

COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/Department:	General Education
Programme:	Richmond Core Curriculum
FHEQ Level:	5
Course Title:	Chinese Language and Culture III
Course Code:	MCL 5101
Course Leader:	Professor George X Zhang
Student Engagement Hours:	120
Lectures:	39
Seminar / Tutorials:	6
Independent / Guided Learning:	75
Semester:	Fall 2015
Credits:	12 UK CATS credits 6 ECTS credits 3 US credits

Course Description:

This course is a sequel at a higher level to Chinese Language and Culture I and II, based upon a very similar approach to integrating the Chinese language with the Chinese culture. The course covers a much broader scope of language use and most of the essential linguistic elements while continuing to develop students' communicative competence on the basis of key structures and vocabulary involving listening, speaking, reading and some writing in both oral and written interactions. The course continues to build the students' knowledge and skills in key speech patterns and characters, essential vocabulary items as well as cultural knowledge associated with the use of the language in topics and scenarios covered, enabling students to communicate in a wide range of contexts in everyday life situations.

Prerequisites:

Chinese Language and Culture II (MCL4105) or equivalent

Aims and Objectives:

As a sequential course to Chinese Language and Culture I and II at a higher level, this course is designed to consolidate and further develop students' intercultural and linguistic communicative competences in modern Mandarin Chinese based upon sound linguistic skills and cultural awareness. The course adheres to the same principle as other Richmond University language courses, integrating the learning of key linguistic structures and essential vocabulary with understanding of how the Chinese language operates, how it interacts with the people who use the language and how this is related to the Chinese culture. It also aims to encourage students to become more independent language learners with their own learning and communicative strategies so as to be able to fulfil communicative functions confidently in Chinese in a wide range of topics concerning everyday life situations.

Programme Outcomes:

A1; A3; B1; B2; C1; D1; D2; D3 (Richmond Core Curriculum)

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Academic Registry and found at:
<http://www.richmond.ac.uk/content/academic-schools/academic-registry/program-and-course-specifications.aspx>

Learning Outcomes:

By the end of this course, successful students should be able to:

- understand common daily routine spoken information/interactions delivered in common speech (*Putonghua*) at slightly slower than normal speed and confidently engage in conversations and/or verbal transactions concerning everyday life situations
- read and understand common signs and extended coherent Chinese texts on a range of familiar topics in everyday life situations to extract facts or data.
- construct and write brief, coherent passages and texts on familiar topics in Chinese characters with resort to effective use of references and writing tools such as dictionaries and word processing software based upon an understanding of the composition and structure of Chinese characters, sentences and texts.
- Develop an adequate awareness of intercultural communication issues when using Chinese language based upon their analytical skills of the Chinese language and extended knowledge of the relations between the Chinese language and culture.

The course is designed to be A2+ level on the CEFR as proposed for Chinese for the topics and domains covered.

Indicative Content:

- About further 30 speech patterns, 200 Chinese characters and some 400 vocabulary items from the recommended key textbook and other materials.
- Continuous exposure to both controlled and authentic materials in audio and visual formats to demonstrate the language in use and engage the students in action with the deployment of their cultural and linguistic skills in the context of everyday life scenarios
- Use of both edited and authentic text materials from a range of sources to demonstrate the written communications with the use of the language and its various contexts in common everyday life scenarios
- Thematic and practical activities which require the students to interact with each other and with native speakers (e.g. language exchange and cultural activities) using the language with appropriate intercultural and linguistic communication strategies.

Assessment:

This course uses Language Assessment Norms approved at LTPC.

<http://www.richmond.ac.uk/wp-content/uploads/2014/10/ALL-ASSESSMENT-NORMS-CATEGORIES-with-descriptions-Jan-2014.pdf>

Teaching Methodology:

Weekly classroom teaching with emphasis on class participation based on task based exercises and practical scenarios, using pair work, group work, discussion, role play and presentation to encourage and maximise interactive communications. Class will be taught increasingly in Chinese. Self study and group study outside class form an integral part of the delivery, including blended learning with support from the instructors. Timely feedback will be provided to facilitate the learning. The students are expected to put in at least an additional two hours studying outside each class meeting, or a minimum of six hours a week over and above the class attendance.

Bibliography:

Liu, Xun, et al. 2012. New Practical Chinese Reader 3 (2nd Ed. textbook with MP3). Beijing Language and Cultural University Press.

Lu, Chunxian, 2008. Duiwaihanyǔ yuèdújiāoxué 16 jiǎng (16 lectures on the teaching of Chinese reading. Beijing Language and Culture University Press

Tung, Ping-Ching and Pollard, D.E. 1983 and 1982 Colloquial Chinese (character book and pinyin book), PC T'ung and London Routledge

Yip, Po-Ching and Rimmington, Don. 2004. Chinese: A Comprehensive Grammar.
London: Routledge

Fairbank, John King 1998. China: a New History. Belknap Press of Harvard University
Press

IndicativeText(s):

Zhang, George X et al, 2007. Chinese in Steps, Volume 2 and 3, London: Cypress
Books

Journals

N/A

Web Sites

[Confucius Institute Online](#)

This is a multilingual site on Chinese language and culture run by Confucius Institute Online. There are a lot of resources for learning and teaching Chinese language and culture as well as relevant news.

[Chinese wordbook](#)

This programme is provided as part of the Confucius Institute online resources, but focuses on 800 common or most frequently used Chinese characters. The site also has pinyin which tells how each sound and tone is pronounced. The character part is a useful tool to learn and revise as it contains the pronunciation, writing order and the meaning of the character on its own as well as that when in a combination or in a sentence.

[识字卡片 \(Vocabulary flashcards\)](#)

This is a site with flashcards about various groups of words used in everyday life, such as animals, sports, colours, furniture etc.

[动漫唐诗 Flash Tang poetry](#)

This site has many Tang poems illustrated with flash cartoon, telling the story about and explaining the relevant poems. Though the site is intended for Chinese children, some are "poems of mouth" that are relatively simple and most Chinese would know, so it is a good induction to Chinese Tang poetry, a very representative of Chinese literary form.

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry
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Major	Credit weighting: from 4 to 3 Rationale: 1) Pedagogical concerns addressed with independent learning, 2) change better re. timetabling and student availability		
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