

Module/Course Title: Intermediate Reading II					
<b>Module/ course code</b>	<b>Student workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
SBC62119	79.33 hours per week	2 CU x 1.5 = 3 ECTS	4 <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 I. 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. These themes are closely related to Chinese historical buildings and historical figures, letters and announcements, festivals and fortunes in China as well as simple narrative or descriptive materials. The teaching method employed in this course is Project base. In this course, assessments include attendance, class participation, 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>1. 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>1. Students are able to understand the lecture contract according to the lecturer's guidance</li> <li>2. Students are able to read and understand simple vocabulary in narrative and descriptive texts</li> <li>3. Students are able to read and understand simple vocabulary in letters and announcements</li> <li>4. Students are able to read and explain simple texts about Chinese Historical Buildings and Historical Figures</li> <li>5. Students are able to read and explain simple texts about Festivals and Fortunes in China</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>1. Students can understand the lecture contract</li> <li>2. 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>6. Students are able to understand, read, and practice reading simple texts about “中国之旅”</li> <li>7. Students are able to make simple sentences using vocabulary related to tourism</li> </ol> <p><b>Meeting 3: Narrative and Descriptive Texts</b></p> <ol style="list-style-type: none"> <li>8. Students are able to understand, read, and practice reading simple texts about “中国之旅”</li> <li>9. Students are able to make descriptive texts about tourism in Indonesia and China (Task 1: Students read a short text provided by the lecturer. They write an essay about tourism, vacation plans, and tourist attractions)</li> </ol> <p><b>Meeting 4: Narrative and Descriptive Texts</b></p> <ol style="list-style-type: none"> <li>10. Students are able to understand, read, and practice reading simple texts about “顺序某件事情” or sequence of events</li> <li>11. Students are able to retell everyday activities</li> </ol> <p><b>Meeting 5: Narrative and Descriptive Texts</b></p> <ol style="list-style-type: none"> <li>12. Students are able to understand, read, and practice reading simple texts about “顺序某件事情” or sequence of events</li> <li>13. Students are able to retell everyday activities (Task 2: Students do dictation and read short texts provided by the lecturer)</li> </ol> <p><b>Meeting 6: Writing Letters and Announcements</b></p>

	<p>14. Students read and practice how to write a personal letter</p> <p>15. (Students are given a simple text about ( “写信” ) or writing letter, then they are given time to write a personal letter</p>
<b>Meeting 7:</b>	<p><b>Quiz</b></p> <p>Students are able to review meetings 2-6 in a quiz</p>
<b>Meeting 8:</b>	<p>Students take Midterm Exam</p> <p>(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>Writing Letters and Announcements</b></p> <p>16. Students are able to understand, read, and practice reading texts about “广告” or announcements</p> <p>17. Students are able to read and understand simple announcement texts in newspapers, magazines, and electronic media</p> <p>(Task 3: Students write a simple announcement)</p>
<b>Meeting 10:</b>	<p><b>Chinese Historical Buildings and Historical Figures</b></p> <p>18. Students are able to understand, read, and write simple texts about “中国名胜古迹”</p> <p>19. Students are able to retell historical buildings in China which are summarized through print media in the form of magazines or books</p>
<b>Meeting 11:</b>	<p><b>Chinese Historical Buildings and Historical Figures</b></p> <p>20. Students are able to understand, read, and write simple texts about “中国名胜古迹”</p> <p>21. Students are able to make a summary of historical places in China and read aloud in front of the class</p> <p>(Task 4: Students make a video of an explanation of historical places or buildings in their area of origin)</p>
<b>Meeting 12:</b>	<p><b>Chinese Historical Buildings and Historical Figures</b></p> <p>22. Students are able to understand, read, and explain reading about “中国古代的思想家与教育家——孔子”</p>
<b>Meeting 13:</b>	<p><b>Festivals and Fortunes in China</b></p> <p>23. Students are able to understand, read, and explain readings from short stories about festivals or celebrations in China “把福字倒着贴在门上”</p>
<b>Meeting 14:</b>	<p><b>Festivals and Fortunes in China</b></p> <p>24. Students are able to understand, read, and explain readings from short stories about Chinese lucky numbers “吉利的数字”</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>
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> $\text{NA} = 0.15 \text{ P} + 0.35 \text{ PRJ} + 0.10 \text{ K} + 0.10 \text{ TS} + 0.15 \text{ UTS} + 0.15 \text{ UAS}$ <p><b>Notes:</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             <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>

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.

	<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, Review</td><td>35%</td></tr><tr><td>Task</td><td>Individual, Review, Summative</td><td>10%</td></tr><tr><td>Quiz</td><td>Oral test, Reading</td><td>10%</td></tr><tr><td>Midterm Exam</td><td>Individual, Review, Summative</td><td>15%</td></tr><tr><td>Final Exam</td><td>ndividual, Review, Summative</td><td>15%</td></tr></table>	Assessment Task	Task Type	Percentage	Participation	Formative, Individual, Reading	15%	Project	Individual, Review	35%	Task	Individual, Review, Summative	10%	Quiz	Oral test, Reading	10%	Midterm Exam	Individual, Review, Summative	15%	Final Exam	ndividual, Review, Summative	15%
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Final Exam	ndividual, Review, Summative	15%																				
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. 郭振华. 2008. 简明汉语语法. 北京: 华语教育出版社</li><li>2. 蔡永强. 2012. 发展汉语中级写作II. 北京: 北京语言大学出版社</li><li>3. 赵建华. 2006. 汉语写作教程. 北京: 北京语言大学出版社</li><li>4. 杨寄洲. 2012. 汉语教程第三册. 北京: 北京语言大学出版社</li><li>5. 徐承伟. 2011. 发展汉语中级阅读II. 北京: 北京汉语语言出版社</li></ol>																					

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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