

## **Biodiversity Summer Programme - Course Description**

### **LSM4263 Field Studies in Biodiversity**

Units: 4

Field studies have been regarded as a key component in the training of biologists, and in addition, it strengthens the ability to work with people of different backgrounds and interests. Over the last 30 years, the departments of botany and zoology, now biological sciences, had been annually conducting week long field courses for Honours year students to emphasize the field component of biology. This gives even experimental and molecular biologists an opportunity to experience a key component of modern biology education. It is well established that the best way to study biodiversity in a diversity rich region like SE Asia is to have field courses. This experiential-mode of study is significant.

The field course emphasizes teaching of multiple species-rich habitats with operational learning through assigning teams of students specific research goals. There will be 6 lectures (2 hours each) on the mission and various aspects of field work. There will also be up to 4 hands-on field practicals (2 hours each) that will get the students ready (via local field trips, tutorials, discussions etc.). Students will then gather information on the specific research goals, preparing for logistics, legal and safety issues etc. They will work as small teams of 8 to 10, advised by a lecturer and tutor. The total hours expended by each student is calculated at an average of 8 hours a week (including 2 hours of formal contact each time) for discussions and planning over the next 3 weeks. The tutors, technologist and lecturers will follow the students through the entire course, including the fieldtrip. The actual fieldtrip will be one week long (7 operational days) on Pulau Tioman in Malaysia. The field site is overseas as there are no local biomes of sufficient breadth or scale. There will be a group debriefing each evening. The duration of each working day for the students and staff will be 12 hours, including field work, analysis, discussions, preparations etc. After returning from the trip students will be asked to give presentations of the study they were assigned and defend their findings and conclusions in the class.

For more information on LSM4263, please click [here](#).

## **LAB1201 Bahasa Indonesia I**

Units: 4

Indonesia is the largest country in Southeast Asia, both in area and population. It consists of some 13,670 islands that cover 742,308 square miles (1,922,570 square kilometers) of land along the Equator between the Indian and Pacific oceans and has a population of over 220 million. There are about 583 languages and dialects spoken in the archipelago. They normally belong to the different ethnic groups of the population. Some of the distinctly different local languages are: Acehnese, Batak, Sundanese, Javanese, Sasak, Tetum of Timor, Dayak, Minahasa, Toraja, Buginese, Halmahera, Ambonese, Ceramese, and several Irianese languages. To make the picture even more colorful, these languages are also spoken in different dialects.

Bahasa Indonesia is the national language which is akin to Malay, written in Roman script and based on European orthography. In all tourist destination areas English is the number one foreign language and is fairly well spoken and written, whereas some Dutch is still spoken and understood in the bigger cities.

This course aims to develop language proficiency in an integrated approach. Students will acquire language skills through participation in various communicative tasks. Through the exposure to the language, students will develop a general understanding of the cultures, the sociolinguistic and pragmatic aspects of the language. By the end of the course, students will acquire basic skills of speaking, listening, reading and writing to maintain communication on common topics.

## **LAC1201 Chinese I**

Units: 4

China is the only country in the world with a literature written in one language for more than 3,000 consecutive years. This continuity results largely from the nature of the written language itself. It is the use of characters, not letters as in Western languages, that is most important in the Chinese language. The characters stand for things or ideas and so, unlike groups of letters, they cannot and need never be sounded. Thus, Chinese could be read by people in all parts of the country in spite of gradual changes in pronunciation, the emergence of regional and local dialects, and modification of the characters. There are two elements to the Chinese language: the written language, based on individual symbols called characters, each of which represents an idea or thing; and the spoken language, which includes a number of different dialects. The written language originally had no alphabet, but it was easily understood by literate people no matter what dialect they spoke.

Some of the numerous dialects of spoken Chinese are totally different from each other. All of them use tones to distinguish different words. Mandarin, which is spoken in the Beijing region and in northern China generally, has four common tones. Cantonese, spoken in southeastern China, has nine tones and is quite different from Mandarin. Today Putonghua, which is based on Beijing-area Mandarin, is the official language of government and education, and everyone is expected to learn to speak it. The central government is also expanding the use of the Pinyin romanization system and is urging citizens to learn this alphabetized system of writing Chinese words.

This course is designed to provide an insight to Mandarin as a language and a window to Chinese culture in general. This is a beginners' course consisting of two components, i.e., language conversation and Chinese characters learning. Vocabulary items, sentence patterns and short texts will be taught. Students are expected to be able to communicate in Mandarin in simple daily situations after taking this course. This course consists of two parts, i.e., Lecture and Tutorial.

Classes are conducted in various ways including Vocabulary introduction, short texts reading and reciting, story-telling, tongue twisters practices, songs learning and film appreciation if time allows.