

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2017/18

Part I Course Overview

Course Title: Chinese Language (Putonghua) I

Course Code: CAH2120

Course Duration: 1 semester

Credit Units: 3 credits

Level: B2

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: CTL2120 Chinese Language (Putonghua) I
(Course Code and Title)

Exclusive Courses: CTL2961 Chinese Communication Skills for Business, CAH2961 Chinese
(Course Code and Title) Communication Skills for Business

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to acquaint students with the Hanyu Pinyin system, to develop their language skills in Putonghua, and to raise their awareness of Putonghua and its creative usages. In the process of achieving these aims, students will discover various aspects of Chinese culture.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify and analyze the phonetic constructions of Putonghua pronunciations	40%		√	
2.	Apply Putonghua appropriately and creatively in daily life	30%		√	
3.	Demonstrate proficiency of Putonghua at intermediate beginner level	30%		√	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
-Lecture -Assignment	- Syllables and structure of the Hanyu Pinyin system are explained; - Drills and Exercises enable students to discover and analyze the relationship between Chinese characters and Pinyin phonetic symbols; - Words with similar pronunciations are contrasted and compared with exercises and during classroom discussions.	√						1.5 hours

Tutorial	<ul style="list-style-type: none"> - Practical Sentences and Conversations designed for different situations enable students to apply Putonghua in daily life creatively; - Listening exercises allow students to recognize spontaneously the content of a Putonghua conversation; - Group discussion and role-playing activities enable students to identify context in real life conversation; 			√					0.75 hours
Group Presentation	<ul style="list-style-type: none"> - Students are trained to become proficient communicators through creative classroom activities such as discussion and role-playing in class; - Students are required to give short speeches with a given topic in class; - Topics related to Chinese culture are included in the discussion to broaden students' knowledge in this area. 			√					0.75 hours

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: 100%								
Quiz- To assess students' knowledge and ability in analysis and transcribing of Hanyu Pinyin	√						10%	
Reciting – To assess students' pronunciation and proficiency by reciting the given chapter from the textbook.	√	√					10%	
Topic Presentation – Spontaneous speeches for certain purposes or on specific topics, in order to assess students' speaking ability and communication skills (in-class presentation)		√	√				10%	
Mid-semester comprehensive test - combine listening, writing and reading sections to evaluate students' i) proficiency in application of Pinyin; ii) understanding of lexical and syntactic differences between Cantonese and Putonghua.	√	√	√				30%	

Final comprehensive test - combined listening, writing, transcribing and speaking in overall to evaluate students' i) proficiency in application of Pinyin; ii) understanding and creative application of language knowledge in Putonghua	√	√	√				40%	
Examination: - (duration: -)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Quiz	Knowledge and ability of analysis and transcription in Hanyu Pinyin system, in accordance with syllable spelling rules	<u>Strong evidence of</u> -Ability to spell and write in Hanyu Pinyin such as the initials, finals and the tones; -Full master of the spelling rules of syllables	<u>Adequate evidence of</u> -Ability to spell and write in Hanyu Pinyin such as the initials, finals and the tones; -Full master of the spelling rules of syllables	<u>Moderate evidence of</u> -Ability to spell and write in Hanyu Pinyin such as the initials, finals and the tones; -Full master of the spelling rules of syllables	<u>Marginally satisfies the basic requirements of</u> spelling and writing in Hanyu Pinyin and in limited compliance to syllable spelling rules	<u>Below marginal requirements of</u> spelling and writing in Hanyu Pinyin
Reciting	Standard pronunciation and proficiency in reading aloud the given material; overall fluency without accent	<u>Strong evidence of</u> -Ability to pronounce correctly and reading aloud proficiently -Fluent oral delivery without a dialect accent	<u>Adequate evidence of</u> -Ability to pronounce correctly and reading aloud proficiently -Fluent oral delivery without a dialect accent	<u>Moderate evidence of</u> -Ability to pronounce correctly and reading aloud proficiently -Fluent oral delivery without a dialect accent	Weak pronunciation skills with interrupted delivery; serious dialect tone	Poor pronunciation skills with interrupted delivery; serious dialect tone
Topic Presentation	Spontaneous speeches on specific topics; manifesting speaking ability and communication skills in terms of pronunciation, accent and expression	<u>Strong evidence of</u> -Standard pronunciation without a dialect accent -Fluent expression and effective delivery of ideas	<u>Adequate evidence of</u> -Standard pronunciation without a dialect accent -Fluent expression and effective delivery of ideas	<u>Moderate evidence of</u> -Standard pronunciation without a dialect accent -Fluent expression and effective delivery of ideas	Manifestation of major errors in pronunciation; serious dialect tone and not fluent in expression	Serious errors in pronunciation; prominent dialect tone; expression not smooth and ineffective delivery of ideas
Mid-semester comprehensive test	Command of the language in various aspects such as listening, writing and reading, in terms of i) proficiency in	<u>Strong evidence of</u> Competent skills in all aspects of listening, writing and reading - Proficiency in application of Pinyin	<u>Adequate evidence of</u> Competent skills in all aspects of listening, writing and reading - Proficiency in application of Pinyin -Ability to distinguish	<u>Moderate evidence of</u> Competent skills in all aspects of listening, writing and reading - Proficiency in application of Pinyin -Ability to distinguish	Marginally able to master the language in various aspects without much proper application of	Poor command of the language in general; lack of proper application of Pinyin; confusion in lexical and

