1. **Title of the module**

WOLA5380 (LA538) Mandarin Chinese Lower Advanced C1.1

1. **School or partner institution which will be responsible for management of the module**

CEWL

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring terms

1. **Prerequisite and co-requisite modules**

Prerequisite: WOLA5190 (LA519) Mandarin Chinese Upper Intermediate B2.1 or equivalent

1. **The programmes of study to which the module contributes**
2. Available as a Wild Module for any undergraduate with interest in Mandarin Chinese.
3. Optional module of Asian studies programmes
4. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

Use Mandarin Chinese, in 4 skills (Listening, Reading Speaking and Writing), with a proficiency equivalent to upper lower C1 level (Independent User) on the CEFR.

1. demonstrate a familiarity with commonly used authentic/colloquial Mandarin Chinese phrases and expressions;
2. demonstrate a strong understanding of standard speech spoken at a normal rate and follow complex lines of argument on familiar topics.
3. demonstrate an understanding of the main points of TV news, current affairs programmes and short films in standard dialect on familiar topics;
4. communicate with a degree of fluency: take an active part in discussions in familiar contexts by providing relevant explanations and arguments to sustain views;
5. demonstrate a deep understanding of the life and multiple cultures of the target language countries.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. communicate complex ideas clearly in written or in oral form;
	2. demonstrate deep intercultural awareness and understanding.
2. **A synopsis of the curriculum**

The curriculum will focus on ordinary people’s lives in China and current affairs and issues around the world.

One topic is covered each week or every two weeks, focusing on:

* new phrases and expressions which are practiced during seminars to improve students understanding of the language and the embedded culture elements.
* formal and colloquial expressions will be introduced to help students develop the four linguistic skills (listening, speaking, reading, and writing) to a level where they can confidently understand and convey information about themselves and their environment, and express their feelings and wishes.
* topics relevant to the modern world and contemporary Chinese society will be studied in depth to improve students’ language ability to account for and sustain views clearly by providing relevant explanations and arguments for and against particular points of view.
1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Recommended readings:

* Wang, Tao (2016) *China Focus中国微镜头—汉语视听说系列教材 中级,* China, Beijing Language and Culture University Press
* Liu, Y. H (2006) *Reality Chinese: A Multi-Skill Chinese Course for Intermediate and Advanced Students*, World Books Publishing Corp.

 Reference books:

* + - Chai, May-Lee & Chai, Winberg (2014) *China A to Z: Everything You Need to Know to Understand Chinese Customs and Culture*. New York: Plume Book
		- Louie, Kam (2008) *The Cambridge Companion to Modern Chinese Culture*, Cambridge: Cambridge University Press
		- Ma, Y. M. & Li, X. Y. (2009) *Chinese Made Easy* Vol.6 textbook (Simplified Characters Version), China: Beijing Language & Culture University Press
		- Ma, Y. M. & Li, X. Y. (2010) *Easy steps to Chinese* Vol. 7 textbook (Simplified Characters Version), China: Beijing Language & Culture University Press
			* Ma, Y. M. & Li, X. Y. (2010) *Easy steps to Chinese* Vol. 7 textbook (Simplified Characters Version), China: Beijing Language & Culture University Press
			* Liu, Y. H.; Li, J. Y & Liu, X. M. (2006) *Reality Chinese: Volume 2: A Multi-Skill Chinese Course for Intermediate and Advanced Students*, World Books Publishing Corp.
			* Teng, Wen-Hua (2011) *Yufa!: A Practical Guide to Mandarin Chinese Grammar* [Book], Oxford: Routledge
		- Zhang, Xiaoming & Heppell, Kay (2008) *Chinese for AS*. London: Cypress Book Co. UK Ltd.
1. **Learning and Teaching methods**

This module will be taught by means of seminars and private study.

Contact hours: 60 hours

Private Study hours: 240 hours

1. **Assessment methods**

13.1 Main assessment methods

This module will be assessed by 60% In-Course Test and 40% Course Assignment.

In-course tests 60%:

1. Speaking 20%, up to 10 minutes,
Students will give a presentation on a topic covered in the module of up to five minutes and have a conversation of up to 5 minutes with the examiner. The conversation topics are related to topics covered in this module.
2. Reading 20%, 45 minutes
3. Writing 20%, 45 minutes

Course assignment 40%: 2 x Written Assessments, 20% each:

1. Cultural research and writing 1

Students will watch a short video of about 10 minutes in Chinese and paraphrase it in approximately 500 Mandarin Chinese characters.

1. Cultural research and writing 2

Students will research a cultural topic and write an assignment in 800 characters of Mandarin Chinese

13.2 Reassessment methods

 Like for like assessment

1. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| **Private Study** | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Seminar | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| **Assessment method** |  |  |  |  |  |  |  |
| In-Course Test: Speaking  | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| In-Course Test: Reading | ✔ |  | ✔ |  | ✔ |  | ✔ |
| In-Course Test: Writing | ✔ |  | ✔ |  | ✔ | ✔ | ✔ |
| Course Assignment: Culture Research and Writings.  | ✔ | ✔ | ✔ |  | ✔ | ✔ | ✔ |

1. **Inclusive module design**

The Centre recognises and embeds the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or Centre(s) where module will be delivered:**

 Canterbury

1. **Internationalisation**

Internationalisation is actively incorporated in this module. This is showing in the following aspects:

1. Tutor: A native/near native Mandarin Chinese speaker will be teaching this module. The tutor either grew up in a Mandarin Chinese language speaking country or has a deep understanding of the culture. The tutor will also have experience of international communication challenges.
2. Learning outcomes: Demonstrate a deep understanding of the life and multiple cultures of the Mandarin Chinese language speaking countries, (8.5); demonstrate deep intercultural awareness and understanding. (9.2)
3. Subject content: topics relevant to the contemporary Chinese society will be studied in depth. (10)
4. Support activities: Students are encouraged to join the Chinese society or take part in the activities the society organises. Students have an opportunity to gain a language exchange partner to practise and exchange cultural information.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |