

FACULTY OF HUMANITIES AND PERFORMING ARTS
UNIVERSITY OF WALES TRINITY SAINT DAVID

BA CHINESE STUDIES
(SINGLE HONOURS AND JOINT HONOURS)
LEVEL 5/6

CHINESE 7

MODULE NUMBER: HPCL5007/6007



AIM(S)

- The aim is to consolidate learner's advanced proficiency through attention to receptive, productive, and interactive skills in speaking, listening, reading and writing.
- To contribute to the proficient level as a fluent and professional speaker of Chinese.

PREREQUISITES

This module is designed for those learners with:

- Substantial Chinese level (i.e. approx. 2400 characters).
- Or successfully completed module *Chinese 6*.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- understand with ease virtually everything heard or read;
- summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation;
- express him/herself spontaneously, fluently and precisely, differentiating finer shades of meaning even in more complex situations.

INDICATIVE CONTENT

- 3000 vocabulary.
- Themed topics include Chinese dialect and accent, Chinese films, China in the World, formal discussion in meeting, job interview, report and essays, China's economy and politics, Chinese culture and society, TV shows, Chinese TV dramas, Internet blogs.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3,800 characters	40%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Portfolio of oral assessments	Equivalent to 1 hour	30%

Assessment Component 3

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written exam	2 hours	30%

Assessment Summary

Activity type	Percentage
Written exam	30%
Coursework	40%
Practical	30%
TOTAL	100%



Module teacher:

Miss Yiyang Jiao

Lecturer in Chinese and Cultural Engagement

Office: A 120, Arts Building

Email: y.jiao@uwtsd.ac.uk

Office Hours:

Mondays 11:00 - 12:30

14:30 - 16:00



Module teacher:

Mr Fanhui Meng

Email: fanhui.meng@uwtsd.ac.uk

For a tutor's consultation availability, check the office hours on the tutor's door and sign up for an appointment. If you need to consult the tutor urgently, please contact the tutor by the email provided above.

WEEK 1

Listening 1-1 (Mon)

《经理对我印象不错》 in JIANG, L. P. (2015) Standard Course HSK 4A. Beijing: Beijing Language and Culture University Press, pp.21-23.

《不要太着急赚钱》 in JIANG, L. P. (2015) Standard Course HSK 4A. Beijing: Beijing Language and Culture University Press, pp.31-33.

Writing 1-2 (Tue)

《上班族的一天》 in CAI, Y. Q. (2012) Developing Chinese: Intermediate Writing Course I. Beijing: Beijing Language and Culture, pp. 18-27.

Reading and Speaking 1-3 (Thu)

《“汉语桥”世界大学生中文比赛》 in XU, C.(2016) Developing Chinese: Intermediate Reading Course II. Beijing: Beijing Language and Culture, p. 20.

Reading and Speaking 1-4 (Fri)

《电影<城南旧事>》 in XU, C.(2016) Developing Chinese: Intermediate Reading Course II. Beijing: Beijing Language and Culture, p.28.

WEEK 2

Listening 2-1 (Mon)

《喝着茶看着京剧》 in JIANG, L. P. (2015) Standard Course HSK 4B. Beijing: Beijing Language and Culture University Press, pp.21-23.

《生活中不缺少美》 in JIANG, L. P. (2015) Standard Course HSK 4A. Beijing: Beijing Language and Culture University Press, pp.71-73.

Writing 2-2 (Tue)

《<慢性的发现>读后感》 in CAI, Y. Q. (2012) Developing Chinese: Intermediate Writing Course II. Beijing: Beijing Language and Culture, pp. 117-129.

Reading and Speaking 2-3 (Thu)

《从大到小——中国人的思维方式》 in XU, C. (2016) Developing Chinese: Intermediate Reading Course II. Beijing: Beijing Language and Culture, p. 40.

Reading and Speaking 2-4 (Fri)

《<西游记>与<大闹天宫>》 in XU, C.(2016) Developing Chinese: Intermediate Reading Course II. Beijing: Beijing Language and Culture, p.90.

WEEK 3

Listening 3-1 (Mon)

《保护地球母亲》 in JIANG, L. P. (2015) Standard Course HSK 4B. Beijing: Beijing Language and Culture University Press, pp.31-33.

《科技与世界》 in JIANG, L. P. (2015) Standard Course HSK 4B. Beijing: Beijing Language and Culture University Press, pp.71-73.

Writing 3-2 (Tue)

《关于出行方式的调查》 in CAI, Y. Q. (2012) Developing Chinese: Intermediate Writing Course I. Beijing: Beijing Language and Culture, pp. 75-84.

