



Appendix B - Syllabus - Foreign Language

Competence field	Foreign Language
Module designation	Comprehensive College English (2)
Code	219402
Subtitle	
Semester(s) in which the module is taught	1 st semester
Person responsible for the module	Associate Professor WANG Ping
Lecturer	Associate Professor WANG Ping Professor WANG Gang Associate Professor SHENG Yue Lecturer CHEN Wenhua
Language	English
Relation to curriculum	Comprehensive College English (2) is a compulsory common course for all undergraduates. The lecturer takes instructive approaches to guide students to compare and analyze articles, so that they acquire the comprehension ability stipulated in the syllabus. In addition, students read English articles and books extensively after class according to the lecturer's requirements so as to familiarize themselves with the English language and British and American society and culture and improve their self-study ability.
Type of teaching, contact hours	Target students: freshmen of Vehicle Engineering (Rail Transit Vehicle) Type of teaching: theoretical teaching Contact hours: 32 hours Of which Theoretical teaching: 32 hours Experiment/practice teaching: 0 hour Size of class: 60-90 students
Workload	Total workload = 60 hours Contact hours = 32 hours Self-study hours = 28 hours
Credit points	2.0
Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take



Appendix B - Syllabus - Foreign Language

	the exam.
Recommended prerequisites	
Module objectives/intended learning outcomes	<p>Learning outcomes:</p> <ul style="list-style-type: none"> ● Knowledge: <ol style="list-style-type: none"> 1. Vocabulary, grammar, rhetoric, texts, etc. 2. Common language functions, language application scenarios, and common English expressions for different topics, including language chunks, sentence patterns and texts 3. Cultural, social and historical knowledge and knowledge related to English language and literature ● Skills: <ol style="list-style-type: none"> 1. Reading comprehension: basically understand English articles on general topics; have skimming and scanning skills; 2. Written expression: master basic writing skills; be able to write a short essay of no less than 100 words on general topics in half an hour, with complete content, appropriate wording and coherent meaning; 3. Translation: be able to accurately translate English articles on familiar subjects into Chinese and vice versa with a dictionary, without serious errors in understanding and language expression with a dictionary ● Competence: Upon completion of this course, students will lay a foundation for subsequent advanced English courses and help them improve intercultural communication competence and dialectical thinking ability.
Contents	<p>Part A Theoretical teaching (32 contact hours, 28 self-study hours)</p> <p>Unit 1 Ways of Learning (5 contact hours, 4 self-study hours)</p> <ul style="list-style-type: none"> ● The main content and writing structure of the text in this unit ● Use the writing techniques of "comparison" and "contrast"*** ● Properly introduce the topic at the beginning of the article and bring the topic to a close at the end of the article* ● Key words and usage of this unit**



	<ul style="list-style-type: none">● Write English notice* <p>Unit 2 Values (5 contact hours, 5 self-study hours)</p> <ul style="list-style-type: none">● The main content and writing structure of the text in this unit● The rich meaning of the word "rich" and its connotation in the title of the text**● Key words and usage of this unit**● Use the story to lead the topic for discussion* <p>Unit 3 The Virtual World (6 contact hours, 5 self-study hours)</p> <ul style="list-style-type: none">● The main content and writing structure of the texts in this unit● Infer the meaning of new words in the text; this unit is about computers and the Internet**● Key words and usage of this unit**● Write email correctly* <p>Unit 4 Overcoming Obstacles (5 contact hours, 4 self-study hours)</p> <ul style="list-style-type: none">● The main content and writing structure of the text in this unit● Narrative skills (using details to bring out characters, unexpected ending, use of puns)**● Key words and usage of this unit**● Highlight personality characteristics when describing characters* <p>Unit 5 Women, Half the Sky (5 contact hours, 5 self-study hours)</p> <ul style="list-style-type: none">● The main content and writing structure of the text in this unit● Different forms of adverbial clauses of concession**● Key words and usage of this unit**● Designed the questionnaire* <p>Unit 6 Learning about English (6 contact hours, 5 self-study hours)</p> <ul style="list-style-type: none">● The main content and writing structure of the text in this unit● English idioms in the text**● Key words and usage of this unit**● Describe the information in the chart* <p>Part B. Experiment teaching (0 contact hours; 0 self-study hours)</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix B - Syllabus - Foreign Language

Study and examination requirements and forms of examination	Usual performance: 40%, including attendance rate, assignment and mid-term exam; Final exam (closed-book written exam): 60%.
Media employed	PPT courseware, multimedia computers, projectors, laser pointers, blackboards, chalks, etc.
Reading list	<p>1. Required books</p> <p>[1] LI Yinhua et al. <i>New College English Integrated Course 2</i> (2nd Edition). Shanghai: Shanghai Foreign Language Education Press, 2013.</p> <p>2. Reference books</p> <p>[1] LI Yinhua et al. <i>New College English Integrated Course 2 Teacher's Manual</i> (2nd Edition). Shanghai: Shanghai Foreign Language Education Press, 2013.</p> <p>[2] QIN Xiubai et al. <i>NEW CENTURY COLLEGE ENGLISH: Zooming In: An Integrated English Course</i>. Shanghai: Shanghai Foreign Language Education Press, 2007.</p> <p>[3] QIN Xiubai et al. <i>NEW CENTURY COLLEGE ENGLISH: Learning to Read: An English Reading Course</i>. Shanghai: Shanghai Foreign Language Education Press, 2007.</p>



Appendix B - Syllabus - Foreign Language

Competence field	Foreign Language
Module designation	Comprehensive College English (3)
Code, if applicable	219403
Subtitle, if applicable	
Semester(s) in which the module is taught	2 nd semester
Person responsible for the module	Associate Professor WANG Ping
Lecturer	Associate Professor WANG Ping Professor WANG Gang Professor HU Ping Associate Professor MA Hong, etc.
Language	English
Relation to curriculum	Comprehensive College English (3) is an introductory compulsory course for all undergraduates. It is one of the series of courses of Comprehensive College English. The objective is to cultivate students' ability of comprehensive application of English, especially the ability of reading, writing and translation, and improve their English communication skills. The textbook is <i>New College English Integrated Course 3 (2nd Edition)</i> . 2 class hours a week, a total of 32 class hours. Upon completion of this course, students will expand their vocabulary, master reading strategies, writing skills and translation skills, and be prepared for learning subsequent foundation English courses, advanced English courses and practical English courses.
Type of teaching, contact hours	Target students: freshmen of Vehicle Engineering (Rail Transit Vehicle) Type of teaching: theoretical teaching Contact hours: 32 hours Of which Theoretical teaching: 32 hours Experiment/practice teaching: 0 hour Size of class: normally up to 80 students
Workload	Total workload = 60 hours Contact hours = 32 hours Self-study hours = 28 hours



Appendix B - Syllabus - Foreign Language

Credit points	2.0
Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take the exam.
Recommended prerequisites	Comprehensive College English (2)
Module objectives/intended learning outcomes	<p>Learning outcomes:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Vocabulary, grammar, rhetoric, texts, etc. 2. Common language functions, language application scenarios, and common English expressions for different topics, including language chunks, sentence patterns and texts 3. The English language and related social and cultural knowledge <p>Skills:</p> <ol style="list-style-type: none"> 1. Reading comprehension: basically understand English articles on general topics; basically master reading strategies such as skimming, speed reading, prediction, inference, and guessing word meanings; 2. Written expression: be able to write a short essay of no less than 120 words in half an hour on general topics, with complete content, appropriate wording and coherent meaning; 3. Translation: be able to use appropriate translation skills to accurately translate English articles on familiar subjects into Chinese and vice versa with a dictionary. <p>Competence:</p> <p>Understand and master the skills required for general English reading, translation, and writing tasks. Possess comprehensive professional qualities in English; be able to work in related fields in China; have cross-cultural communication competence.</p>
Contents	<p>Part A Theoretical teaching (32 contact hours, 28 self-study hours)</p> <p>Unit 1 Changes in the Way We Live (5 contact hours, 4 self-study hours)</p> <ol style="list-style-type: none"> (1) Pre-reading Tasks; (2) Text A Mr. Doherty Builds His Dream Life**; (3) Text B American Family Life: The Changing Picture*; (4) Theme-related Language Learning Tasks*.



Appendix B - Syllabus - Foreign Language

	<p>Unit 2 Security (5 contact hours, 4 self-study hours) (1) Pre-reading Tasks; (2) Text A The Land of the Lock**; (3) Text B Why I Bought a Gun*; (4) Theme-related Language Learning Tasks*.</p> <p>Unit 3 Imagination and Creativity (5 contact hours, 4 self-study hours) (1) Pre-reading Tasks; (2) Text A Was Einstein a Space Alien?**; (3) Text B Anecdotes about Einstein*; (4) Theme-related Language Learning Tasks*.</p> <p>Unit 4 Giving Thanks (5 contact hours, 4 self-study hours) (1) Pre-reading Tasks; (2) Text A Writing Three Thank-You Letters**; (3) Text B The Power of Gratitude*; (4) Theme-related Language Learning Tasks.</p> <p>Unit 5 The Human Touch (5 contact hours, 4 self-study hours) (1) Pre-reading Tasks; (2) Text A The Last Leaf**; (3) Text B Night Watch*; (4) Theme-related Language Learning Tasks.</p> <p>Unit 6 Cloning (5 contact hours, 4 self-study hours) (1) Pre-reading Tasks; (2) Text A Human Cloning: A Scientist's Story**; (3) Text B Second Thoughts on Cloning*; (4) Theme-related Language Learning Tasks.</p> <p>Review (2 contact hours, 4 self-study hours)</p> <p>Part B. Experiment teaching (0 contact hours; 0 self-study hours)</p>
Study and examination requirements and forms of examination	Attendance (10%), assignments (10%), mid-term exam (20%), final assessment (60%)



Appendix B - Syllabus - Foreign Language

Media employed	PPT courseware, multimedia computers, projectors, laser pointers, blackboards, etc.
Reading list	<p>1. Required books JI Peiyong et al. <i>New College English Integrated Course 3 Teacher's Manual</i> (2nd Edition). Shanghai: Shanghai Foreign Language Education Press, 2016.</p> <p>2. Reference books [1] Higher Education Department. <i>College English Curriculum Requirements</i>. Shanghai: Shanghai Foreign Language Education Press, 2007. [2] David Nunan. <i>Second Language Teaching and Learning</i>. Beijing: Foreign Language Teaching and Researching Press, 2003.</p>



Appendix B - Syllabus - Foreign Language

Competence field	Foreign Language
Module designation	Comprehensive College English (4)
Code, if applicable	219404
Subtitle, if applicable	
Semester(s) in which the module is taught	3 rd semester
Person responsible for the module (Note: normally a professor or associate professor)	Associate Professor WANG Ping
Lecturer (Note: normally at least 3 lecturers)	Associate Professor MA Hong Professor WANG Gang Associate Professor WANG Ping Lecturer CHEN Zhenyun Lecturer CHANG Ying
Language	English
Relation to curriculum	Comprehensive College English (4) is an introductory English course for all undergraduates. It is one of the series of courses of Comprehensive College English. The objective is to cultivate students' ability of comprehensive application of English, especially the ability of reading, writing and translation, and improve their English communication skills. Upon completion of this course, students will have a high English proficiency, master scientific language learning methods, improve comprehensive cultural literacy, and be prepared for learning subsequent foundation English courses, advanced English courses and practical English courses.
Type of teaching, contact hours	Target students: sophomores of Vehicle Engineering (Rail Transit Vehicle) Type of teaching: theoretical teaching Contact hours: 32 hours Of which Theoretical teaching: 32 hours Experiment/practice teaching: 0 hour Size of class: 40-90 students
Workload	Total workload = 60 hours Contact hours = 32 hours Self-study hours = 28 hours



