

Module/Course Title: Basic Reading I					
Module/ course code	Student workload	Credits (ECTS)	Semester 1 st	Frequency 2 CU x 16 = 32	Duration 16 meetings
SBC61114	79.33 hours per week	2 CU x 1.5 = 3 ECTS			
1	Types of courses Elective coursework	Contact hours 2 CU x 50 minutes = 100 = 1.6 hours per week	Independent study 2 CU x 120 minutes = 240 minutes = 4 hours	Class size 30 students	
2	Prerequisites for participation (if applicable) -				
3	<p>Learning Outcomes</p> <p>Course Description: This course provides knowledge, understanding, and mastery in the techniques and concepts of reading basic Chinese characters correctly. The material provided includes: introduction to the basic pronunciation of Hanyu Pinyin which consists of consonants (声母) , vocal (韵母) , and tones (声调) . The introduction of basic vocabulary, sentences, and simple texts includes: greetings, self-introductions and introducing other people, directions and going to a place, numbers, buying and selling transactions, and currencies. Upon completing this course, students are expected to be able to understand pronunciation techniques and read Chinese characters correctly. As a project-base course, assessments in this course include attendance, project base, participation in class, task, quiz, mid-test, and final test.</p> <p>Intended Learning Outcomes:</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>Course Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Students are able to read Pinyin spelling correctly Students are able to apply basic reading techniques (Chinese) 				

	<p>Subject aims/ Content (Lesson Learning Outcomes/LLO)</p> <ol style="list-style-type: none"> 1. Students are able to remember the correct Hanyu Pinyin pronunciation techniques 2. Students are able to pronounce Hanyu Pinyin as well as able to read and understand simple texts about greeting correctly 3. Students are able to read and understand vocabulary and simple texts about greetings 4. Students are able to read and understand vocabulary and simple texts about introducing themselves and others 5. Students are able to read and understand vocabulary and simple texts about directions 6. Students are able to read and understand vocabulary and simple texts about numbers that include buying and selling and currency
4	<p>Subject aims/Content</p> <p>Meeting 1: Lecture Contract and Introduction to Chinese</p> <p>Students can understand lecture contracts and basic Chinese concepts</p> <p>Meeting 2: Introduction to Hanyu Pinyin (Chinese Pronunciation)</p> <ol style="list-style-type: none"> 1. Students can understand, identify, and be able to pronounce consonants (声母), vowels (韵母), and tones (声调) <p>Meeting 3: Introduction to Hanyu Pinyin (Chinese Pronunciation)</p> <ol style="list-style-type: none"> 2. Students can understand, identify, and pronounce changes in tone on (变调) “bu” (不) “yi” (一) 3. Students can understand, identify and pronounce the use of “er” (儿) (Task 1: Students read pinyin provided by the lecturer. The task is in the form of audio recordings of reading pinyin) <p>Meeting 4: Greetings</p> <ol style="list-style-type: none"> 4. Students are able to understand, read, and practice simple reading about greeting sentences “你好” <p>Meeting 5: Greetings</p> <ol style="list-style-type: none"> 5. Students are able to understand, read, and practice reading simple greeting sentences “汉语不太难” (Task 2: Students do dictation and read short texts provided by the lecturer) <p>Meeting 6: Greetings</p> <ol style="list-style-type: none"> 6. Students are able to understand, read, and practice reading simple greeting sentences “明天见” <p>Meeting 7: Quiz</p> <p>Students are able to review meetings 2-6 in a quiz</p> <p>Meeting 8: Students take Midterm Exam (Midterm exam is carried out individually by working on questions consisting of materials from meeting 1 to 6)</p> <p>Meeting 9: Directions (Where to go)</p>

	<p>7. Students are able to understand, read, and practice reading about simple directions “你去哪儿” (Task 3: Students do dictation and read short texts provided by the lecturer.)</p> <p>Meeting 10: Self-Introduction and Introducing others</p> <p>8. Students are able to understand, read, and practice reading simple texts about “这是王老师”</p> <p>Meeting 11: Self-Introduction and Introducing others</p> <p>9. Students are able to understand, read, and practice reading simple texts about “我学习汉语” (Task 4: Students read a simple text provided by the lecturer and submit reading videos to Google Classroom)</p> <p>Meeting 12: Numbers (数词) and state the amount of money (钱数的表达)</p> <p>10. Students are able to understand, read, and practice reading simple texts about “你吃什么”</p> <p>Meeting 13: Numbers (数词) and state the amount of money (钱数的表达)</p> <p>11. Students are able to understand, read, and practice reading simple texts about “苹果一斤多少钱”</p> <p>Meeting 14: Numbers (数词) and state the amount of money (钱数的表达)</p> <p>12. Students are able to understand, read, and practice reading simple texts about “我换人民币” (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> <p>Meeting 15: Preview of meeting 4-14 in Quiz Students are able to review meetings 9-14 in a quiz</p> <p>Meeting 16: Students submits an essay</p>
5	<p>Teaching methods</p> <p>Lectures, discussions</p>

Assessment methods

The test/evaluation method is carried out through structured assignments, Project, giving quizzes, Midterm Examinations, and Final Semester Examinations (UAS and participation in class. The final grade in this lecture is obtained through the formula or calculation below.

$$NA = 0,15P + 0,35PRJ + 0,10K + 0,10TS + 0,15UTS + 0,15UAS$$

Note

NA = Final Score

T = Task

PRJ = Project

P = Participation

UTS = Midterm Examination

K = Quiz

UAS = Final Examination

1. Class Participation

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

2. Assignment/Tas

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.

3. Quiz

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.

4. Midterm Exam

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 for study tips and improve their studying skills, while also helping them develop self-discipline and self-organization. The score will be provided based on the answer key for the test.

5. Final Exam

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 for study tips and improve their studying skills, while also helping them develop self-discipline and self-organization. The score will be provided based on the answer key for the test.

6. Project

Students successfully demonstrated a deep understanding of the concepts related to the topic. They were able to carefully design and execute the project. Students also demonstrated good teamwork skills.

What follows is a summary of the Assessment:

Assessment Task	Task Type	Percentage
Participation	Formative, Individual, Reading	15%
Project	Individual	35%
Task	Individual, Review	10%

Midterm Exam	Individual, Review, Summative	15%
Quiz	Oral Test, Reading	10%
Final Exam	Summative, Review, Individual	15%

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. <ol style="list-style-type: none"> 1. 郑懿德等. 2009. 汉语语法难点释疑 <i>Difficult Points in Chinese Grammar</i>. 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. 汉子突破 (练习). 北京: 北京大学出版社 7. 周建. 2007. 汉子突破 (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

Appendices:

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

Appendix 1. Assessment of Achieved Intended Learning Outcomes

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