

# Course Learning Syllabus

<b>Course Code</b>	<b>18LEH102J</b>	<b>Course Name</b>	<b>Chinese Language 1</b>	<b>Course Category</b>				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
								2	0	2	3

<b>Pre-requisite Courses</b>	<i>N/L</i>	<b>Co-requisite Courses</b>	<i>N/L</i>	<b>Progressive Courses</b>	
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<b>Course Offering Department</b>	<i>English and Foreign Languages</i>	<b>Data Book / Codes/Standards</b>	<i>Clark's Table, 15 : 456-2000</i>
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Course Learning Rationale (CLR):		The purpose of learning this course is to:		Learning		Program Outcomes (PO)														
CLR-1:	Recall Chinese Pinyin , tones, scripts and greetings.	Blooms Level(1-6)		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
CLR-2:	Construct simple affirmative, negative, interrogative sentences with Chinese grammar. Apply numbers translate time and date in Chinese																			
CLR-3:	Apply basic grammar asking about nationality, direction, location.																			
CLR-4:	Translate sentences with more vocabulary knowledge.																			
CLR-5:	Apply construction and few frequently used words framing sentences; acquire knowledge about Chinese festival and city.																			
CLR-6:	Develop basic knowledge of the language, gain the four language skills, learning, speaking, reading and writing Chinese scripts.																			
Course Outcomes (CO):		At the end of this course, learners will be able to:																		
CO-1 :	Recall Chinese Romanization , Outline of China and the Chinese speaking countries, basic characters, Greetings	2		-	-	1	-		3	3		1	3	-	3	-	-	-		
CO-2 :	Basic conversations with simple sentences, counting numbers, Greet each other, express time and date in Chinese.	3		-	-	1	-		3	3		2	3	-	3	-	-	-		
CO-3 :	Utilize WH words make interrogative sentence, translate sentences into Chinese.	3		-	-	1	-		3	3		3	3	-	3	-	-	-		
CO-4 :	Make use of various Chinese grammar and vocabulary and introduce own self.	3		-	2		-		3	3		3	3	-	3	-	-	-		
CO-5 :	Develop knowledge about Chinese festivals and culture, acquire conversational skills	3		-	-	1	-		3	3		3	3	-	3	-	-	-		
CO-6 :	Develop Chinese language skills that help in career orientation, acquire writing ability and communicate with Chinese speaker.	3		-	2	1	-		3	3		3	3	-	3	-	-	-		

		<i>Learning Unit / Module 1</i>	<i>Learning Unit / Module 2</i>	<i>Learning Unit / Module 3</i>	<i>Learning Unit / Module 4</i>	<i>Learning Unit / Module 5</i>
<i>Duration (hour)</i>		<i>12</i>	<i>12</i>	<i>12</i>	<i>12</i>	<i>12</i>
<i>S-1</i>	<i>SLO-1</i>	General discussion about china,Chinesespeaking country,chineselanguage& culture.	Numbers in Chinese.	Introduction of few basic W/H words and framing basic interrogative sentences	Making of Affirmative negative question in Chinese	Introduction & application of few frequentlyused construction in Chinese.
	<i>SLO-2</i>	Introduction of initials and finals in Mandarin	Counting numbers and numeric system	Nationality	conversation how to makesuggestion, how to accept of dealing suggestion and to makecomments.	Introduction & application of few frequentlyused construction in Chinese.
<i>S-2</i>	<i>SLO-1</i>	Tables of combination of initials and finals in Putonghua(Mandarin)	Chinesemonetary system, CountingChinesecurrency.	Direction in Chinese.	Introduction of sentence with nominal predicate, Subjectverb construction as itspredicate.	FamousChinese festivals

