

Course Title: **Introduction to Chinese 1**

Course Code: **CHIN501**

Descriptor Start Date: **01/01/2016**

POINTS: **15.00**

LEVEL: **5**

PREREQUISITE/S:

COREQUISITE/S:

RESTRICTION/S: **CHIN511**

LEARNING HOURS

Hours may include lectures, tutorials, online forums, laboratories. Refer to your timetable and course information in Canvas for detailed information.

Total learning hours: 150

PRESCRIPTOR

Introduces basic language skills and knowledge in Chinese and social etiquette required for effective communication in the initial stage of social and business interaction. It is designed to develop students' understanding of the basic grammatical structures of Chinese language and basic functional language patterns.

LEARNING OUTCOMES

1. Read (recognize) 100 Chinese characters
2. Write 50 Chinese characters
3. Pronounce Pinyin and tones properly
4. Type Chinese characters
5. Listen and understand daily conversation at elementary level
6. Express yourself in Chinese in daily situations at elementary level
7. Converse with Chinese native speakers or 2nd language learners in Chinese within the scope of topics covered in the course
8. Develop strategies for autonomous learning

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Disclaimer: Course descriptors may be amended between teaching periods/semesters

CONTENT

Main topics include:

- Mandarin Chinese Phonetic Spelling (Hanyu Pinyin)
- Basics of Chinese character-writing
- Typing Chinese characters
- Greetings and introducing people
- Countries and nationalities
- Eating and drinking
- Chinese food
- Shopping & bargaining
- Asking for directions

LEARNING & TEACHING STRATEGIES

1. Students are expected to spend a minimum of 8 hours weekly in self- and group-study, and complete all the online learning tasks.
2. The teaching and learning material specially developed for this paper includes text, audio, video, online interactive interface, etc. Students are expected to make use of all these material.
3. Online tools, such e.g., blog, wiki, voice email, discussion board, Blackboard Collaborate, Voice Thread, etc. which revolutionize the ways we learn a language and make fully online language learning possible, will be gradually introduced to students. Equipped with these powerful online tools, teachers and students, students amongst themselves, can meet and work as a class or with individual fellow students as pair/group in various online places provided within the university's LMS (Learning Management system – Blackboard), in substitution of the traditional classrooms.
4. Using online voice tools such as Voice Thread, students can easily record and submit their oral work in just a few clicks, and share them with the class.
5. Students are also expected to do pair or group oral practice regularly and submit their paired oral presentation (twice) as part of the assessment of this paper.
6. We hope to build a functioning and effective online learning community. Online learning community is an indispensable and very important part of learning and teaching in the paper. Students are required to help build and contribute to the community. They are encouraged to involve and participate in all of its activities, so that they can regularly work and learn together, share learning experiences, give help and support to each other. We strongly believe that a well-functioning learning community is not only the compost for successful language learning, but also an integral part of any effective language learning.
7. All learning and teaching are conducted online in this paper, so are the assessment procedures, including the final exam, which is conducted online with a flexible timetable accommodating students' busy schedule.

ASSESSMENT PLAN

Assessment Event	Learning Outcomes
Assignment x 2	Learning outcomes 3, 4, 5
Paired Oral Presentation x 2	Learning outcome 3
Final Exam	Learning outcomes 1, 2, 7
Participation, e.g. online meetings, class blog, paired/group practice and presentations, etc.	Learning outcomes 5, 6, 7, 8

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Grade Map**MAP1**

A+ A A- Pass with Distinction

B+ B B- Pass with Merit

C+ C C- Pass

D Fail

Overall requirement/s to pass the course:

There are six assessment items in this course:

- The first four items are summative assessments, designed as mechanism to push along your learning process. While they are compulsory and you need to pass them all to pass this paper, they are not detrimental in your final grade, i.e., even if you have achieved A grade in all first four assessments, you could still fail this paper if your Final Exam fails. On the other hand, even if you do not do particularly well in these four assessments, if together they show positive improvement/progress - a sign of your being reflective and learning from mistakes (say, having D, C, C+ B), you could still achieve good final result (like A), provided you do well in the final exam.
- The Final Exam is formative, used to indicate/reflect/map out your ability/achievement in the paper. Your final grade for this paper is heavily based on your final exam grade.
- We do not use the traditional assessment method in this paper, where marks/percentage are allocated to each assessment items. What we use is “standards-based assessment”, measuring whether you have achieved the standards/learning outcomes.
- It is important that students are required to participate and contribute throughout the course.
- Students must pass all the assessment items to pass this paper

LEARNING RESOURCES

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For further information, contact: Te Ara Kete Aronui - Faculty of Culture & Society

Principal Programme: AK3704, Bachelor of Arts

Related Programme/s: AK3428

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