



Philadelphia University
Faculty of Arts
Department of Chinese
Autumn Semester, Academic Year 2020-2021

<u>Course syllabus</u>	
Course title: Chinese Listening and Conversation 1	Course code: 0121111
Course level: elementary	Course prerequisite (s) and/or corequisite (s): none
Lecture time: 15 weeks	Credit hours: 3
	Contact hours: 45
Location: 31521/FA	

		<u>Academic Staff</u>		
		<u>Specifics</u>		
Name	Rank	Office number and location	Office hours	E-mail address
Ma Rong	Teaching Assistant	5F, Faculty of Arts (opposite 31521)	11:00-12:00, Sunday, Tuesday, Thursday	119254907@qq.com

Course description (According to the University Catalogue)

This course mainly begins to enhance oral skills with the aim to practice communication strategies. General themes will be discussed after presentation through situational diagrams or other modern aids available. Students will be given ample time to listen and speak on the basis of simple texts of varying lengths and topics.

Course objectives:

As the first listening and conversation course on Chinese BA curriculum, this course mainly practices and develops students daily communication skills. Relatively independent topics and associated communicative functions are the main contents and objectives in classroom teaching,

through which students are able to communicate on the most elementary level with native Chinese speakers over a variety of everyday language situations.

Course/ resources

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

HSK Standard Course 1 (Workbook)(Beijing Language and Culture University Press, 2013)

Support material (s) (vcs, acs, etc). •

CD on the same textbook;
Recording on classroom practice by Chinese teachers

Study guide (s) (when applicable) •

Language and culture materials on Edmodo classes/groups (Chinese Department of Philadelphia University) for all Chinese BA students

Laboratory Handbook/ books (when applicable) •

Teaching methods:

(1) Teacher's demonstration and practice: demonstration of pinyin and Chinese characters, sentence formation and vocabulary, conjunctions and substitution exercises, and demonstration and practice of writing for Chinese characters.

(2) Pair work and group discussion: communication activities with theme.

(3) Situational teaching method: it means that the teacher creates a scene similar to the students' life according to a certain topic so that students can communicate in this language scene and feel the authenticity of language.

(4) Heuristic teaching method: when students answer questions, they often forget words or answer incomplete, and the teacher should give prompts timely to help students find ideas.

(5) Incentive method: It is inspiration and encouragement. When students perform well in class, such as reading accurately, expressing correctly and answering questions correctly, the teacher should give timely positive evaluation, so that students can gain a sense of accomplishment and confidence. Teachers should also encourage students when they fail to learn.

Learning outcomes:

Knowledge and understanding •

(1) Comprehensively understand and master the basic phonetic features of Chinese;

(2) Recognize, read and write the 150 words specified in HSK syllabus, and can use them correctly.

(3) Differentiate, read and imitate the pronunciations.

(4) Correctly use the basic Chinese syntax listed in the textbook in daily communication.

Cognitive skills (thinking and analysis). •

Learn to realize the importance of cooperation and teamwork; (2) Practice on logical thinking and management of daily studies and life, and form good habit especially on studies; (3) Learn to explore and form academic interest; (4) Learn to listen to and observe other people and

their cultures, and learn to learn; (5) Learn to recognize the value in both Arab culture and Chinese culture.

Communication skills (personal and academic). •

- (1) Be able to correctly use the basic Chinese syntax to communicate with native Chinese speakers on most common situations;
- (2) Be able to speak and write in most basic language skills so as to smoothly talk, write, translate, and communicate with the language.

Transferable Skills. •

Common purpose language competence enables students to easily cope with real-time situations in real language context in China or in other Chinese language-related situations; (2) Chinese language knowledge and skills equip students with ability to cope with political, economic, cultural, and tourist situations not only in China, but also in other southeastern Asian countries and any Arab country where Chinese language or cultural background is involved in real-time situations or in written forms; (3) Cognitive and communication skills help students to deal with any problem-solving situations other than China or Chinese language-related contexts.

