

Description of Course Unit

Course unit title	Chinese Language
Course unit code	PB081209
Type of course unit (compulsory, optional)	Optional
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle bachelor
Year of study when the course unit is delivered (if applicable)	First year
Semester/trimester when the course unit is delivered	Second semester
Number of ECTS credits allocated	3.6
Name of lecturer(s)	-
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Students are able to explain the importance of mastering Mandarin as a supporting ability to communicate both at home and abroad. 2. Students are able to pronounce Mandarin finals, initials and tones well and correctly. 3. Students are able to understand the culture of communicating in Mandarin. 4. Students are able to form Mandarin grammatical structure patterns correctly. 5. Students able to carry out communication activities using simple Mandarin. 6. Students are able to make videos using simplified Chinese.
Mode of delivery (face-to-face, distance learning)	Hybrid learning
Prerequisites and co-requisites (if applicable)	Mandarin language course
Course content	<ol style="list-style-type: none"> 1. Introduction to Chinese Language Use in Communication 2. Mandarin Phonology 3. Mandarin Grammar Structure 4. Mandarin Vocabulary and Phrases 5. Forming Simple Sentences in Mandarin 6. Communicating Culture in Mandarin 7. Use Mandarin to self-introduce and Others 8. Everyday Communication Activities 9. Using Mandarin in Presentations 10. Understanding Mandarin in Media 11. Using Mandarin in Business 12. Create Advertising Text for A Product In Mandarin

	<p>13. Create Mandarin Language Videos</p> <p>14. Fluent Mandarin Speaking Training</p>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Jihua, Rong荣继华. 2011. Developing Chinese 发展汉语 (初级综合(I)). Beijing: Beijing Language and Culture University Press. 2. Xun, Liu 刘珣. 2006. Experiencing Chinese 体验汉语 (生活篇). Beijing: Higher Education Press. 3. Xiaoqi, Li李晓琪. 2013. Boya Chinese 博雅汉语. Beijing: Peking University Press. 4. Liu, X. 2019. Cross-Cultural Communication in Mandarin: Bridging Language and Culture. Communication Education Press. 5. Chen, L. (2015). Mandarin Grammar Essentials: A Practical Guide. Language Learning Press.
Planned learning activities and teaching methods	Collaborative learning, contextualizing, project based learning, self-learning and relating to real life examples and experiences
Language of instruction	Chinese and Bahasa Indonesia
Assessment methods and criteria	Participatory activity, creative writing project outcomes, quizzes, mid and final semester exams.

Chinese language assessment rubric

Writing project on conventional platform.

Direction: chose one of the following topics as writing project topic.

1. Creating written content to explain the importance of mastering Mandarin as a supporting ability to communicate both at home and abroad. The content is printed and presented.
2. Creating creative and engaging written content for advertising purposes. The content is printed and presented.

Writing project on digital platform.

Direction: chose one of the following topics as writing project topic.

1. Creating creative and engaging video-log content for advertising purposes in Mandarin. The content is recorded and presented.
2. Creating creative and engaging storytelling video for introducing daily activities in Mandarin. The content is recorded and presented

Mid-term test for Chinese language course.

Direction: Do multiple choice questions from all the material that has been studied

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	The paper demonstrates that the author has little understanding of the course.

2	Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.	The topic is not relevant with the given instruction.
3	Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	The discussion is superficial and not academic, with no relevant references.
4	Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties Together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie Together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships	The writing is highly problematic and difficult to understand.

5	Spelling & grammar	No spelling &/or grammar mistakes.	minimal spelling or grammar mistakes	noticeable spelling or grammar mistakes	Unacceptable number of spelling and/or grammar mistakes.	the mistakes are so severe that makes it hardly possible to understand.
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