

<b>Module/Course Title: Basic Reading II</b>					
<b>Module/ course code</b>	<b>Student workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
SBC61008	79.33 hours per week	2 CU x 1.5 = 3 ECTS	2 <sup>nd</sup>	2 CU x 16 = 32	16 meetings
<b>1</b>	<b>Types of courses</b>  Elective coursework	<b>Contact hours</b>  2 CU x 50 minutes = 100 = 1.6 hours per week	<b>Independent study</b>  2 CU x 120 minutes = 240 minutes = 4 hours	<b>Class size</b>  30 students	
<b>2</b>	<b>Prerequisites for participation (if applicable)</b>  -				
<b>3</b>	<p><b>Learning Outcomes</b></p> <p><b>Course Description:</b> This course provides knowledge, understanding, and mastery in the techniques and concepts of reading basic Chinese characters correctly. The material provided includes: The introduction of basic vocabulary, sentences, and simple texts includes: the ability to understand, read, and practice reading about simple directions and places, news and announcements, daily activities, numbers that include buying and selling, and invitations or requests. Upon completing this course, students are able to understand pronunciation techniques and read Chinese characters correctly.</p> <p><b>Intended Learning Outcomes:</b></p> <p>ILO 1 Students are able to identify and apply spoken and written communication techniques (Chinese) equivalent to intermediate level (HSK 4 and HSKK);</p> <p>ILO 2 Students are able to apply concepts and theories of Chinese language (applied linguistics), literature, and culture (history) according to the latest developments in science and technology;</p> <p>ILO 3 Students are able to analyse and demonstrate aspects of Chinese language (applied linguistics), literature, and culture (history) to solve problems in society;</p> <p>ILO 7 Students are able to comprehend ethical and professional responsibilities in the application of science and technology and their impact on the natural and social environment;</p> <p><b>Course Learning Outcome (CLO)</b></p> <ol style="list-style-type: none"> <li>Students are able to read Pinyin spelling correctly</li> <li>Students are able to apply basic reading techniques (Chinese)</li> </ol>				

	<p><b>Subject aims/ Content (Lesson Learning Outcomes/LLO)</b></p> <ol style="list-style-type: none"> <li>1. Students are able to pronounce Hanyu Pinyin as well as able to read and understand simple texts about greeting correctly</li> <li>2. Students are able to read and understand vocabulary and simple texts about directions and places</li> <li>3. Students are able to read and understand vocabulary and simple texts about news and announcements</li> <li>4. Students are able to read and understand vocabulary and simple texts about daily activities</li> <li>5. Students are able to read and understand vocabulary and simple texts about numbers including buying and selling</li> <li>6. Students are able to read and understand vocabulary and simple texts about invitations or requests</li> </ol>
4	<p><b>Subject aims/Content</b></p> <p><b>Meeting 1: Lecture Contract and Introduction to Chinese</b> Students can understand lecture contracts and basic Chinese concepts</p> <p><b>Meeting 2: Directions and Places</b></p> <ol style="list-style-type: none"> <li>1. Students are able to understand, read, and practice simple reading about directions and places with the “你住哪儿” theme</li> </ol> <p><b>Meeting 3: Directions and Places</b></p> <ol style="list-style-type: none"> <li>2. Students are able to understand, read, and practice simple reading and show places with the “我们都是留学生” theme (Task 1: Students read a short text provided by the lecturer. The task is a video of the students reading Pinyin)</li> </ol> <p><b>Meeting 4: Directions and Places</b></p> <ol style="list-style-type: none"> <li>3. Students are able to understand, read, and practice simple reading and show places with a certain theme</li> </ol> <p><b>Meeting 5: Directions and Places</b></p> <ol style="list-style-type: none"> <li>4. Students are able to understand, read, and practice simple reading and show places with the “你在哪儿学习” theme (Task 2: Students do dictation and read short texts provided by the lecturer)</li> </ol> <p><b>Meeting 6: News and Announcements</b></p> <ol style="list-style-type: none"> <li>5. Students are able to understand, read, and, practice simple reading of sentences in news and announcements with the “这是不是中药” theme</li> </ol> <p><b>Meeting 7: Quiz</b> Students are able to review meetings 2-6 in a quiz</p> <p><b>Meeting 8:</b> Students take Midterm Exam (Midterm exam is carried out individually by working on questions consisting of materials from meeting 1 to 6)</p>

	<p><b>Meeting 9: News and Announcements</b></p> <p>6. Students are able to understand, read, and, practice simple reading of sentences in news and announcements with the “你的车是新的还是旧的” theme (Task 3: Students do dictation and read short texts provided by the lecturer)</p> <p><b>Meeting 10: News and Announcements</b></p> <p>7. Students are able to understand, read, and, practice simple reading of sentences in announcements with the “你们公司有多少只愿” theme</p> <p><b>Meeting 11: Daily Activities</b></p> <p>8. Students can understand, read, and practice simple reading about daily activities in the form of “昵称去图书馆吗？” (Task 4: Students read a simple text provided by the lecturer and submit reading videos to Google Classroom)</p> <p><b>Meeting 12: Daily Activities</b></p> <p>9. Students can understand, read, and practice simple reading about daily activities in the form of “你在做什么呢”</p> <p><b>Meeting 13: Daily Activities and Numbers (数词) and state the amount of money (钱数的表达)</b></p> <p>10. Students are able to understand, read and practice simple reading about “我去邮局寄包裹”</p> <p>11. Students are able to understand, read and practice simple reading about “可以试试吗”</p> <p><b>Meeting 14: Invitations and Requests</b></p> <p>12. Students are able to understand, read, and practice simple reading about invitations and requests in the form of “我们明天七点一刻出发”</p> <p>13. Students are able to understand, read, and practice simple reading about invitations and requests in the form of “我打算请老师教京剧” (Task 5: Students read a simple text provided by the lecturer and make simple sentences using the vocabulary that has been determined by the lecturer. The task is in the form of a video of the students reading and writing sentences submitted to Google Classroom)</p>
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	<p><b>Meeting 15: Invitations and Requests</b></p> <p><b>Quiz</b></p> <p>14. Students are able to understand, read, and practice simple reading about invitations and requests in the form of “祝你生日快乐”</p> <p><b>Meeting 16:</b> Students submits an essay</p>						
5	<p><b>Teaching methods</b></p> <p>Lectures, discussions</p>						
6	<p><b>Assessment methods</b></p> <p>The test/evaluation method is carried out through structured assignments, quizzes, a Midterm Exam (UTS), a Final Exam (UAS), and class participation. The final grade in this course is obtained through the formula or calculation below.</p> <p><b>NA = 0.10 P + 0.15 K + 0.20 TS + 0.25 UTS + 0.30 UAS</b></p> <p><b>Notes:</b></p> <table border="0"> <tr> <td>NA = Final Grade</td> <td>TS = Structured Tasks</td> </tr> <tr> <td>P = Practicum</td> <td>UTS = Midterm Exam</td> </tr> <tr> <td>K = Quiz</td> <td>UAS = Final Exam</td> </tr> </table> <ol style="list-style-type: none"> <li>1. Class Participation <p>In order to maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary readings but they are also expected to interact with peers based on the topic of discussion.</p> </li> <li>2. Assignment <p>As exercises for each unit are integrated, the students must complete the exercises, submit and discuss them. The score will be provided based on the answer key for the exercises.</p> </li> <li>3. Quiz <p>Quiz enables students to identify gaps in knowledge, or in other words, to identify how well the students know the concept of discourse and the analysis. It is thus important for the students to take Quiz 1 along the semester. The score will be provided based on the answer key for the quizzes.</p> </li> <li>4. Midterm Exam <p>This exam may motivate the students to look through and revise previously learnt concepts in Contemporary Chinese Literature. As such, taking exams motivates the students to look for study tips and improve their studying skills, while also helping them develop self-discipline and self-organisation. It is well-known that these skills are priceless and will serve them for the rest of their days. The score will be provided based on the answer key for the test.</p> </li> <li>5. Final Exam <p>This test may motivate students to look through and revise the previously learnt results in the material that has been given. As such, taking exams motivates the students to look</p> </li> </ol>	NA = Final Grade	TS = Structured Tasks	P = Practicum	UTS = Midterm Exam	K = Quiz	UAS = Final Exam
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What follows is a summary of the Assessment:

Assessment Task	Task Type	Due	Percentage
Class participation	Individual	Meetings 1-7 and meetings 9-15	10%
Task 1 (Reading texts)	Individual	Meeting 3	4%
Task 2 (Dictating and reading)	Individual	Meeting 5	4%
Midterm Exam	Individual	Meeting 8 (2,3,4,5,6)	25% (@meeting = 5%)
Quiz 1	Individual	Meeting 7 (2,3,4,5,6)	5% (@meetings = 1%)
Task 3 (Dictating and reading texts)	Individual	Meeting 9	4%
Task 4 (Reading texts)	Individual	Meeting 11	4%
Task 5 (Reading texts)	Individual	Meeting 14	4%
Quiz 2	Individual	Meeting 15	10% (@ meeting = 2%)
Final Exam	Individual	Meeting 16 (3,4,5,6,9,10,11,12,13,14,)	30% (@meeting =3%)
<b>TOTAL</b>			<b>100%</b>

**7 This module/course is used in the following study programme/s as well**

N/A

**8 Teachers**

Team

**9 Resources**

Lectures use primary references such as books and learning resources as follows.

1. 郑懿德等. 2009. 汉语语法难点释疑 *Difficult Points in Chinese Grammar*. 北京: 华语教育出版社
2. 李德律等. 2010. 外国人实用汉语语法. 北京: 北京语言大学出版社

	3. 郭振华. 2008. 简明汉语语法. 北京：华语教育出版社 4. 齐沪扬. 2005. 对外汉语教学语法. 上海：复旦大学出版社 5. 赵建华. 2006. 汉语写作教程. 北京：北京语言大学出版社 6. 周建. 2007. 汉字突破 (练习). 北京：北京大学出版社 7. 周建. 2007. 汉字突破 (课本). 北京：北京大学出版社 8. 杨寄洲. 2012. 汉语教程第一册. 北京：北京语言大学出版社 9. 彭志平. 2013. 汉语阅读教程. 北京：北京语言大学出版社
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Appendices:

1. Assessment of Achieved Intended Learning Outcomes
2. Task Guidelines and Rubrics

**Appendix 1. Assessment of Achieved Intended Learning Outcomes**

Meeting	ILO	CLO	LLO	Indicator	Form of Assessment	Weight (%)	LLO Weight (%)
1-3	ILO-1	CLO-1	LLO-1	1	Task-1	4	14
	ILO-2	CLO-2	LLO-2	2	Midterm Exam	10	
	ILO-3						
	ILO-7						
4-7	ILO-1	CLO-1	LLO-1	3	Task-2	4	24
	ILO-2	CLO-2	LLO-2	4	Quiz-1	5	
	ILO-3		LLO-3		Midterm Exam	15	
	ILO-7						
8	<b>Midterm Exam (UTS)</b>						
9-11	ILO-1	CLO-1	LLO-3	5	Task-3	4	26
	ILO-2	CLO-2	LLO-4	6	Task-4	4	
	ILO-3				Final Exam	18	
	ILO-7						
12-15	ILO-1	CLO-1	LLO-4	7	Task-5	4	26
	ILO-2	CLO-2	LLO-5		Quiz-2	10	
	ILO-3		LLO-6		Final Exam	12	
	ILO-7						
	Class participation					10	10
16	<b>Final Exam (UAS)</b>						
<b>Total percentage (%)</b>						100	100