Psychomotor Skills (When applicable) •

Assessment instruments

Exams (First, Second and Final Exams) •

Quizzes. •

Short reports and/ or presentations, and/ or Short research projects •

Homework assignments •

<u>Allocation of Marks</u>	
Assessment Instruments •	Mark
First examination	20
Second examination	20
Final examination:	40
Reports, research projects, quizzes, homework, Projects	20
Total	100

Documentation and academic honesty

Documentation style (with illustrative examples) •

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 Faculty of Arts 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 Department or Faculty archives.

Protection by copyright •

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. •

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

Week	Basic and support material to be covered	Homework/reports and their due dates
(1)	<p>第一课 汉语拼音的声母和韵母（1） 汉语的声调（四声） 听单音节词语并跟读 听音节，写出听到的声母 听音节，写出听到的韵母 听对话并模仿</p>	<p>朗读声母和韵母 练习拼读音节 朗读单音节 朗读对话 用汉语向同学打招呼问 候。 Due Date: Oct.24</p>
(2)	<p>第一课 复习声母、韵母、四声 听双音节词语并跟读 听音节，写出听到的声母 听音节，写出听到的韵母 听对话，选择与对话内容一致的图片</p>	<p>朗读声母和韵母 练习拼读音节 辨别声调 朗读词语 朗读对话 用汉语表达道歉。 Due Date: Oct. 31</p>
(3)	<p>第二课 汉语拼音的声母和韵母（2） 汉语的声调（轻声）</p>	<p>朗读声母和韵母 练习拼读音节 朗读单词</p>

	<p>听词语并跟读 听音节，写出听到的声母 听音节，写出听到的韵母 听音节，写出听到的声调 听对话，选择与对话内容一致的图片</p>	<p>朗读对话 用汉语表达谢谢和再见。 。 Due Date: Nov. 7</p>
(4)	<p>第三课 发音辨析：声母 j,q,x 和 z,c,s 韵母 i,u,ü 听录音，选择听到的音节 “不”的变调 听录音，给“不”字标声调。</p>	<p>朗读含有这些声母或韵母的音节。 朗读含有“不”的音节，注意“不”的声调。 Due Date: Nov. 14</p>
(5)	<p>第三课 第三课词语的认读、理解和使用。 听词语，判断对错。 听对话，选择与对话内容一致的图片。 听句子，回答问题。</p>	<p>分角色朗读课文。 背诵课文。 两人一组，进行自我介绍。 3-4 人一组，用汉语询问名字和国籍。 Due Date: Nov. 21</p>
(6)	<p>第四课 发音辨析：声母 zh,ch,sh,r 前鼻韵母和后鼻韵母 听录音，选择听到的音节 “一”的变调 听录音，给“一”字标声调。</p>	<p>朗读含有这些声母或韵母的音节。 朗读含有“一”的音节，注意“一”的声调。 Due Date: Nov. 28</p>
(7)	<p>第四课 第四课词语的认读、理解和使用。 听词语，判断对错。 听对话，选择与对话内容一致的图片。 听句子，回答问题。</p>	<p>分角色朗读课文。 背诵课文。 两人一组，根据图片内容进行问答练习。 3-4 人一组，每人准备一张自己和同学或朋友的合照，向同组成员介绍照片上的人物。 Due Date: Dec. 5</p>
(8)	<p>第五课 第五课词语的认读、理解和使用。 听词或短语，判断对错。 听对话，选择与对话内容一致的图片。 听句子，回答问题。 听录音，选择听到的音节。 听录音，给词语标注声调。</p>	<p>分角色朗读课文 背诵课文 两人一组，关于家庭人口数进行问答练习。 3-4 人一组，每人准备一张自己全家的合影，向同组成员介绍家庭成员的情况。 Due Date: Dec. 12</p>
(9)	<p>第六课</p>	<p>朗读音节，注意声调的</p>