	application of Pinyin; ii) understanding of lexical and syntactic differences between Cantonese and Putonghua; iii) proficiency in speaking with standard pronunciation and fluency expression.	-Ability to distinguish the lexical and syntactic differences and adopt the correct usage of Cantonese and Putonghua - Ability to pronounce correctly and fluently	the lexical and syntactic differences and adopt the correct usage of Cantonese and Putonghua - Ability to pronounce correctly and fluently	the lexical and syntactic differences and adopt the correct usage of Cantonese and Putonghua - Ability to pronounce correctly and fluently	Pinyin; lack of understanding of lexical and syntactic differences between Cantonese and Putonghua	syntactic differences between Cantonese and Putonghua
Final comprehensive test	Overall command of the language in listening, writing, transcribing and speaking i) proficiency in application of Pinyin; ii) understanding and application of language knowledge in Putonghua iii) proficiency in speaking with standard pronunciation, accurate Putonghua vocabulary and grammatical usages.	<u>Strong evidence of</u> Competent skills in listening, writing, transcribing and speaking as a whole - Proficient and appropriate application of Pinyin - Application of language knowledge in diverse perspectives such as the intonation, light tones and “er” vowel -Expressed fluently with accurate pronunciation, vocabulary and grammar	<u>Adequate evidence of</u> Competent skills in listening, writing, transcribing and speaking as a whole - Proficient and appropriate application of Pinyin - Application of language knowledge in diverse perspectives such as the intonation, light tones and “er” vowel -Expressed fluently with accurate pronunciation, vocabulary and grammar	<u>Moderate evidence of</u> Competent skills in listening, writing, transcribing and speaking as a whole - Proficient and appropriate application of Pinyin - Application of language knowledge in diverse perspectives such as the intonation, light tones and “er” vowel -Expressed fluently with accurate pronunciation, vocabulary and grammar	Marginally able to master the language in various aspects without proficient application of Pinyin and in using related language knowledge -Serious pronunciation problem; serious dialect tone; ineffective communication	Poor command of the language in general; lack of proficiency in application of Pinyin and in using related language knowledge -Others may fail to understand their conversation

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Syllables in Putonghua; Structure of Putonghua syllable -- initials, finals and tones; Hanyu Pinyin transcribing and indexing methods; Rules of consonant, vowel and tone correspondence and exceptions between Putonghua and Cantonese; Situational conversation; Listening to stories and articles; Chinese literature and arts

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

N/A

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Recommended Readings:

1.	王培光，王志潔，周秀芬，鄭定歐，《大學普通話》，1997。
2.	王培光，王志潔，周秀芬，鄭定歐，《普通話談香港》，2000。
3.	Miscellaneous materials selected from contemporary Chinese Literary works

Reference books:

1.	《普通話水平測試實施綱要》，北京：商務印書館，2006。
2.	曾子凡 編著，《廣州話，普通話口語詞對譯手冊》，香港：三聯書店，2002。
3.	曾子凡 著，《有冇搞錯：廣東人講普通話辨誤》，香港：三聯書店，2003。
4.	王力 著，《廣東人怎樣學習普通話》，香港：香港萬海語言，1983。
5.	王培光，梁仲森，梁燕冰，周秀芬 編著，《唱談普通話》，香港：城市大學進修中心，1994。