

Programme Specification

I. Programme Details

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| Programme title | Chinese & [...] |
| Possible combinations | Development Studies Economics History History of Art/Archaeology Indonesian Japanese Studies Korean Studies Law Linguistics Music Politics Social Anthropology Study of Religions Tibetan |
| Final award (<i>exit awards will be made as outlined in the Taught Degree Regulations</i>) | BA <input checked="" type="checkbox"/> MA <input type="checkbox"/> BSc <input type="checkbox"/> MSc <input type="checkbox"/> Other ... <input type="checkbox"/> |
| Mode of delivery | Distance-learning <input type="checkbox"/> On-campus <input checked="" type="checkbox"/> |
| Professional body accreditation (<i>if applicable</i>) | n/a |
| Academic year this specification was created | 2017/18 for 2018/19 onwards |
| Dates of any subsequent amendments | |

II. Programme Aims: What will the programme allow you to achieve?

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| <ol style="list-style-type: none"> 1. To provide a high standard of competence (active and passive) in the use of the language. 2. To provide knowledge of aspects of the cultures, communities and societies where the languages are used, as well as subject-related skills. 3. To actively promote the adoption of a non-Eurocentric perspective and intercultural understanding. |
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III. Programme Learning Outcomes: What will you learn on the programme?

There are four key areas in which you will develop:

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| Learning Outcomes: Knowledge |
| <ol style="list-style-type: none"> 1. Advanced active and passive competence in modern Chinese (<i>putonghua</i>) 2. Advanced competence in a discipline of the Humanities or Social Sciences, especially in its relation to the Chinese world 3. Basic passive competence in classical Chinese (<i>wenyan</i>) and pre-modern vernacular Chinese ("old <i>baihua</i>"), including knowledge of the standard dictionaries and reference works essential to furthering such competence 4. Understanding of the linguistic structures of classical, pre-modern and modern Chinese 5. Thorough ability in reading and translating modern Chinese texts in different styles and genres |

| 6. Detailed knowledge of the history, development and current state of Chinese culture, especially literature and philosophy | |
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| Typical Teaching Methods | Typical Assessment Methods |
| <ul style="list-style-type: none"> Acquisition of 1, 3 and 4 is through small-group classes, tutorials, regular assessed and non-assessed coursework. Acquisition of 2 is through modules taught in another department at SOAS. These can be large lecture modules or small-group classes. Acquisition of 4 and 6 is through lectures and practical exercises in Year 1 of the degree. An open option providing more in-depth knowledge of linguistic issues related to studying a foreign language is available to students in higher years. Acquisition of 5 is central to all language use modules in Years 3 and 4, most of which are centred on the reading, translation, analysis and interpretation of literary and philosophical texts. The specific type of ability acquired by the student in these years depends on the modules selected, since joint degree students typically need only take 2 module units in Chinese during these two years, although more may be taken as floater options. Acquisition of all elements is furthered by the compulsory inclusion of a year abroad (Year Two), spent in Beijing, providing total immersion in the modern language and culture, as well as continued tuition in the classical and pre-modern languages and cultures. | <ul style="list-style-type: none"> written examinations, typically containing both seen and unseen elements; oral examinations assessed coursework; assessed library assignments; essays research project (carried out during year abroad) independent study project (available as an option in Year 4) |

| Learning Outcomes: Intellectual (thinking) skills | |
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| <ol style="list-style-type: none"> Critical reasoning, from a non-Eurocentric perspective Oral and written application of linguistic, literary and philosophical concepts, as well as of the concepts central to the discipline studied as a second subject Written formulation of problems, hypotheses, methods of inquiry and conclusions Demonstration and exercise of independence of mind and thought | |
| Typical Teaching Methods | Typical Assessment Methods |
| <ul style="list-style-type: none"> Intellectual skills are developed through the teaching and learning programme outlined above. Each module involves discussion of key issues, practice in applying concepts both orally and in writing, analysis and interpretation of materials, and individual feedback sessions for learners on work produced. | <ul style="list-style-type: none"> Assessment of intellectual skills (oral presentation, participation in classroom discussion, essay writing) is typically reflected in a 20% "coursework mark" for upper level modules in literature and philosophy. Intellectual skills are further assessed through the research project in Year |

