

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Chinese as a foreign language – conversations**
2. Course code: [15-PNJCH-CON-2BA-12](#), [15-PNJCH-CON-2BA-22](#)
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **English and Chinese Studies**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **1st cycle**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **Year 2**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours):
practical classes: 90 hours (1st semester: 30h, 2nd semester: 60h)
9. Number of ECTS credits: **6 (after two semesters)**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **mgr Hsiu-Ting Yu**, hsiyu1@amu.edu.pl
11. Language of classes: **Polish**
12. Online learning: yes (partly – online / fully – online) / no

II. Detailed information

1. Course aim (aims):

Further development of the ability to speak correctly in Chinese.

Further development of the vocabulary in selected topics.

Further development of the skills of preparing and presenting presentations in Chinese.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): None.

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of the course and validation of its learning outcomes, a student:	Reference to study programme learning outcomes (EK)
PNJCH-CON-2BA_01	can form correct utterances in Chinese and self-correct mistakes	K_U01, K_U07, K_U16
PNJCH-CON-2BA_02	can form correct dialogues in Chinese and is able to react properly to utterances in Chinese	K_U01, K_U07, K_U16
PNJCH-CON-2BA_03	uses communication and compensating strategies	K_U01
PNJCH-CON-2BA_04	can prepare and present longer statements in Chinese, also in academic contexts	K_U01, K_U02, K_U12, K_U15, K_K06
PNJCH-CON-2BA_05	can work in a team when discussing problems concerning the topic of the classes	K_K05, K_K06
PNJCH-CON-2BA_06	is aware of the complexity of the Chinese language, especially the differences between different language registers in the context of oral communication	K_W06, K_W09

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
Exchanging greetings: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Expressing surprise: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Requesting: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Expressing dissatisfaction: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Giving suggestion: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Making explanation: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Making a comment: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05

Having a discussion: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Making a compliment: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Accepting an idea: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Inviting and turning invitation down: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Calling one's attention: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Obedying: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Correcting: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Expressing doubt: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Relating : dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Expressing regret: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Making comparison: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Talking about cause or reason: dialogue	PNJCH-CON-2BA_01, PNJCH-CON-2BA_02, PNJCH-CON-2BA_03, PNJCH-CON-2BA_05
Academic presentations : introduction	PNJCH-CON-2BA_01, PNJCH-CON-2BA_04, PNJCH-CON-2BA_06
Academic presentations : topic selection	PNJCH-CON-2BA_01, PNJCH-CON-2BA_04, PNJCH-CON-2BA_06
Academic presentations : selecting sources	PNJCH-CON-2BA_01, PNJCH-CON-2BA_04, PNJCH-CON-2BA_06
Academic presentations : conducting interviews	PNJCH-CON-2BA_01, PNJCH-CON-2BA_04, PNJCH-CON-2BA_06
Academic presentations : structure	PNJCH-CON-2BA_01, PNJCH-CON-2BA_04, PNJCH-CON-2BA_06
Academic presentations : vocabulary	PNJCH-CON-2BA_01, PNJCH-CON-2BA_04, PNJCH-CON-2BA_06
Academic presentations : practical exercises	PNJCH-CON-2BA_01, PNJCH-CON-2BA_04, PNJCH-CON-2BA_06
Preparing longer coherent statements: structure	PNJCH-CON-2BA_01, PNJCH-CON-2BA_04
Preparing longer coherent statements: vocabulary	PNJCH-CON-2BA_01, PNJCH-CON-2BA_04
Phonetic exercises: repeating phrases and dialogueues	PNJCH-CON-2BA_01, PNJCH-CON-2BA_06
Lexical and grammar exercises: completing dialogueues	PNJCH-CON-2BA_01, PNJCH-CON-2BA_06

5. Reading list:

- Wang Shuhong, Yao Shujun, Yan Zhi & Zhang Wei, 2012. Developing Chinese: Elementary Speaking Course II. Beijing Language and Culture University Press.
- Zhao Yanfeng, 2014. Xin HSK sucheng qianghua jiaocheng koushi (zhongji). Beijing Language and Culture University Press.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	
Interactive lecture	
Problem – based lecture	
Discussions	
Text-based work	
Case study work	
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	X
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	X
Demonstration and observation	
Sound and/or video demonstration	
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	X
Group work	X
Other (please specify) – Oral presentations	X
...	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	PNJCH-CON-2BA_01	PNJCH-CON-2BA_02	PNJCH-CON-2BA_03	PNJCH-CON-2BA_04	PNJCH-CON-2BA_05	PNJCH-CON-2BA_06
Written exam						
Oral exam						
Open book exam						
Written test						
Oral test	X	X	X			X
Multiple choice test						
Project						
Essay						
Report						
Individual presentation						
Practical exam (performance observation)						
Portfolio						
Other (please specify) – An academic presentation	X			X		X
... Dialogue presentation	X	X			X	

3. Student workload and ECTS credits

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		90
Independent study*	Preparation for classes	20
	Reading for classes	10
	Essay / report / presentation / demonstration preparation, etc.	30
	Project preparation	
	Term paper preparation	
	Exam preparation	30
	Other (please specify) -	
	...	
Total hours		180
Total ECTS credits for the course		6

* please indicate the appropriate activity types and/or suggest different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5,0):

very good ability of forming correct oral utterances in Chinese, very good ability of self-correction, very good ability of using communication and compensating strategies, very good ability of preparing and presenting longer oral statements, very good ability of preparation and presentation in the context of academic presentations, very good awareness of the differences between Chinese language registers in context of conversation

Good plus (+db; 4,5):

as above with sporadic deficiencies

Good (db; 4,0):

good ability of forming correct oral utterances in Chinese, good ability of self-correction, good ability of using communication and compensating strategies, good ability of preparing and presenting longer oral statements, satisfactory ability of preparation and presentation in the context of academic presentations, satisfactory awareness of the differences between Chinese language registers in context of conversation

Satisfactory plus (+dst; 3,5):

satisfactory ability of forming correct oral utterances in Chinese, satisfactory ability of self-correction, satisfactory ability of using communication and compensating strategies, good ability of preparing and presenting longer oral statements, lacking ability of preparation and presentation in the context of academic presentations, lacking awareness of the differences between Chinese language registers in context of conversation

Satisfactory (dst; 3,0):

satisfactory ability of forming correct oral utterances in Chinese, lacking ability of self-correction, satisfactory ability of using communication and compensating strategies, lacking ability of preparing and presenting longer oral statements, lacking ability of preparation and presentation in the context of academic presentations, lacking awareness of the differences between Chinese language registers in context of conversation

Unsatisfactory (ndst; 2,0):

lack of ability of forming correct oral utterances in Chinese, lack of ability of preparing and presenting longer oral statements