

The Hong Kong University of Science and Technology (Guangzhou)

Course Syllabus

Course Title: Intermediate Reading and Writing of Simplified Chinese

Course Code: UCUG1074

No. of Credits: 3

Any pre-/co-requisites: No

Exclusions: 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 more than 300 tuition hours. It aims to enhance students' ability to recognize and write simplified Chinese characters, and to develop their writing competence, while fostering high-level oral proficiency in formal contexts. After successfully completing the course, students will be able to recognize and write commonly used simplified Chinese characters, understand narrative, expository and basic argumentative texts, and write short passages for daily life and social purposes.

Intended Learning Outcomes (ILOs)

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

1. Explain the difference and principles of narrative, expository and basic argumentative texts
2. Compose grammatically correct sentences in standard simplified Chinese
3. Master 1200 commonly used words and basic grammar patterns
4. Write short narrative or practical essays for daily life and social purposes
5. Explain and discuss Chinese culture and the awareness of cultural diversity
6. Collaborate effectively in groups

Course Outlines

- Talking about indefinite or arbitrary people/things, and expressing outward movement or emergence.
- Clarifying misunderstandings, correcting errors, and expressing contrastive focus.
- Talking about inclusive addition, exclusive alternatives, and repeated/every instance.
- Describing a first-time experience, expressing passive voice, and showing relief.
- Conceding a point while contrasting, marking time, and expressing passive without *bèi*.
- Talking about adjusting or changing something, using rhetorical questions for emphasis, and expressing “surely...?”.
- Expressing concession despite something, and emphasizing “after all” or “on earth”.
- Expressing hypothetical concessions, approximating numbers, and making similes.
- Expressing necessary conditions, emphasizing past events or details, and expressing “fortunately”.

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*

* Assessment marks will be released within two weeks of the due date. Students with questions about their marks should consult the instructor within five working days of receiving the feedback.

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 explain the differences between various text types (ILO 1), use grammatically correct sentences in classroom discussions (ILO 2), utilize 1200 commonly used words and grammar patterns during activities (ILO 3), verbally outline structures for narrative or practical essays (ILO 4), engage in sophisticated discussions regarding Chinese culture and diversity (ILO 5), and collaborate effectively in group-based linguistic tasks (ILO 6).

Written assignment	ILO1, ILO2	This task focuses on the foundational mechanics of advanced writing by assessing the student's ability to explain and apply the principles of narrative, expository, and basic argumentative texts (ILO 1), and to compose grammatically correct sentences in standard simplified Chinese that form the basis of effective written communication (ILO 2).
In-class test	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6	This comprehensive task assesses the theoretical understanding of text principles (ILO 1), the ability to compose accurate sentences (ILO 2), mastery of 1200 commonly used words and grammar patterns (ILO 3), the competency to write short narrative or practical essays (ILO 4), the depth of knowledge regarding Chinese culture and diversity (ILO 5), and the ability to apply collaborative problem-solving or group-informed insights (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 principles of narrative, expository, and argumentative writing. They can effortlessly compose sophisticated, grammatically correct sentences and produce high-quality narrative or practical essays that are both coherent and culturally nuanced. The student has fully mastered words, applying them with precision in formal contexts. They provide profound explanations of Chinese culture and demonstrate a high level of cultural diversity awareness. Furthermore, they serve as a proactive and highly effective leader in group collaborations, consistently elevating the quality of collective tasks.
B	Good Performance	The student demonstrates strong proficiency in the course objectives. They clearly distinguish between different text types and can write coherent essays with minor stylistic errors that do not affect overall clarity. The student has a solid command of the words and basic grammar patterns, producing grammatically correct sentences in most social and formal situations. They can discuss Chinese culture and diversity with clear logic and provide relevant

		examples. In group settings, they are active contributors who collaborate effectively and reliably with peers.
C	Satisfactory Performance	The student demonstrates adequate command of the learning outcomes. They understand the basic principles of different text types but may occasionally struggle to apply specific expository or argumentative structures in their writing. Essays are generally organized but may contain noticeable grammatical errors or a limited range of vocabulary. The student has mostly mastered the words, though their usage in formal contexts can be inconsistent. They show a general awareness of Chinese culture and participate appropriately in group activities, meeting the standard expectations for collaboration.
D	Marginal Pass	The student demonstrates limited command of the advanced reading and writing skills. They struggle to explain or apply the principles of different text types, often resulting in essays that lack structure or focus. Mastery of the words and complex grammar patterns is incomplete, leading to frequent sentence-level errors that may impede comprehension. Their discussions on Chinese culture are superficial, and their contributions to group work are minimal or require constant prompting.
F	Fail	The student fails to meet the minimum requirements of the course. They are unable to compose grammatically correct sentences or distinguish between narrative, expository, and argumentative texts. There is a significant lack of mastery regarding the required words, making it impossible to produce even short practical essays. The student shows little to no understanding of Chinese culture and fails to engage or collaborate effectively in group activities.

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