

## CORE 1415 Intermediate Reading and Writing for Non-Chinese Language Background Students

### 1. Course Information

CORE 1415 is a three-credit, one semester core course designed for students with a non-Chinese language background who have learned Chinese for less than 100 tuition hours. Students attend up to three hours of class and complete up to six-hours of out-of-class work, per week.

This course aims to enhance students' ability to recognize and write Chinese characters, and to help develop their understanding of written Chinese and writing competence in using Chinese in daily life and social situations. After successfully completing the course, students will be able to recognize and write commonly used Chinese characters, understand narrative, expository and basic argumentative texts, and write short passages for daily life and social purposes. The course is taught in Putonghua supplemented with English.

*Note: Students who would like to enroll in a Chinese course should refer to the [Guidelines for Chinese Course Selection](#) and follow the [procedure](#).*

### 2. Pre-requisites

N/A

### 3. Exclusion(s)

CORE 1412, CORE 1413, CORE 1416, CORE 1421, CORE 1422, CORE 1423, LANG 1117, LANG 1123 (prior to 2022-23), LANG 1124 (prior to 2022-23), LANG 1125 (prior to 2022-23), LANG 1126 (prior to 2022-23), LANG 1127 (prior to 2022-23)

### 4. Aims of the course

#### a) Course Intended Learning Outcomes (CILOs)

<u>Broad Competencies</u>	<u>Sub-Competencies</u>	CILOs You can:
Communication	Language accuracy and form	1. Recognize and write commonly used characters. 2. Understand information from narrative, expository and basic argumentative texts. 3. Compose grammatically correct sentences
	Language meaning	

	Language use	in standard written Chinese. 4. Write short narrative or practical essays for daily life and social purposes.
Social Responsibility	Collaboration	5. Demonstrate the ability to work collaboratively and effectively in group activities.
	Cultural awareness	6. Demonstrate an understanding of Chinese culture and the awareness of cultural diversity.
Personal Development	Lifelong Learning	7. Apply learning strategies including goal setting, evaluating learning strategies and resources, self-reflection to become an effective learner.

#### b) Core Areas for Learning (CAs)

**(Language Form and Accuracy) Written Language (WL)** – including selecting language appropriate for the audience, context, and purpose; expressing ideas appropriately with range and complexity in vocabulary and sentence structures; recognizing errors; proofreading and editing skills.

**(Language Meaning) Substance (SU) and Coherence (CO)** – including strategies for elaborating, substantiating, and organizing ideas logically in writing.

**(Lifelong Learning) Being an Effective Learner (EL)** – including proactive practices such as goal setting, identifying language strengths and weaknesses, evaluating learning strategies and resources, self-reflection, and acting on feedback.

### 5. Course Assessment

Assessment		Weighting	CILOs	CAs
Coursework	● Pre-class tasks	15%	1, 2, 3, 6, 7	N/A
	● Post-class exercises			
Mid-term assessment	Written test (Reading and writing)	20%	1, 2, 3, 6	N/A
	Writing	10%	1, 2, 3, 4, 6	WL
Final assessment	Written test (Reading and writing)	25%	1, 2, 3, 6	N/A
	Writing	20%	1, 2, 3, 4, 6	WL, SU, CO
Reflective Task	Students will reflect on their learning experience.	10%	7	EL

## 6. Course Content

Week	Topics
1 – 3	Review on Chinese characters and daily conversations
	Daily routines
	Home visits, and Chinese New Year
4 – 6	Weather, seasons, and clothes to wear
	Transport, distance, and directions
7	Mid-term Assessment
8 – 11	Hotel accommodation, check-in, and room facilities
	Museums, history, and cultural relics
	Seeing the doctor, illness, and healthy lifestyles
12 – 13	Review and final assessment