	<p>一声和各声调的搭配 听录音，选择听到的音节。 听录音，给词语标注声调。</p>	<p>搭配。 Due Date: Dec. 19</p>
(10)	<p>第六课 第六课词语的认读、理解和使用。 听词或短语，判断对错。 听对话，选择与对话内容一致的图片。 听句子，回答问题。</p>	<p>分角色朗读课文 背诵课文 两人一组，关于家庭人数进行问答练习。 3-4 人一组，每人准备一张自己全家的合影，向同组成员介绍家庭成员的情况。 Due Date: Dec. 26</p>
(11)	<p>第七课 第七课词语的认读、理解和使用。 听词或短语，判断对错。 听对话，选择与对话内容一致的图片。 听句子，回答问题。 听录音，选择听到的音节。 听录音，给词语标注声调。</p>	<p>分角色朗读课文 背诵课文 两人一组，关于日期进行问答练习。 3-4 人一组，互相询问出生日期并记录，每组请一位同学报告情况。 Due Date: Jan 2</p>
(12)	<p>第八课 第八课词语的认读、理解和使用。 听词或短语，判断对错。 听对话，选择与对话内容一致的图片。 听句子，回答问题。 听录音，选择听到的音节。 听录音，给词语标注声调。</p>	<p>分角色朗读课文 背诵课文 两人一组，用本课句型进行问答练习。 3-4 人一组，互相询问这个星期的计划并记录，每组请一位同学报告情况。 Due Date: Jan. 9</p>
(13)	<p>第九课 第九课词语的认读、理解和使用。 听词或短语，判断对错。 听对话，选择与对话内容一致的图片。 听句子，回答问题。 听录音，选择听到的音节。 听录音，给词语标注声调。</p>	<p>分角色朗读课文 背诵课文 两人一组，用“…在哪儿”进行问答练习。 3-4 人一组，互相介绍自己的同学、朋友的工作情况并记录，每组请一位同学报告情况。 Due Date: Jan. 16</p>
(14)	<p>第十课 第十课词语的认读、理解和使用。 听词或短语，判断对错。 听对话，选择与对话内容一致的图片。</p>	<p>分角色朗读课文 背诵课文 两人一组，用“有”字句进行问答练习。 3-4 人一组，互相介绍小</p>

	听句子，回答问题。 听录音，选择听到的音节。 听录音，给词语标注声调。	组各成员的位置并记录，每组请一位同学报告情况。 Due Date: Jan. 23
(15)	第十一课 第十一课词语的认读、理解和使用。 听词或短语，判断对错。 听对话，选择与对话内容一致的图片。 听句子，回答问题。 听录音，选择听到的音节。 听录音并跟读，注意轻声音节的读法。	分角色朗读课文 背诵课文 两人一组，用“现在.....点.....分”说图片中的时间。 3-4 人一组，互相询问并记录一日作息习惯，每组请一位同学报告情况。 Due Date: Jan 29

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

- 300 Sentences in Chinese/汉语 300 句, Sinolingua Publishing House, 2010 .1
Talk in Chinese: 301 Sentence/汉语会话 301 句, Beijing Language and Culture University Press, 2011 .2
A New Chinese Course 1/新编汉语教程 1, Beijing Language and Culture University Press, 2010 .3

Journals

Websites

1. Follow Jade: <https://www.youtube.com/watch?v=fYfH7rMYVA8>
2. My first Chinese words: <https://www.youtube.com/watch?v=T8ifz5QWOOk>
3. Chinese for kids: <http://chinese4kids.net/>
4. <http://dinolingo.com/languages/chinese.html>
5. <http://kidschinese podcast.com/>
6. <http://www.petralingua.com/foreign-languages/online-chinese-for-kids.php>

7. <http://www.bbc.co.uk/languages/chinese/>
8. <http://www.chineselearningcenter.com/>
9. <http://www.fluentu.com/chinese/blog/2015/08/04/chinese-videos-for-kids/>
10. 约旦费城大学孔子学院课程平台: <http://cipujo.chinesecio.com/>