Appendix B - Syllabus - Foreign Language

Credit points	2.0
Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take the exam.
Recommended prerequisites	Comprehensive College English (3)
Module objectives/intended learning outcomes	<p>Learning outcomes:</p> <ul style="list-style-type: none"> ● Knowledge: <ol style="list-style-type: none"> 4. Vocabulary, grammar, rhetoric, texts, etc. 5. Common language functions, language scenarios and common English expressions for different topics, including language chunks, sentence patterns and texts 6. Cultural, social and historical knowledge, and knowledge related to English language and literature ● Skills: <ol style="list-style-type: none"> 4. Reading comprehension: be able to read long, moderately difficult articles quickly; understand the main idea, main facts and details; 5. Written expression: be able to write a short essay of no less than 150 words in half an hour on general topics, with complete content, explicit point of view, clear organization and fluent statement; 6. Translation: be able to use appropriate translation skills to translate English articles with familiar subjects into Chinese and vice versa in line with the principle of faithfulness and expressiveness with a dictionary. ● Skills: <p>By learning and reflection, students will improve skills in article analysis, vocabulary application, writing with critical and creative thinking, and fluent translation, and improve intercultural communication competence and dialectical thinking ability.</p>
Contents	<p>Part A Theoretical teaching (32 contact hours, 28 self-study hours)</p> <p>Unit 1 Fighting with the Forces of Nature (5 contact hours, 5 self-study hours)</p>



	<p>(1) main idea and structure of Unit 1 Text A ** (2) comparison and contrast between Napoleon's invasion of Russia and Hitler's invasion of the Soviet Union * (3) the key language points and grammatical structures in the text** (4) reading, listening, speaking and writing activities related to the theme of the unit</p> <p>Unit 2 Smart Cars (5 contact hours, 5 self-study hours) (1) main idea and structure of Unit 2 Text A * (2) techniques in expository writing (definition, quotes, a mixture of facts and opinions, etc.) * (3) key language points and grammatical structures in the text** (4) reading, listening, speaking and writing activities related to the theme of the unit.</p> <p>Unit 3 Globalization (5 contact hours, 5 self-study hours) (1) main idea and structure of Text A** (2) the objectivity of the author in presenting different viewpoints; (3) the key language points and grammatical structures in the text** (4) reading, listening, speaking and writing activities centered upon the theme of the unit.</p> <p>Unit 4 Never Judge by Appearances (5 contact hours, 5 self-study hours) (1) main idea and structure of Text A * (2) contrast is in delineating a person's character (3) key language points and grammatical structures in the text ** (4) reading, listening, speaking and writing activities related to the theme of the unit</p> <p>Unit 5 The Pace of Life (5 contact hours, 5 self-study hours) (1) main idea and structure of Text A * (2) techniques employed by the writer (concession, direct quotations, supporting the opinion with facts, etc.) (3) key language points and grammatical structures in the text**</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix B - Syllabus - Foreign Language

	<p>(4) reading, listening, speaking and writing activities centered upon the theme of the unit.</p> <p>Unit 6 The 9/11 Terrorist Attack (5 contact hours, 5 self-study hours) (1) main idea and structure of Text A * (2) rhetorical devices employed by the author (3) key language points and grammatical structures in the text** (4) reading, listening, speaking and writing activities related to the theme of the unit.</p> <p>Review (2 contact hours, 5 self-study hours) Part B. Experiment teaching (0 contact hours; 0 self-study hours)</p>
Study and examination requirements and forms of examination	Attendance 10%, assignments 10%, periodic assessment 20%, final assessment 60%
Media employed	PPT courseware, multimedia computers, projectors, laser pointers, blackboards, etc.
Reading list	<p>1. Required books [1] JI Peiying, <i>New College English Integrated Course</i> 4, Shanghai Foreign Language Education Press, second edition, 2010.</p> <p>2. Reference books [1] Department of Higher Education, <i>College English Curriculum Requirements</i>. Shanghai: Shanghai Foreign Language Education Press, 2007. [2] ZHENG Shutang, <i>NEW HORIZON COLLEGE ENGLISH READING AND WRITING</i> Beijing: Foreign Language Teaching and Researching Press, 2015.</p>



Appendix B - Syllabus - Foreign Language

Competence field	Foreign Language
Module designation	College English Listening (2)
Code	219406
Subtitle	
Semester(s) in which the module is taught	1 st semester
Person responsible for the module	Associate Professor GU Qingsong
Lecturer	Associate Professor GU Qingsong Associate Professor SUN Xiaoqing Lecturer ZHANG Zhongkui Lecturer LI Yingcheng Lecturer LIU Shuyun Lecturer XU Junhua Lecturer HU Yin, etc.
Language	English
Relation to curriculum	College English Listening (2) is an introductory compulsory course for all undergraduates and one of the series of courses of College English Listening. College English Listening is an independent curriculum guided by the theory of foreign language teaching. The main contents are English language knowledge and application skills, cross-cultural communication and learning strategies. A variety of teaching models and approaches are adopted. The objectives of the curriculum are to cultivate students' comprehensive English skills, especially listening and speaking skills, to enable them to master English communication skills needed in study, work and social networking, and to improve their self-regulated learning ability and comprehensive cultural literacy, in order to meet the requirements of relevant disciplines and programs, and master cross-cultural competence and international cooperation and communication skills.
Type of teaching, contact hours	Target students: freshmen of Vehicle Engineering (Rail Transit Vehicle) Type of teaching: theoretical teaching Contact hours: 16 hours Of which Theoretical teaching: 16 hours



Appendix B - Syllabus - Foreign Language

	Experiment/practice teaching: 0 hour Size of class: up to 80 students
Workload	Total workload = 30 hours Contact hours = 16 hours Self-study hours = 28 hours
Credit points	1.0
Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take the exam.
Recommended prerequisites	
Module objectives/intended learning outcomes	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Knowledge of easy articles for improving listening skills; 2. Methods of distinguishing pronunciation in listening; 3. Cross-cultural communication application scenarios, background knowledge and listening skills. <p>Skills:</p> <ol style="list-style-type: none"> 1. Understand short articles read out in slow speed; understand the main idea and key points; 2. Be able to apply basic listening skills. <p>Competence:</p> <p>Upon completion of this course, students will acquire the English listening skills needed in study, work and social networking and the ability of autonomous learning, and initially master cross-cultural competence and international cooperation and communication skills.</p>
Contents	<p>Part A Theoretical teaching (16 contact hours, 14 self-study hours)</p> <p>Unit 1 Life is a learning curve (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none"> ● Listening to the world* ● Speaking for communication ● Further practice in listening** ● Listening skills: listening for signal words for listing* ● Speaking skills: giving and responding to advice <p>(after-class self-study: students watch an English movie or TV play or listen to English radio every weekend, the same below)</p>



	<p>Unit 2 Journey into the unknown (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: understanding the problem-solution pattern*● Speaking skills: asking for and giving directions <p>Unit 3 Time out (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: listening for information about plans*● Speaking skills: managing phone problems <p>Unit 4 Life under the spotlight (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: understanding cause and effect*● Speaking skills: making requests and offers <p>Unit 5 Urban pulse (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: understanding pros and cons*● Speaking skills: making and responding to complaints <p>Unit 6 Climbing the career ladder (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: listening for examples*● Speaking skills: expressing likes or dislikes <p>Unit 7 Time of technology: A blessing or a curse? (2 contact hours, 2 self-study hours)</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix B - Syllabus - Foreign Language

	<ul style="list-style-type: none"> ● Listening to the world* ● Speaking for communication ● Further practice in listening** ● Listening skills: listening for agreement and disagreement* ● Speaking skills: expressing essentiality <p>Unit 8 Discovering your true identity (2 小时教学)</p> <ul style="list-style-type: none"> ● Listening to the world* ● Speaking for communication ● Further practice in listening** ● Listening skills: Taking notes in a T-chart* ● Speaking skills: introducing an opinion <p>Part B. Experiment teaching (0 contact hours; 0 self-study hours)</p>
Study and examination requirements and forms of examination	<ol style="list-style-type: none"> 1. Attendance (20%): basic requirements for class (no late arrivals, no early departures, and no unauthorized absences) 2. Assignments (10%): complete 20 hours of online learning 3. Periodic assessment (10%): class test 4. Final assessment (60%): final exam, closed-book
Media employed	PPT courseware, multimedia computers, etc.
Reading list	<ol style="list-style-type: none"> 1. Required books BAI Yongquan. <i>21st Century College New English Audio-Visual-Oral English Course 2</i>. Shanghai: Fudan University Press, 2009. 2. Reference books [1] FAN Ye, WAN Jiangbo. <i>College English Listening An Autonomous Listening Edition 2</i>. Beijing: Higher Education Press. 2011. [2] YANG Huizhong. <i>NEW CENTURY COLLEGE NEW ENGLISH LEARNING TO SPEAK — AN ENGLISH VIDEO COURSE 2</i>, Shanghai: Shanghai Foreign Language Education Press, 2009. [3] LIU Jinlong, ZHANG Zhongkui. <i>College English Listening & Speaking (Volume I)</i>, Beijing: Higher Education Press. 2016. [4] GU Qingsong, LI Xin. <i>College English Listening & Speaking (Volume II)</i>, Beijing: Higher Education Press. 2016.



Appendix B - Syllabus - Foreign Language

Competence field	Foreign Language
Module designation	College English Listening (3)
Code	219407
Subtitle	
Semester(s) in which the module is taught	2 nd semester
Person responsible for the module	Associate Professor GU Qingsong
Lecturer	Associate Professor GU Qingsong Associate Professor SUN Xiaoqing Lecturer ZHANG Zhongkui Lecturer LI Xin Lecturer CHEN Lu Lecturer XU Junhua Lecturer GAO Yanning, etc.
Language	English
Relation to curriculum	College English Listening (3) is an introductory compulsory course for all undergraduates and one of the series of courses of College English Listening. College English Listening is an independent curriculum guided by the theory of foreign language teaching. The main contents are English language knowledge and application skills, cross-cultural communication and learning strategies. A variety of teaching models and approaches are adopted. The objectives of the curriculum are to cultivate students' comprehensive English skills, especially listening and speaking skills, to enable them to master English communication skills needed in study, work and social networking, and to improve their self-regulated learning ability and comprehensive cultural literacy, in order to meet the requirements of relevant disciplines and programs, and master cross-cultural competence and international cooperation and communication skills.
Type of teaching, contact hours	Target students: freshmen of Vehicle Engineering (Rail Transit Vehicle) Type of teaching: theoretical teaching Contact hours: 16 hours Of which Theoretical teaching: 16 hours



Appendix B - Syllabus - Foreign Language

	Experiment/practice teaching: 0 hour Size of class: up to 80 students
Workload	Total workload = 30 hours Contact hours = 16 hours Self-study hours = 28 hours
Credit points	1.0
Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take the exam.
Recommended prerequisites	College English Listening (2)
Module objectives/intended learning outcomes	<p>Knowledge:</p> <ol style="list-style-type: none"> 3. Knowledge of moderately difficult articles for improving listening skills; 4. Methods of distinguishing pronunciation in listening; 5. Cross-cultural communication application scenarios, background knowledge and listening skills. <p>Skills:</p> <ol style="list-style-type: none"> 1. Understand articles of moderate length read out in normal speed; understand the main idea and key points; 2. Be able to apply common listening skills proficiently. <p>Competence:</p> <p>Upon completion of this course, students will acquire the English listening skills needed in study, work and social networking and the ability of autonomous learning, and basically master cross-cultural competence and international cooperation and communication skills.</p>
Contents	<p>Part A Theoretical teaching (16 contact hours, 14 self-study hours)</p> <p>Unit 1 Access to success (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none"> ● Listening to the world* ● Speaking for communication ● Further practice in listening** ● Listening skills: note-taking using a keyword outline* ● Speaking skills: referring to what you said earlier (after-class self-study: students watch an English movie or TV play or listen to English radio every weekend, the same below)



	<p>Unit 2 Emotions speak louder than words (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: identifying the problem-solution pattern *● Speaking skills: giving news <p>Unit 3 Love you neighbor (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: distinguishing fact from opinion*● Speaking skills: telling a story <p>Unit 4 What's the big idea? (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: predicting the theme and vocabulary before you listen *● Speaking skills: brainstorming <p>Unit 5 More than a paycheck (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: listening for contrast *● Speaking skills: managing a meeting / discussion <p>Unit 6 Histories make men wise (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: making inferences*● Speaking skills: expressing uncertainty <p>Unit 7 For every question there is an answer</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix B - Syllabus - Foreign Language

	<p>(2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none"> ● Listening to the world* ● Speaking for communication ● Further practice in listening** ● Listening skills: listening for specific information* ● Speaking skills: requesting and responding <p>Unit 8 Communication: then and now (2 contact hours)</p> <ul style="list-style-type: none"> ● Listening to the world* ● Speaking for communication ● Further practice in listening** ● Listening skills: listening for speaker's prediction * ● Speaking skills: dealing with misunderstanding <p>Part B. Experiment teaching (0 contact hours; 0 self-study hours)</p>
Study and examination requirements and forms of examination	<ol style="list-style-type: none"> 1. Attendance (20%): basic requirements for class (no late arrivals, no early departures, and no unauthorized absences) 2. Assignments (10%): complete 20 hours of online learning 3. Periodic assessment (10%): class test 4. Final assessment (60%): final exam, closed-book
Media employed	PPT courseware, multimedia computers, etc.
Reading list	<ol style="list-style-type: none"> 1. Required books BAI Yongquan. <i>21st Century College New English Audio-Visual-Oral English Course 2</i>. Shanghai: Fudan University Press, 2009. 2. Reference books [1] FAN Ye, WAN Jiangbo. <i>College English Listening An Autonomous Listening Edition 2</i>. Beijing: Higher Education Press. 2011. [2] YANG Huizhong. <i>NEW CENTURY COLLEGE NEW ENGLISH LEARNING TO SPEAK — AN ENGLISH VIDEO COURSE 2</i>, Shanghai: Shanghai Foreign Language Education Press, 2009. [3] LIU Jinlong, ZHANG Zhongkui. <i>College English Listening & Speaking (Volume I)</i>, Beijing: Higher Education Press. 2016. [4] GU Qingsong, LI Xin. <i>College English Listening & Speaking (Volume II)</i>, Beijing: Higher Education Press. 2016.



