

e- Syllabus

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| 1 | Course title | Pronunciation & Speech/Chinese |
| 2 | Course number | 2204210 |
| 3 | Credit hours | 3 |
| | Contact hours (theory, practical) | 3 |
| 4 | Prerequisites/corequisites | 2204104 /Pronunciation & Speech/Chinese |
| 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 | Second year students |
| 11 | Year of study and semester (s) | Second year/ second semester |
| 12 | Final Qualification | BA |
| 13 | Other department (s) involved in teaching the course | - |
| 14 | Language of Instruction | Chinese |
| 15 | Teaching methodology | <input type="checkbox"/> Blended <input checked="" type="checkbox"/> Online + <input checked="" type="checkbox"/> Face-to-Face |
| 16 | Electronic platform(s) | <input checked="" type="checkbox"/> E-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input checked="" type="checkbox"/> Zoom |
| 17 | Date of production/revision | Production: 4/03/2022 Revision: |

18 Course Coordinator:

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19 Other instructors: -

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Name: -

Office number:

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20 Course Description:

The course introduces position and articulation regularities and describes cognitive and physiological processes during the production of phonetic segments (sounds and sound connections).

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 the 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. Identify each sound through the learning of the Pinyin system—21 initial consonants and 36 simple or compound vowels.

B2. Recognize the phonetic spelling rules for writing Chinese syllables and tone changes in the context of intonation patterns.

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B3. Distinguish the similarities and differences between Chinese and English in pronouncing a particular sound when it becomes relevant. Use Chinese confidently with good pronunciation and intonation, to hold conversation with local Chinese people on most topics.

B4. Explain their intentions and tell the main idea of an event with the words, phrases and sentence patterns that they have learned and that their rate of sentence errors is less than 30%.

| 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 | Identify each sound through the learning of the Pinyin system—21 initial consonants and 36 simple or compound vowels. | | X | | | | | | | | | X | | | | | | | |
| 2 | Recognize the phonetic spelling rules for writing Chinese syllables and tone changes in the context of intonation patterns. | | X | | | | | | | | | X | | | | | | | |
| 3 | Distinguish the similarities and differences between Chinese and English in pronouncing a particular sound when it becomes relevant. Use Chinese confidently with good pronunciation and intonation, to hold conversation with local Chinese people on most topics.. | | X | X | | | | | | | | X | | | | | | | |
| 4 | Explain their intentions and tell the main idea of an event with the words, phrases and sentence patterns that they have learned and that their rate of sentence errors is less than 30%. | | | X | | | | | X | | | | X | | | | | X | |

22. Topic Outline and Schedule:

| Week | Lecture | Topic | Course Learning Outcomes | Teaching Methods*/platform | Evaluation Methods** | References |
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| 1 | 1.1 | Chinese Pinyin and simple vowels & greetings | 1.2.3 | Synchronous lecturing | - | 口语速成 |

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| | | | | | | 发展汉语 初级口语 1 Lesson 1-2 |
| | 1.2 | Chinese Pinyin and simple vowels & greetings | 1.2.3 | Synchronous lecturing | Watch a video | Lesson 1-2 |
| | 1.3 | Chinese Pinyin and simple vowels & greetings | 1.2.3 | Microsoft Teams | | Lesson 1-2 |
| 2 | 2.1 | Chinese Pinyin and simple vowels & greetings | 1.2.3 | Synchronous lecturing | In-class tasks | Lesson 1-2 |
| | 2.2 | Chinese Pinyin and simple vowels & greetings | 1.2.3 | Synchronous lecturing | - | Lesson 1-2 |
| | 2.3 | Chinese Pinyin and simple vowels & greetings | 1.2.3 | Microsoft Teams | HW | Lesson 1-2 |
| 3 | 3.1 | Chinese Pinyin and simple vowels & greetings | 1.2.3 | Synchronous lecturing | - | Lesson 1-2 |
| | 3.2 | Chinese Pinyin and simple vowels & greetings | 1.2.3 | Synchronous lecturing | In-class tasks | Lesson 1-2 |
| | 3.3 | Chinese Pinyin and simple vowels & greetings | 1.2.3 | Microsoft Teams | - | Lesson 1-2 |
| 4 | 4.1 | Initial consonants & family members | 1.2.3 | Synchronous lecturing | Listen to the story | Lesson 2-3 |
| | 4.2 | Initial consonants & family members | 1.2.3 | Synchronous lecturing | Read | Lesson 2-3 |
| | 4.3 | Initial consonants & family members | 1.2.3 | Microsoft Teams | - | Lesson 2-3 |
| 5 | 5.1 | Initial consonants & family members | 1.2.3 | Synchronous lecturing | In-class tasks | Lesson 2-3 |

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| | 5.2 | Initial consonants & family members | 1.2.3 | Synchronous lecturing | - | Lesson 2-3 |
| | 5.3 | Initial consonants & family members | 1.2.3 | Microsoft Teams | HW | Lesson 2-3 |
| 6 | 6.1 | Initial consonants & family members | 1.2.3 | Synchronous lecturing | - | Lesson 2-3 |
| | 6.2 | Initial consonants & family members | 1.2.3 | Synchronous lecturing | In-class tasks | Lesson 2-3 |
| | 6.3 | Initial consonants & family members | 1.2.3 | Microsoft Teams | - | Lesson 2-3 |
| 7 | 7.1 | Initial consonants & family members | 1.2.3 | Synchronous lecturing | Watch a video | Lesson 2-3 |
| | 7.2 | Initial consonants & family members | 1.2.3 | Synchronous lecturing | - | Lesson 2-3 |
| | 7.3 | Initial consonants & family members | 1.2.3 | Microsoft Teams | - | Lesson 2-3 |
| 8 | 8.1 | Tones & tone twister | 1.2.3.4 | Synchronous lecturing | Watch a video | Lesson4 |
| | 8.2 | Midterm Exam | | | | |
| | 8.3 | Tones & tone twister | 1.2.3.4 | Synchronous lecturing | - | Lesson4 |
| 9 | 9.1 | Tones & tone twister | 1.2.3.4 | Microsoft Teams | HW | Lesson4 |
| | 9.2 | Tones & tone twister | 1.2.3.4 | Synchronous lecturing | - | Lesson4 |
| | 9.3 | Tones & tone twister | 1.2.3.4 | Synchronous lecturing | Listen to the story | Lesson4 |