	SLO-2	Basic greetings and phrases used in daily life (in pinyin)	<i>Converse to greet others and express your need</i>	Making question with 几, 多少	Fruit related vocabulary, application.	Major Chinese cities
S-3	SLO-1	Tables of combination of initials and finals in Putonghua (Mandarin)	Asking your need	Introducing one's nationality	Asking question with modal words, affirmative - negative	Application and usage of construction
	SLO-2	Tables of combination of initials and finals in Putonghua (Mandarin)	Nominal measure word	Asking about nationality	<b>Lianxi</b>	<b>lianxi</b>
S-4	SLO-1	<b>Pronunciation of Pinyin chart</b>	Telling phone number in Chinese	Asking price	Asking question with modal words, affirmative - negative	Application and usage of construction
	SLO-2	<b>Pronunciation of Pinyin chart</b>	Converting numbers	<b>Lianxi</b>	<b>Lianxi</b>	<b>lianxi</b>
S-5	SLO-1	Introduction of Four Tones in Chinese language.	Time & time related greetings,	Politely and formally asking names, Expressing apology.	Making Chinese sentences with verbal & Adjectival predicate.	Grammar related to 但是, 可是, 以前, 以后, 后来。
	SLO-2	Four Tones and related pronunciation.	Days & Seasons.	Introduction & Application of verbal Measure Word.	Introduction of 地	Introduction & Application of the basic optative verbs like 会, 能, 可以.
S-6	SLO-1	Tones and 一, 不 in Chinese Tones discrimination in Chinese	The basic sentence patterns in Chinese, S-V-O sentences with detailed examples. Framing simple sentences.	<b>Make sentences with 在, and few core related location words like 这儿, 那儿 with example</b>	Few basic verbs and adjectives.	conversation how to describe likes, dislikes, interest and hobbies
	SLO-2	Introduction of Chinese characters. The eight basic strokes of characters - Chinese characters with proper stroke orders.	Introduce 是 and 不是	Important locations used in daily life.	Opposite words.	Conduct conversation how to describe likes, dislikes, interest and hobbies
S-7	SLO-1	Pronounce word in proper tone	Vocabulary	Asking about places..	Usage of verbs	Usage of grammar
	SLO-2	Personal Pronouns and relations, Plural forms of pronouns	Asking date and time	<b>lianxi</b>	<b>练习</b>	<b>lianxi</b>
S-8	SLO-1	Writing characters with proper stroke order	Usage of time words in a sentence	Asking about directions.	<b>Usage of adjectives with different adverbs</b>	<b>Asking about interest and hobbies</b>
	SLO-2	Writing characters with proper stroke order	Introducing each other	<b>lianxi</b>	<b>练习</b>	<b>lianxi</b>
S-9	SLO-1	Sentence structure with the adjective 很 and Framing sentences, negative of 很。	Weekdays in Chinese, Month, Year & Writing Date.	Profession related vocabulary, application with examples.	Colour and vocabulary, application with examples.	conversation how to bargain and purchase products.
	SLO-2	Introduction of adverb 也, Interrogative particle 呢, application & Usages.	Introduction of verb 有 and its negative form. Nominal measure word.	Basic conversation about person's occupation	conversation how to describe your family members and talk about university and department	conversation how to bargain and purchase products.
S-10	SLO-1	Possessive/ Structural Particle 的, application of 的 with pronouns. Writing Chinese characters	Framing of basic interrogative sentences with modal particle 吗。	Introduction of interrogative phrase 多大, Telling one's age in Chinese.	Sports & Games related vocabulary, special usages,	Use of conjugation 还是, 或者 with example.
	SLO-2	basic conversation related to greetings	Framing of basic interrogative sentences with modal particle 吗。	Introduction of past tense and aspect particle 了。	application with examples.	
S-11	SLO-1	Writing greetings in characters with proper stroke order	Asking simple question	Asking age	<b>Asking about likes and dislikes</b>	<b>Asking about purchasing products</b>
	SLO-2	<b>练习</b>	<b>Asking date</b>	<b>lianxi</b>	<b>Asking about likes and dislikes</b>	<b>Asking about purchasing products</b>
S-12	SLO-1	Basic Expression	birthday in Chinese	<b>Asking about occupation</b>	<b>Asking about family members</b>	Usage of conjugation
	SLO-2	<b>练习</b>	Grammar - has, have	<b>lianxi</b>	<b>Asking about family members</b>	Usage of conjugation
<b>Learning Resources</b>		1. Text / Audio / Video 2. Text / Audio / Video				

Learning Assessment		
	Bloom's Continuous Learning Assessment (50% weightage)	Final

	Level of Thinking	CLA – 1 (10%)		CLA – 2 (15%)		CLA – 3 (15%)		CLA – 4 (10%)		Examination (50% weightage)	
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	25%	25%	20%	20%	20%	20%	20%	20%	20%	20%
Level 2	Understand	25%	25%	20%	20%	20%	20%	20%	20%	20%	20%
Level 3	Apply	-	-	10%	10%	10%	10%	10%	10%	10%	10%
Level 4	Analyze	-	-	-	-	-	-	-	-	-	-
Level 5	Evaluate	-	-	-	-	-	-	-	-	-	-
Level 6	Create	-	-	-	-	-	-	-	-	-	-
	Total	100 %		100 %		100 %		100 %		100 %	

**# CA – 3 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,**  
**SLO – Session Learning Outcome**

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Dr. USHA KOTHANDARAMAN, Faculty of Japanese, ABK AOTS DOSOKAI, Chennai, Tamilnadu.	Ms.Subhashri Vijaykumar , Assistant Professor VIT Chennai,	1.Ms. Poulomi Ghosal Assistant Professor SRM IST.
2. Mr. PAUL DAS. Senior Manager, NEC, Chennai	2. Dr. P.DHANAVEL Professor, IIT, Chennai.	2. Ms. Ling Yun Tsai, Visiting Faculty SRM IST

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Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
	<b>1. Dr.K.ANBZHAGAN,</b> Professor and Head, Department of EFL. SRM University.	<b>1.Ms. PoulomiGhosal</b> VisistingLecturer SRM University.
	<b>2 Dr. P.DHANAVEL</b> Professor, IIT, Chennai.	<b>2. Mr. SoumyaBrataHalder,</b> VisistingLecturer SRM University