Appendix B - Syllabus - Foreign Language

Competence field	Foreign Language
Module designation	College English Listening (4)
Code	219408
Subtitle	
Semester(s) in which the module is taught	3 rd semester
Person responsible for the module	Associate Professor GU Qingsong
Lecturer	Associate Professor GU Qingsong Associate Professor SUN Xiaoqing Lecturer ZHANG Zhongkui Lecturer LI Xin Lecturer CHEN Lu Lecturer XU Junhua Lecturer GAO Yanning, etc.
Language	English
Relation to curriculum	College English Listening (4) is an introductory compulsory course for all undergraduates and one of the series of courses of College English Listening. College English Listening is an independent curriculum guided by the theory of foreign language teaching. The main contents are English language knowledge and application skills, cross-cultural communication and learning strategies. A variety of teaching models and approaches are adopted. The objectives of the curriculum are to cultivate students' comprehensive English skills, especially listening and speaking skills, to enable them to master English communication skills needed in study, work and social networking, and to improve their self-regulated learning ability and comprehensive cultural literacy, in order to meet the requirements of relevant disciplines and programs, and master cross-cultural competence and international cooperation and communication skills.
Type of teaching, contact hours	Target students: sophomores of Vehicle Engineering (Rail Transit Vehicle) Type of teaching: theoretical teaching Contact hours: 16 hours Of which Theoretical teaching: 16 hours Experiment/practice teaching: 0 hour



Appendix B - Syllabus - Foreign Language

	Size of class: up to 80 students
Workload	Total workload = 30 hours Contact hours = 16 hours Self-study hours = 14 hours
Credit points	1.0
Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take the exam.
Recommended prerequisites	College English Listening (3)
Module objectives/intended learning outcomes	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Knowledge of difficult articles for improving listening skills; 2. Methods of distinguishing pronunciation in listening; 3. Cross-cultural communication application scenarios, background knowledge and listening skills. <p>Skills:</p> <ol style="list-style-type: none"> 1. Understand long articles read out in fast speed; understand the main idea and key points; 2. Be able to apply common listening skills proficiently. <p>Competence:</p> <p>Upon completion of this course, students will acquire the English communication skills needed in study, work and social networking and the ability of autonomous learning, and master cross-cultural competence and international cooperation and communication skills.</p>
Contents	<p>Part A Theoretical teaching (16 contact hours, 14 self-study hours)</p> <p>Unit 1 How we behave is who we are (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none"> ● Listening to the world* ● Speaking for communication ● Further practice in listening** ● Listening skills: taking notes in a T-chart * ● Speaking skills: handling an awkward situation <p>(after-class self-study: students watch an English movie or TV play or listen to English radio every weekend, the same below)</p> <p>Unit 2 Getting older, getting wiser?</p>



	<p>(2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: how to organize notes *● Speaking skills: asking for clarifications <p>Unit 3 Discovering your nice holiday (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: identifying the meaning of a new word or term *● Speaking skills: describing procedures <p>Unit 4 Solving problems & seeking happiness? (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: identifying supporting details*● Speaking skills: supporting your viewpoint <p>Unit 5 Art expands horizons (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: listening for favor and disfavor *● Speaking skills: giving a tour of a place <p>Unit 6 Mass media: 24/7 coverage (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication● Further practice in listening**● Listening skills: following a narrative *● Speaking skills: adding emphasis <p>Unit 7 Trouble in modern times (2 contact hours, 2 self-study hours)</p> <ul style="list-style-type: none">● Listening to the world*● Speaking for communication
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix B - Syllabus - Foreign Language

	<ul style="list-style-type: none"> ● Further practice in listening** ● Listening skills: using information questions to understand a story * ● Speaking skills: reporting an incident <p>Unit 8 Everybody has a story to tell (2 contact hours)</p> <ul style="list-style-type: none"> ● Listening to the world* ● Speaking for communication ● Further practice in listening** ● Listening skills: understanding idioms and phrases * ● Speaking skills: expressing likes or dislikes <p>Part B. Experiment teaching (0 contact hours; 0 self-study hours)</p>
Study and examination requirements and forms of examination	<ol style="list-style-type: none"> 1. Attendance (20%): basic requirements for class (no late arrivals, no early departures, and no unauthorized absences) 2. Assignments (10%): complete 20 hours of online learning 3. Periodic assessment (10%): class test 4. Final assessment (60%): final exam, closed-book
Media employed	PPT courseware, multimedia computers, etc.
Reading list	<ol style="list-style-type: none"> 1. Required books BAI Yongquan. <i>21st Century College New English Audio-Visual-Oral English Course 2</i>. Shanghai: Fudan University Press, 2009. 2. Reference books [1] FAN Ye, WAN Jiangbo. <i>College English Listening An Autonomous Listening Edition 2</i>. Beijing: Higher Education Press. 2011. [2] YANG Huizhong. <i>NEW CENTURY COLLEGE NEW ENGLISH LEARNING TO SPEAK — AN ENGLISH VIDEO COURSE 2</i>, Shanghai: Shanghai Foreign Language Education Press, 2009. [3] LIU Jinlong, ZHANG Zhongkui. <i>College English Listening & Speaking (Volume I)</i>, Beijing: Higher Education Press. 2016. [4] GU Qingsong, LI Xin. <i>College English Listening & Speaking (Volume II)</i>, Beijing: Higher Education Press. 2016.



Appendix B - Syllabus - Foreign Language

Competence fields	Foreign Language
Module designation	College Oral English (2)
Module level, if applicable	
Code, if applicable	219410
Subtitle, if applicable	
Semester(s) in which the module is taught	1 st semester
Person responsible for the module	Professor HU Ping
Lecturer	Professor HU Ping Professor LIU Xiaomin Associate Professor SUN Xiaoqing Associate Professor GU Qingsong Lecturer YANG Yuanyuan Lecturer SHU Chang Lecturer RAN Yunyun Lecturer ZHANG Zhongkui
Language	English
Relation to curriculum	College Oral English is a compulsory introductory course for non-English majors. The main contents are English language knowledge and application skills, learning strategies and cross-cultural communication. A variety of teaching models and approaches are adopted. The objectives of this course are to cultivate students' comprehensive English skills, especially listening and speaking skills, to enable them to communicate with others effectively in oral and written English during work and social networking, and to improve their self-regulated learning ability and comprehensive cultural literacy, in order to meet the needs of economic development and international exchanges.



Appendix B - Syllabus - Foreign Language

Type of teaching, contact hours	<p>Target students: freshmen of Vehicle Engineering (Rail Transit Vehicle)</p> <p>Type of teaching: theoretical teaching</p> <p>Contact hours: 16 hours</p> <p>Of which</p> <p>Theoretical teaching: 16 hours</p> <p>Experiment/practice teaching: 0 hour</p> <p>Size of class: 15~45 students</p>
Workload	<p>Total workload = 30 hours</p> <p>Contact hours = 16 hours</p> <p>Self-study hours = 14 hours</p>
Credit points	1.0
Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take the exam.
Recommended prerequisites	N/A
Module objectives/intended learning outcomes	<p>Learning outcomes:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Acquire the knowledge required for proper conversation in everyday situations; 2. Acquire the knowledge required to speak coherently on everyday topics; 3. Understand western culture; spread Chinese culture; <p>Skills:</p> <ol style="list-style-type: none"> 1. Be able to talk about everyday situations appropriately; 2. Be able to speak coherently on general topics in social life; 3. Be able to speak and communicate with others in an understandable way with basically accurate English pronunciation, natural intonation and correct grammar. <p>Competence:</p> <p>Have basic communication and teamwork skills; have basic critical analysis skills; have an international vision and basic cross-cultural communication skills.</p>



<p>Contents</p>	<p>Part A Theory Teaching (16 contact hours, 14 self-study hours)</p> <p>Topic 1 Health (2 contact hours, 2 self-study hours) Self-study content: practice based on the topic of this unit Ways of staying healthy* Healthy lifestyles** Keeping fit Sleeping and dreaming.</p> <p>Topic 2 Customs (2 contact hours, 2 self-study hours) Self-study content: practice based on the topic of this unit Holidays in China and the US Manners and behavior** Customs*</p> <p>Topic3 Famous people (2 contact hours, 2 self-study hours) Famous people of the present and the past* Celebrities and inventors**</p> <p>Topic4 Home (2 contact hours, 2 self-study hours) Students' own homes Their dream home Unusual types of homes**</p> <p>Topic 5 Working for a living (2 contact hours, 2 self-study hours) Different jobs and workplaces** Unusual jobs Aspects of jobs that are important to them*</p> <p>Topic6 Leisure time (2 contact hours, 2 self-study hours) Students' favorite leisure activities** Non-work and non-study activities</p>
-----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix B - Syllabus - Foreign Language

	<p>Topic7 Transportation (2 contact hours, 2 self-study hours) Transportation and traffic problems in cities** Traveling longer distances and important issues to consider when traveling*</p> <p>Topic8 Course review (2 contact hours)</p> <p>Part B. Experiment teaching (0 contact hours; 0 self-study hours)</p>
<p>Study and examination requirements and forms of examination</p>	<p>Usual performance 60% + final exam 40%, as follows: Attendance 20%. In-class performance 20%. Process assessment 20%. Final exam 40%. Format of final exam 1 Self-Introduction 2 Read Aloud 3 Question & Answer 4 Individual Presentation 5 Pair Work</p>
<p>Media employed</p>	<p>Multimedia computers, projector, laser pointers, blackboard, chalks</p>
<p>Reading list</p>	<p>1. Required books [1]. <i>Let's Talk College Basic Oral English Course</i> (1&2), Shanghai Foreign Language Education Press, 2012.</p> <p>2. Reference books [1]. LIU Xiaomin, ZHANG Bei. <i>College Oral English Exploration Course</i>, Volume 1, Higher Education Press, 2011. [2]. ZHANG Bei, LI Xin, HU Wei. <i>Practical Oral English Course for Engineers</i> (Volume 1&2), self-edited textbooks. [3]. ZHENG Shutang et al., <i>NEW HORIZON COLLEGE ENGLISH VIEWING, LISTENING & SPEAKING</i> (1-4), Foreign Language Teaching and Researching Press, 2005.</p>



Appendix B - Syllabus - Foreign Language

Competence field	Foreign Language
Module designation	College Oral English (3)
Code	219411
Subtitle	
Semester(s) in which the module is taught	2 nd semester
Person responsible for the module	Professor HU Ping
Lecturer	Professor HU Ping Professor LIU Xiaomin Associate Professor SUN Xiaoqing Associate Professor GU Qingsong Lecturer YANG Yuanyuan Lecturer SHU Chang Lecturer RAN Yunyun Lecturer ZHANG Zhongkui
Language	Chinese and English
Relation to curriculum	College Oral English is an important part of the introductory public courses of College English. Upon completion of this course, students will improve their oral English skills and literacy in humanities and social sciences, and have an international vision and the competence of cross-cultural communication, competition and cooperation, so as to lay a foundation for future study and work.
Type of teaching, contact hours	Target students: freshmen of Vehicle Engineering (Rail Transit Vehicle) Type of teaching: theoretical teaching Contact hours: 16 hours Of which Theoretical teaching: 16 hours Experiment/practice teaching: 0 hour Size of class: 15~45 students
Workload	Total workload = 30 hours Contact hours = 16 hours Self-study hours = 14 hours
Credit points	1.0



