

The Hong Kong University of Science and Technology (Guangzhou)

Course Syllabus

Course Title: Advanced Listening and Speaking of Putonghua

Course Code: UCUG1072

No. of Credits: 3

Any pre-/co-requisites: No

Exclusions: UCUG 1073-1074, UCUG 1077

Name of Course Coordinator: HAO Tun

Email of Course Coordinator: 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 151–225 tuition hours. It prepares students for an advanced-level understanding of Putonghua and equips them with a strong communicative competence in social and professional situations, integrating the reading of extended texts and multi-paragraph writing. After successfully completing the course, students will be able to handle a wide range of discourse with nearly full linguistic control and communicate effectively on complex topics relating to life, study, and work.

Intended Learning Outcomes (ILOs)

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

1. Conduct complicated conversations or speeches with formal and informal topics
2. Interpret the true intentions of the speaker accurately, and the culture involved in the conversation or speech
3. Master 900 commonly used words and related grammar patterns to speak
4. Extract the main arguments and information, guess the meaning of words, and infer hidden meanings from the context
5. Identify relevant sources or information, analyze and critically summarize information from sources, and provide evidence-based arguments
6. Explain the importance of cross-cultural awareness

Course Outlines

- Describing where something is placed or how things are compared.
- Describing colors, degrees, and making simple judgments.
- Talking about changes in weather or state, approximations, and continuing situations.
- Assessment 1: Group presentation
- Expressing purpose, conditions, existence, and directional actions.
- Expressing inability to understand, concession, and manner of doing things.
- Talking about imminent events, special emphasis, and hypothetical situations.
- Assessment 2: Individual presentation
- Describing simultaneous actions and ongoing activities, and using pronouns/nouns to indicate places.
- Talking about approximate measurements, means, and unexpected discoveries.
- Describing the degree or manner of an action, expressing love/liking, and possibility.
- Assessment 3: In-class test

Assessments:

| Assessment Task | Contribution to Overall Course grade (%) | Due date |
|---------------------------------------|--|-----------------------|
| In-class participation and attendance | 15% | Spread through course |
| Group presentation: dialogue | 15% | Approx. week 5* |
| Individual presentation: speech | 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 | ILO2, ILO3, ILO4, ILO5 | This task assesses the ability to interpret the true intentions of the speaker and the cultural nuances involved in classroom conversations (ILO 2), utilize commonly used words and related grammar patterns in spontaneous speaking (ILO 3), extract main arguments and infer hidden meanings during discussions (ILO 4), |

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|---------------|------------------------------------|--|
| | | and analyze or summarize information shared during class activities (ILO 5). |
| Presentation | ILO1, ILO2, ILO3, ILO4, ILO5, ILO6 | This task assesses the ability to conduct complicated speeches with formal and informal topics (ILO 1), demonstrate an understanding of speaker intentions and cultural context (ILO 2), master commonly used words and related grammar patterns for oral delivery (ILO 3), extract arguments and information to support the speech (ILO 4), provide evidence-based arguments by analyzing and critically summarizing sources (ILO 5), and explain the importance of cross-cultural awareness (ILO 6). |
| In-class test | ILO2, ILO3, ILO4, ILO5 | This task assesses the ability to accurately interpret the true intentions and cultural aspects of the material (ILO 2), demonstrate mastery of commonly used words and grammatical patterns (ILO 3), extract main arguments, guess the meaning of unknown words, and infer hidden meanings from context (ILO 4), and identify, analyze, and summarize information from relevant sources (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 advanced listening, speaking, reading, and writing skills covered in the course. They can effortlessly handle a wide range of discourse with nearly full linguistic control, communicating effectively on complex topics relating to life, study, and work. Pronunciation and intonation are highly accurate and natural. The student excels at extracting main arguments, guessing meanings from context, and inferring hidden subtexts with high precision. Their ability to analyze, summarize information from various sources, and provide compelling, evidence-based arguments in both oral and written forms is exemplary. They demonstrate deep insights into cultural nuances and cross-cultural awareness. |

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|---|--------------------------|--|
| B | Good Performance | The student demonstrates strong proficiency in the advanced learning outcomes. They can conduct coherent conversations and formal speeches on complex topics with minor hesitations or occasional errors that do not impede meaning. They have a solid command of advanced vocabulary and grammatical structures, supported by effective situational reading and writing. They are able to accurately interpret the speaker's intentions and the majority of cultural nuances. The student is effective at extracting main arguments from complex materials and provides clear, evidence-supported arguments. They show a clear understanding of the importance of cross-cultural awareness in professional and social contexts. |
| C | Satisfactory Performance | The student demonstrates adequate command of the learning outcomes and meets the course requirements. They can participate in conversations on complex topics, though their linguistic control may falter when handling highly formal registers or very sophisticated structures. They can interpret basic subtexts and cultural references but may miss subtler nuances. While they can extract main information from texts and speeches, their analysis of sources tends to be more descriptive than critical. Occasional errors in grammar and vocabulary are noticeable in multi-paragraph writing and extended oral discourse. They possess a general awareness of cultural diversity and its role in communication. |
| D | Marginal Pass | The student demonstrates limited command of the advanced course content. They struggle significantly when communicating on complex or professional topics, and their linguistic control is often inconsistent. Interpretation of the speaker's true intentions or hidden meanings is frequently superficial or inaccurate. Mastery of advanced vocabulary and sentence patterns is incomplete, leading to frequent errors that may hinder the flow of communication. They find it difficult to provide structured, evidence-based arguments or to analyze complex sources effectively. Their understanding of cross-cultural awareness is basic and lacks depth. |
| F | Fail | The student fails to meet the minimum requirements of the course. They are unable to handle a wide range of discourse or communicate effectively on complex topics relating to life, study, or work. There is a significant inability to interpret intentions, cultural nuances, or advanced grammatical structures. The student cannot extract main arguments, analyze sources, or produce coherent multi-paragraph writing. Pronunciation and intonation are frequently inaccurate, making advanced communication difficult. There is little to no evidence of cross-cultural awareness or the ability to collaborate in advanced linguistic tasks. |

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>
- 4) HSK 3 Vocabulary List <https://www.chinesetest.cn/HSK/3>