The Chinese Mind: Essentials of Chinese Philosophy and Culture*. Honolulu: University of Hawaii Press. 1967.

Ralph Weber (2005). Oneness and Particularity in Chinese Natural Cosmology: The Notion Tian renheyi. *Asian Philosophy* 15 (2):191 – 205.

Yang Rubin???. *Energeia and Body in Ancient China*?????????????????. Taipei: Juliu Tushu. 1997.

You will find some of the URL links containing materials on Chinese texts, history, archaeology, art, culture extremely handy. Among these are:

<http://ctext.org/>

<http://www.chinapage.com/>

<http://www.princeton.edu/~classbib/>

This pointer will bring up the introduction page of the Classical Chinese Historiography for Chinese History. Scroll down to get to the table of contents. The display includes full-style Chinese characters (*fanti zi*). The most useful section for this course is section 9: *Select Bibliography of Chinese Classics and Literature in Translation with Recent Related Histories*; Section 10: *Selected English Bibliography For Chinese Civilization: A Brief Historical Survey*. You can reach this by using the contents page.

## General information about improving your learning skills

Learning Skills are services provided by the university which can support you as you tackle the demands of your courses. The services help students understand university expectations and to develop key reading, writing and critical thinking skills. Make good use of these services will benefit your study.

The free services include:

- workshops
- online resources
- individual assistance (face-to-face and via email).

Learn more about the services:

[http://www.students.mq.edu.au/support/learning\\_skills/](http://www.students.mq.edu.au/support/learning_skills/)

## Library Databases

The library databases offer access to thousands of academic journal articles on all relevant subject areas. Make a point of searching these databases for scholarly articles for sources of information for assignments. The library enquiry desk is a good point of assistance in the use of these databases. You can also the 'Ask a Librarian' service by phone or live chat. [http://www.mq.edu.au/on\\_campus/library/](http://www.mq.edu.au/on_campus/library/)

## Classes

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetable.s.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations. There is one hour lecture and one hour tutorial for this unit.

## Electronic Copy via Turnitin.com

Macquarie University subscribes to the 'Turn It In' plagiarism detection system. All students will be required to submit all of their written work through this system. See **Assessment Submission** for details.

## Assessment Marking Rubrics

Assessment Marking Rubrics are required for each assessment task (see Assessment Tasks in General). They can be downloaded from iLearn.

## Unit Schedule



	Lecture	Tutorial readings /discussions	Assessments
<b>Week 1</b>	Introduction Characteristics of Chinese Culture		Class participation/ discussion
<b>Week 2</b>	Confucianism and Chinese Culture	Graham, The Disputors of Dao	Class participation/ discussion
<b>Week 3</b>	Laozi and Chinese Culture	Graham, The Disputors of Dao	Class participation/ discussion
<b>Week 4</b>	Zhuangzi and Chinese Culture	Graham, The Disputors of Dao	Class participation/ discussion Group presentation
<b>Week 5</b>	Qi and Body	Yang, Qi and Body	Class participation/ discussion Group presentation
<b>Week 6</b>	Text and Ritual (1)	Kern, Text and Ritual	Class participation/ discussion Group presentation
<b>Week 7</b>	Text and Ritual (2)	Kern, Text and Ritual	Class participation/ discussion Group presentation
<b>Week 8</b>	Beauty and Aesthetics		Group presentation Class participation/ discussion
<b>Week 9</b>	The Development and Decline of Chinese Cosmology (1)	Henderson, The Development and Decline of Chinese Cosmology	Class participation/ discussion Group presentation
<b>Week 10</b>	The Development and Decline of Chinese Cosmology (2)	Henderson, The Development and Decline of Chinese Cosmology	Group presentation Class participation/ discussion

Week 11	Writing and Authority in Early China (1)	Lewis, Writing and Authority in Early China	Group presentation Class participation/discussion
Week 12	Writing and Authority in Early China (2)	Lewis, Writing and Authority in Early China	Class participation/discussion Group presentation
Week 13	Final test		Final test

## Learning and Teaching Activities

### Other Unit requirements and expectations

Students will be expected to: 1. Review lecture materials in lectures or lecture prior to tutorial classes. 2. Review assigned tutorial class readings prior to tutorial classes. 3. Actively participate in tutorial classes by interacting with tutors and fellow students by discussing and answering questions based on the lecture materials and tutorial readings. 4. Complete all assessment tasks on time and to the prescribed standards. 5. Successfully complete all assessment tasks on time. 6. Act with a high level of academic integrity.

