



**Philadelphia University**

**Faculty of Arts**

**Department of Chinese**

**Autumn Semester, Academic Year 2022-2023**

**Course syllabus**

<b>Course title: Chinese Skills 1</b>	<b>Course code: 0140109</b>
<b>Course level: elementary</b>	<b>Course prerequisite (s) and/or corequisite (s):</b>
<b>Lecture time: 12:45-14:15</b>	<b>Credit hours: 3</b>
	<b>Contact hours:45</b>
<b>Location:</b>	

**Academic Staff Specifics**

<b>Name</b>	<b>Rank</b>	<b>Office number and location</b>	<b>Office hours</b>	<b>E-mail address</b>
Ma Rong	Teaching Assistant	5F, Faculty of Arts	9:00-9:40, Sunday, Tues day	<a href="mailto:119254907@qq.com">119254907@qq.com</a>

**Course description (According to the University Catalogue)**

Chinese Skills 1 in the 15 weeks covers 7 lessons on HSK Standard Course 1 (Beijing Language and Culture University Press, 2013) ranging from the very basic knowledge of pinyin (Chinese phonetics) to the elementary level of Chinese sentences of basic patterns and practice in real-situation tasks.

HSK Standard Course 1 is suitable for Chinese learners without systematic Chinese learning experience. Starting from pronunciation, stroke orders, components and radicals, characters and sentence patterns and each lesson with a topic to introduce the basic language points.

**Course objectives:**

This course mainly aims to improve students' language skills with sufficient materials and exercises for Chinese pronunciation and characters to cultivate students' listening, speaking, reading and writing skills so as to improve their integrated language ability. Chinese culture will also be introduced to students, so that students master Chinese ways of greetings, the characteristics of Chinese names, likes and dislikes, dates etc.

**Course/ resources**

- **Text book/ books (title , author (s), publisher, year of publication)**

Yu Miao. *HSK Standard Course 1 (M)* . Beijing: Beijing Language and Culture University Press, 2013.

- **Support material (s) (vcs, acs, etc).**

Workbook of exercises, CD on the same book

- **Study guide (s) (when applicable)**

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- **Laboratory Handbook/ books (when applicable)**

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**Teaching methods(Lectures, discussion groups, tutorials, problem solving, debates, etc)**

This course is mainly involved in classroom lectures. Pair-work, role play, and group discussions are frequently done inside and outside lectures.

1. Lecture by teacher
2. Class discussion conducted by a student or student committee
3. Recitation oral questions by teacher answered orally by students
4. Discussion groups conducted by selected student chairpersons
5. Presentations by student panels from the class: class invited to participate
6. Student reports by individuals
7. Debate (informal) on current issues by students from class
8. Textbook assignments
9. Interviews
10. Story telling

**Learning outcomes:**

- Knowledge and understanding

1. Students can comprehensively understand and master the basics of Chinese phonetics, sounds and tones. Students can also learn to write Chinese characters in strokes and stroke order .
2. Students can learn some characters and simple expressions which center on daily greetings, family information, introduction, schools, hobbies, and friends.
3. Students can recognize and read some words, expressions and sentences presented in the dialogues and know real-life situations where the language is used so as to make a quick adaption to the change of situation, thus lay a further foundation for further study.

- Cognitive skills (thinking and analysis).

- (1) Learn to recognize beauty and flexibility of Chinese language.
- (2) Learn to logically meditate on language acquisition;
- (3) Try to follow the good habits of using Chinese for greetings, reading and writing;
- (4) Learn to explore and form academic interest;

- Communication skills (personal and academic).

1. Daily greetings.
2. Introduction and self-introduction.
3. Communicating with Chinese on family and daily activities.

- Transferable Skills.

Common purpose language competence enables students to easily cope with real-time situations in real language context when meeting Chinese people.

