

## **CORE 1412: Intermediate Putonghua for Non-Chinese Language Background Students**

### **1. Course Information**

CORE 1412 is a three-credit, one-semester core course offered to non-Chinese background students who have learned Chinese for up to 150 tuition hours. Students attend three hours of class and complete up to six hours of out-of-class work, per week. The course is offered in Fall and Spring semesters. The course focuses on listening and speaking.

The course prepares students for an intermediate-level understanding of spoken Chinese and equips them with strong communicative competence in using Chinese in social and professional situations. After completing the course, students' listening and speaking skills will be enhanced, and they will be able to participate in complete, coherent and appropriate conversations on topics relating to daily life, study and work.

For non-Chinese background students who see themselves living and working in the Greater China region in the future, this course will allow them to be more comfortable and confident by acquiring an intermediate ability in oral Chinese. It also helps to increase their competitiveness of employment in a Chinese working environment. The cultural understanding and intercultural communication skills that students develop at this course's level will give them an advantage in the workplace. The course will also allow more possibilities for HKUST graduates to further promote their professional and academic careers by using Chinese.

Target Students:

The course is part of the Common Core curriculum of the undergraduate 4-year program targeting at non-Chinese background students with a preliminary level of Putonghua proficiency and language knowledge.

### **2. Pre-requisites: N/A**

**Exclusion(s):** CORE 1413, CORE 1416, CORE 1421, CORE 1422, CORE 1423, LANG 1117, LANG 1123, LANG 1124, LANG 1125, LANG 1126, LANG 1127

### **3. Aims of the course: Course Intended Learning Outcomes (CILOs)**

The course aims to enhance students' confidence and competence in Chinese communication for social and professional purposes through practice, and with particular emphasis on both oral and listening communications involving relatively advanced language structures, functions and situations. It enables students to use appropriate pronunciation, intonation and stress patterns when speaking Putonghua, to achieve communicative tasks in social and professional settings with fluency and coherence. Through using communicative strategies and competencies, students produce topic-related descriptive, narrative and argumentative texts and express opinions appropriately, clearly and coherently. They will be able to understand and use complex grammatical structures and sentence patterns, such as compound sentences, complements of time and action, co-verbal structures and rhetorical devices in spoken discourse. It also helps students to apply their knowledge of Chinese culture and demonstrate their cross-cultural awareness.

### Course Intended Learning Outcomes (CILOs) and sub-competencies

Upon completion of this course, students are expected to be able to do the following:

Broad Competencies	Sub-Competencies	CILOs You can:
Communication	Language accuracy and form (CM01)	<ol style="list-style-type: none"> <li>Understand complex grammatical structures and sentence patterns, such as compound sentences, complements of time and action, co-verbal structures and rhetorical devices in spoken discourse.</li> <li>Conduct conversations relating to school, social and working environments for social and professional purposes.</li> <li>Use appropriate words, phrases, expressions and grammatically correct sentences for daily and social interactions.</li> <li>Pronounce and produce words, sentences and discourse with accuracy and natural intonation.</li> </ol>
	Language meaning (CM02)	
Social Responsibility	Collaboration (SR02)	<ol style="list-style-type: none"> <li>Demonstrate the ability to work collaboratively and effectively in group activities.</li> <li>Demonstrate an understanding of Chinese culture and the awareness of cultural diversity.</li> </ol>
	Cultural awareness (SR03)	
Personal Development	Lifelong Learning (PD02)	

## 4. Course assessment

Course assessments: The mode of continuous assessment is adopted with student performance graded as A+, A, A-, B+, B, B-, C+, C, C-, D, and F. Students achieving a pass or above will gain three credits.

Graded Assessments	Tasks	Weighting	CILOs	Common Core Sub-competencies	CLE Core Areas for learning
In-class One (45% on coursework)	Written test (Listening 15%, vocabulary and grammar 10%)	25%	1, 2, 4		NA
	Oral presentation on a topic learned in class (weeks 1-6)	20%	2, 3, 4	CM01, CM02	SL, SU
In-class Two (45% on coursework)	Written test (Listening 15%, vocabulary and grammar 10%)	25%	1, 2, 4		NA
	Oral presentation on a topic learned in class (weeks 8-12)	20%	2, 3, 4, 5	CM01, CM02	SL, SU
Self-directed learning assignments (10%)	Online assignments (5%, on completion)	10%	1, 3, 6		NA
	Assignments revision and acting on feedback (5%)		1, 3	CM01, CM02, PD02	EL

## 5. Course Content

Week		Topics
1 & 2	Studying at the university	1. Starting a New Semester 2. Choosing Courses
3 & 4	Living in Hong Kong	3. Dorm Life 4. Renting an Apartment
5 & 6	Eating in China	5. At a Restaurant 6. Lifestyle and Health
7	Mid-term Assessment	
8 & 9	Working in Asia	7. Working Part-time 8. Education
10 & 11	Traveling in the world	9. Travel 10. A Trip to Yunnan
12	Surfing the internet	11. Computers and the Internet 12. The World Is Getting Smaller
13	Final Assessment	