## 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](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>).

## 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 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](http://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:

#### Learning outcomes

- To develop enhanced knowledge of traditional Chinese culture and society by studying various topics on traditional Chinese culture
- To demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- To develop appreciation of, and respect for cultural diversities
- To have ability to engage in independent and reflective learning through assessing and responding to ideas and views of others
- To have improved ability to work in cooperative groups on key issues in Chinese culture and communicate findings to teachers and fellow students

#### Assessment tasks

- Group Presentation and Report
- Final Test

### 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 outcomes

- To demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- To develop an independent and analytical judgment about the studied concepts, themes and theoretical perspectives on traditional Chinese culture
- To develop appreciation of, and respect for cultural diversities
- To have ability to engage in independent and reflective learning through assessing and

responding to ideas and views of others

- To have improved ability to work in cooperative groups on key issues in Chinese culture and communicate findings to teachers and fellow students

## **Assessment tasks**

- Class participation/discussion
- Group Presentation and Report
- Final Test

## **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**

- To develop enhanced knowledge of traditional Chinese culture and society by studying various topics on traditional Chinese culture
- To demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- To develop an independent and analytical judgment about the studied concepts, themes and theoretical perspectives on traditional Chinese culture
- To develop appreciation of, and respect for cultural diversities
- To have ability to engage in independent and reflective learning through assessing and responding to ideas and views of others

## **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 outcomes**

- To develop enhanced knowledge of traditional Chinese culture and society by studying

various topics on traditional Chinese culture

- To demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- To develop an independent and analytical judgment about the studied concepts, themes and theoretical perspectives on traditional Chinese culture
- To develop appreciation of, and respect for cultural diversities
- To have ability to engage in independent and reflective learning through assessing and responding to ideas and views of others
- To have improved ability to work in cooperative groups on key issues in Chinese culture and communicate findings to teachers and fellow students

## **Assessment tasks**

- Class participation/discussion
- Group Presentation and Report
- Final Test

## **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**

- To develop enhanced knowledge of traditional Chinese culture and society by studying various topics on traditional Chinese culture
- To demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- To develop an independent and analytical judgment about the studied concepts, themes and theoretical perspectives on traditional Chinese culture
- To develop appreciation of, and respect for cultural diversities
- To have ability to engage in independent and reflective learning through assessing and responding to ideas and views of others
- To have improved ability to work in cooperative groups on key issues in Chinese culture and communicate findings to teachers and fellow students

## Assessment tasks

- Class participation/discussion
- Group Presentation and Report
- Final Test

## 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

- To develop enhanced knowledge of traditional Chinese culture and society by studying various topics on traditional Chinese culture
- To demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- To develop an independent and analytical judgment about the studied concepts, themes and theoretical perspectives on traditional Chinese culture
- To develop appreciation of, and respect for cultural diversities
- To have ability to engage in independent and reflective learning through assessing and responding to ideas and views of others
- To have improved ability to work in cooperative groups on key issues in Chinese culture and communicate findings to teachers and fellow students

## Assessment tasks

- Class participation/discussion
- Group Presentation and Report
- Final Test

## 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 outcomes

- To develop enhanced knowledge of traditional Chinese culture and society by studying various topics on traditional Chinese culture
- To develop appreciation of, and respect for cultural diversities
- To have ability to engage in independent and reflective learning through assessing and responding to ideas and views of others
- To have improved ability to work in cooperative groups on key issues in Chinese culture and communicate findings to teachers and fellow students

## Assessment tasks

- Class participation/discussion
- Group Presentation and Report
- Final Test

## 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

- To develop enhanced knowledge of traditional Chinese culture and society by studying various topics on traditional Chinese culture
- To demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- To develop an independent and analytical judgment about the studied concepts, themes and theoretical perspectives on traditional Chinese culture
- To have ability to engage in independent and reflective learning through assessing and responding to ideas and views of others
- To have improved ability to work in cooperative groups on key issues in Chinese culture and communicate findings to teachers and fellow students

## Assessment tasks

- Class participation/discussion
- Group Presentation and Report



## 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 outcomes

- To develop enhanced knowledge of traditional Chinese culture and society by studying various topics on traditional Chinese culture
- To have ability to engage in independent and reflective learning through assessing and responding to ideas and views of others
- To have improved ability to work in cooperative groups on key issues in Chinese culture and communicate findings to teachers and fellow students

### Assessment task

- Class participation/discussion