

The Hong Kong University of Science and Technology (Guangzhou)

Course Syllabus

Course Title: Elementary Reading and Writing of Simplified Chinese

Course Code: UCUG1073

No. of Credits: 3

Any pre-/co-requisites: No

Exclusions: UCUG 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 already studied Chinese for ****226–300**** tuition hours. It aims to provide students with simplified Chinese reading and writing skills for academic and social use, ****while further consolidating their listening and speaking abilities****. Upon successful completion of the course, students will have acquired basic knowledge of simplified Chinese characters, be able to recognize information from simple passages of text, and write sentences to describe their daily lives and social surroundings.

Intended Learning Outcomes (ILOs)

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

1. Acquire basic knowledge of Chinese characters (including the basic stroke, stroke order and the basic radicals)
2. Master 600 commonly used words and related grammar patterns
3. Use the most common Chinese characters either in handwritten form or with the computer input
4. Explain the introductory and narrative texts related to daily and social contexts
5. Write simple sentence structures to introduce basic information closely related to personal life and study
6. Explain and discuss Chinese culture and the awareness of cultural diversity

Course Outlines

- Expressing ongoing actions/states, double negatives for emphasis, and clarifying distinctions.
- Talking about long-term habits, fixed expressions, and existential states.
- Describing directional movements, strong emphasis on quantity, and parallel actions.
- Emphasizing past events, expressing progression, and correcting or adding facts.
- Describing two simultaneous actions (manner + main action) and expressing “no matter who/what”.
- Expressing proportional change (the more... the more...) and potential outcomes.
- Indicating beginning or continuation of an action/state, expressing inability (complement), and stopping/refusing.
- Making comparisons (superiority, degree, and added emphasis).
- Expressing causation, giving examples (especially), and making comparative inferiority or equality.

Assessments:

Assessment Task	Contribution to Overall Course grade (%)	Due date
In-class participation and attendance	10%	Spread through course
Written assignment	40%	Spread through course
In-class test	50%	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 engage in complicated conversations or discussions (ILO 1), interpret the intentions and cultural context of peer and instructor input (ILO 2), utilize commonly used words and grammar patterns in class activities (ILO 3), extract arguments and infer meanings during real-time interactions (ILO 4), summarize information from class materials (ILO 5), and demonstrate cross-cultural awareness (ILO 6).

Written assignment	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6	This task assesses the ability to produce structured written discourse on formal and informal topics (ILO 1), reflect cultural nuances through written expression (ILO 2), master the words and complex grammar patterns in writing (ILO 3), extract and incorporate arguments from reading materials (ILO 4), identify and critically summarize sources to provide evidence-based written arguments (ILO 5), and explain the importance of cross-cultural awareness in written reflections (ILO 6).
In-class test	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6	This task assesses the ability to interpret written and spoken intentions and cultural aspects (ILO 2), demonstrate mastery of words and grammatical patterns through various test items (ILO 3), extract main arguments, guess unknown characters/words, and infer meanings from complex texts (ILO 4), analyze and summarize information from provided sources (ILO 5), and explain cultural concepts (ILO 6).

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 reading and writing skills covered in the course, alongside strong consolidated listening and speaking abilities. They can effortlessly recognize information from various text types and write highly structured, coherent passages with accurate character formation and sophisticated grammar. The student excels at extracting complex arguments, guessing the meaning of unfamiliar characters from context, and providing compelling, evidence-based arguments by critically analyzing sources. They demonstrate deep insight into cultural nuances and provide profound explanations of cross-cultural awareness.
B	Good Performance	The student demonstrates strong proficiency in the learning outcomes. They can produce clear and well-organized written passages with only minor errors in character usage or grammar. Reading comprehension is solid, allowing them to accurately identify main arguments and most hidden meanings in social and

		academic texts. The student has a firm command of the words and uses them effectively to analyze and summarize information from sources. They show a clear understanding of cultural diversity and can effectively explain the importance of cross-cultural awareness.
C	Satisfactory Performance	The student demonstrates limited command of the course content. Writing is often fragmented, with significant errors in character formation and grammar that may hinder comprehension. They struggle to extract main arguments or infer meanings from texts beyond a literal level. Mastery of the words is incomplete, leading to difficulty in analyzing sources or providing evidence-based arguments. Their understanding of Chinese culture and cross-cultural awareness is superficial and lacks the necessary depth for the required level.
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 recognize basic information from passages or write simple structured sentences. There is a significant inability to use the required words or grammar patterns effectively. The student cannot extract arguments, analyze sources, or demonstrate any meaningful understanding of cultural nuances and cross-cultural awareness. Character writing and reading comprehension are far below the expected standard.

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 (II) 》, 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 3 Vocabulary List <https://www.chinesetest.cn/HSK/3>