



Philadelphia University
Department of Chinese
Autumn semester, Academic Year 2020-2021

<u>Course syllabus</u>	
Course title: Chinese Character	Course code: 0121212
Course level: Intermediate	Course prerequisite (s) and/or co requisite (s):
Lecture time: 16 weeks	Credit hours: 3
	Contact hours: 09:00-10:00
Location: 521/FA	31522, Faculty of Arts

		<u>Academic Staff</u>		
		<u>Specifics</u>		
Name	Rank	Office number and location	Office hours	E-mail address
Aroob wasel albakri	Teaching assistant	5F, Faculty of Arts (opposite 31521)	9:00-13:00	aroobalbakri@sina.com

Course description (According to the University Catalogue)

Each Chinese character has a form of its own, representing a particular sound and a particular meaning, one at least. In other words, each character is a unity of form, sound and meaning. The student of Chinese must call on every one of the individuals if he or she is to really know the personality of each.

The Chinese character course is designed to give students a deeper understanding of the character forms, sounds and meanings of Chinese characters, as well as the relationship between the shape, sound and meaning of Chinese characters and the formation and origin of Chinese characters. On the basis of in-depth understanding of Chinese characters, further study the vocabulary of Chinese characters, increase vocabulary, and learn some Chinese idioms.

Course objectives:

1. Deeply study the shape, sound and meaning of Chinese characters.

2. Further study the origin and meaning of Chinese characters.
3. Learn the vocabulary that contains these characters.
4. Learn the idioms that contain these characters.

Course/ resources

- **Text book/ books (title , author (s), publisher, year of publication)**

《汉字入门》 ， 北京语言大学出版社。

- **Support material (s) (vcs, acs, etc).**

- **Study guide (s) (when applicable)**

- **Laboratory Handbook/ books (when applicable)**

Teaching methods (Lectures, discussion groups, tutorials, problem solving, debates, etc)

- Students-centered, stressing the development of students' integrated language skills.
- Integrating the essential ideas of the communicative approach and task-based language teaching in the way of pair-work, group discussion and role play, etc.
- Theme-based teaching----focusing on the content and the connotation of the text.

Learning outcomes:

- Knowledge and understanding
 1. Students can fully understand and master the basic knowledge of pronunciation, shape and meaning of Chinese characters. In the learning process, the origin, creation method, cultural connotation and thinking logic of Chinese characters should be preliminarily understood to deepen students' understanding of Chinese and stimulate their enthusiasm for learning Chinese and Chinese characters.
 2. Learn the relationship between the structure and meaning of Chinese characters and deepen the understanding of Chinese characters.
 3. Learn vocabulary and idioms related to Chinese characters, increase vocabulary and deepen understanding of Chinese characters and Chinese vocabulary.
 4. Learn Chinese idioms to deepen the understanding of Chinese traditional culture.
- Cognitive skills (thinking and analysis).

Students can recognize, correctly write and understand the basic Chinese characters they have learned, and master the relevant vocabulary and idioms. On this basis, they

can understand the Chinese culture contained in Chinese characters, vocabulary and idioms.

- Communication skills (personal and academic).

Students are able to use Chinese characters correctly and use the required vocabulary and idioms correctly at appropriate times.

- Transferable Skills.

Students are able to use Chinese characters correctly and use the required vocabulary and idioms correctly at appropriate times.

- Psychomotor Skills (When applicable)

Students are interested in knowing and writing Chinese characters, learning Chinese vocabulary, and preliminary interest in idioms.

Assessment instruments

- Exams (First, Second and Final Exams)
- Quizzes.
- Short reports and/ or presentations, and/ or Short research projects
- Homework assignments

<u>Allocation of Marks</u>	
Assessment Instruments	Mark
First examination	20
Second examination	20
Final examination: 50 marks	40
Reports, research projects, quizzes, homework, Projects	20
Total	100

Documentation and academic honesty

- Documentation style (with illustrative examples)

(1) All teaching materials are open to students and quality assurance organization; (2) All teaching materials are well-prepared before lectures, and are well-preserved after lectures; (3) All exam papers are totally confidential before, in the middle of, and after the exam, and are well preserved in Language Center archives; (4) Each test paper is well checked before printing, and each teacher signs his name upon the paper after reading and giving result to students; (5) Attendance is called on each class, and all attendance sheet and bonus giving is marked, well preserved in Language Center archives.

- Protection by copyright

(1) All lecture materials are genuine and original: teachers don't copy others' lecture materials or research papers, and all quotations are listed and announced; (2) All textbooks, handbooks, and other lecture materials (if applicable) are officially donated by Confucius Institute Headquarters/Hanban through Jordanian Customs, and are all printed by officially authorized publishers in China; (3) Students homework materials are well preserved and displayed (when necessary), and all display homework is openly announced among students.

- Avoiding plagiarism.