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| | <p>2, and through the optional independent study project in Year 4. In the curriculum, intellectual skills will be developed and assessed through a clear progression of: essay writing instruction and practice in Year 1; research project in Year 2; tutorials and essays in analysis and interpretation of texts in Year 3; an optional independent study project in Year 4.</p> |
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| Learning Outcomes: Subject-based practical skills | |
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| <p>The programme aims to help students with the following practical skills:</p> <ol style="list-style-type: none"> 1. Retrieve, sift and select information from a variety of sources 2. Plan, undertake and report both bibliographically based and fieldwork-based research 3. Understand, speak, read and write modern Chinese at a high level of proficiency 4. Read Chinese texts written in classical Chinese (the standard written language of China until the early 1920s) and pre-modern vernacular (depending on the student's module options) 5. Experience of living and studying in China | |
| Typical Teaching Methods | Typical Assessment Methods |
| <ul style="list-style-type: none"> • Guidance on how to identify, locate and use material in the library and elsewhere is provided in the context of all non-language acquisition modules. Such knowledge will be disseminated even more systemically through dedicated teaching hours in all years except the year abroad. • Modern Chinese is compulsory, but options in classical Chinese are available in Years 3 and 4, with the requirement that students must do at least two units of Chinese in those two years. Joint degree students typically opt for modern Chinese units to fulfil this requirement, so that proficiency in classical Chinese typically remains at a basic level. However, this depends entirely on the student's options. • The compulsory year in China provides students with an invaluable experience that greatly enhances, in practical terms, their position on the job market after graduation. | <ul style="list-style-type: none"> • Skills 1 and 2 are primarily assessed through coursework, essays, the research project and, where applicable, the independent study project. • Skills 3 and 4 are assessed through written and oral examinations and coursework. |

| Learning Outcomes: Transferrable skills |
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| <p>The programme will encourage students to:</p> <ol style="list-style-type: none"> 1. Adopt a non-Eurocentric perspective and foster intercultural awareness and understanding 2. Structure and communicate ideas effectively both orally and in writing |

| 3. Participate constructively in groups 4. Work independently 5. Find information and use information technology 6. Be self-reliant 7. Assess the relevance and importance of the ideas of others | |
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| Typical Teaching Methods | Typical Assessment Methods |
| <ul style="list-style-type: none"> • The year abroad, and the uniquely multicultural constitution of the teaching staff, are key elements in providing students with a learning experience that actively fosters intercultural awareness and a non-Eurocentric perspective. (Skill 1) • Skills 2, 4, 5 and 7 are typically learned in the process of carrying out research assignments (coursework, essays etc.) as well as during classroom discussions. • Skills 3 and 6 are important elements of the entire learning experience, but specifically of the year abroad. | <ul style="list-style-type: none"> • Assessment of 1, 2, 4, 5 and 6 is through various types of coursework and research assignments already described above. • Encouragement of 1, 3, 6 and 7 is also a key element of the classroom experience, as well as of personal feedback from and contact with tutors. |

| General statement on contact hours – undergraduate programmes |
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| <p>All full-time undergraduate programmes consist of 120 credits per year, in modules of 30 or 15 credits. They are taught over 10 or 20 weeks. The programme structure shows which modules are compulsory and which optional.</p> <p>As a rough guide, 1 credit equals approximately 10 hours of work. Most of this will be independent study (see https://www.soas.ac.uk/admissions/ug/teaching/). Also included are class time, which may include lectures, seminars and other classes. Some subjects may have more class time than others – a typical example of this are language acquisition modules. More information is on the page for each module.</p> |

BA Chinese & [...]