Appendix B - Syllabus - Foreign Language

Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take the exam.
Recommended prerequisites	College Oral English (2)
Module objectives/intended learning outcomes	<p>Learning outcomes: College Oral English (3) is an application-oriented introductory course. The objective is to guide students to think about and discuss social and cultural topics, so as to improve their language proficiency, cross-cultural communication skills and critical thinking skills.</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 4. Master the knowledge needed to logically describe social and cultural topics; 5. Master the knowledge needed to retell current events, hot spots and news in English; 6. Master the knowledge needed to introduce and spread Chinese and Western cultures in English. <p>Skills:</p> <ol style="list-style-type: none"> 1. Be able to consolidate basic conversational skills on the basis of College Oral English (2); 2. Be able to clearly describe social and cultural topics in English; 3. Be able to summarize current events, hot spots and news in English with basically clear expression and basically correct pronunciation and intonation. <p>Competence: Continue to improve oral expression, cross-cultural communication skills and the ability to spread Chinese culture in English; further improve critical thinking skills and broaden horizons, so as to lay a solid foundation for future study and work.</p>
Contents	<p>Theoretical teaching (16 contact hours, 14 self-study hours)</p> <p>Topic 1: Inventions and gadgets (2 contact hours) Gadgets and everyday items** Uses and features of gadgets* To talk about different gadgets and electronic products and their uses; To talk about the importance of different gadgets and products in people's lives;</p>



	<p>To understand people discussing electronic products; To talk about features of electronic products; To talk about the usefulness of everyday things; To practice describing inventions and gadgets;</p> <p>Topic 2: News and current events (2 contact hours, 2 self-study hours) Events in the news Human-interest stories* News reports**</p> <p>To talk about events in the news; To talk about human-interest stories; To understand news reports; To talk about different news sources and the kinds of information that people find interesting; To talk about recent stories in the news; To work cooperatively and creatively to make up a story;</p> <p>Topic 3: City life (2 contact hours, 2 self-study hours) City life** Country life* International cities*</p> <p>To talk about different aspects of urban living; To discuss personal preferences for places to live; To compare life in a city and in a small town; To understand people talking about three international cities; To talk about city and country features; To describe two other international cities;</p> <p>Topic 4: The past (2 contact hours, 2 self-study hours) Childhood memories Life in the past** Historical places and events*</p> <p>To discuss how someone has changed; To discuss childhood memories; To compare life in the past and in the present; To listen to people talking about memories; To learn and talk about some famous historical tourist sites; To talk about historical events;</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>Topic 5: Getting acquainted (2 contact hours, 2 self-study hours) Greetings* Successful conversations** Building relationships To learn ways of greeting people and starting conversations; To understand conversational techniques; To discuss attitudes toward problem-solving; To work together to discuss ways to build and maintain social relationships; To work together to solve different kinds of puzzles and problems;</p> <p>Topic 6: Expressing yourself (2 contact hours, 2 self-study hours) Self-expression and communication** Feelings and gestures To learn vocabulary for emotions; To understand people talking about their feelings; To talk about feelings; To reassure and advise people; To talk about meanings of facial expressions and common gestures;</p> <p>Topic 7: Crime and punishment (2 contact hours, 2 self-study hours) Crimes and punishments* Real crimes and fictional crimes** Crime movies To talk about different crimes and appropriate punishments; To compare attitudes and opinions about crime; To talk about amusing crime stories; To understand people telling amusing crime stories; To understand people talking about crime movies; To working on solving a crime with a clue</p> <p>Topic 8: Education and learning (2 contact hours, 2 self-study hours) School experiences** Educational systems in the US* Famous universities</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix B - Syllabus - Foreign Language

	<p>To understand people describing their high school days;</p> <p>To compare high school experiences and university experiences;</p> <p>To talk about university rule, policies and customs;</p> <p>To learn and understand educational systems in the U.S;</p> <p>To learn and talk about famous universities in the world;</p>
Study and examination requirements and forms of examination	<ol style="list-style-type: none">1. Attendance (20%): basic requirements for class (no late arrivals, no early departures, and no unauthorized absences)2. In-class performance (20%): in-class performance3. Assignments (20%): process assessment4. Final assessment (40%): final exam
Media employed	PPT courseware, multimedia computers, projectors, laser pointers, blackboards, etc.
Reading list	<ol style="list-style-type: none">1. Required books [1]. <i>Let's Talk College Basic Oral English Course (1&2)</i>, Shanghai Foreign Language Education Press, 2012.2. Reference books [1]. LIU Xiaomin, ZHANG Bei. <i>College Oral English Exploration Course</i>, Volume 1, Higher Education Press, 2011. [2]. ZHANG Bei, LI Xin, HU Wei. <i>Practical Oral English Course for Engineers (Volume 1&2)</i>, self-edited textbooks. [3]. Zheng Shutang et al. <i>NEW HORIZON COLLEGE ENGLISH VIEWING, LISTENING & SPEAKING (1-4)</i>, Foreign Language Teaching and Researching Press, 2005.



Appendix B - Syllabus - Foreign Language

Competence field	Foreign Language
Module designation	College Oral English (4)
Module level, if applicable	
Code, if applicable	219412
Subtitle, if applicable	
Semester(s) in which the module is taught	3 rd semester
Person responsible for the module	Professor HU Ping
Lecturer	Professor HU Ping Professor LIU Xiaomin Lecturer SHU Chang Lecturer YANG Yuanyuan
Language	Chinese and English
Relation to curriculum	College Oral English is an important part of the introductory public courses of College English. Upon completion of this course, students will improve their oral English skills, be able to promote cultural exchanges between the East and the West, improve literacy in humanities and social sciences, and have an international vision and the competence of cross-cultural communication, competition and cooperation, so as to lay a foundation for future study and work.
Type of teaching, contact hours	Target students: sophomores of Vehicle Engineering (Rail Transit Vehicle) Type of teaching: theoretical teaching Contact hours: 16 hours Of which Theoretical teaching: 16 hours Experiment/practice teaching: 0 hour Size of class: up to 60 students



Appendix B - Syllabus - Foreign Language

Workload	Total workload = 30 hours Contact hours = 16 hours Self-study hours = 14 hours
Credit points	1.0
Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take the exam.
Recommended prerequisites	College Oral English (3)
Module objectives/intended learning outcomes	Learning outcomes: Knowledge: 7. Master the knowledge needed to describe general and professional topics; 8. Master the knowledge needed to speak at international conferences and exchange ideas on professional topics; 9. Master the knowledge needed to introduce and spread Chinese and Western cultures in English. Skills: 1. Have the skills needed to describe general and professional topics; 2. Have the skills needed to speak at international conferences and exchange ideas on professional topics; 3. Be able to discuss general and professional topics in English with others; be able to talk fluently on social and professional topics; accurately express opinions and feelings; accurately state facts and reasons and describe events with clear expression and basically correct pronunciation and intonation. Competence Have cross-cultural communication skills



	<p>and teamwork skills; enhance the ability of spreading Chinese culture in English; have the ability of critical analysis and expression so as to lay a solid foundation for future study and work.</p>
Contents	<p>Part A Theoretical teaching (16 contact hours; 14 self-study hours)</p> <p>Topic 1 Fame and Fortune (2 contact hours; 2 self-study hours)</p> <ol style="list-style-type: none">1.To talk about famous people**2.To talk about the important qualities that help people succeed*4.To discuss advantages and disadvantages of being famous* <p>Topic 2 Technology (2 contact hours; 2 self-study hours)</p> <ol style="list-style-type: none">1.To talk about new inventions/inventors **2.To talk about how does technology change our life **3.To discuss advantages and disadvantages of technology *4.To discuss the importance of creativity in technology <p>Topic 3 Advertisement (2 contact hours; 2 self-study hours)</p> <ol style="list-style-type: none">1.To talk about types of advertisement **2.To talk about functions of advertisement **3.To talk about the basic elements of advertisement*4.To discuss advantages and disadvantages of advertisement*5.To create advertisement <p>Topic 4 Mind and Body (2 contact hours; 2 self-study hours)</p> <ol style="list-style-type: none">1.To talk about types of lifestyles**2.To talk about healthy and unhealthy food**3.To talk about different exercises*



	<p>4.To talk about different health treatments*</p> <p>5.To talk about different types of mental diseases and reasons*</p> <p>6.To discuss how to solve the mental diseases</p> <p>Topic 5 News (2 contact hours; 2 self-study hours)</p> <p>1.To talk about elements of news**</p> <p>2.To talk about ways of getting news**</p> <p>3.To talk about favorite columns of news and reasons*</p> <p>4.To talk about how to comment on news</p> <p>Topic 6 Relationships (2 contact hours; 2 self-study hours)</p> <p>1.To talk about understanding of marriage**</p> <p>2.To talk about future husband/ wife**</p> <p>3.To talk about the major problems of marriage in China*</p> <p>4.To talk about the reasons of these problems</p> <p>Topic 7 Adventure (2 contact hours; 2 self-study hours)</p> <p>1.To talk about different kinds of outdoor activities**</p> <p>2.To talk about preparation for outdoor activities**</p> <p>3.Give advises on various situations*</p> <p>4.To talk about one of their experiences of outdoor activities*</p> <p>5.To organize an outdoor activity by themselves</p> <p>Topic 8 Course review (2 contact hours)</p> <p>Part B. Experiment teaching (0 contact hours; 0 self-study hours)</p>
<p>Study and examination requirements and forms of examination</p>	<p>1. Basic requirements for class (no late arrivals, no early departures, and no unauthorized absences) 20%.</p> <p>2. Assignments (including homework 20% and process assessment 20%) 40%.</p> <p>3. Final exam 40%.</p> <p>Format of exam: Oral test (1: The student</p>



Appendix B - Syllabus - Foreign Language

	reads an English article of 120 words; 2: The lecturer asks the student 1-2 questions)
Media employed	Multimedia computers, projector, laser pointers, blackboard, chalks
Reading list	<p>1. Required books</p> <p>[1]. <i>Let's Talk College Basic Oral English Course</i> (1&2), Shanghai Foreign Language Education Press, 2012.</p> <p>2. Reference books</p> <p>[1]. LIU Xiaomin, ZHANG Bei. <i>College Oral English Exploration Course</i>, Volume 1, Higher Education Press, 2011.</p> <p>[2]. ZHANG Bei, LI Xin, HU Wei. <i>Practical Oral English Course for Engineers</i> (Volume 1&2), self-edited textbooks.</p> <p>[3]. ZHENG Shutang et al., <i>NEW HORIZON COLLEGE ENGLISH VIEWING, LISTENING & SPEAKING</i> (1-4), Foreign Language Teaching and Researching Press, 2005.</p>



Appendix B - Syllabus - Foreign Language

Competence field	Foreign Language
Module designation	Advanced English Intensive Reading
Module level, if applicable	
Code, if applicable	180303
Subtitle, if applicable	
Semester(s) in which the module is taught	4 th semester
Person responsible for the module	Associate Professor ZHANG Bei
Lecturer	Associate Professor ZHANG Bei Lecturer ZHANG Chunfang Lecturer CHEN Lu
Language	English
Relation to curriculum	Advanced English Intensive Reading is an advanced English course for sophomores. <i>Close Reading English Course 2</i> and supporting courseware and other auxiliary materials are used. The objective is to cultivate students' critical thinking skills in English, especially reading and writing skills. The main content is ten texts in five units in the textbook. The explanation and analysis of the texts will enable students to master vocabulary usage and syntactic rules and improve their comprehension ability. After-class exercises are designed to improve students' ability in listening, speaking, reading, writing and translation. The topics of the texts cover all aspects of British and American culture and society, enabling students to acquire the knowledge about western culture, improve English reading, writing, grammar and vocabulary skills, and expand their knowledge.