Reading and Speaking 3-3 (Thu)

《京津城际高铁真快》 in XU, C. (2016) Developing Chinese: Intermediate Reading Course II. Beijing: Beijing Language and Culture, p.50.

《香港为什么不堵车》 in XU, C. (2016) Developing Chinese: Intermediate Reading Course II. Beijing: Beijing Language and Culture, p.117.

Reading and Speaking 3-4 (Fri)

《“ ” 为何只有一条腿》 in XU, C. (2016) Developing Chinese: Intermediate Reading Course II. Beijing: Beijing Language and Culture, p.9.

WEEK 4

Oral and Written Revision Class 4-1 (Mon)

Oral Test 4-2 (Tue)

Reading and Speaking & Revision Class 4-3 (Thu)

《汉语拼音与周有光》 in XU, C. (2016) Developing Chinese: Intermediate Reading Course II. Beijing: Beijing Language and Culture, p.1.

《“80 后” 小夫妻回归田园》 in LUO, Q. S. (2011) XU, C. (2016) Developing Chinese: Intermediate Reading Course II. Beijing: Beijing Language and Culture, p. 114.

Two-Hour Exam 4-4 (Fri)

MODULE RESOURCES

Dictionaries

***You only need one of those dictionaries**

Oxford Chinese Dictionary. Oxford: Oxford University, 2010.

New Age Concise Chinese – English Dictionary. Beijing: the Commercial Press, 2009.

Textbooks

XU, C. (2016) Developing Chinese: Intermediate Reading Course II. Beijing: Beijing Language and Culture

CAI, Y. Q. (2012) Developing Chinese: Intermediate Writing Course I. Beijing: Beijing Language and Culture

CAI, Y. Q. (2012) Developing Chinese: Intermediate Writing Course II. Beijing: Beijing Language and Culture

JIANG, L. P. (2015) Standard Course HSK 4B. Beijing: Beijing Language and Culture University Press

Yip, P. and Don, R. (2009) *Intermediate Chinese: A Grammar and Workbook*. London: Routledge.

Assessment Plan

Assessment 1: Writing Portfolio (40%)

1. Learning Summary 2000 words (40 points)

- Students will need to complete all 7 pages of Character Sheets.

ASSESSMENT CRITERIA

- Make sure all words are clearly written inside the grids.
- Make sure all the strokes of the characters are written correctly and are in the correct order.
- Write all the punctuations correctly.
- Make sure to fill all the grids in the Character Sheets.

2. Written Coursework 1800 words (60 points)

- Students will need to produce 3 written works according to the tasks below.
Each report should be 600 words long.

- 说说我在大学生活的一天
- 《大闹天宫》观后感
- 关于在英国出行方式的调查

ASSESSMENT CRITERIA

- Sophistication and accuracy of expression to the words used
- Appropriate use of the grammar prescribed above; the ability to employ other grammar; and structure and attention to detail in layout.
- Correct application of Chinese punctuation.
- Good grasp of both main points and details of passages presented; clear writing; clarity of expression; a clear structure
- Correct follow Chinese written format; handwriting; and general presentational standards.

Assessment 2: Oral Portfolio (30%)

1. Themed Discussion in Pairs or Group (30 min) (40 points)

- Students will need to discuss given topic and answer given questions in pairs.

ASSESSMENT CRITERIA

- Discussion is carried out in Chinese with no intervention of English
- Contribution to the flow of the discussion
- Can clearly and successfully give your opinion.
- Can fluently relate a straightforward narrative or description as a linear sequence of points.
- Can give detailed accounts of experiences, describing feelings and reactions.
- Can express hope, dislike, agree and disagree by using Chinese modal verbs.

2. Presentation and Q&A (30 min) (60 points)

Topic: “浅谈英国人和中国人的思维方式”

- 10-min presentation on the comparison of the way of thinking between British and Chinese people.

ASSESSMENT CRITERIA

- Discussion is carried out in Chinese with no intervention of English
- Can successfully give your opinion, including what you think, and why; your experience how you engaging / interacting with it.
- Can fluently relate a straightforward narrative or description as a linear sequence of points.
- Can give detailed accounts of experiences, describing feelings and reactions.
- Can express hope, dislike, agree and disagree by using Chinese modal verbs.

Assessment 3: Two-Hour Written Exam (30%)

Question types:

1. Listening
2. Vocabulary
3. Grammar
4. HSK type questions
5. Reading
6. Writing