

<b>Module/Course Title: Intermediate Reading I</b>					
<b>Module/ course code</b>	<b>Student workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
SBC61118	79.33 hours per week	2 CU x 1.5 = 3 ECTS	3 <sup>th</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>	<b>Learning Outcomes</b>  <b>Course Description:</b> This course provides knowledge, understanding, and mastery in appropriate intermediate reading techniques and concepts. This course is a continuation course from basic reading II. Upon completing this course, students are expected to be able to read short written material commonly used in daily life or learning, understand general ideas, identify basic information, and find specific information needed in paragraphs with familiar topics. The material provided is in the form of reading text including several themes. The themes are closely related to individuals and daily life, messages, notes, e-mails, or short letters in simple social situations, and simple narrative or descriptive material. The teaching method employed in this course is project base. In this course, assessments include attendance, class participation, project, tasks, quizzes, Midterm Exam, and Final Exam. Upon completing this course, students are expected to be able to know, understand, master, and practice how to read texts, which is in accordance with the materials above so that it can be implemented in everyday life.  <b>Intended Learning Outcomes:</b> ILO 1 Students are able to identify and apply spoken and written communication techniques (Chinese) equivalent to intermediate level (HSK 4 and HSKK);  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;  ILO 3 Students are able to analyse and demonstrate aspects of Chinese language (applied linguistics), literature, and culture (history) to solve problems in society;  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><b>Course Learning Outcome (CLO)</b></p> <ol style="list-style-type: none"> <li>Students are able to apply intermediate reading techniques (Chinese)</li> </ol> <p><b>Subject aims/ Content (Lesson Learning Outcomes/LLO)</b></p> <ol style="list-style-type: none"> <li>Students are able to understand the lecture contract according to the lecturer's guidance</li> <li>Students are able to read and understand simple vocabulary in narrative and descriptive texts</li> <li>Students are able to read and understand simple vocabulary in messages, notes, and e-mails</li> <li>Students are able to read and explain simple texts on short stories</li> </ol>
4	<p><b>Subject aims/Content</b></p> <p><b>Meeting 1: Lecture Contract and Reading Practice</b></p> <ol style="list-style-type: none"> <li>Students can understand the lecture contract</li> <li>Students are able to read and answer questions from simple texts provided by the lecturer (Students will be given simple text reading exercises as a warm-up at the first meeting and continued with question-and-answer session according to the reading text)</li> </ol> <p><b>Meeting 2: Narrative and Descriptive Texts</b></p> <ol style="list-style-type: none"> <li>Students are able to understand, read, and practice reading simple texts about “我比你更喜欢音乐”</li> <li>Students are able to make simple comparative sentences according to the reading texts</li> </ol> <p><b>Meeting 3: Narrative and Descriptive Texts</b></p> <ol style="list-style-type: none"> <li>Students are able to understand, read and practice reading simple texts about “我们那儿的冬天跟北京一样冷”</li> <li>Students are able to make descriptive texts about seasons and make comparative sentences using simple vocabulary. (Task 1: Students read a short text provided by the lecturer. They write an essay about different seasons)</li> </ol> <p><b>Meeting 4: Narrative and Descriptive Texts</b></p> <ol style="list-style-type: none"> <li>Students are able to understand, read and practice reading simple texts about “冬天快要到了”</li> <li>Students are able to understand the use of the grammar of “快要……了”</li> </ol> <p><b>Meeting 5: Narrative and Descriptive Texts</b></p> <ol style="list-style-type: none"> <li>Students are able to understand, read and practice reading simple texts about “快上来吧，要开车了”</li> <li>Students are able to describe tourist attractions and vacation plans (Task 2: Students do dictation and read short texts provided by the lecturer)</li> </ol> <p><b>Meeting 6: Narrative and Descriptive Texts</b></p> <ol style="list-style-type: none"> <li>Students are able to understand, read and practice reading simple texts about “旅行” dan “中国旅游景点”</li> </ol>