Appendix B - Syllabus - Foreign Language

Type of teaching, contact hours	<p>Target students: juniors of Vehicle Engineering (Rail Transit Vehicle)</p> <p>Type of teaching: theoretical teaching</p> <p>Contact hours: 32 hours</p> <p>Of which</p> <p>Theoretical teaching: 32 hours</p> <p>Experiment/practice teaching: 0 hours</p> <p>Size of class: up to 60 students for theory teaching</p>
Workload	<p>Total workload = 60 hours</p> <p>Contact hours = 32 hours</p> <p>Self-study hours = 28 hours</p>
Credit points	2.0
Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take the exam.
Recommended prerequisites	<p>Comprehensive College English (2),</p> <p>Comprehensive College English (3),</p> <p>Comprehensive College English (4)</p>
Module objectives/intended learning outcomes	<p>Learning outcomes:</p> <p>Advanced English Intensive Reading is a language skills course. The objectives of this course are to cultivate students' comprehensive English skills, to further improve their English proficiency, to enable them to communicate with others effectively in oral and written English during work and social networking, to improve their self-regulated learning ability and comprehensive cultural literacy, to promote their all-round development in order to meet the needs of economic development and international exchanges, and develop them into inter-disciplinary talents with excellent English proficiency and strong cultural awareness.</p> <p>Knowledge:</p>



	<ol style="list-style-type: none">1. Enable students to prepare for CET-4 and CET-6 (China's College English Test);2. Enable students to get rid of the common difficulties caused by words, long sentences and comprehension;3. Enable students to communicate effectively in oral and written English, and have an in-depth and comprehensive understanding of the principles of quality-oriented education. <p>Skills:</p> <ol style="list-style-type: none">1. Continue to improve English comprehension and application skills while learning western culture and understanding western contemporary trends of thought based on careful analysis and thinking so as to significantly improve English proficiency.2. Improve students' self-regulated learning ability and comprehensive cultural literacy and promote their all-round development in order to meet the needs of economic development and international exchanges, and develop them into inter-disciplinary talents with excellent English skills. <p>Competence:</p> <p>Students will be able to think and solve problems with English as a tool, improve their critical thinking skills, be able to write articles and communicate with others on professional topics in English, and acquire proficient reading and writing skills.</p>
Contents	<p>Part A Theoretical teaching (32 contact hours; 28 self-study hours)</p> <p>Chapter I English Usage (8 contact hours; 8 self-study hours)</p> <p>The text "Which Which".</p> <p>The usage of the relative pronoun "which" and the tips for writing concise sentences.</p> <p>The usage of "which" in attributive clauses**.</p> <p>Analysis and understanding of long sentences with several "which"*.</p>



	<p>Chapter II Sports & Recreation (6 contact hours; 6 self-study hours) The text "Enjoy Fear" and "Music". The root of love for extreme sports in the text*. The fanaticism of young people for extreme sports** The status of music in people's lives.</p> <p>Chapter III The Natural World (6 contact hours; 6 self-study hours) The importance of the natural world and how to tackle global warming. The main rhetorical devices in English texts*. The common rhetorical devices in English writing and the differences among articles of various styles, especially the characteristics of media articles**.</p> <p>Chapter IV Ethics & Values (6 contact hours; 4 self-study hours) The morality of artificial insemination. The moral significance of artificial insemination. Appositive and polysemy**.</p> <p>Chapter V Science & Technology (6 contact hours; 4 self-study hours) Can we understand the universe? The importance of science and its role in human development. Humanistic touch in western culture*. Sentence structure**.</p> <p>Part B. Experiment teaching (0 contact hours 0 self-study hours)</p>
<p>Study and examination requirements and forms of examination</p>	<ol style="list-style-type: none"> 1. Basic requirements for class (no late arrivals, no early departures, and no unauthorized absences) 30%. 2. Assignments (including homework 20% and big project 70%) 20%. 3. Final exam 50%.
<p>Media employed</p>	<p>Multimedia computers, projectors, laser pointers, blackboards, chalks</p>
<p>Reading list</p>	<ol style="list-style-type: none"> 1. Required books DONG Yafen, FAN Ye. College English Textbook Series <i>College English INTENSIVE</i>



Appendix B - Syllabus - Foreign Language

	<p><i>READING</i> (PREPARATORY LEVEL · TEACHER'S BOOK) (Third Edition), Shanghai Foreign Language Education Press, 2012.</p> <p>2. Reference books</p> <ol style="list-style-type: none">1. GONG Li. <i>Postgraduate English Intensive Reading</i> (2nd Edition), Science Press, 2007.2. ZHANG Hanxi, WANG Lili. <i>ADVANCED ENGLISH</i> (Revised Version Re-Typesetting), Foreign Language Teaching and Researching Press, 2010.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix B - Syllabus - Foreign Language

Competence field	Foreign Language
Module designation	Advanced English Speech
Module level, if applicable	N/A
Code, if applicable	219556
Subtitle, if applicable	N/A
Semester(s) in which the module is taught	4 th semester
Person responsible for the module	Associate Professor QI Liyan
Lecturer	Associate Professor QI Liyan Lecturer YANG Weiwei Lecturer XU Junhua
Language	English
Relation to curriculum	Advanced English Speech is an advanced course for non-English majors to further improve their English application and public speaking skills. This course is mainly offered for students who have completed CET-4 (China's College English Test) courses, have a medium and high level of English proficiency and are interested in public speaking. The main content includes the basic skills needed in public speaking, the analysis of best English speeches, the sentence structure and discourse characteristics of English speeches, and the content of English speeches on different occasions. A large number of in-class exercises and extracurricular practices are organized to summarize the knowledge and skills applied in public speaking and effectively improve students' ability needed for delivering speeches in English. Basic objectives of teaching: By learning a large number of best English speeches and completing in-class and after-class exercises, students will acquire ability and skills needed for delivering speeches in English and be able to participate and win prizes in Shanghai and even national English speech



Appendix B - Syllabus - Foreign Language

	contests. Students are encouraged to participate in the “FLTRP Cup” National English Speaking Contest and the National College Student English Speaking Competition. Participants can get targeted guidance.
Type of teaching, contact hours	Target students: sophomores of Vehicle Engineering (Rail Transit Vehicle) Type of teaching: theoretical teaching Contact hours: 32 hours Of which Theoretical teaching: 32 hours Experiment/practice teaching: 0 hour Size of class: 15~65 students
Workload	Total workload = 32 hours Contact hours = 32 hours Self-study hours = 16 hours
Credit points	2.0
Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take the exam.
Recommended prerequisites	N/A
Module objectives/intended learning outcomes	Learning outcomes: <ul style="list-style-type: none"> ● Knowledge: <ol style="list-style-type: none"> 1. Have a comprehensive understanding of the language and cultural knowledge in English speeches; 2. Master the type, purpose, structure, writing and practical knowledge of English speeches; 3. Get familiar with the basic characteristics of the language and composition of speeches; 4. Understand public speaking skills and accurately express ideas;



	<p>5. Make full use of non-verbal factors to express ideas.</p> <ul style="list-style-type: none"> ● Skills: <ol style="list-style-type: none"> 1. Be able to deliver speeches with basically accurate English pronunciation, natural intonation and correct grammar; 2. Be able to deliver speeches in an understandable way; master speech, communication, and leadership skills; 3. Develop the skill of critical thinking in English; 4. Be able to write speeches; master the skills needed for public speaking in English. ● Competence: <p>Upon completion of this course, students will improve their oral English skills and literacy in humanities and social sciences, have an international vision, and acquire the competence of cross-cultural communication, competition and cooperation, so as to lay a foundation for future study and work.</p>
<p>Contents</p>	<p>Part A Theoretical teaching (32 contact hours; 28 self-study hours)</p> <p>Chapter I Basic Concepts of Public Speaking (4 contact hours; 4 self-study hours) The definition of public speaking, the types, purpose, characteristics and composition of speeches. What is public speaking; the essential elements of a speech. The types and composition of speeches**. The composition of speeches*.</p> <p>Chapter II Characteristics of Speech Drafts (6 contact hours; 4 self-study hours) The role, requirements, characteristics and classification of speech drafts; ways to prepare</p>



	<p>speech drafts. Basic characteristics of speeches**. The speech should be targeted, speakable and inspirational*. How to fully prepare high-quality speeches.</p> <p>Chapter III Speech Writing (6 contact hours; 6 self-study hours) The three elements of a speech with a given topic: content, structure and language. The ability to write a complete speech**. Appropriate language*.</p> <p>Chapter IV Public Speaking Skills (6 contact hours; 4 self-study hours) Common public speaking skills** Use of body language*.</p> <p>Chapter V Appreciation of Best Speeches (4 contact hours; 4 self-study hours) Appreciation of best speeches Analysis of the characteristics of selected parts of speeches**. Analysis and study of the characteristics of speeches delivered on different occasions*.</p> <p>Chapter VI Public Speaking Training (6 contact hours; 6 self-study hours) Mock speech contests are organized to provide practical opportunities for students to apply public speaking skills. Practice of public speaking skills**. Acquire the skills needed for using the speech-related knowledge to achieve the best results.</p> <p>Part B. Experiment teaching (0 contact hours; 0 self-study hours)</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix B - Syllabus - Foreign Language

Study and examination requirements and forms of examination	Percentage in the overall assessment Usual performance 50% + final exam 50%, as follows: 1. Basic requirements for class (no late arrivals, no early departures, and no unauthorized absences) 20% 2. Tests and assignments 20% 3. In-class performance 10% 4. Final assessment 50%
Media employed	Multimedia computers, projectors, laser pointers, blackboards, chalks, etc.
Reading list	Required books: YANG Weiwei, SHEN Yiping, LIU Jinlong et al. <i>Learn English from Top-Level Speeches</i> , China Book Publishing House, 2013 Reference books: 1. SU Yurong. <i>A Guidebook to English Speaking Contests</i> , Foreign Language Teaching and Researching Press, 2006. 2. (USA) Gibson, C. <i>A GUIDEBOOK TO ENGLISH PUBLIC SPEAKING TRAINING</i> , Foreign Language Teaching and Researching Press, 2008. 3. CHAI Ruiqin, JI Zhemin. <i>English Speech</i> , National Defense Industry Press, 2010. 4. WANG Bin, XU Jing. <i>English Public Speaking Course</i> , China Renmin University Press, 2005. 5. ZHOU Ming, WANG Yun. <i>THE WORLD CLASSIC ENGLISH Speeches</i> , China Renmin University Press, 2013.



Appendix B - Syllabus - Foreign Language

Competence field	Foreign Language
Module designation	Translation of Scientific and Technical Literature
Module level, if applicable	N/A
Code, if applicable	219559
Subtitle, if applicable	N/A
Semester(s) in which the module is taught	4 th semester
Person responsible for the module	Associate Professor LIU Jinlong
Lecturer	Associate Professor LIU Jinlong Lecturer WANG Limei Lecturer YE Hongwei Lecturer WANG Jue
Language	Chinese
Relation to curriculum	Translation of Scientific and Technical Literature is an advanced core course that undergraduates can choose after obtaining the credit points of Comprehensive College English, College Oral English, and College English Listening specified in the syllabus. It is offered to improve students' English proficiency and application skills and enable students to master learning strategies and cross-cultural communication competence. Upon completion of this course, students will be able to master the similarities and differences between basic English and Chinese grammar and vocabulary, and translate Chinese and English scientific and technological articles faithfully, accurately, smoothly and completely so as to meet the requirements for translation in the future.
Type of teaching, contact hours	Target students: sophomores of Vehicle Engineering (Rail Transit Vehicle) Type of teaching: theoretical teaching Contact hours: 32 hours Of which Theoretical teaching: 32 hours Experiment-based/practice teaching: 0 hour Size of class: up to 60 students for theoretical teaching



Appendix B - Syllabus - Foreign Language

Workload	Total workload = 60 hours Contact hours = 32 hours Self-study hours = 28 hours
Credit points	2.0
Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take the exam.
Recommended prerequisites	Comprehensive College English (2), (3) and (4) College English Listening (2), (3) and (4) College Oral English (2), (3) and (4)
Module objectives/intended learning outcomes	Learning outcomes: Upon completion of this course consisting of instructions and exercises, students will significantly improve their translation skills so as to be competent for basic and professional translation tasks in the future. Students will be able to master the similarities and differences between basic English and Chinese grammar and vocabulary, and translate Chinese and English scientific and technological articles faithfully, accurately, smoothly and completely so as to meet the requirements for translation in the future. Knowledge: <ol style="list-style-type: none">1. Get familiar with the similarities and differences between English and Chinese; understand the characteristics of English for Science and Technology (including morphology, syntax and discourse);2. Master the skills of language expression on the basis of understanding hypotaxis in English and parataxis in Chinese;3. Master the norms and standards applied in the translation of scientific and technical literature.4. Be able to appreciate English for Science and Technology. Skills: <ol style="list-style-type: none">1. Compare and interpret Chinese and English;



