

## **COURSE SPECIFICATION DOCUMENT**

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

<b>Academic School/Department:</b>	General Education
<b>Programme:</b>	General Education
<b>FHEQ Level:</b>	5
<b>Course Title:</b>	Chinese Language and Culture IV
<b>Course Code:</b>	MCL 5110
<b>Course Leader:</b>	Professor George X Zhang
<b>Student Engagement Hours:</b>	120
Lectures:	39
Seminar / Tutorials:	6
Independent / Guided Learning:	75
<b>Semester:</b>	Spring/Fall 2016
<b>Credits:</b>	12 UK CATS credits 6 ECTS credits 3 US credits

### **Course Description:**

This is the continuation of MCL 5101, with a similar integrated approach to the Chinese Language and Culture 3. The course covers a range of practical scenarios and topics as one would encounter in China so as to strengthen the application and understanding on the part of the students of the essential linguistic elements such as key structures and extended vocabularies and communicative competences thus acquired through the in both oral and written interactions. The course continues to expand the repertoire of the students in their essential Chinese characters and vocabularies as well as their cultural and linguistic knowledge associated with the use of the Chinese language in a Chinese speaking environment, with which students should be able to communicate confidently and effectively and cope with daily needs when studying or working in China or in communication with other Chinese speaking people.

**Prerequisites:**

Chinese Language and Culture 3 (MCL 5101) or equivalent

**Aims and Objectives:**

Since this course is a continuation course to Chinese Language and Culture 3, the course is designed to consolidate and further develop students' cross-cultural and linguistic communicative competences in modern Mandarin Chinese with effective linguistic skills and cultural awareness. This course expands scope of communication, with an extended vocabulary to deal with a range of everyday life scenarios in an authentic Chinese speaking environment, based upon the key language structures and essential vocabularies learned so far. The course also aims to develop students into true independent learners at B1 level as proposed by the European Benchmarking Chinese project, with the necessary linguistic and intercultural communicative competences that enable them to deal confidently with an extended range of communicative functions concerning daily life situations in Chinese speaking parts of the world.

**Programme Outcomes:**

A1; A3; B1; B2; C1; D1; D2; D3

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:

- follow common daily routine spoken information/interactions delivered in common speech (*Putonghua*) at normal speed and confidently engage in conversations and/or verbal transactions concerning everyday life situations in authentic Chinese speaking environment
- understand common signs in simplified Chinese and extract facts or data from reading extended Chinese texts on a range of familiar topics in everyday life situations
- fulfil simple writing tasks in everyday life scenarios and compose coherent texts as and when needed or required on familiar topics with or without use of references and word processing software
- acquire an enhanced knowledge of social and cultural issues with the use of the Chinese language in China and a cross-cultural communication competence in using Chinese language based upon sound analytical and

synthetical skills of the Chinese language and an extended knowledge and understanding of the Chinese society and Chinese culture.

The course is designed to be at A2+ to B1- level on the CEFR as proposed for Chinese for the topics and domains covered.

**Indicative Content:**

- Additional 200 Chinese characters and over 450 vocabulary items from the key textbook and supplementary materials.
- Interact actively with both controlled and authentic materials in different formats and live daily routine scenario with Chinese speaking people regardless of whether they are native speakers or not, employing appropriate communication strategies in adequate linguistic form and cultural norms to cope with everyday life scenarios
- Use of both edited and authentic text materials from a wide range of sources to comprehend written communications in a range of styles commonly encountered in daily life, especially those relevant for students studying and doing internship in a Chinese speaking environment
- Thematic and practical activities which strengthen students' independent learning ability and their cross-cultural and intercultural communicative competences so they are able and ready to interact with each other as well as with native speakers by making use of independent learning strategies and their cross and intercultural communicative competences.

**Assessment:**

This course uses Language Assessment Norms approved at LTPC.

<https://www.richmond.ac.uk/wp-content/uploads/2015/04/ALL-ASSESSMENT-NORMS-CATEGORIES-with-descriptions.pdf>

**Teaching Methodology:**

Enhanced weekly classroom teaching with emphasis on class participation based on task based exercises and practical scenarios in various forms of activities, such as 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 are 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. 2013. New Practical Chinese Reader 4 (2nd Ed. textbook with MP3). Beijing Language and Cultural 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

Ross, Claudia and Ma, Jing-heng sheng. 2006. Modern Mandarin Chinese Grammar: A Practical Guide (Modern Grammars) [Paperback] London: Routledge

Allinson, Robert E. 1991. Understanding the Chinese mind: The philosophical roots. Oxford University Press

***IndicativeText(s):***

Zhang, George X et al, 2009. Chinese in Steps, Volume 3 and 4, 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.

**[BBC 中文网](#)**

The website has a range of information about China and current affairs in Chinese and is a good source for learning the Chinese language and China through a variety of sources from the perspective of BBC.

**[中国网](#)**

This is an authentic Chinese website with a wealth of information on a wide range of aspects of contemporary China. The website is supported with more than a half a dozen other languages so it is an excellence source for learning the Chinese language and current China with the help of this multi-language platform.

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

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Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry
Major	Credit weighting: from 4 to 3 Rationale: 1) Pedagogical concerns addressed with independent learning, 2) change better re. timetabling and student availability	31 <sup>st</sup> March 2015	
Major	Change to Course Code	November 2015	27/11/2015