



Philadelphia University
Faculty of Arts
Department of Chinese
Autumn Semester, Academic Year 2022-2023

Course syllabus

Course title: Intensive Chinese 1	Course code: 0121121
Course level: elementary	Course prerequisite (s) and/or corequisite (s): none
Lecture time: 9:45-11:15	Credit hours: 3
	Contact hours: 45
Location: 31522/FA	

Academic Staff Specifics

Name	Rank	Office number and location	Office hours	E-mail address
Ma Rong	teaching assistant	5F, Faculty of Arts (opposite 31521)	9:00-9:40, Sunday, Tuesday,	119254907@qq.com

Course description (According to the University Catalogue)

This course mainly begins to enhance comprehensive skills including listening, speaking, reading and writing with the aim to practice communication strategies. It covers Chinese phonetics, characters, grammar, and simple conversations of varying lengths and topics etc. Multiple teaching methods will be adopted with modern aids available.

Course objectives:

To enable students to

1. understand and practice the basic phonetic features of Chinese, and correctly spell Chinese characters using pinyin.
2. recognize, read and use the words specified in HSK-I textbook.
3. use the basic Chinese syntax in daily communication as listed in the textbook
4. understand the correct writing method of Chinese characters, and practice to write some basic strokes and single-component characters

Course/ resources

- Text book/ books (title , author (s), publisher, year of publication)
HSK Standard Course 1, Jiang Liping, Beijing Language and Culture University Press, 2013.12

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

CD on the same textbook

Workbook of exercises

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

Language and culture materials on Edmodo classes/groups

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

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

This course is mainly involved in classroom lectures. Pairwork, role play, and group discussion are frequently done inside and outside lectures. For each week, at least one-hour group tutorial is arranged for students in Faculty of Arts office.

Learning outcomes:

- Knowledge and understanding

(1) Students can master the basics of Chinese phonetics, characters and grammar to lay a further foundation for further study.

(2) Students can acquire some words, expressions and sentences presented in the dialogues and are competent for communication among real-life situations

Cognitive skills (thinking and analysis).

(1) 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) Introduction and self-introduction; (2) Recognize information on business cards and make them (basic information about address, telephone numbers, emails, and accounts on Facebook, WhatsApp, WeChat, etc.); (3) Communicate with Chinese on hobbies, pets, and daily activities; (4) Talk about food and learn to order food in China and make some Chinese food; (5) Learn to discuss and buy clothing, equipped with skills on size, materials, design, and bargaining; (6) Basic information on travelling and hotels, and skills on buying tickets of all kinds in Chinese language, including using and paying on main mobile Apps when travelling in China; and (7) Practice on planning future studies and life, based on information and skills on university and other main aspects in society.

- Transferable Skills

(1) 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 (conference, teaching, translation, tourism, etc.) or in written forms (translation, documents and documentation, etc.); (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)

(1) Chinese language learning (character writing, acquaintance to historical changes of Chinese characters) practices and strengthens students’ psychological and physical balance; (2) Some Chinese Arts and culture skills (taiji, hulusi, calligraphy and traditional painting, paper-cutting, etc.) help with students’ psychological and physical development.

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
Midterm Examination	30
Final Examination:	40
Reports, research projects, quizzes, homework, Projects	30
Total	100

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 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 Faculty of Arts 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

Week	Basic and support material to be covered	Homework/reports and their due dates
(1)	<p>L1 Hello</p> <p>Language Points: 你好；您好；你们好；对不起；没关系；</p> <p>14 initials, 18 finals; 4 tones, Chinese syllables; Tones Sandhi (3rd tone+3rd tone);</p> <p>Classroom expressions: 上课；下课；看白板；跟我读</p> <p>Strokes of Chinese characters; Single-component characters : 一、二、三、六、八、十</p>	<p>Everyday Chinese: 问候；道歉；表达原谅</p> <p>Chinese phonetics: b, p, m, f, d, t, n, l, g, k, h, j, q, x, ao, ai, ei, ui</p> <p>Single-component characters: 一、二、三、六、八、十</p> <p>Due Date: Oct.29</p>
(2)	<p>L2 Thank you/Language Points: 谢谢；不谢；不客气；再见；</p> <p>7 initials, 18 finals; The neutral tone; Tone marking</p> <p>Abbreviation: iu (iou), uei (ui), uen (un);</p> <p>Single-component characters: 口、见、山、小、不；</p> <p>Classroom expressions: 一起读；再读一遍；请大声读</p>	<p>Everyday Chinese: 表达感谢及回答；说再见；</p> <p>zh, ch, sh, r, z, c, s; ou, an, en, ang, eng, ing, ong;</p> <p>会写独体字: 口、见、山、小、不</p> <p>Due Date: Nov. 5</p>
(3)	<p>L3 What's your name/ Language Points 叫、名字、老师、学生、人；什么、是、吗；</p> <p>Nationality: 中国人、美国人</p>	<p>Ask and answer questions about one's name and career.</p> <p>你叫什么名字？ 你是老师吗？</p>