	<ol style="list-style-type: none"> 2. Use the Chinese and English language and way of thinking to process information; 3. Be proficient in using translation techniques, understand the function and meaning of the original text macroscopically, and realize the overall macroscopic effect based on microcosmic understanding and expression; 4. Analyze style, register, discourse and context; 5. Appreciate and criticize science and technology discourses. <p>Competence: Be able to flexibly use translation techniques based on the similarities and differences between English and Chinese and the analysis of the original context, accurately understand the meaning of the original text, and express it in a fluent, standardized target language; be able to accurately understand English science and technology articles of medium difficulty and fulfill the tasks of translation of scientific and technical literature in the future.</p>
<p>Contents</p>	<p>Theoretical teaching (32 contact hours; 28 self-study hours)</p> <p>Chapter I Introduction** (2 contact hours, 2 self-study hours)</p> <p>Chapter II Scientific and Technological Texts and Translation** (2 contact hours, 2 self-study hours)</p> <p>Chapter III Types of Translation Works** (4 contact hours, 2 self-study hours)</p> <p>Chapter IV Appropriateness of Translation of Scientific and Technical Literature** (2 contact hours, 2 self-study hours)</p> <p>Chapter V Artistry of Translation of Scientific and Technical Literature** (4 contact hours, 3 self-study hours)</p> <p>Chapter VI Aesthetic Orientation in Translation of Scientific and Technical Literature**</p>



Appendix B - Syllabus - Foreign Language

	<p>(4 contact hours, 3 self-study hours)</p> <p>Chapter VII Translation of Science and Technology Terms** (4 contact hours, 4 self-study hours)</p> <p>Chapter VIII Logical analysis and Quality of Scientific and Technological Translations** (3 contact hours, 4 self-study hours)</p> <p>Chapter IX Grammar Knowledge and Translation of Scientific and Technical Literature** (3 contact hours, 3 self-study hours)</p> <p>Chapter X Comments and Analyses on Examples of Translation of Scientific and Technical Literature** (4 contact hours, 4 self-study hours)</p>
Study and examination requirements and forms of examination	<ol style="list-style-type: none"> 1. Attendance (no late arrivals, no early departures, and no unauthorized absences) 20%; 2. Assignments (twice) 20%; 3. In-class performance 10%; 4. Final assessment 50%.
Media employed	Multimedia computers, projectors, laser pointers, blackboards, chalks
Reading list	<ol style="list-style-type: none"> 1 FANG Mengzhi, FAN Wuqiu. <i>A Course in Sci-tech Translation</i>. Shanghai: Shanghai Foreign Language Education Press, 2010. 2 XIE Xiaoyuan. <i>A Practical Course of S&T Translation</i>. Beijing: National Defense Industry Press, 2016. 3 DAI Wenjin. <i>Translation of Scientific and Technical Literature</i>. Shanghai: Shanghai Foreign Language Education Press, 2007. 4 ZUO Guangming, LI Chun. <i>A Course of S&T Translation</i>. Wuhan: Wuhan University Press, 2012. 5 WANG Weiping, PAN Lirong. <i>Know-how for Translating English for Science and Technology</i>.



Appendix B - Syllabus - Foreign Language

	<p>Shanghai: Shanghai Science and Technology Press, 2012.</p> <p>6 KANG Zhihong. <i>SCIENTIFIC AND TECHNICAL TRANSLATION</i>. Beijing: Foreign Language Teaching and Researching Press, 2012.</p> <p>7 FU Yonglin, TANG Yueqin. <i>Scientific Translation</i>. Beijing: Foreign Language Teaching and Researching Press, 2012.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix B - Syllabus - Foreign Language

Competence field	Foreign Language
Module designation	English Reading of Science and Technology
Module level, if applicable	N/A
Code, if applicable	219558
Subtitle, if applicable	N/A
Semester(s) in which the module is taught	4 th semester
Person responsible for the module	Associate Professor HU Ping
Lecturer	Associate Professor HU Ping Lecturer ZHAO Wen Lecturer AN Ni Lecturer WANG Limei
Language	Chinese and English
Relation to curriculum	English Reading of Science and Technology is an important part of the series of advanced courses of College English. This course is offered to guide students to read articles on different topics so that they understand the methods of writing, reading and translating English for Science and Technology. Topics include space exploration, environmental protection, life sciences, biotechnology and engineering, chemistry, materials, computer science, digital technology, communications technology, cyber security, energy, transportation, aerospace, urban planning, etc. The objectives are to familiarize students with the language and stylistic features of English for Science and Technology, learn vocabulary of English for Science and Technology, master reading skills, and ultimately improve their comprehensive ability in English Reading of Science and Technology.



Appendix B - Syllabus - Foreign Language

Type of teaching, contact hours	<p>Target students: sophomores of Vehicle Engineering (Rail Transit Vehicle)</p> <p>Type of teaching: theoretical teaching</p> <p>Contact hours: 32 hours</p> <p>Of which</p> <p>Theoretical teaching: 32 hours</p> <p>Experiment/practice teaching: 0 hours</p> <p>Size of class: up to 60 students for theoretical teaching</p>
Workload	<p>Total workload = 60 hours</p> <p>Contact hours = 32 hours</p> <p>Self-study hours = 28 hours</p>
Credit points	2.0
Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take the exam.
Recommended prerequisites	<p>Comprehensive College English (2)</p> <p>Comprehensive College English (3)</p> <p>Comprehensive College English (4)</p>
Module objectives/intended learning outcomes	<p>Learning outcomes:</p> <p>Upon completion of this course consisting of a large number of English science and technology articles, students will get familiar with the language and stylistic features of English for Science and Technology, learn vocabulary of English for Science and Technology, master reading skills, understand the methods used in the translation and writing of English for Science and Technology, and ultimately improve their comprehensive ability in the application of English for Science and Technology. Specific objectives include:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. The knowledge of this module involves include space exploration, environmental



	<p>protection, life sciences, biotechnology and engineering, chemistry, materials, computer science, digital technology, communications technology, cyber security, energy, transportation, aerospace, urban planning, etc.</p> <ol style="list-style-type: none"> 2. Understand key points; master common vocabulary and phrases in modern English for Science and Technology; 3. Know the developments of science and technology <p>Skills:</p> <ol style="list-style-type: none"> 1. Be able to read and understand articles on general topics in popular newspapers and magazines published in English-speaking countries; understand the main idea, key facts and details. 2. Be able to read and understand scientific and technological articles; know the main content and details. Be able to analyze and translate long, difficult sentences in scientific and technological articles. 3. Be able to express opinions on general topics, and write English abstracts and essays with complete content, clear opinions, well-organized structure and fluent statement. <p>Competence:</p> <p>Students will get familiar with the language and stylistic features of English for Science and Technology and ultimately improve their reading and comprehensive application ability in English for Science and Technology.</p>
<p>Contents</p>	<p>Part A Theoretical teaching (32 contact hours; 28 self-study hours)</p> <p>Chapter 1 Space Exploration (2 contact hours; 2 self-study hours)</p> <p>Discuss:</p> <ol style="list-style-type: none"> 1) Is it necessary to spend more money on space exploration? Why or why not? 2) Can you imagine what the universe would be like 50 years later? ** <p>Chapter 2 Environmental Protection</p>



	<p>(2 contact hours; 2 self-study hours) Answer: 1. Is drinking water safe in your country? 2. How can drinking water be contaminated? 3. What measures should be taken to address the problem of water contamination? Discuss: 1) Is drinking water contamination unbearably serious? Why or why not? 2) All the fees on testing private water wells should be included in the federal budgets. Do you agree or disagree? *</p> <p>Chapter 3 Life Science (2 contact hours; 2 self-study hours) Answer: 1. How much do you know about your brain? 2. Is it possible that our past and future have some kind of connection within our brains? 3. What happens, do you think, in our brains when our minds are travelling into the past or the future? Discuss: 1) Many hypotheses about human's power of foresight are based on conclusions from the study of lab rats. Do you think the applicability of these conclusions to human should be challenged? 2) Do you believe in some people's argument that with the development of science and technology, people's memories can be collected and put into a container, then, more mental space will be available for more useful things? *</p> <p>Chapter 4 Biotechnology and Engineering (2 contact hours; 2 self-study hours) Answer: 1. How much do you know about genetically engineering technology, give us an example happened in our daily life? 2. Can you accept genetically engineered foods, why or why not? 3. If algae can be genetically modified to relieve our energy crisis, do you think we should promote this tech without hesitation? Discuss: 1) Have you ever watched such movies about engineered organisms becoming a threat to human? Do you believe this kind of thing can happen to the engineered algae? 2) Some people argue that even if engineered organism would not be a threat for human being, they would certainly displace other species or cause serious damage to humans. Do you think we should just stop genetically engineering tech because of these potential</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>dangers or what precautions should we do before promoting this kind of tech? *</p> <p>Chapter 5 Chemistry (3 contact hours; 2 self-study hours) Answer: 1. How much do you know about the chemicals? 2. Do you think chemistry can be categorized as human science? 3. How do chemicals affect your daily life? Discuss: 1) Can we live without chemistry? Why or why not? Please list its functions related to your daily life. 2) How can people dispel their fears toward chemistry and use chemicals reasonably? *</p> <p>Chapter 6 Materials (3 contact hours; 2 self-study hours) Answer: 1. How much do you know about the nanotechnology? 2. How does the nanotechnology affect your daily life? 3. Why do scientists debate the future implications of nanotechnology? Discuss: 1) Do you believe humans can fully harness animals' property in nanotechnology in the near future? Why or why not? 2) Will nanotechnology change your life in the future after reading the passage? Why or why not? *</p> <p>Chapter 7 Computer Science (2 contact hours; 2 self-study hours) Answer: 1. Which is more intelligent, human brain or computer? Why? 2. Have you heard of Moore's Law? Has it proved true? 3. Are there some similarities between human brain and computer? Discuss: 1) How do you understand the "tremendous adaptability" of human brains? 2) How do you understand the "immense potentials" of human brains? *</p> <p>Chapter 8 Digital Technology (2 contact hours; 2 self-study hours) Answer: 1. How would you define the phrase "digital technology"? 2. Do you think it a fantasy for paralyzed people to walk again just by thoughts?</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>3. What do you expect on the opening ceremony of the World Cup? Discuss: 1) Actually, the author's project has not been perfected yet, and it still remains in the stage of laboratory. When do you think the fantastic technology will be available to the disabled people? 2) We are heading into an era that will be filled with ethical debates on technological progress. We have enough trouble protecting precious banking information stored on our computer today, so how to prevent a skilled hacker from accessing our thoughts, dreams and memories in the future? *</p> <p>Chapter 9 Telecommunication Technology (2 contact hours; 2 self-study hours) Answer: 1. What do you know about the open access movement? 2. Is it fair for researchers and institutions in the developing countries and the developed countries to get information through the Internet? 3. What do you think to improve network efficiency and security with the data and information nature of the Internet? Discuss: 1) Governments and corporations have more control over the Internet than ever. Now digital activists want to build an alternative network that can never be blocked, filtered or shut down. Do you think that network is necessary or not? And why? 2) Do you believe in some people's argument that with the development of telecommunication technology, people's communication can be faster and more convenient than before? *</p> <p>Chapter 10 Network Security (2 contact hours; 2 self-study hours) Answer: 1. What is the difference between IP address and telephone number? 2. Is it easy for a common user to detect the attacks by hackers? Why? 3. Why is it not hard for a cyber-thief to key request by the Internet user to two 16-bit identification codes-one for a transaction ID? Discuss: 1) Why does local name server ignore any additional replies? 2) What are the historical reasons which lead to the mess Internet users are confronted with in terms of security? *</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>Chapter 11 Energy Sources (3 contact hours; 2 self-study hours) Answer: 1. What is Green Energy? 2. How much do you know about solar power? 3. Do you think the “world energy crisis” can be solved in the future? Discuss: 1) Why do solar-power advocates expect the support from Congress? 2) Do you think “feed-in tariff system” will be adopted nationally in the U.S.? Why or why not? *</p> <p>Chapter 12 Transportation (2 contact hours; 2 self-study hours) Answer: 1. Do you know the origin and history of our subway? 2. Have you ever taken the subway? Use several words to describe your experience. 3. In your opinion, what are the advantages of subway compared to buses and cars? Discuss: 1) Many subway passengers in China are complaining about the overcrowded carriage in rush hours. Can you give some advice on city-planning or subway designing to improve that? 2) Some people are against the development of subway transit system, fearing that the underground system may lead to geological disasters, such as earthquake and land subsidence. Do you agree or not? *</p> <p>Chapter 13 Aviation and Astronautics (2 contact hours; 2 self-study hours) Answer: 1. What is Space shuttle Discovery famous for? 2. When referring to NASA, what do you know about it? 3. Do you agree that sending a retired space shuttle involves a large amount of work? Discuss: 1) What are the contributions of space shuttles to human beings? 2) Why does the author say “It was Discovery that led the space shuttle fleet back to orbit”? *</p> <p>Chapter 14 Urban Planning (3 contact hours; 2 self-study hours) Answer: 1. What an ideal city should be in your mind? 2. If you were an urban designer, is it possible to make a wasteland become a vibrant city? 3. If the answer is “yes”, how can you make it come true?</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix B - Syllabus - Foreign Language

