



**Course Aims**

This course is a continuation of the Chinese Language level 1 course or the equivalent. It aims to improve and enhance the skills of speaking, listening, reading and writing in an integrated manner, with emphasis on developing communicative skills in order to carry out conversations on a range of topics related to daily life. The course will also enable students to acquire skills to speak and write Chinese paragraphs with confidence. Students will learn to read and write Chinese texts with minimal help and will try to learn Chinese texts without the aid of pinyin.

**Intended Learning Outcomes (ILO)**

Upon successful completion of the course, you are expected to be able to:

1. Transcribe Hanyu Pinyin with precision and fluency;
2. read and write approximately 150 Chinese characters and use 350 words for listening and speaking;
3. comprehend the basic grammatical structure of Chinese, word order and a few functional words;
4. carry out simple conversations in some essential everyday situations; make connections between what you have learnt and your daily life;
5. speak and write continuous sentences

**Course Content**

1. Meeting and making plans
2. Phone calls
3. Time and schedules
4. Ordering food
5. Making requests
6. Shopping

**Assessment (includes both continuous and summative assessment)**

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weight -ing	Team/ Individual	Assessment rubrics
1. Continuous Assessment 1 (Quiz 1):	LO 1 LO2 LO3	competence	15%	Individual	Quiz
2. Continuous Assessment 2 (Oral Presentation):	LO2; LO3; LO5	Competence; Global citizenry; civic mindedness; communication	20%	individual	Oral Presentation Rubric Refer to Appendix 1
3. Continuous	LO1 LO2	Competence;	25%	individual	Quiz

Assessment 3 (Quiz 2):	LO3 LO5	mindedness			
4. Continuous Assessment 4 (Final Oral Project):	LO2 LO3 LO4	Competence; Character; Communication	25%	team	Group Oral Project Rubric Peer evaluation form Refer to Appendix 3
5. Continuous Assessment 5 (Homework; Participation):	LO1-5	Character Global citizenry Civic mindedness	15%	Individual	Class Participation Rubric  Refer to Appendix 2
Total			100%		

### Formative feedback

Describe how you would be giving feedback to students on how they are learning in this course.

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both students and teachers. The feedback will be given in a prompt and informative manner with specific reference to the Intended Learning Outcomes as soon as possible during or after the learning activity.

Tools used for formative assessment and learning activity implemented in this course are:

- **Written quiz:** Students receive the results and comments afterwards.
- **In-class exercises and activities:** Students receive and give feedback and comments on the spot. It facilitates learning by allowing students to view & to respond to the work of others.
- **Post-class written/oral assignments:** Individual written/oral feedback/comments regarding content and linguistic performance are to be provided from time to time.
- **Chat-apps discussion:** Line/Wechat is used as a flexible and timely platform to guide students in their learning path.
- **Final Oral Project:** Students are guided step-by-step to the final project. Guidance and comments are given periodically.

### Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Task-based Language Teaching	It is highly interactive and collaborative learning method adopt in classroom. By complementing the tasks , you not only acquire the language knowledge but also improving and consolidating your real life language communication skills.

Blended learning	<p>The course will combine online learning and face-to face learning method. There will be two online learning platforms:</p> <ul style="list-style-type: none"> <li>▪ NTULearn: It will be used as an e-learning materials delivery platform. You will have the pre-class and post-class learning materials and quick self-assessments on NTULearn.</li> <li>▪ Chat apps: Chat app is used to create a more handy and efficient communication platform of learning community among me and you.</li> </ul>
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**Reading and References**

- Wu,Sue-mei ...[et al.]. Chinese Link: Zhong wen tian di: beginning Chinese level 1. Simplified characters version. Lesson 1-Lesson 7, Level 1 Part 1. 2nd Edition. Publisher: Pearson.
- Weekly Supplementary Learning Materials

**Course Policies and Student Responsibilities**

**(1) General**

You are expected to complete all assigned pre-class and post-class activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all group discussions and activities.

