

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CLC2154 (2019-20 onward) CBS2154 (2018-19 and before)
Subject Title	Chinese IV (for Non-Chinese speaking students) 漢語 IV (非華語學生課程)
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Remarks: ➤ For non-Chinese students at intermediate competence levels; and ➤ Students who have completed Chinese III or equivalent
Objectives	This subject aims to further enhance non-Chinese-speaking students' oral communication skill in Chinese and their ability in reading and writing with Chinese characters.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: (a) master 1200 useful Chinese words altogether; (b) recognize 600 Chinese characters altogether; (c) master basic grammar patterns and related expressions; (d) read and write passage in Chinese.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	1. Intonation 2. Grammar 3. Colloquial expressions vs. formal expressions 4. Pragmatics rules and implication 5. Cultural background of China reflected in expressions 6. Conversation on topics of personal interest such as dreams, hopes and ambitions, etc. 7. Writing passage in Chinese

<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>Teaching and learning activities will be in the form of interactive seminars where students will be given a lot of chances to practice. They will be encouraged to participate in after class consultation and to take part in authentic language activities to maximize communications between students and teachers.</p>																																																									
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="520 539 1426 1256"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Listening practice</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Vocabulary and grammar practice</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Oral presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>4. Writing practice</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>5. Reading and Speaking</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>6. In-class participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total (Continuous Assessment)</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Building up vocabulary and grammar capacity is an important outcome of this subject. Students should endeavor to acquire the targeted number and range of vocabularies as well as grammar patterns. Such requirement is embedded in all the assessment items listed below.</p> <ol style="list-style-type: none"> 1. Listening practice Students are asked to listen to dialogues and short passages and give answers in written Chinese to questions about the content so as to demonstrate their level of aural competency. 2. Vocabulary and grammar practice Although knowledge of Chinese characters, words and grammar patterns are emphasized throughout the course of learning, and the acquisition of such underlies all the assessments, students' performance in vocabulary and grammar will be separately assessed so as to show the importance of such knowledge. For instance, they will be asked to write sentences with given vocabulary and to correct sentences with grammatical errors. 						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Listening practice	10%	✓	✓	✓		2. Vocabulary and grammar practice	10%	✓	✓	✓	✓	3. Oral presentation	20%	✓	✓	✓		4. Writing practice	30%	✓	✓	✓	✓	5. Reading and Speaking	20%	✓	✓	✓	✓	6. In-class participation	10%	✓	✓	✓	✓	Total (Continuous Assessment)	100 %				
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	<p>3. Oral presentation Students are asked to make presentation on a book they like or their dreams/hopes/ambition or an interesting thing they want to share with the class. They have to give spontaneous responses to questions on their presentations so as to demonstrate the ability to engage in simple conversation.</p> <p>4. Writing practice Students are asked to write two compositions on daily life topics so as to demonstrate their mastery of some commonly used vocabularies, grammar patterns and ways of expressions. .</p> <p>5. Reading and speaking Students are asked to read a narrative passage with about 200 characters and retell the content in spoken form afterward. They have to answer teacher’s questions about the story as well.</p> <p>6. In-class participation As the lessons are conducted in an interactive manner, discussions, short exercises and other learning activities are conducted during classes, and thus students’ participation is assessed.</p> <p>All assignments are in the form continuous assessment. Each assignment will be evaluated with the criterion-reference approach.</p>	
Student Study Effort Expected	Class contact:	
	▪ Seminar	39 Hrs.
	Other student study effort:	
	▪ outside class practice	36 Hrs.
	▪ self-study	36 Hrs.
	Total student study effort	111 Hrs.
Reading List and References	刘珣主编 (2007) 《新实用汉语课本》第二册 (<i>New Practical Chinese Reader</i>) (Vol.2), 北京语言大学出版社。	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.