

# The Hong Kong University of Science and Technology (Guangzhou)

## Course Syllabus

**Course Title:** Intermediate Listening and Speaking of Putonghua

**Course Code:** UCUG1071

**No. of Credits:** 3

**Exclusions:** UCUG 1072-1074, UCUG 1077

**Name of Course Coordinator:** HAO Tun

**Email of Course Coordinator:** [tunhao@hkust-gz.edu.cn](mailto:tunhao@hkust-gz.edu.cn)

If you have any questions, your first point of contact should be your section instructor. Please find the email address on Canvas.

**Office Hours of Course Coordinator:** Available by appointment only.

### Course Eligibility

According to the HKUST(GZ) undergraduate Common Core framework, all undergraduates must complete three credits of Chinese communication courses. Chinese communication courses are divided into two categories based on students' language backgrounds.

- UCUG1070–1074 are designed for second language learners. These courses target students with no or limited background in Chinese, including those who do not speak Putonghua (Mandarin) or any Chinese dialect (e.g., Cantonese, Hakka, Min, etc.).
- UCUG1077 is intended for native or near-native Chinese speakers. This includes students who grew up speaking Chinese at home, attended schools where Chinese was the medium of instruction, or took public Chinese language exams (e.g., Gaokao Chinese, HKDSE Chinese, or other standardized tests).

### Course Description

The course is designed for students who have learned Chinese for 76–150 tuition hours. It prepares students for an intermediate-level understanding of Putonghua and equips them with a strong communicative competence in social and professional situations, supported by situational reading and writing practice. After successfully completing the course, students will be able to participate in complete, coherent, and appropriate conversations on topics relating to daily life, study, and work.

### Intended Learning Outcomes (ILOs)

By the end of this course, students should be able to:

1. Identify the complex grammatical structures and sentence patterns, such as compound sentences, complements of time and action, co-verbal structures and rhetorical devices in spoken discourse

2. Master 300 commonly used words and basic grammar patterns
3. Use appropriate words, phrases, expressions and grammatically correct sentences for daily and social interactions
4. Pronounce and produce words, sentences and speeches with accuracy and natural intonation
5. Identify elements of culture difference and cultural diversity
6. Collaborate effectively in group activities

### Course Outlines

- Talking about where and when one eats and daily routines
- Asking for preferences
- Talking about a change of state
- Assessment 1: Group presentation
- Talking about a completed action
- Asking about permission, ability, or possibility
- Expressing intention to give something to someone
- Assessment 2: Individual presentation
- Talking about one's language abilities or skills
- Talking about the duration of an activity
- Talking about resulting states
- Assessment 3: In-class test

### Assessments:

Assessment Task	Contribution to Overall Course grade (%)	Due date
In-class participation and attendance	10%	Spread through course
Group presentation	20%	Approx. week 5*
Individual presentation	25%	Approx. week 9*
In-class test	45%	Approx. week 13*

\*Specific due dates are posted on Canvas.

### Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
In-class participation and attendance	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6	This task assesses the ability to identify complex grammatical structures and sentence patterns (ILO 1), master commonly used words and basic grammar patterns (ILO 2), use appropriate words and grammatically correct sentences for daily and social interactions (ILO 3), pronounce and produce words with accuracy and natural intonation (ILO 4), identify elements of cultural difference and diversity (ILO 5), and collaborate effectively in group activities (ILO 6).

Presentation	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6	This task assesses the ability to identify and utilize complex grammatical structures and rhetorical devices in formal speech (ILO 1), master commonly used words and basic grammar patterns (ILO 2), use appropriate words and expressions for professional and social interactions (ILO 3), produce speech with high accuracy in pronunciation and natural intonation (ILO 4), demonstrate an understanding of cultural differences (ILO 5), and collaborate effectively in group activities (ILO 6).
In-class test	ILO1, ILO2, ILO3, ILO5	This task assesses the ability to identify complex grammatical structures such as compound sentences, complements, and co-verbal structures (ILO 1), master commonly used words and basic grammar patterns (ILO 2), use appropriate words, phrases, and expressions for daily and social interactions (ILO 3), and identify elements of cultural difference and diversity (ILO 5).

### Grading Rubrics

Detailed rubrics for assignments will be provided on the Canvas. Students can refer to the rubrics to find out how their work will be assessed.