**(2) Absenteeism**

Class attendance and participation are very important for a language course. Students are required to attend all scheduled classes and take an active part in-class and off-class activities. The attendance will be recorded on each class. If, for some justifiable reason, you are not able to come to class on a certain day, you must advise the instructor in advance, unless it's an emergency. Supporting documents (e.g., doctor's certificate) should be submitted in order for an absence to be excused.

**Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

**Course Instructors**

Instructor	Office Location	Phone	Email
Dr. He Xiaoling	HSS-02-33	6316 8932	xlhe@ntu.edu.sg
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### Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1-2	<ul style="list-style-type: none"> <li>Revision</li> <li>Meeting and Making plan [Lesson 8]</li> <li>Ask and answer availability</li> <li>Express preference, discuss alternative and make suggestion</li> </ul>	LO1-5	Textbook Chapter 8 Handouts Tutorials Team/pair work On-line/classroom exercises
3-4	<ul style="list-style-type: none"> <li>Make a phone Call [Lesson 9]</li> <li>Handle various phone situations</li> <li>Ask and explain ongoing activities (Present progressive)</li> <li>Review Lesson 8-9</li> </ul>	LO1-5	Textbook Chapter 9 Handouts Tutorials Team/pair work On-line/classroom exercises Mobile activities
5-6	<ul style="list-style-type: none"> <li>Time and dates [Lesson 10]</li> <li>Daily schedules</li> <li>Ask and answer frequency of doing something</li> </ul>	LO1-5	Textbook Chapter 10 Handouts Tutorials Team/pair work On-line/classroom exercises Mobile activities
7-8	<ul style="list-style-type: none"> <li>Food and Drinks [Lesson 11]</li> <li>Ordering food</li> <li>Express preference and discuss alternatives</li> </ul>	LO1-5	Textbook Chapter 11 Handouts Tutorials Team/pair work On-line/classroom exercises Mobile activities
8-10	<ul style="list-style-type: none"> <li>Express wishes possibilities, obligations and capabilities [Lesson 12]</li> <li>Making requests and give permission</li> </ul>	LO1-5	Textbook Chapter 12 Handouts Tutorials Team/pair work On-line/classroom exercises Mobile activities
11-12	<ul style="list-style-type: none"> <li>Clothing</li> </ul>	LO 1-5	Textbook Chapter 13

	<ul style="list-style-type: none"> <li>• Go Shopping</li> <li>• Asking price; bargaining</li> <li>• Express opinions</li> <li>• Review: Lesson 11-13</li> </ul>		<ul style="list-style-type: none"> <li>Handouts</li> <li>Tutorials</li> <li>Team/pair work</li> <li>On-line/classroom exercises</li> <li>Mobile activities</li> </ul>
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**Programme Outcomes:**

All CML classes follow an Outcomes Based Teaching and Learning (OBTL) curriculum, which are based on the following programme learning outcomes:

- Develop interactive, interpretive, and presentational communication skills in the target language. – PLO1
- Demonstrate understanding of the concepts of the target language and its respective culture. – PLO2
- Integrate target language proficiencies and intercultural competencies to effectively perform in today's globalised world. – PLO3

Appendix 1: Rubric for Oral Presentation

Grade	Presentation skills 呈现技巧 目光、微笑、身体语言、互动、不看稿	Pronunciation, intonation, speed, Fluency 语音、语调、语速、停顿	Vocabulary 词汇	Grammar 语法	Content 内容
5	Frequent eye contact, friendly smile to the audience; outstanding control of body-language with effective interaction with the audience	Outstanding pronunciation with correct and clear tones, intonation and appropriate pauses; outstanding control of speed	Outstanding range and variety of vocabulary with regard to the theme; fully accurate and appropriate use.	Outstanding and consistent control of sentence patterns and wide-ranging use of structures	Outstanding coverage of key issues, making an original and interesting contribution to theme.
4	Frequent eye contact and friendly smile to the audience; excellent control of body-language with frequent interaction with the audience	Excellent pronunciation with correct and clear tones, intonation and appropriate pauses; excellent control of speed	Excellent range and choice of vocabulary with regard to the theme; fully accurate and appropriate use.	Excellent and consistent control of sentence patterns and wide-ranging use of structures	Excellent coverage of key issues, making an original and interesting contribution to theme.
3	Necessary eye contact with the audience; some control of body-language	Good pronunciation with correct and clear tones, intonation and appropriate pauses; good control of speed	Good range and choice of vocabulary with regard to the theme; generally accurate and appropriate use.	Good control of sentence patterns and wide-ranging use of structures	Good coverage of key issues, making a very good contribution to theme.
2	Reasonable eye contact and reasonable interaction with the audience	Reasonable pronunciation, but some errors may lead to occasional misunderstanding, reasonable control of speed	Reasonable choice of vocabulary with regard to the theme; though with some hesitation, errors leading to occasional misunderstanding	Reasonable control of patterns and reasonable range of structures.	Reasonable coverage of key issues, making a reasonable contribution to theme.

