| Course Aims |
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| This is an elementary Chinese course for beginners with no previous knowledge of the language. It aims to introduce Chinese language and culture through practical use of the language to students. The learning activities are designed to develop students' listening, speaking, reading and writing skills and gradually build up students' confidence in using Putonghua for daily communication. In order to establish a solid foundation for long-term study, the learning of Chinese characters is an essential part of this course. |

| Intended Learning Outcomes (ILO) |
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| Upon successful completion of the course, you are expected to be able to: |

1.  comprehend Putonghua phonology at a basic level;
2.  use Hanyu Pinyin to master Putonghua pronunciation;
3.  interpret and copy Chinese characters with precision;
4.  read and write approximately 150 Chinese characters and use 250 words for listening and speaking;
5.  interpret the basic grammatical structure of Chinese, word order and a few functional words;
6.  carry out simple conversations in some essential everyday situations; make connections between what you have learnt and your daily life;
7.  communicate in culturally appropriate ways based on basic understanding of the Chinese culture and compare aspects of Chinese culture with other cultures.

| Course Content |
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- Basic phonetic and phonological knowledge of Putonghua
- Hanyu Pinyin system
- Greetings
- Numbers
- Asking name, occupation and nationality; address
- Introducing oneself, friends, family and others;
- Phone calls
- Time and Schedules

| 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 LO 2 LO 4 | Competence | 15% | Individual | Listening/writing/ reading |
| 2. Continuous Assessment 2 (Oral Presentation) | LO 1 LO 4 LO 6 LO 7 | Competence; Global citizenry; civic mindedness; communication | 20% | Individual | Speaking

Refer to Appendix 1 |

| | | | | | |
|---|---|---|---|---|---|
| 3. Continuous Assessment 3 (Quiz 2) | LO 3 LO 4 LO 5 LO 6 | Competence; mindedness | 25% | Individual | Listening/writing/ reading |
| 4. Continuous Assessment 4 (Final Oral Project *) | LO 5 LO 6 LO 7 | Competence; Character; Communication | 25% | Team* | Speaking/listening rubrics and Peer revaluation form<br><br>Refer to Appendix 2 |
| 5. Continuous Assessment 5 (Homework; Participation) | LO 1-7 | Character Global citizenry Civic mindedness | 15% | Individual | Listening/speaking/reading/ writing<br><br>Refer to Appendix 3 |
| Total | | | 100% | | |

* Final Oral Project (FOP): This is a group project. It is graded individually (20%) according to participant's performance as speaking accuracy & fluency, language content and complexity. There is 5% of effort score which is graded by peer evaluation. Detailed guidelines are posted in NTULearn.

**Formative feedback**

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 | Instantiating the learning outcomes in different types of learning tasks. By complementing these learning tasks students not only acquire the language knowledge but also improving their real life language communication skills. |
| Technology-assisted Learning | incorporating technological tools and resources in the process of teaching and learning a language. It involves leveraging various digital technologies, such as mobile devices, language learning apps, online platforms, and interactive software, to enhance language instruction and practice. It aims to provide learners with engaging and interactive language learning experiences, offering opportunities for self-paced learning, immediate feedback, and access to authentic language materials, ultimately facilitating the development of language proficiency and communicative skills. |

**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

This course requires you to be in class to contribute to team work. In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

## 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 |
| Ms. Zhang Wenfang | | | Zhangwenfang2013@gmail.com |
| Mr. Zhao Qi | | | Zhaoqi7374@gmail.com |

## Planned Weekly Schedule

| Week | Topic | Course LO | Readings/ Activities |
|---|---|---|---|
| 1 | • Class begins (Course introduction; Syllabus)<br>• Map of China<br>• Introduction to Chinese<br>• Classroom Expressions (1-42)<br>• Phonetic System: Pinyin | LO 1<br>LO 2<br>LO 6<br>LO 7 | Textbook Chapter 0<br>Handouts<br>Tutorials<br>Team/pair work<br>On-line/classroom exercises |
| 2 | • Phonetic System: Pinyin<br>• Different ways of greetings;<br>• Chinese characters in Lesson 1 | LO 2<br>LO 3<br>LO 6 | Textbook Chapter 1<br>Handouts<br>Tutorials |

| | | | |
|---|---|---|---|
| | • •Review:Pinyin & Classroom expression | LO 7 | Team/pair work<br>On-line/classroom exercises<br>Mobile activities |
| 3 | • Phonetic System: Pinyin<br>• Getting to know people by asking name;<br>• Self-introduction;<br>• Chinese characters in Lesson 2<br>• Review: Lesson 1-2 | LO 2<br>LO 3<br>LO 4<br>LO 5<br>LO 6 | Textbook Chapter 2<br>Handouts<br>Tutorials<br>Team/pair work<br>On-line/classroom exercises<br>Mobile activities |
| 4 | • Phonetic System: Pinyin<br>• Nationality, language<br>• Reinforcement of getting to know people<br>• Chinese characters in Lesson 3 | LO 2<br>LO 3<br>LO 4 | Textbook Chapter 3<br>Handouts<br>Tutorials<br>Team/pair work<br>On-line/classroom exercises<br>Mobile activities |
| 5-6 | • Phonetic System: Pinyin<br>• Supplementary Learning Content:<br>   ○ Numbers<br>   ○ Measure words<br>   ○ Money<br>   ○ Food & drinks<br>• Communicative Practice: Ordering food in NTU<br>• Review Lesson 1-3<br>**Quiz I (Listening & Written)** | LO 2<br>LO 6<br>LO 3<br>LO 4 | Handouts<br>Tutorials<br>Team/pair work<br>On-line/classroom exercises<br>Mobile activities |
| 7 | • Talking about studies<br>• Chinese characters in Lesson 4<br>• Review: Lesson 1-4 | LO 1<br>LO 3<br>LO 4<br>LO 5<br>LO 6 | Textbook Chapter 4<br>Handouts<br>Tutorials<br>Team/pair work<br>On-line/classroom exercises<br>Mobile activities |
| 8-9 | • Introducing people<br>• Chinese characters in Lesson 5<br>• Supplementary Content:<br>   ○ Talking about daily activities<br>   ○ Time words | LO 3<br>LO 4<br>LO 5<br>LO 6<br>LO 7 | Textbook Chapter 5<br>Handouts<br>Tutorials<br>Team/pair work<br>On-line/classroom exercises<br>Mobile activities |
| 10-11 | • Talking about Family<br>• Chinese characters in Lesson 6<br>• Review: Lesson 5-6<br>**Oral presentation/interview (up to L6)** | LO 1<br>LO 2<br>LO 3<br>LO 4<br>LO 5<br>LO 6<br>LO 7 | Textbook Chapter 6<br>Handouts<br>Tutorials<br>Team/pair work<br>On-line/classroom exercises<br>Mobile activities |
| 11-12 | • Talking about address and location<br>• Chinese characters in Lesson 7 | LO 1<br>LO 2 | Textbook Chapter 7<br>Handouts |

| | | Communicative Practice of Lesson 7 **Final Oral Project Due** **Quiz II (Listening & Written)** | LO 3 LO 4 LO 5 LO 6 LO 7 | Tutorials Team/pair work On-line/classroom exercises Mobile activities |
|---|---|---|---|---|
| | | | | |