### Final Grade Descriptors:

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	The student demonstrates exceptional mastery of the learning outcomes. They can accurately identify and analyze complex grammatical structures (such as compound sentences and various complements) in spoken discourse with ease (ILO 1). The student shows a complete and precise command of the required words and basic grammar patterns (ILO 2). In social and professional interactions, they use highly appropriate and grammatically correct language to maintain coherent and sophisticated conversations (ILO 3). Pronunciation is highly accurate with a natural, fluid intonation (ILO 4). Furthermore, they demonstrate a keen sensitivity to cultural differences (ILO 5) and serve as a proactive, effective leader in group collaborations (ILO 6).
B	Good Performance	The student demonstrates strong proficiency in the learning outcomes. They can identify most complex grammatical structures and rhetorical devices with only occasional minor lapses (ILO 1). They have a solid grasp of the commonly used words and basic

		grammar (ILO 2). Social interactions are handled effectively, though minor errors in word choice or grammar may occur in more professional settings (ILO 3). Pronunciation is clear and intelligible, with generally natural intonation (ILO 4). The student correctly identifies basic cultural differences (ILO 5) and contributes actively and constructively to group activities (ILO 6).
C	Satisfactory Performance	The student demonstrates adequate performance and has met the basic requirements of the course. They can identify common grammatical structures but may struggle with more complex sentence patterns or rhetorical devices (ILO 1). They have largely mastered the words, though errors are noticeable when applying them in spontaneous speech (ILO 2). The student can handle daily life topics, but their communicative competence in social or professional situations is somewhat limited by linguistic accuracy (ILO 3). Pronunciation is mostly accurate, but intonation may be influenced by their native language (ILO 4). They show a general awareness of cultural diversity (ILO 5) and participate appropriately in group work (ILO 6).
D	Marginal Pass	The student demonstrates limited command of the course content. They struggle to identify complex grammatical structures in spoken discourse, often missing key information (ILO 1). Mastery of the words and basic patterns is incomplete, leading to frequent errors (ILO 2). Communication in social situations is fragmented and may require repetition or simplification for clarity (ILO 3). Pronunciation and intonation errors are frequent and may occasionally impede understanding (ILO 4). Their understanding of cultural differences is superficial (ILO 5), and their collaboration in group activities is minimal (ILO 6).
F	Fail	The student fails to meet the minimum requirements. They cannot identify the required grammatical structures or sentence patterns (ILO 1) and demonstrate insufficient mastery of the words (ILO 2). They are unable to maintain a basic conversation in daily or social contexts (ILO 3). Pronunciation is frequently inaccurate, making communication difficult (ILO 4). There is little to no evidence of cultural awareness (ILO 5) or effective collaboration in group tasks (ILO 6).

### Academic Integrity

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST(GZ)'s Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to Regulations for Academic Integrity and Student Conduct for the University's definition of plagiarism and ways to avoid cheating and plagiarism.

### Course AI Policy

When employing GenAI as a novel learning tool and resource, students are expected to adhere to the standards outlined in the [HKUST\(GZ\) Undergraduate Student Handbook](#) and the *Pillar of Language Education Academic Integrity Handbook* to ensure academic integrity. The following uses are permitted only if declared in writing and within task-approved boundaries:

- **Brainstorming ideas** – Using AI to generate potential topics or arguments for inspiration; final content must be the student's own.
- **Practising conversation** – Using AI chatbots to rehearse dialogues or simulate roleplay; AI responses may not be copied verbatim into assessed work.
- **Grammar and spell checks (declared)** – Using tools to correct surface-level language errors. Substantive rewriting without attribution is not permitted.
- **Short-phrase translations** – Translating words or short phrases; translating large sections or entire works requires approval.
- Any other AI use must be checked with the course instructor. Unapproved or undeclared use may be considered misconduct.

### **Late Submission and Extension Policy**

Late submission will incur a penalty of 5% of the total mark per calendar day, up to a maximum of 7 days. After 7 days, a mark of 0 will be recorded unless an approved extension is in place.

For extensions of up to 3 days, students should submit relevant evidence and seek approval from the Course Instructor in advance where possible. For extensions longer than 3 days, approval from the Pillar Assessment Coordinator is required. In exceptional circumstances, students may be directed to the University's formal procedures.

### **Required Texts and Materials**

- 1) 荣继华 编著 (2011) 《发展汉语初级综合 (I) 》，北京：北京语言大学出版社。  
<https://discover.hkust-gz.edu.cn/bib/9955008207626>
- 2) Pleco Chinese Dictionary IOS: <https://apps.apple.com/us/app/pleco-chinese-dictionary/id341922306>;  
Android: <https://play.google.com/store/apps/details?id=com.pleco.chinesesystem&hl=en&pli=1>
- 3) HSK 2 Vocabulary List <https://www.chinesetest.cn/HSK/2>