	<p>Discuss:</p> <p>1) Have you ever heard about or even visited 798 Art Zone in Beijing? Do you think both 798 and Dumbo area share some similarities? What are they in common?</p> <p>2) What do you think about creating a vibrant, lively and commercial community in your hometown? Is Dumbo style an effective strategy which should be advocated? What are you supposed to do to make a contribution to developing an attractive community? *</p> <p>Part B. Experiment teaching (0 contact hours; 0 self-study hours)</p>
<p>Study and examination requirements and forms of examination</p>	<p>1. Attendance (30%): Basic requirements for class (no late arrivals, no early departures, and no unauthorized absences).</p> <p>2. Assignments (20%): two assignments.</p> <p>3. Final assessment (50%): The final exam results meet the assessment requirements.</p>
<p>Media employed</p>	<p>Multimedia computers, projectors, laser pointers, blackboards, chalks</p>
<p>Reading list</p>	<p>1. Required books:</p> <p>LIU Jinlong, YANG Weiwei. <i>A NEW COURSEBOOK FOR EST READINGS</i>. Beijing: Higher Education Press, 2013.</p> <p>2. Reference books:</p> <p>[1] LIU Jinlong. <i>EST Reading and Translation: A Course Book</i>. Beijing: National Defense Industry Press, 2013</p> <p>[2] WANG Jianwu, LI Minquan, ZENG Xiaoshan. <i>Scientific English Writing (Theory, Techniques and Models)</i> (3rd Edition). Xi'an: Northwestern Polytechnical University Press, 2008</p> <p>[3] XU Huiyan, LIU Xiumei. <i>EST Reading and Translation</i>. Beijing: Intellectual Property Publishing House, 2013</p> <p>[4] WU Jiangmei, HUANG Peijuan. <i>English Scientific Paper Writing</i>. Beijing: China Renmin University Press, 2013</p>



Appendix B - Syllabus - Foreign Language

Competence field	Foreign Language
Module designation	American Society and Culture
Module level, if applicable	
Code, if applicable	180301
Subtitle, if applicable	
Semester(s) in which the module is taught	4 th semester
Person responsible for the module	Associate Professor ZHANG Bingtian
Lecturer	Associate Professor ZHANG Bingtian Lecturer MA Dezhong Lecturer QI Mingjun
Language	English and Chinese
Relation to curriculum	<p>The course is a language and culture class prepared for undergraduate students of all majors. With the American social and cultural development as the clue, this course presents a panoramic introduction to the country profile of the United States in different historical periods, to both train students' language skills and enrich their knowledge. The coursebook involves the introduction and exploration of American characters, values, religious beliefs, school education, political system, lifestyles, customs and festivals, mass media, literature and art, sports and music appreciation, etc. The introduction of authentic language and teaching materials, vivid illustrations and photographs in the coursebook offers impressive visual effects. The coursebook is also featured by the reasonable arrangement of the contents and the highlighting of students' interests. The teaching formula of each unit includes pre-class warm-up activities, text, exercises, vocabulary list, auxiliary reading list, entertainment venue etc. The course provides a variety of training activities to train students' comprehensive language knowledge and communication skills, logical thinking ability and exploring knowledge. Classic bibliographies, movies and TV series, English literary works, English songs and other learning materials are recommended in each class to extend the classroom teaching and spark the enthusiasm of students.</p>



Appendix B - Syllabus - Foreign Language

Type of teaching, contact hours	<p>Target students: sophomores of Vehicle Engineering (Rail Transit Vehicle)</p> <p>Type of teaching: theoretical teaching</p> <p>Contact hours: 32 hours</p> <p>Of which</p> <p>Theoretical teaching: 32 hours</p> <p>Experiment/practice teaching: 0 hour</p> <p>Size of class: up to 60 students for theoretical teaching</p>
Workload	<p>Total workload = 60 hours</p> <p>Contact hours = 32 hours</p> <p>Self-study hours = 28 hours</p>
Credit points	2.0
Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take the exam.
Recommended prerequisites	<p>Comprehensive College English (2)</p> <p>Comprehensive College English (3)</p> <p>Comprehensive College English (4)</p>
Module objectives/intended learning outcomes	<p>Learning outcomes:</p> <p>American Society and Culture is an English course of language and culture offered for undergraduates. It provides a comprehensive introduction to American society and culture in order to deepen students' understanding of American society and culture, develop their cross-cultural communication awareness and competence, improve their accomplishments in humanities and social sciences, and develop them into inter-disciplinary talents with excellent English proficiency and strong cultural awareness. Specific objectives include:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1. Knowledge related to American civilization, including religion, cultural regions, values, mass media, national characteristics, etc. 2. Comprehensive introduction to the United States, including basic theoretical knowledge of political science, sociology and cultural science.



Appendix B - Syllabus - Foreign Language

	<p>3. Help students deepen their understanding of American society and culture.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. Use English accurately to describe iconic American social and cultural concepts and events. 2. Go beyond the social and cultural dimensions of the students' nation; have the awareness of cross-cultural communication. <p>Competence:</p> <p>Improve accomplishments in humanities and social sciences and cross-cultural communication competence.</p>
<p>Contents</p>	<p>Part A Theoretical teaching (32 contact hours; 28 self-study hours)</p> <p>Chapter 1 Understanding American Society and Culture** (2 contact hours; 1.75 self-study hours)</p> <p>The society or culture of the United States is a Western culture, and has been developing since long before the United States became a country with its own unique characteristics and developments such as dialect, music, arts, cuisine, etc. Today the United States of America is a diverse and multi-cultural country as result of mass scale immigration from very many countries throughout its history.</p> <p>Chapter 2 The American Character (I) ** (2 contact hours; 1.75 self-study hours)</p> <p>What do Americans believe in? What is the American character? These questions are hard to answer, because there are so many Americans and they believe in so many different things. However, the history of the United States does provide some understanding of certain basic characteristics that many Americans share.</p> <p>Chapter 3 The American Character (II) ** (2 contact hours; 1.75 self-study hours)</p> <p>What are Americans like? What do Americans like? In spite of the great diversity in the ethnic makeup of America, Americans do share some typical American values, attitudes and beliefs.</p> <p>Chapter 4 Religion in the U.S.A ** (2 contact hours; 1.75 self-study hours)</p> <p>The fundamental American belief in individual freedom and the right of individuals to practice their own religion is at the center of religious experience in the United States. The great diversity of ethnic backgrounds has produced religious pluralism; most of the religions of</p>



Appendix B - Syllabus - Foreign Language

	<p>the world are now practiced in the United States.</p> <p>Chapter 5 The Mythical American West** (2 contact hours; 1.75 self-study hours) Although the American civilization took over and replaced the frontier more than a century ago, the heritage of the frontier is still evident in the United States today. Many people are still fascinated by the frontier because it has been particularly important in shaping American values.</p> <p>Chapter 6 Education in the United States ** (2 contact hours; 1.75 self-study hours) Americans view their public school system as an educational ladder, rising from elementary school to high school and finally college undergraduate and graduate programs. The educational ladder concept is an almost perfect reflection of the American ideal of individual success based on equality of opportunity and on “working your way to the top.” Individuals may climb as high on the ladder as they can. The abilities of the individuals, rather than their social class, are expected to determine how high each person will go.</p> <p>Chapter 7 Government and Politics in the United States ** (2 contact hours; 1.75 self-study hours) The ideal of the free individual has had a profound effect on the way Americans view their government. Traditionally, there has been a deep suspicion that government is the natural enemy of freedom, even if it is elected by the people. The bigger and stronger the government becomes, the more dangerous many Americans believe it is to their individual freedom.</p> <p>Chapter 8 The U.S.A.—A Nation of Nations ** (2 contact hours; 1.75 self-study hours) As is the case in many cultures, the degree to which a minority group was seen as different from the characteristics of the dominant majority determined the extent of that group’s acceptance. Although immigrants who were like the earlier settlers were accepted, those with significantly different characteristics tended to be viewed as a threat to traditional American values and way of life.</p> <p>Chapter 9 Love and Marriage in the U.S. ** (2 contact hours; 1.75 self-study hours) Although Americans try to be practical in most matters, when they choose a spouse, the decision is usually based upon feelings of love rather than on practical considerations. Marriages between Americans of different religions or different national origins are common.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix B - Syllabus - Foreign Language

	<p>However, marriages between blacks and whites continue to be rare.</p> <p>Chapter 10 Family Life and Social Etiquette in the U.S. ** (2 contact hours; 1.75 self-study hours)</p> <p>What is the typical American family like? If Americans are asked to name the members of the families, family structure becomes clear. Married American adults will name their husband or wife and their children, if they have any, as their immediate family. If they mention their father, mother, sisters, or brothers, they will define them as separate units, usually living in separate households. It's true that Americans are rather casual. Still, there are many social blunders that will offend them.</p> <p>Chapter 11 Holidays and Festivals in the U.S.A. * (2 contact hours; 1.75 self-study hours)</p> <p>Most of the Christmas customs that Americans enjoy today are variations of traditions brought to America by European immigrants. Some go back to ancient times. Since the 1940s, almost every American employee has received an annual vacation with pay, and it has become customary to use this time off for travel. Vacations are</p> <p>Chapter 12 Sports in the U.S.A. * (2 contact hours; 1.75 self-study hours)</p> <p>Team sports appeal to Americans' love of socializing and competing. The most popular team sports in the U.S.A.—baseball, football, and basketball—are both spectator sports and participatory sports. Boys and girls begin playing softball when they are about 9 or 10 years old. In high school and college, football and baseball are played primarily by boys and men, and basketball is played by both sexes.</p> <p>Chapter 13 The Charms of American Screens * (2 contact hours; 1.75 self-study hours)</p> <p>By far, the most popular leisure-time activity is watching television in America. There is at least one TV set in 98% of American households, and many have two or three. About 82% of American homes have a videocassette recorder, which is capable of recording and playing back TV shows or movies. Movies are another common source of entertainment, viewed in theaters or at home. Other popular sources of entertainment are recordings and radio.</p> <p>Chapter 14 The Music of America * (2 contact hours; 1.75 self-study hours)</p> <p>The history of country music is hundreds of years old. It begins with the immigrants from Scotland and Ireland who brought their traditional</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix B - Syllabus - Foreign Language

	<p>songs and instruments to the New World. In 1955, rock and roll was born in America. It would become the most popular type of American music from that point on. The music that we call Jazz was born around the year 1895 in New Orleans. It brought together the elements of ragtime, marching band music, and the blues.</p> <p>Chapter 15 American Literature *</p> <p>(2 contact hours; 1.75 self-study hours)</p> <p>During its early history, America was a series of British colonies on the eastern coast of the present-day United States. Therefore, its literary tradition begins as linked to the broader tradition of English Literature. However, unique American characteristics and the breadth of its production usually now cause it to be considered a separate path and tradition.</p> <p>Chapter 16 Review</p> <p>(2 contact hours; 1.75 self-study hours)</p> <p>Part B. Experiment teaching (0 contact hours; 0 self-study hours)</p>
Study and examination requirements and forms of examination	<ol style="list-style-type: none">1. Basic requirements for class (no late arrivals, no early departures, and no unauthorized absences) 30%.2. In-class performance (Class participation, class discussion homework) 20%.3. Final exam 50%.
Media employed	Multimedia computers, projectors, laser pointers, blackboards, chalks, etc.
Reading list	<ol style="list-style-type: none">1. Required books [1] CHANG Junyue, LI Lili, ZHAO Yongqing. <i>American Society and Culture</i>, Beijing: Peking University Press, 2009.2. Reference books [1] CHANG Junyue, ZHAO Yongqing, XIA Yang. <i>American History and Culture</i>, Beijing: Peking University Press, 2009. [2] YUAN Ming. <i>Fifteen Lectures on American Culture and Society</i>, Beijing: Peking University Press, 2003. [3] WANG Enming <i>American Culture and Society</i>, Shanghai: Shanghai Foreign Language Education Press, 2003.



