

Module/Course Title: Intermediate Reading II					
Module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
SBC62119	79.33 hours per week	2 CU x 1.5 = 3 ECTS	4 th	2 CU x 16 = 32	16 meetings
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 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.</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 Outcome (CLO)</p> <ol style="list-style-type: none"> 1. Students are able to apply intermediate reading techniques (Chinese) <p>Subject aims/ Content (Lesson Learning Outcomes /LLO)</p> <ol style="list-style-type: none"> 1. Students are able to understand the lecture contract according to the lecturer’s guidance 2. Students are able to read and understand simple vocabulary in narrative and descriptive texts 3. Students are able to read and understand simple vocabulary in letters and announcements 4. Students are able to read and explain simple texts about Chinese Historical Buildings and Historical Figures 5. Students are able to read and explain simple texts about Festivals and Fortunes in China
4	<p>Subject aims/Content</p> <p>Meeting 1: Lecture Contract and Reading Practice</p> <ol style="list-style-type: none"> 1. Students can understand the lecture contract 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) <p>Meeting 2: Narrative and Descriptive Texts</p> <ol style="list-style-type: none"> 6. Students are able to understand, read, and practice reading simple texts about “中国之旅” 7. Students are able to make simple sentences using vocabulary related to tourism <p>Meeting 3: Narrative and Descriptive Texts</p> <ol style="list-style-type: none"> 8. Students are able to understand, read, and practice reading simple texts about “中国之旅” 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) <p>Meeting 4: Narrative and Descriptive Texts</p> <ol style="list-style-type: none"> 10. Students are able to understand, read, and practice reading simple texts about “顺序某件事情” or sequence of events 11. Students are able to retell everyday activities <p>Meeting 5: Narrative and Descriptive Texts</p> <ol style="list-style-type: none"> 12. Students are able to understand, read, and practice reading simple texts about “顺序某件事情” or sequence of events 13. Students are able to retell everyday activities (Task 2: Students do dictation and read short texts provided by the lecturer) <p>Meeting 6: Writing Letters and Announcements</p>

14. Students read and practice how to write a personal letter
15. (Students are given a simple text about (“写信”) or writing letter, then they are given time to write a personal letter

Meeting 7: Quiz

Students are able to review meetings 2-6 in a quiz

Meeting 8: Students take Midterm Exam

(Midterm Exam is carried out individually by working on questions consisting of materials from meeting 1 to 6)

Meeting 9: Writing Letters and Announcements

16. Students are able to understand, read, and practice reading texts about “广告” or announcements
17. Students are able to read and understand simple announcement texts in newspapers, magazines, and electronic media
(Task 3: Students write a simple announcement)

Meeting 10: Chinese Historical Buildings and Historical Figures

18. Students are able to understand, read, and write simple texts about “中国名胜古迹”
19. Students are able to retell historical buildings in China which are summarized through print media in the form of magazines or books

Meeting 11: Chinese Historical Buildings and Historical Figures

20. Students are able to understand, read, and write simple texts about “中国名胜古迹”
21. Students are able to make a summary of historical places in China and read aloud in front of the class
(Task 4: Students make a video of an explanation of historical places or buildings in their area of origin)

Meeting 12: Chinese Historical Buildings and Historical Figures

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”

Meeting 13: Festivals and Fortunes in China

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”

Meeting 14: Festivals and Fortunes in China

24. Students are able to understand, read, and explain readings from short stories about Chinese lucky numbers “吉利的数字”

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 border="1"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Percentage</th> </tr> </thead> <tbody> <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>Individual, Review, Summative</td> <td>15%</td> </tr> </tbody> </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	Individual, Review, Summative	15%
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7	<p>This module/course is used in the following study programme/s as well</p> <p>N/A</p>																					
8	<p>Teachers</p> <p>Team</p>																					
9	<p>Resources</p> <p>Lectures use primary references such as books and learning resources as follows.</p> <ol style="list-style-type: none"> 1. 郭振华. 2008. 简明汉语语法. 北京: 华语教育出版社 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 3. 赵建华. 2006. 汉语写作教程. 北京: 北京语言大学出版社 4. 杨寄洲. 2012. 汉语教程第三册. 北京: 北京语言大学出版社 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 																					

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		LLO-2	2	Midterm Exam	10		
	ILO-3							
	ILO-7							
4-7	ILO-1	CLO-1		3	Task-2	4	24	
	ILO-2		LLO-2	4	Quiz-1	5		
	ILO-3		LLO-3		Midterm Exam	15		
	ILO-7							
8	Midterm Exam (UTS)							
9-11	ILO-1	CLO-1	LLO-3	5	Task-3	4	26	
	ILO-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		LLO-5		Quiz-2	10		
	ILO-3				Final Exam	12		
	ILO-7							
	Class participation					10	10	
16	Final Exam (UAS)							
Total percentage (%)						100	100	