	<p>(Students are given a simple text about “Tourist Attractions in China”. The text is read and discussed in groups to answer questions in the text)</p>
<b>Meeting 7:</b>	<p><b>Quiz</b> Students are able to review meetings 2-6 in a quiz</p>
<b>Meeting 8:</b>	<p>Students take Midterm Exam (Midterm Exam is carried out individually by working on questions consisting of materials from meeting 1 to 6)</p>
<b>Meeting 9:</b>	<p><b>Narrative and Descriptive Texts</b> 10. Students are able to understand, read and practice reading texts in the form of “我听过钢琴伴奏曲《黄河》” 11. Students are able to read and understand Chinese song lyrics (Task 3: Students read the lyrics of classical and contemporary songs. Students are encouraged to comprehend the content of the songs and find out the meaning of the songs)</p>
<b>Meeting 10:</b>	<p><b>Notes or Emails</b> 12. Students are able to understand, read, and write simple texts about “我是跟旅游团一起来的” 13. Students are able to make reading texts about travel or vacation plans</p>
<b>Meeting 11:</b>	<p><b>Notes or Emails</b> 14. Students are able to understand, read, and practice reading simple texts about “我的护照你找到了没有” 15. Students are able to write personal letters and simple notes (Task 4: Students write personal letters to parents or friends and then submit them in Google Classroom)</p>
<b>Meeting 12:</b>	<p><b>Reading short stories</b>  16. Students are able to understand, read, and explain a short story entitled “小学500字作文”</p>
<b>Meeting 13:</b>	<p><b>Reading short story books</b>  17. Students are able to understand, read, and explain a short story entitled “小学500字作文”</p>
<b>Meeting 14:</b>	<p><b>Reading short story books</b> 18. Students are able to understand, read, and explain a short story entitled “小学500字作文”</p>

	(Task 5: Students individually write a short-handwritten essay of 400 characters and make a video while reading the essay and submit it to Google classroom)
	<p><b>Meeting 15: Quiz</b></p> <p><b>Meeting 16:</b> Students submits an essay</p>
<b>5</b>	<p><b>Teaching methods</b></p> <p>Lectures, discussions</p>
<b>6</b>	<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> $\text{NA} = 0,15\text{P} + 0,35\text{PRJ} + 0,10\text{K} + 0,10\text{TS} + 0,15\text{UTS} + 0,15\text{UAS}$ <p><b>Note</b></p> <div style="display: flex; justify-content: space-between;"> <span>NA = Final Score</span> <span>T = Task</span> </div> <div style="display: flex; justify-content: space-between;"> <span>PRJ = Project</span> <span></span> </div> <div style="display: flex; justify-content: space-between;"> <span>P = Participation</span> <span>UTS = Midterm Examination</span> </div> <div style="display: flex; justify-content: space-between;"> <span>K = Quiz</span> <span>UAS = Final Examination</span> </div> <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/ Task             <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 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.</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 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</p> </li> </ol>

	<p>the test.</p> <p>6. Project</p> <p>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.</p>																					
	<p>What follows is a summary of the Assessment:</p> <table><tr><th>Assessment Task</th><th>Task Type</th><th>Percentage</th></tr><tr><td>Participation</td><td>Formative, Individual, Reading</td><td>15%</td></tr><tr><td>Project</td><td>Individual</td><td>35%</td></tr><tr><td>Task</td><td>Individual, Review</td><td>10%</td></tr><tr><td>Midterm Exam</td><td>Individual, Review, Summative</td><td>15%</td></tr><tr><td>Quiz</td><td>Oral Test, Reading</td><td>10%</td></tr><tr><td>Final Exam</td><td>Summative, Review, Individual</td><td>15%</td></tr></table>	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%
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7	<p><b>This module/course is used in the following study programme/s as well</b></p> <p>N/A</p>																					
8	<p><b>Teachers</b></p> <p>Team</p>																					
9	<p><b>Resources</b></p> <p>Lectures use primary references such as books and learning resources as follows.</p> <ol style="list-style-type: none"><li>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</li><li>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</li><li>3. 郭振华. 2008. 简明汉语语法. 北京: 华语教育出版社</li><li>4. 齐沪扬. 2005. 对外汉语教学语法. 上海: 复旦大学出版社</li><li>5. 赵建华. 2006. 汉语写作教程. 北京: 北京语言大学出版社</li><li>6. 周建. 2007. 汉子突破（练习）. 北京: 北京大学出版社</li><li>7. 周建. 2007. 汉子突破（课本）. 北京: 北京大学出版社</li><li>8. 杨寄洲. 2012. 汉语教程第一册. 北京: 北京语言大学出版社</li><li>9. 彭志平. 2013. 汉语阅读教程. 北京: 北京语言大学出版社</li></ol>																					

Appendices:

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

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