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|---------------|--------------|----------------------------|---|----------------|
| Year 1 | credits | 60 | + | 60 |
| | module code | 155901440 | | Second Subject |
| | module title | Ch 100: Elementary Chinese | | core module |
| | FHEQ status | level 5 core module | | |

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| Year 2 | credits | 120 |
| | module title | Study Abroad |
| | status | compulsory module |

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| Year 3 | credits | 30 | + | 30 | + | 60 |
| | module title | from list A | | from list A or list B | | second subject |
| | status | core module | | compulsory module | | compulsory module |

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|---------------|--------------|-------------------|---|-----------------------|---|-------------------|
| Year 4 | credits | 30 | + | 30 | + | 60 |
| | module title | from list C | | from list C or List B | | second subject |
| | status | compulsory module | | compulsory module | | compulsory module |

List of modules (subject to availability)

List A

| FHEQ level | Code | Title | Credits | Prerequisites |
|------------|-----------|--|---------|---------------|
| 5 | 155903004 | Chinese 301: Intermediate Modern Chinese Language (Reading) | 15 | |
| 5 | 155903005 | Chinese 302: Intermediate Modern Chinese Language (Writing) | 15 | |
| 5 | 155903006 | Chinese 303: Intermediate Modern Chinese Language (Translation) | 15 | |
| 5 | 155903007 | Chinese 304: Intermediate Modern Chinese Language (Listening and | 15 | |

List B

| FHEQ level | Code | Title | Credits | Prerequisites |
|------------|-----------|--|---------|--|
| 5 | 155901219 | Introduction to Classical Chinese | 15 | |
| 6 | 155901227 | Ch 306: Traditional Chinese Language and Literature | 30 | |
| 6 | 155901232 | Ch 403: Traditional Chinese Language and Literature (Advanced) | 30 | |
| 5 | 155901228 | Chinese 305: Elementary Cantonese | 30 | |
| 5 | 155901249 | Elementary Spoken Hokkien (Minnanyu, Taiwanese) | 30 | |
| 5 | 155906024 | Tibetan (Modern) 1A | 15 | |
| 5 | 155906025 | Tibetan (Modern) 1B | 15 | |
| 6 | 155903014 | Chinese Cultures on Screen and Stage | 15 | |
| 6 | 155903011 | New Taiwan Cinema and Beyond | 15 | |
| 6 | 155903015 | History and Memory in East Asian Cultures | 15 | |
| 6 | 155903016 | Literature and Social Transformation in Contemporary China | 15 | |
| 6 | 155903017 | Chinese Literature, Politics and National Identity in Modern China | 15 | |
| 6 | 155903012 | Reading Contemporary Chinese Literary Text | 15 | |
| 6 | 155903013 | Reading Modern Chinese Literary Text | 15 | Offered as an option on all EA Dept programmes |
| 6 | 155903020 | Culture and Society of Taiwan | 15 | |
| 6 | 155901418 | Identity and social relations in Japanese | 15 | |

List C

| FHEQ level | Code | Title | Credits | Prerequisites |
|------------|-----------|---|---------|---|
| 6 | 155901230 | Independent Study Project in Chinese Languages and Cultures | 30 | Students who wish to take an ISP in the EALC department MUST take at least 15 credits from Culture modules. |
| 6 | 155903008 | Chinese 401: Advanced Modern Chinese Language (Listening and | 15 | Successful completion of Chinese 301 or |
| 6 | 155903009 | Chinese 402: Advanced Modern Chinese Language (Reading and Writing) | 15 | Chinese 306: Traditional Chinese Language |
| 6 | 155901231 | Chinese 403: Traditional Chinese Language and Literature (Advanced) | 30 | |
| 6 | 155901332 | Chinese 404: Styles of Modern Chinese Literary Language | 30 | |