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| **1** | **Course title** | Chinese for Beginners (3) |
| **2** | **Course number** | 2204150 |
| **3** | **Credit hours** | 3 |
| **Contact hours (theory, practical)** | 3 |
| **4** | **Prerequisites/corequisites** | 2204108 |
| **5** | **Program title** | Bachelor’s Degree in Chinese and English |
| **6** | **Program code** | 2204 |
| **7** | **Awarding institution** | The University of Jordan |
| **8** | **School** | Faculty of Foreign Languages |
| **9** | **Department** | Department of Asian Languages |
| **10** | **Level of course** | All year students |
| **11** | **Year of study and semester (s)** | All year/ All Semester |
| **12** | **Final Qualification** | BA |
| **13** | **Other department (s) involved in teaching the course** | - |
| **14** | **Language of Instruction** | Chinese |
| **15** | **Teaching methodology** | ☒Blended |
| **16** | **Electronic platform(s)** | ☒E-learning ☒Microsoft Teams ☐Skype ☐Zoom |
| **17** | **Date of production/revision** | Production: Revision: 26/12/2022 |

**18 Course Coordinator:**

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| Name: Liu Guanhua  Office hours:  Office number:  Phone number:  Email: l.guanhua@ju.edu.jo |

**19 Other instructors: -**

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| Name: -  Office number:  Phone number:  Email: |

**20 Course Description:**

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| This course aims to present more extensively the language aspects pertaining the students' acquisition at this stage, with emphasis placed in further development of the four language skills through texts conducted to communicative learning. |

**21 Course aims and outcomes:**

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| A- Aims: (PLO’s)  1- Analyze and explain conventional narrative and descriptive texts, spoken and written, related to describing people, places, and things.  2- Analyze, discuss, and critique the grammatical system and function of natural human language in Chinese and English languages, and develop his/her abilities and skills in phonetics, phonology, morphology, syntax, semantics, discourse analysis and pragmatics.  3- Develop and use his/her Chinese and English language skills and engage effectively in communicative tasks and activities in academic and non-academic contexts.  4- Analyze and evaluate major literary works, genres, periods, and critical approaches in Chinese and English literatures.  5- Show respect to cultural diversity, ethics, and professional behavior and appreciate the aesthetic and rhetorical aspects in literary works from a variety of cultures.  6- Use information and communication technology to access global databases and information to develop his/her knowledge and skills and use them in generating new knowledge in Chinese and English literary and linguistic texts.  7- Analyze Chinese and English linguistic and cultural features effectively for the purposes of teaching Chinese and English as a foreign language in a wide range of contexts.  8- Identify scientific research principles and use higher order thinking skills, critical and creative thinking in analyzing and observing issues related to the knowledge and skills of the Chinese and English languages and literature.  9- Work efficiently within a team and bears the responsibility arising from it as a specialist in the Chinese and English languages and practices his/her work within the value system of society and its general ethics.    B- Intended Learning Outcomes (ILOs):  Upon successful completion of this course, students will be able to:  B1. Reading through situations and contexts of the daily life.  B2. Writing through situations and contexts of the daily life.  B3. Speaking through situations and contexts of the daily life.  B4. Listening through situations and contexts of the daily life. |

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| **No.** | **Course Learning Outcomes** |  | **Program Outcomes** | | | | | | | | | | **Assessment Tools** | | | | | | | | | |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |  |
| **1** | Reading through situations and contexts of the daily life. | X | | X | X |  | X |  |  |  |  |  | X | X | X |  |  |  |  |  |  |  |
| **2** | Writing through situations and contexts of the daily life. | X | | X | X |  | X |  |  |  |  |  | X | X | X |  |  |  |  |  |  |  |
| **3** | Speaking through situations and contexts of the daily life. | X | | X | X |  | X |  |  |  |  |  | X | X | X |  |  |  |  |  |  |  |
| **4** | Listening through situations and contexts of the daily life. | X | | X | X |  | X |  |  |  |  |  | X | X | X |  |  |  |  |  |  |  |

**22. Topic Outline and Schedule:**

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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Week** | **Lecture** | **Topic** | **Course Learning Outcomes** | **Teaching Methods\*/platform** | **Evaluation Methods\*\*** | **References** | | 1 | 1.1 | 介绍课程的内容 | 1,2,3 | Face-to Face |  | Hsk3课本 | | 1.2 | Chinese Pinyin，Initial consonants & family members，Tones & tone twister & greetings | 1,2,3 | Face-to Face | Assignment | Hsk3课本 | | 1.3 | Chinese Pinyin，Initial consonants & family members，Tones & tone twister & greetings | 1,2,3,4 | Blended | Assignment | Hsk3课本 | | 2 | 2.1 | 周末你有什么打算 | 1,2,3 | Face-to Face | Assignment | Hsk3课本 | | 2.2 | 周末你有什么打算 | 1,2,3 | Face-to Face |  | Hsk3课本 | | 2.3 | 周末你有什么打算 | 1,2,3,4 | Blended | Quiz | Hsk3课本 | | 3 | 3.1 | 他什么时候回来 | 1,2,3,4 | Face-to Face |  | Hsk3课本 | | 3.2 | 他什么时候回来 | 1,2,3,4 | Face-to Face | Assignment | Hsk3课本 | | 3.3 | 他什么时候回来 | 1,2,3,4 | Blended | Assignment | Hsk3课本 | | 4 | 4.1 | 桌子上放着很多饮料 | 1,2,3,4 | Face-to Face |  | Hsk3课本 | | 4.2 | 桌子上放着很多饮料 | 1,2,3,4 | Face-to Face | dictation | Hsk3课本 | | 4.3 | 桌子上放着很多饮料 | 1,2,3,4 | Blended | Quiz | Hsk3课本 | | 5 | 5.1 | 她总是笑着跟客人说话 | 1,2,3,4 | Face-to Face |  | Hsk3课本 | | 5.2 | 她总是笑着跟客人说话 | 1,2,3,4 | Face-to Face | dictation | Hsk3课本 | | 5.3 | 她总是笑着跟客人说话 | 1,2,3,4 | Blended |  | Hsk3课本 | | 6 | 6.1 | 我最近越来越胖了 | 1,2,3,4 | Face-to Face | dictation | Hsk3课本 | | 6.2 | 我最近越来越胖了 | 1,2,3,4 | Face-to Face |  | Hsk3课本 | | 6.3 | 我最近越来越胖了 | 1,2,3,4 | Blended | dictation | Hsk3课本 | | 7 | 7.1 | 怎么突然找不到了 | 1,2,3,4 | Face-to Face |  | Hsk3课本 | | 7.2 | 怎么突然找不到了 | 1,2,3,4 | Face-to Face | dictation | Hsk3课本 | | 7.3 | 怎么突然找不到了 | 1,2,3,4 | Blended |  | Hsk3课本 | | 8 | 8.1 | 怎么突然找不到了 | 1,2,3,4 | Face-to Face | dictation | Hsk3课本 | | 8.2 | Midterm Exam | 1,2,3,4 | Face-to Face | | | | 8.3 | 我跟她都认识五年来 | 1,2,3,4 | Blended |  | Hsk3课本 | | 9 | 9.1 | 我跟她都认识五年来 | 1,2,3,4 | Face-to Face | dictation | Hsk3课本 | | 9.2 | 我跟她都认识五年来 | 1,2,3,4 | Face-to Face |  | Hsk3课本 | | 9.3 | 我跟她都认识五年来 | 1,2,3,4 | Blended | dictation | Hsk3课本 | | 10 | 10.1 | 你去哪儿我就去哪儿 | 1,2,3,4 | Face-to Face |  | Hsk3课本 | | 10.2 | 你去哪儿我就去哪儿 | 1,2,3,4 | Face-to Face | dictation | Hsk3课本 | | 10.3 | 你去哪儿我就去哪儿 | 1,2,3,4 | Blended |  | Hsk3课本 | | 11 | 11.1 | 她的汉语说得跟中国人一样好 | 1,2,3,4 | Face-to Face | dictation | Hsk3课本 | | 11.2 | 她的汉语说得跟中国人一样好 | 1,2,3,4 | Face-to Face |  | Hsk3课本 | | 11.3 | 她的汉语说得跟中国人一样好 | 1,2,3,4 | Blended | dictation | Hsk3课本 | | 12 | 12.1 | 数学比历史难多了 | 1,2,3,4 | Face-to Face |  | Hsk3课本 | | 12.2 | 数学比历史难多了 | 1,2,3,4 | Face-to Face | dictation | Hsk3课本 | | 12.3 | 数学比历史难多了 | 1,2,3,4 | Blended |  | Hsk3课本 | | 13 | 13.1 | 别忘了把空调关了 | 1,2,3,4 | Face-to Face | dictation | Hsk3课本 | | 13.2 | 别忘了把空调关了 | 1,2,3,4 | Face-to Face |  | Hsk3课本 | | 13.3 | 别忘了把空调关了 | 1,2,3,4 | Blended | dictation | Hsk3课本 | | 14 | 14.1 | 别忘了把空调关了 | 1,2,3,4 | Face-to Face |  | Hsk3课本 | | 14.2 | 把重要的东西放在我这儿吧 | 1,2,3,4 | Face-to Face | dictation | Hsk3课本 | | 14.3 | 把重要的东西放在我这儿吧 | 1,2,3,4 | Blended |  | Hsk3课本 | | 15 | 15.1 | 把重要的东西放在我这儿吧 | 1,2,3,4 | Face-to Face | dictation | Hsk3课本 | | 15.2 | 把重要的东西放在我这儿吧 | 1,2,3,4 | Face-to Face |  | Hsk3课本 | | 15.3 | 把重要的东西放在我这儿吧 | 1,2,3,4 | Blended | dictation | Hsk3课本 | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |

* Teaching methods include: Face-to-face + blended
* Evaluation methods include: 1. Homework and participation 2. Midterm Exam 3. Final Exam

**23 Evaluation Methods:**

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| Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Evaluation Activity** | **Mark** | **Topic(s)** | **Intended Learning outcome** | **Period (Week)** | **Platform** | | Homework and participation | 30 | All topics | 1-4 | Whole semester | On campus | | Midterm Exam | 30 | The first eight weeks: four topics | 1-4 | 8 | On campus | | Final Exam | 40 | The last eight weeks: four topics | 1-4 | 15 | On campus | |

**24 Course Requirements**

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| **(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):** |

**25 Course Policies:**

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| **A- Attendance policies:** As per the University Regulations.  **B- Absences from exams and submitting assignments on time:**  Mid-term and finals can be made up with an official excuse.  **C- Health and safety procedures:**  **D- Honesty policy regarding cheating, plagiarism, misbehavior:** As per the University Regulations.  **E- Grading policy:** As explained above in 23  **F- Available university services that support achievement in the course:** |

**26 References:**

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| A-  Required book (s), assigned reading and audio-visuals:  1. 博雅汉语.初级起步篇  2. hsk3课本  B-  Recommended books, materials, and media:   1. <https://www.youtube.com/watch?v=uCMhnlmeRDI> 2. 我爱写字 |

**27 Additional information:**

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**28. Rubrics**

**Rubric for Assignment**

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| --- | --- | --- | --- | --- | --- |
| Category | Weight | Unacceptable | Satisfactory | Good | Score |
| Explain | 30% | The topic is not explained clearly. | There is some explanation provided by the student of the topic, but it is not enough. | Topic is fully explained in great detail by the student. Appropriate vocabulary is used in explanations. |  |
| Problem Solving | 60% | The questions are not answered clearly. | The questions are not answered enough. | The questions are fully answered and explained. Appropriate vocabulary is used in explanations. |  |
| Neatness & organization | 10% | The topic is unorganized. There is visible evidence that the student has not practiced it: eye contact, clear language, pronunciation, etc. | The topic is somewhat organized. It is somewhat notable that the student has not practiced it enough: e.g., eye contact, clear language, pronunciation, etc. | The topic is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced it: e.g., eye contact, clear language, pronunciation, etc. |  |
| Instructor’s Comments: | | | | |  |

Name of Course Coordinator: ------------------ Signature: ------------------ Date:

Head of Curriculum Committee/Department: -------------------------- Signature: ----------------------

Head of Department: ------------------------------------------------------ Signature: -----------------------

Head of Curriculum Committee/Faculty: ---------------------------------- Signature: -------------------

Dean: ----------------------------------------------------- Signature: ------------------------------------------