	<p>the differences between initials “j, q, x” and finals “z, c, s”; the pronunciation of “i, u, ü”; Tone Sandi of “不” ; Single-component characters: 月、心、中、人</p>	<p>Introduce one’s nationality: 我不是中国人，我是美国人。 Single-component characters: 月、心、中、人 Due Date: Nov. 12</p>
(4)	<p>L4 She is my Chinese Teacher /Language Points: 她、他、汉语、国、哪、同学、朋友；谁、哪、的、呢； The pronunciation of: “zh, ch, sh, r”； The difference between “n” and “ng” Tone Sandhi of “一”； The use of “y” and “w”； Single-component characters: 七、儿、几、九</p>	<p>Interrogative pronouns: 谁；哪; Ask and answer: 她是谁？ 她是我的汉语老师。 你是哪国人？ 我是中国人。 The structural particle “的” and the interrogative particle “呢”； 她是我的朋友。 她呢？ 他是我同学。 Due Date: Nov. 19</p>
(5)	<p>L5 Her daughter is 20 years old this year/ Language Points: 家、有、口、女儿、岁、今年； interrogative pronouns: “几”； “了” indicating a change; The interrogative phrase “多大”； Numbers from 1-100;</p>	<p>Characters: 家、有、口、女儿、岁、今年； 你家里有几口人？ 我家有三口人。 The expression of age: 李老师今年 50 岁了。 你女儿今年多大了？ Due Date: Nov. 26</p>
(6)	<p>L6 I can speak Chinese Language Points: 说、菜、好吃、做、写、汉字、字、读； The modal verb “会”； Interrogative pronouns: “怎么”； Sentence with an adjectival predicate (形容词谓语句) The collocation in disyllabic words(1): 1st tone + 1st/2nd/3rd/4th tone</p>	<p>Characters: 菜、好吃、做、写、汉字、字、读； 我会写汉字。 我的汉语不好。 这个字怎么写？ Single-component characters: 东、西、我； Disyllabic words: 咖啡； 公园； 机场； 车站 Due Date: Dec.3</p>
(7) Mid-term examination	<p>L7 What’s the date today language points: 今天、月、星期、 The date: 月、日/号、星期</p>	<p>日期的表达: 月、日/号、星期 Due Date: Dec. 10</p>

(8)	<p>L7 What's the date today language points: 去、看、书; Sentence with a serial verb construction: 去+ place + to do something; Sentence with nominal predicate.</p>	<p>我去中国学习汉语。 我去学校上课。 Single-component characters: 四、五、书 Due Date: Dec.17</p>
(9)	<p>L8 I'd like some tea/language points:茶、杯子、米饭、钱、 吃、喝; the modal verb “想”; the pronoun “多少”; 量词 “个” “口”; 钱数的表达。</p>	<p>你想喝/吃/做什么? 我想喝茶/吃米饭/去商 店。 人民币的表达: 元/块 Single-component characters: 少、个 Due Date: Dec.24</p>
(10)	<p>L9 Where does your son work? language points: 小猫、小狗、医院、医生、 儿、哪儿、下面; “在” as a verb or preposition. The pronoun “哪儿”, the particle “呢”</p>	<p>小猫在哪儿? 小猫在椅子下面。 你儿子在哪儿工作? 我儿子在医院工作。 我的杯子呢? Single-component characters: 在、子、工 Due Date: Dec.31</p>
(11)	<p>L10 Can I sit here? language points: 坐、桌子、电脑、前面、后 面、和、里, 一本书、一个电 脑; “有” indicates existence; The conjunction “和”</p>	<p>桌子上有什么? 桌子上有一个电脑和一本 书。 Due Date: Jan.7</p>
(12)	<p>L10 Can I sit here? language points: ; the modal verb “能”; the imperative sentence with “请”</p>	<p>我能坐这儿吗? 请坐。 Single-component characters: 上下本末 Due Date: Jan.14</p>

(13)	L11 What's the time now? language points: 现在、点、分、中午、时候、 往、前；时间的表达、时间词 作状语、名词“前”	现在几点？ 现在十点十分。 爸爸什么时候回家？ 下午5点。 星期五前能回家吗？ Single-component characters: 午、电 Due Date: Jan.21
(14)	L12 What will the weather be like Language points: 天气、怎么样、太（太...了）、 热、冷、下雨、来、爱、些、 水果、水 疑问代词“怎么样” 程度副词“太” 能源动词“会”	天气的表达 今天天气怎么样？ 太热了。 今天会下雨吗？ 王小姐今天会来吗？ Single-component characters: 天、气、雨 Due Date: Jan.27
(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 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

- (1) 300 Sentences in Chinese/汉语300句, Sinolingua Publishing House, 2010
- (2) Talk in Chinese: 301 Sentence/汉语会话301句, Beijing Language and Culture University Press, 2011

Journals

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

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://kidschinesepodcast.com/>
6. <http://www.bbc.co.uk/languages/chinese/>
7. <http://www.chineselearningcenter.com/>