Appendix B - Syllabus - Foreign Language

Competence field	Foreign Language
Module designation	Highlights of Chinese Culture
Module level, if applicable	N/A
Code, if applicable	180307
Subtitle, if applicable	N/A
Semester(s) in which the module is taught	4 th semester
Person responsible for the module	Associate Professor WU Yuanqiong
Lecturer	Associate Professor WU Yuanqiong Lecturer LI Yingcheng Lecturer MA Dezhong
Language	Chinese and English
Relation to curriculum	<p>This course is an extended course of language and culture for undergraduate English learning which aims to further students' understanding of Chinese culture, nurture their aesthetic interest, and improve their English proficiency in introducing, interpreting and disseminating Chinese Culture worldwide. Indigenous culture and foreign culture combine together with a global view to cultivate students' critical thinking ability and intercultural communication awareness. This course can help students to apply English to introduce Chinese culture related topics, such as Philosophy & Religion, Literature, Arts, Culinary Culture, Folk Customs, Costume & Adornment, Architecture and Gardening. This course will give you a taste of Chinese tea, wine, opera, calligraphy, painting, traditional Chinese medicine, martial arts, etc. Beyond general knowledge, this course provides a detailed, vivid introduction to</p>



Appendix B - Syllabus - Foreign Language

	certain unique highlights of Chinese Culture such as enduring artworks of calligraphy, painting, opera, poetry etc., which represent the spirit and core values of Chinese culture, especially those with universal and modern significance.
Type of teaching, contact hours	Target students: sophomores of Vehicle Engineering (Rail Transit Vehicle) Type of teaching: theoretical teaching Contact hours: 32 hours Of which Theoretical teaching: 32 hours Experiment/practice teaching: 0 hour Size of class: 15~65 students for theoretical teaching
Workload	Total workload = 60 hours Contact hours = 32 hours Self-study hours = 28 hours
Credit points	2.0
Requirements according to the examination regulations	Only students with class attendance rate over 2/3 and assignment completion rate over 2/3 are allowed to take the exam.
Recommended prerequisites	N/A
Module objectives/intended learning outcomes	Learning outcomes: <ul style="list-style-type: none"> ● Knowledge 1. Appreciate the representative elements of Chinese culture such as poetry, calligraphy, Chinese painting, porcelain and opera and describe them in English; 2. Comprehend and express the basic ideas and essence of traditional Chinese culture in English; 3. Read widely to understand the important views of Chinese and foreign scholars of



	<p>Chinese culture; learn to process, analyze and gain an insight into the information and even challenge the information; be able to accurately express opinions in English.</p> <ul style="list-style-type: none"> ● Skills <ol style="list-style-type: none"> 1. Acquire skills needed for independent learning and group discussion based on online course resources and case discussions; read the classics to understand and appreciate Chinese wisdom, and rethink profoundly the knowledge learned; 2. Develop students' skills in introducing, explaining and disseminating Chinese culture in English. 3. Develop students' team spirit and critical thinking skills. ● Competence <p>Develop students' intercultural communication competence.</p> <p>Improve students' Chinese cultural literacy and enhance their cultural self-confidence.</p> <p>Cultivate students' noble moral sentiment and elegant aesthetic taste.</p>
<p>Contents</p>	<p>Part A Theoretical teaching (32 contact hours; 28 self-study hours)</p> <p>Chapter 1 Origin of Chinese Culture** (4 contact hours; 2 self-study hours)</p> <ol style="list-style-type: none"> 1.1 An Outline of Chinese History 1.2 Chinese Ancient Mythology 1.3 Three Sovereigns and Five Emperors 1.4 Yellow River Valley Civilization 1.5 Cultural Kaleidoscope <p>Chinese Dragon Yu the Great: Founder of the Xia Dynasty Ancestor Worship</p> <p>Chapter 2 Chinese Language and Character** (4 contact hours; 2 self-study hours)</p> <ol style="list-style-type: none"> 2.1 Chinese Language in Brief



	<p>2.2 Chinese Dialect Groups 2.3 Traditional Chinese Characters and Simplified Chinese Characters 2.4 Chinese Characters 2.5 Cultural Kaleidoscope Chengyu (idiomatic expressions) Cangjie Creating Chinese Characters Genesis of Chinese Numbers</p> <p>Chapter 3 Ancient Philosophy and Religions (2 contact hours; 2 self-study hours)</p> <p>3.1 Ancient Chinese Cosmology 3.2 Confucianism 3.3 Taoism 3.4 Chinese Buddhism 3.5 Cultural Kaleidoscope Chinese Religions Tibetan & Southern Buddhism Philosophy: On Harmony of Family</p> <p>Chapter 4 Classical Literature* (2 contact hours; 2 self-study hours)</p> <p>4.1 Classical Texts 4.2 Historical Texts and Encyclopedias 4.3 Classical Poetry 4.4 Sanqu & Novels 4.5 Cultural Kaleidoscope Xuan Zang's Journey to the West Yuefu Songs of the Han Dynasty Modern Chinese Literature</p> <p>Chapter 5 Chinese Calligraphy and Painting* (2 contact hours; 2 self-study hours)</p> <p>5.1 Traditional Chinese Aesthetics 5.2 Chinese Calligraphy 5.3 Chinese Seals 5.4 Traditional Chinese Paintings 5.5 Cultural Kaleidoscope Four Treasures of Study Sage of Calligraphy: Wang Xizhi Sage of Painting: Wu Daozi</p> <p>Chapter 6 Chinese Opera and Quyi*</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>(2 contact hours; 2 self-study hours)</p> <p>6.1 Chinese Opera 6.2 Peking Opera 6.3 Kunqu Opera 6.4 Quyi 6.5 Cultural Kaleidoscope Butterfly Lovers Legend of the White Snake Colors of Peking Opera Painted Faces</p> <p>Chapter 7 Chinese 'Clothing Culture' (2 contact hours; 2 self-study hours)</p> <p>7.1 Chinese Clothing 7.2 Typical Chinese Costumes 7.3 Costumes of Ethnic Minorities in China 7.4 Silk 7.5 Cultural Kaleidoscope China's First Costume Museum Hanfu Silk Road</p> <p>Chapter 8 Chinese Food and Drinks Culture** (2 contact hours; 2 self-study hours)</p> <p>8.1 Chinese Cuisine Culture 8.2 Eight Regional Varieties of Chinese Cuisine 8.3 Kung-fu Tea 8.4 Chinese Alcohol 8.5 Cultural Kaleidoscope Pu' er Tea Drinking Rites Feast of Complete Manchu-Han Courses</p> <p>Chapter 9 Chinese Architecture* (2 contact hours; 2 self-study hours)</p> <p>9.1 Beijing's Siheyuan 9.2 Chinese Gardens 9.3 Huizhou Architecture 9.4 Chinese Buddhist Temples and Pagodas 9.5 Cultural Kaleidoscope Hutong Chinese Religions and Architectures Existing Wooden Structures of the Tang</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>Dynasty</p> <p>Chapter 10 Folk Customs (2 contact hours; 2 self-study hours)</p> <p>10.1 Chinese Lunar Calendar 10.2 Chinese Solar Terms 10.3 Chinese Zodiac Culture 10.4 Chinese Fengshui 10.5 Cultural Kaleidoscope Heavenly Stems and Earthly Branches Lucky Numbers Ancestors Honoring Customs</p> <p>Chapter 11 Traditional Festivals** (2 contact hours; 2 self-study hours)</p> <p>12.1 Chinese Traditional Festivals 12.2 Dragon-Boat Festival 12.3 Double Seventh Festival 12.4 Double Ninth Festival 12.5 Cultural Kaleidoscope Spring Festival Pure Brightness Festival / Qing Ming The Story of Chang'e and Hou Yi</p> <p>Chapter 12 Traditional Chinese Medicine (2 contact hours; 2 self-study hours)</p> <p>13.1 Traditional Chinese Medicine 13.2 Acupuncture 13.3 Chinese Herbology 13.4 Basic Theory of Chinese Medicine 13.5 Cultural Kaleidoscope Zhang Zhongjing Tongrentang Drugstore</p> <p>Chapter 13 Traditional Crafts (2 contact hours; 2 self-study hours)</p> <p>14.1 Chinese Handicraft 14.2 Chinese Porcelain 14.3 Chinese Lanterns 14.4 Chinese Embroidery 14.5 Cultural Kaleidoscope Blue and White Porcelain Chinese Paper-cutting</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Appendix B - Syllabus - Foreign Language

	<p>Chapter 14 Review (2 contact hours; 2 self-study hours)</p> <p>Part B. Experiment teaching (0 contact hours; 0 self-study hours)</p>
Study and examination requirements and forms of examination	<p>1. In-class performance (60%): attendance, flipped classroom, assignment, online course discussion, classroom participation and group presentation</p> <p>2. Final assessment (40%): works appreciation</p>
Media employed	Multimedia computers, projectors, laser pointers, blackboards, chalks
Reading list	<p>Required books: [1] HOU Xianglang and HE Mingxia, <i>An English Course of Chinese Culture</i>. Hubei: Wuhan University Press. 2015.</p> <p>Main reference books: [1] CHANG Junyue, HUO Yuehong et al. <i>An Outline of Chinese Culture</i> (English Version). Beijing: Peking University Press. 2011. [2] GU Hongming, <i>The Spirit of the Chinese People</i>. Shanghai: SDX Joint Publishing (Shanghai) Co., Ltd. 2010. [3] HUANG Jianbin, <i>Insights into China — An English Reading Course of Chinese Culture</i>. Shanghai: Shanghai Foreign Language Education Press. 2008. [4] LIN Yutang, <i>My Country and My People</i>. Beijing: Foreign Language Teaching and Researching Press. 1998. [5] LIAO Huaying, <i>A GLIMPSE OF CHINESE CULTURE</i> (Revised Edition) (Series University Courses of English Expansion). Beijing: Foreign Language Teaching and Researching Press, 2015. [6] QIAN Zhongshu, <i>A Collection of Qian Zhongshu's English Essays</i>. Beijing:</p>



Appendix B - Syllabus - Foreign Language

	<p>Foreign Language Teaching and Researching Press. 2005.</p> <p>[7] SHU Dingfang, <i>Readings in Chinese Culture</i>. Shanghai: Shanghai Foreign Language Education Press. 2016.</p> <p>[8] WANG Zhiru and LU Xiaoli, <i>INTRODUCING CHINESE CULTURE IN ENGLISH</i>. Beijing: Foreign Language Teaching and Researching Press. 2017.</p> <p>[9] Translated by XU Yuanchong, <i>VERSION OF CLASSICAL CHINESE POETRY</i>. Beijing: Dolphin Books, 2013.</p> <p>[10] YE Lang and ZHU Liangzhi, translated by ZHANG Siying and CHEN Haiyan, <i>Insights into Chinese Culture</i> (English Version). Beijing: Foreign Language Teaching and Researching Press. 2008.</p> <p>[11] YANG Min, WANG Keqi and WANG Hengzhan, <i>Chinese Culture: An Introduction</i> (Chinese and English). Beijing: Higher Education Press. 2006.</p> <p>[12] Paul, S. Ropp (ed.). <i>Heritage of China: Contemporary Perspectives on Chinese Civilization</i>. Los Angeles: University of California (Berkeley) Press. 1990.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Note: In Contents, ** for key knowledge points, * for important knowledge points, and the rest for general information.