- Psychomotor Skills (When applicable)

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**Assessment instruments**

- Exams (First, Second and Final Exams)
- Quizzes.
- Short reports and/ or presentations, and/ or Short research projects
- Homework assignments

<b><u>Allocation of Marks</u></b>	
<b>Assessment Instruments</b>	<b>Mark</b>
Midterm examination	<b>30</b>
Final examination:	<b>40</b>
Reports, research projects, quizzes, homework, Projects	<b>30</b>
Total	<b>100</b>

### **Documentation and academic honesty**

- Documentation style (with illustrative examples)

(1) All teaching materials are open to students and quality assurance organization; (2) All teaching materials are well-prepared before lectures, and are well-preserved after lectures; (3) All exam papers are totally confidential before, in the middle of, and after the exam, and are well preserved in Language Center archives; (4) Each test paper is well checked before printing, and each teacher signs his name upon the paper after reading and giving result to students; (5) Attendance is called on each class, and all attendance sheet and bonus giving is marked, well preserved in Language Center archives.

- Protection by copyright

(1) All lecture materials are genuine and original: teachers don't copy others' lecture materials or research papers, and all quotations are listed and announced; (2) All textbooks, handbooks, and other lecture materials (if applicable) are officially donated by Confucius Institute Headquarters/Hanban through Jordanian Customs, and are all printed by officially authorized publishers in China; (3) Students homework materials are well preserved and displayed (when necessary), and all display homework is openly announced among students.

- Avoiding plagiarism.

(1) Chinese staff promise to use original lecture materials in language teaching, and all quotations are listed and announced in lectures or research papers, violation of which results in the violator's public announcement and immediate resignation as Chinese teacher of Philadelphia University; (2) Each test paper is different in contents from previous ones, and each test paper is genuine and original; (3) Students are honest both in exams and at homework, and violation of which results in failure of the exam/homework--this is announced in the first class before all students.

**Course/ Academic Calendar**

<b>Week</b>	<b>Basic and support material to be covered</b>	<b>Homework/reports and their due dates</b>
<b>(1)</b>	L1 你好/Hello Language Points: 你好、您好、你们好 14 initials, 18 finals; 4 tones, Chinese syllables; Tones Sandhi (3 <sup>rd</sup> tone+3 <sup>rd</sup> tone) ; Classroom expressions: 上课、下课	Everyday Chinese: 你好、您好、你们好、对不起、没关系; Chinese phonetics: b、p、m、f、d、t、n、l、g、k、h、j、q、x、a、o、e、i、u、ai、ei、ui、ao
<b>(2)</b>	L1 你好/Hello Language Points: 对不起、没关系; Strokes of Chinese characters; Single-component characters: 一、二、三、六、八、十; Classroom expressions: 看白板、跟我读	Everyday Chinese: 问候、致歉、表达原谅; Single-component characters: 一、二、三、六、八、十
<b>(3)</b>	L2 谢谢你/Thank you Language Points: 谢谢、不谢、不客气; 7 initials, 18 finals; The neutral tone; Tone marking	Everyday Chinese: 表达感谢及回答; 7 initials: zh、ch、sh、r、z、c、s 18 finals: ou、an、en、ang、eng、ong
<b>(4)</b>	L2 谢谢你/Thank you Language Points: 再见! Abbreviation : iu (iou) uei (ui), uen (un) ; Single-component characters: 口、见、山、小、不; Classroom expressions: 一起读、再读一遍、请大声读	Everyday Chinese: 说再见; Classroom expressions: 一起读、再读一遍、请大声读; 会写独体字: 口、见、山、小、不
<b>(5)</b>	L3 你叫什么名字/What's your name Language Points: the differences between initials "j, q, x" and finals "z, c, s"; 叫、名字、老师、学生、人、什么、是、吗; Nationality: 中国人、美国人	Ask and answer questions about one's name and career: 你叫什么名字? 你是老师吗?
<b>(6)</b>	L3 你叫什么名字/What's your name	Introduce one's