1	Lack of eye contact and lack of necessary interaction with the audience	Noticeable errors in pronunciation and intonation impede understanding	Vocabulary simple and repetitive/limited for the purpose, frequent errors and excessive repetitions, often lead to misunderstanding	Control of patterns poor, with many grammatical inaccuracies and/or limited in range and complexity for level.	Coverage of the key issues and contribution to the theme is very limited
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**Appendix 2: Rubric for class participation**

5	4	3	2	1
<ul style="list-style-type: none"> <li>▪ Complete all e-learning materials(pre-class &amp;post-class)</li> <li>▪ Complete all the assigned homework</li> <li>▪ Always eager and interested to learn</li> <li>▪ Often voluntary in language practice</li> <li>▪ Works very well in pairs and groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete most of e-learning materials (pre-class &amp;post-class)</li> <li>▪ Complete most homework</li> <li>▪ Usually eager and interested to learn</li> <li>▪ Voluntary in language practice</li> <li>▪ Works well in pairs and groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete most in-class work and homework</li> <li>▪ Interested, but not very eager to learn Chinese</li> <li>▪ Occasionally voluntary in language practice</li> <li>▪ Works ok in pairs and groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seldom Complete in-class work and homework</li> <li>▪ Not very interested in learning Chinese</li> <li>▪ Rarely voluntary in language practice</li> <li>▪ Doesn't works very well in pairs and groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Missed 30% of the in-class work and homework</li> <li>▪ Not voluntary in language practice</li> <li>▪ Doesn't involve in pairs and group work in/off class</li> </ul>



Appendix 3: Rubric for Group Oral Project

	4	3	2	1
<b>Comprehensibility</b>	Easily understood	understood	Difficult to understand	incomprehensible
<b>Accuracy</b>	perfect	uses well what is being studied	some errors with what is being studied	doesn't seem to understand what is being studied
<b>Fluency</b>	Smooth delivery	Fairly smooth	Unnatural pauses	Halting; hesitant; long gaps
<b>Pronunciation</b>	Accurate throughout Near native	Understandable; With very few errors	Some errors; but still understandable	Poor pronunciation
<b>Vocabulary</b>	creative/extensive use of vocabulary	vocabulary at present level of study	some use of current vocabulary; key words missing	minimal use of targeted vocabulary at present level of study; words used incorrectly
<b>Credibility</b>	credible role play; reflect culture	limited credibility; somewhat reflect culture	Limited credibility Little connection to Chinese culture	Not credible; No connection to Chinese culture
<b>Performance</b>	lively, enthusiastic;	general enthusiasm;	little enthusiasm;	reads from scripts;
<b>effort</b>	more than required creative	meets requirement some creativity;	work appears hastily; some evidence of creativity	Shows efforts and no evidence of creativity Not much planning
<b>Team work</b>	Supper	excellent	good	approaching

**Peer Evaluation Form for Group Work**

Your name \_\_\_\_\_

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column. This will be used as a moderation factor.

Evaluation Criteria	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.			
Completes group assignments on time.			
Demonstrates a cooperative and supportive attitude.			
Contributes significantly to the success of the project.			
TOTALS			