(1) Chinese staff promise to use original lecture materials in language teaching, and all quotations are listed and announced in lectures or research papers, violation of which results in the violator's public announcement and immediate resignation as Chinese teacher of Philadelphia University; (2) Each test paper is different in contents from previous ones, and each test paper is genuine and original; (3) Students are honest both in exams and at homework, and violation of which results in failure of the exam/homework--this is announced in the first class before all students.

Course/ Academic Calendar

Week	Basic and support material to be covered	Homework/reports and their due dates
(1)	第一课：汉字是表意文字 Lesson one: Chinese characters are ideograms. 解释“字形，字音，字义”的意思，并提出例子。 解释“印刷体，手写体”，解释这两字体的区别。 解释“繁体字，简化字”。 练习题：1, 3, 4, 5, 8, 9, 10	Practice :page 5,exc2 Page 6, exc6,7 Page 10 ,exc11
(2)	第二课：汉字造字方法 Lesson two: methods of creating Chinese character. ➤ 古代中国人主要用的四种方法创造汉字。 1. 象形字如：山水日月口。 2. 指事字如：上下灭刃甘	Practice :exc2,3,5

	<p>3. 假借字如：我汝其</p> <p>4. 形声字：抱泡饱袍胞</p> <p>5. 记号字：一二三五十</p>	
(3)	<p>第三课：汉字笔画</p> <p>Lesson three :strokes of Chinese characters</p> <p>1. 笔画</p> <p>2. 汉子的五种笔画：横，竖，撇，点，钩，捺，提。</p> <p>3. 笔画的三种搭配方式：相交，相接，相离。</p> <p>4. 汉子的书写顺序</p>	Practice :exc3,4,5,8,10,15
(4)	<p>第四课：汉字偏旁</p> <p>Lesson four: radicals of Chinese characters.</p> <p>形旁，声旁</p>	Practice :exc3,5,7
(5)	<p>第五课：汉字结构</p> <p>Lesson five: The structures of chines characters.</p> <p>合体字的三种结构：</p> <p>1. 左右结构</p> <p>2. 上下结构</p> <p>3. 内外结构</p>	Practice :exc2,3,6,9
(6) First examination	<p>第六课：常用形旁分析（上）</p> <p>Lesson six: Analysis of commonly used sematic radicals (1)</p> <p>分析 12 个常用的形旁（口字旁，草字旁，木字旁，木字底，日字旁，三点水，单人旁，竖心旁，心字旁，提土旁，提手旁，宝盖儿，女字旁，月字旁）</p>	Practice :exc2,3,4,7,11
(7)	<p>第七课：常用形旁分析（下）</p> <p>Lesson six: Analysis of commonly used sematic radicals (2)</p> <p>分析 6 个常用的形旁（言字旁，走之旁，衣字旁，</p>	Practice:exc2,3,4,7,11

	火字旁，立刀旁，金字旁)	
(8)	第七课:常用形旁分析(下) Lesson six: Analysis of commonly used sematic radicals (2) 分析6个常用的形旁(绞丝旁，食字旁，贝字旁，目字旁，病字旁，有字旁)	Practice:exc2,3,4,7,11
(9)	第八课:字义与词义 Lesson eight: character meaning and word meaning. 1. 字义和词义的区别 2. 字义不等于词义，如：休，有，初…	Practice□exc1,2,36
(10)	第九课：汉字与汉语 Lesson nine: Chinese characters and Chinese language. 1.□□□□□□□□相关的三种情况。 2. 汉字和汉语词的关系。	Practice :exc1,3,5
(11) Second examination	第十课：汉字反映中华文化 Lesson ten: Chinese culture reflected by Chinese characters. 中国古代汉字如何反映了中华古化文化。	Practice :exc1,2,3,6
(12)	□□□□□□□□□□□□ Lesson eleven: traditional characters and simplified characters. 1.□□□□□□□□□□□□□□ 2.□□□□□□□□□□□□□□□□	Practice :exc2,3,5
(13)	第十二课:容易写错的汉字 Lesson twelve: characters which are often wrongly written.	Practice :exc2,3,5

	容易写错的汉子的四种类型。	
(14)	第十三课：容易用错和读错的汉字 Lesson thirteen: characters which are often wrongly used or pronounced. 1. 用错汉字的两种情况 2. 容易读错汉字的两种情况	Practice:exc1,3,7
(15)	第十四课：汉字学习策略 Lesson fourteen: strategies of learning Chinese characters. 1. 分析字形 2, 练习双音节词拆开与别的汉字组词。 3. 在语境中学习汉字。	Practice :exc4,6,9
(16) Final Examination	复习之前学的内容并做一些练习题。 Revision	Practice: work sheet on the whole content.

Expected workload:

On average students need to spend 2 hours of study and preparation for each 50-minute lecture/tutorial.

Attendance policy:

Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

Other Education Resources

Books

Journals

1. *Confucius Institute*, produced by Confucius Institute Headquarters (Hanban), bimonthly.

Websites

1. 中文天下: <http://www.yes-chinese.com>.
2. 汉声中文: <http://www.hschinese.com>.
3. 攀达汉语: <http://www.prcha.com>.