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| 10 | 10.1 | Compound vowels & nationality and identity | 1.2.3.4. | Microsoft Teams | - | Lesson 5-6 |
| | 10.2 | Compound vowels & nationality and identity | 1.2.3.4. | Synchronous lecturing | In-class tasks | Lesson 5-6 |
| | 10.3 | Compound vowels & nationality and identity | 1.2.3.4. | Synchronous lecturing | Read | Lesson 5-6 |
| 11 | 11.1 | Compound vowels & nationality and identity | 1.2.3.4. | Microsoft Teams | - | Lesson 5-6 |
| | 11.2 | Compound vowels & nationality and identity | 1.2.3.4. | Synchronous lecturing | - | Lesson 5-6 |
| | 11.3 | Compound vowels & nationality and identity | 1.2.3.4. | Synchronous lecturing | In-class tasks | Lesson 5-6 |
| 12 | 12.1 | Chinese syllables & address and hobbies | 3.4. | Microsoft Teams | - | Lesson 7-8 |
| | 12.2 | Chinese syllables & address and hobbies | 3.4. | Synchronous lecturing | - | Lesson 7-8 |
| | 12.3 | Chinese syllables & address and hobbies | 3.4. | Synchronous lecturing | HW | Lesson 7-8 |
| 13 | 13.1 | Syllables Revision & speech strategies | 1.2.3.4. | Microsoft Teams | - | Lesson 9 |
| | 13.2 | Syllables Revision & speech strategies | 1.2.3.4. | Synchronous lecturing | In-class tasks | Lesson 9 |
| | 13.3 | Syllables Revision & speech strategies | 1.2.3.4. | Synchronous lecturing | - | Lesson 9 |
| 14 | 14.1 | Syllables Revision & speech strategies | 1.2.3.4. | Microsoft Teams | - | Lesson 9 |
| | 14.2 | Syllables Revision & speech strategies | 1.2.3.4. | Synchronous lecturing | - | Lesson 9 |
| | 14.3 | Syllables Revision & speech strategies | 1.2.3.4. | Synchronous lecturing | Watch a video | Lesson 9 |

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| 15 | 15.1 | Exercises | 1.2.3.4. | Microsoft Teams | Discussion | Lesson 10 |
| | 15.2 | Exercises | 1.2.3.4. | Synchronous lecturing | Discussion | Lesson 10 |
| | 15.3 | Revision | 1.2.3.4. | Synchronous lecturing | Discussion | Lesson 10 |
| 16 | 16.1 | Revision | 1.2.3.4. | Microsoft Teams | Discussion | Lesson 10 |
| | 16.2 | Revision | 1.2.3.4. | Synchronous lecturing | Discussion | Lesson 10 |
| | 16.3 | | | Synchronous lecturing | | |

- Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting;
- Evaluation methods include: Homework, Assignment, Quiz, Exam, ...etc

23 Evaluation Methods:

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 | 10 | All topics | 1-5 | Whole semester | Zoom |
| speech communities/Oral | 10 | All topics | 1-4-5 | 9 | On campus |
| Midterm Exam | 30 | The first eight weeks: four topics | 1-5 | 8 | On campus |
| Final Exam | 50 | The last eight weeks: four topics | 1-5 | 15 | On campus |

24 Course Requirements

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

25 Course Policies:

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: Strict

F- Available university services that support achievement in the course:

26 References:

A- Required book (s), assigned reading and audio-visuals:

1. Shen, H.H. (2009). Introduction to Standard Chinese Pinyin System. Beijing: Beijing Language and Culture Universities Press.

2. 口语速成, 张明明, 中国, 2007

3. 发展汉语 初级口语 1 Developing Chinese Elementary Speaking Course

4. 发展汉语 初级口语 2 Developing Chinese Elementary Speaking Course

B- Recommended books, materials, and media:

1. <https://www.youtube.com/watch?v=jkVKm6eDX2c>

2. <https://www.youtube.com/watch?v=n2FuWdYodyw>

3. NIU Chinses application

4. 微信读书

27 Additional information:

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28. Rubrics

Rubric for Oral Assignment

| Category | Weight | Unacceptable | Satisfactory | Good | Score |
|------------------------|--------|--|--|--|-------|
| Identify | 30% | The student didn't understand the topic clearly. | The student understood the topic but confused some of the points. | The student understood the topic very well. | |
| Correct Work/Solution | 60% | The solution is not correct. | The solution is insufficient and there are Pronunciation mistakes. | The solution is correct. | |
| Neatness | 10% | The assignment is unorganized and the student has not practiced his/her ideas of the topic , e.g. eye contact, clear language, engagement with the audience, pronunciation, etc. | The assignment is somewhat organized. | The assignment is very easy to follow, is very organized, and is neat. | |
| Instructor's Comments: | | | | | |

Name of Course Coordinator: **JENAN ISMAIL** Signature: ----- Date: 04/03/2022

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

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

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

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