	<p>Language Points:</p> <p>the pronunciation of “i、u、ū” ; Tone Sandhi of “不” Single-component characters: 月、心、中、人</p>	<p>nationality:</p> <p>我不是中国人，我是美国人。</p> <p>Single-component characters: 月、心、中、人</p>
(7)	<p>L4 她是我的汉语老师/She is my Chinese Teacher</p> <p>Language Points:</p> <p>她、他、汉语、国、哪、同学、朋友；谁、哪、的、呢；</p> <p>The pronunciation of: “zh, ch, sh, r”;</p> <p>The difference between “n” and “ng”</p>	<p>Interrogative pronouns : 谁、哪</p> <p>Ask and answer:</p> <p>她是谁？</p> <p>她是我的汉语老师。</p> <p>你是哪国人？</p> <p>我是中国人。</p>
(8)	<p>L4 她是我的汉语老师/She is my Chinese Teacher</p> <p>Language Points: 的、呢；</p> <p>Tone Sandhi of “一” ;</p> <p>The use of “Y” and “W” ;</p> <p>Single-component characters: 七、儿、九、九</p>	<p>The structural particle “的” and the interrogative particle “呢”;</p> <p>她是我的朋友。</p> <p>她呢？他是我同学。</p>
(9)	<p>L5 她女儿今年二十岁/ Her daughter is 20 years old this year</p> <p>Language Points:</p> <p>家、有、口、女儿、岁、今年</p> <p>Interrogative pronouns: “几”</p>	<p>Characters: 家、有、口、女儿、岁、今年;</p> <p>Interrogative pronouns :</p> <p>你家有几口人？</p> <p>我家有三口人。</p>
(10)	<p>L5 她女儿今年二十岁/ Her daughter is 20 years old this year</p> <p>Language Points:</p> <p>Numbers from 1-100;</p> <p>“了” indicating a change;</p> <p>The interrogative phrase “多+大”</p> <p>Culture:</p> <p>ways of asking a Chinese person’s age;</p> <p>The retroflex final “儿”</p>	<p>Numbers from 1-100;</p> <p>The expression of age:</p> <p>李老师今年 50 岁了。</p> <p>你女儿今年多大了？</p> <p>In traditional Chinese culture, age is not considered privacy.</p> <p>小孩儿、小鸟儿、饭馆儿</p>
(11)	<p>L6 我会说汉语/I can speak Chinese</p> <p>Language Points: 说、菜、好吃、做、写、汉字、字、读；</p>	<p>Characters:</p> <p>菜、好吃、做、写、汉字、字、读；</p>

	The modal verb “会” ; Sentence with an adjectival predicate (形容 词谓语句)。	我会写汉字。 我的汉语不好。
(12)	L6 我会说汉语/I can speak Chinese Language Points: Interrogative pronouns: “怎么”; The collocation in disyllabic words(1): 1 <sup>st</sup> tone + 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> /4 <sup>th</sup> tone	这个字怎么写? Single-component characters: 东、西、 我; 咖啡、公园、机场、 车站
(13)	L7 今天几号/What’s the date today language points: 今天、月、星期、去、看、书; The date: 月、日/号、星期	今天几号? 今天1月20号。 今天星期几? 今天星期日。
(14)	L7 今天几号/What’s the date today language points: Sentence with a serial verb construction: 去+ place + to do something; Sentence with nominal predicate	我去中国学习汉语。 我去学校上课。 明天星期三。 Single-component characters: 四、五、 书
(15)	review	

### **Expected workload:**

On average students need to spend 2 hours of study and preparation for each 50-minute lecture/tutorial.

### **Attendance policy:**

Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

### **Other Education Resources**

#### **Books**

#### **Journals**

1. *Confucius Institute*, produced by Confucius Institute Headquarters (Hanban), bimonthly.

## Websites

1. 中文天下: <http://www.yes-chinese.com>.
2. 汉声中文: <http://www.hs-chinese.com>.
3. 攀达汉语: <http://www.prcha.com>.