| | | Title: Basic Writing | | | | | | | |
|------------------------|---|---|--|---|--|--|----------------------------------|--|--|
| | ıle /Course | Student workload | Credits | Seme | | Frequency | | Duration | |
| code119 hoursSBC 61002 | | (ECTS) 2 3 CU x | | 2 | 3 CU x 16 = | 48 | 16 meetings | | |
| | | | | | | | | | |
| | | | 1.5 = 4.5 | | | | | | |
| | | | ECTS | | | | | | |
| 1 | Types of o | courses | Contact h | ours | Indep | pendent study | | Class size | |
| | Lecture | | 3 CU x 50 minu | tes = 150 | | x 120 minutes = | | 30 students | |
| | | | = 2.5 hours pe | er week | 360 mi | inutes $= 6$ hours | | | |
| 2 | | ites for participation Triting and Grammar II | | | | | | | |
| 3 | Learning outcomes | | | | | | | | |
| | Course Description: This course is a follow-up course from the Basic Writing and Grammar I course. This course provides knowledg understanding, and mastery in the techniques and concepts of writing Chinese characters and the structure of Chine grammar. The material provided is themed: the location of a place and direction; buying and selling; my daily activit hobbies; school life; and ways to describe objects, places and people. Besides, students also learn the use of classifier prepositions; adverbs of degree; comparison sentences; imperative sentences; interrogative sentences, etc. The form teaching used in this course is face-to-face lectures. Assessment in this course includes attendance, class participation assignments, quizzes, the midterm exam and the final exam. Upon completing this course, the students are expected be able to understand the basic writing of Chinese characters II and the basic Chinese grammatical structure II accordin to the themes mentioned above. | | | | | | | | |
| | Intended Learning Outcomes: ILO 1 Students are able to identify and apply spoken and written communication techniques (Chinese) equivale to intermediate level (HSK 4 and HSKK); ILO 2 Students are able to apply concepts and theories of Chinese language (applied linguistics), literature, an culture (history) according to the latest developments in science and technology; | | | | | | | | |
| | ILO 3 Students are able to analyse and demonstrate aspects of Chinese language (applied linguistics), literature, an culture (history) to solve problems in society; | | | | | | | | |
| | ILO 7 Students are able to comprehend ethical and professional responsibilities in the application of science ar technology and their impact on the natural and social environment. | | | | | | | | |
| | Course Learning Outcomes (CLO) On completion of this course, the students will be able to: Students are able to understand the rules of writing short phrases/sentences according to the correct basis. Chinese grammatical structure. Students are able to write Chinese vocabulary/characters according to predetermined themes by using the correct rules for writing Chinese characters. | | | | | | | | |
| 4 | Subject aims/ Content (LLO) | | | | | | | | |
| | Students are able to understand, use and write a short phrase/sentence using the theme of buying and selling following the rules of writing Chinese characters and using the correct Chinese grammatical structure. Students are able to understand, use and write a short phrase/sentence using the theme of the location of a pl and direction by following the rules of writing Chinese characters and using the correct Chinese grammatical structure. | | | | | | | cal structure. he location of a pla | |
| | 3. S fo 4. S fo | tructure. tudents are able to unc ollowing the rules of w tudents are able to unc ollowing the rules of w | vriting Chinese cha lerstand, use and w vriting Chinese char | racters and rite a shor racters and | l using th t phrase/s l using th | he correct Chinese sentence using the he correct Chinese | grammati theme of grammati | cal structure. hobbies by cal structure. | |
| | | tudents are able to uncollowing the rules of w | | | | | | | |

| | ving the rules of writing Chinese characters and using the correct Chinese grammatical structure. |
|----------------|---|
| Course conter | nt |
| Meeting 1: | Buying and Selling |
| 8 | a. Students are able to understand and write vocabulary/phrases about buying and selling. |
| | b. Students can understand, remember, and be able to apply the use of numbers (数词):基数 |
| | 序数词,"二"和"两" |
| | |
| | c. Students can understand, remember, and be able to apply the use of classifiers (量词):名量 |
| | , 动量词 |
| | |
| | (At the end of the meeting, students are given homework to write down the vocabulary of Chinese characters should be always and selling.) |
| | characters about buying and selling.) |
| Meeting 2: | The location of a place and direction |
| inteering 2. | a. Students are able to understand and write vocabulary/phrases about the location of places |
| | directions. |
| | b. Students can understand, remember, and be able to apply the use of directions (方位名词): |
| | 单方位名词,复合方位名词,方位名词短语 |
| | |
| | |
| | 每, b. 指示代词+量词 |
| Mooting 2. | The location of a place and direction |
| Meeting 3: | The location of a place and direction |
| | a. Students can understand, remember, and be able to apply the use of 介词: 引进空间方位: |
| | ,向,往,到,离 dan 连动句:来/去+地方+动词(短语) |
| | |
| | (At the end of the meeting, students are given homework to write down the vocabulary of Chinese |
| | characters about the location of a place and direction) |
| Meeting 4. R | Repetition of verbs (动词重叠) and repetition of adjectives (形容词重叠) |
| meeting 4. I | cepetition of verbs (幼时里宜) and repetition of aujectives (沙谷时里宜) |
| incering it. I | |
| Treeting 4. | a. Students can understand, remember, and be able to apply the use of repetition of verbs (动词 |
| freeding to 1 | a. Students can understand, remember, and be able to apply the use of repetition of verbs (动词叠) : ₩ 或 V-V |
| including in 1 | a. Students can understand, remember, and be able to apply the use of repetition of verbs (动译叠): VV 或V-V b. Students can understand, remember, and be able to apply the use of repetition of adjectives |
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(Before the meeting starts, there will be a dictation session of vocabulary/Chinese characters that have been discussed in meetings 1-5. Besides, there will be a question and answer session addressed to each student regarding the material that has been explained by the lecturer.)

(At the end of the meeting, students are given homework to write down the vocabulary of Chinese characters about their daily activity.)

(At the end of the meeting, students are given assignments/homework to make a short phrase/sentence with grammatical structure material that has been given in meetings 1-6, with a deadline that has been agreed upon and will be collected in Google Classroom.)

Meeting 7: Quiz

(Students do a quiz individually with questions consisting of meeting material that has been discussed in meetings 1-6 distributed in Google Classroom.)

Meeting 8: Midterm Exam

(Midterm Exam is carried out individually by working on questions about materials discussed in meetings 1-6)

Meeting 9: The use of "是……的"

a. Students can understand, remember, and be able to apply the use of "是……的"(emphasizing the use of time /强调时间, place/地点, way/方式)

Meeting 10: School life

- a. Students are able to understand and write vocabulary/phrases about school life
- b. Students can understand, remember, and be able to apply the use of attributes (定语):形容词+ 的+名词
- c. Students can understand, remember, and be able to apply the use of adverbs (状语):时间状语, 特点状语, 描写形状语

(At the end of the meeting, students are given homework to write down the vocabulary of Chinese characters about school life.)

Meeting 11: Hobbies

- a. Students are able to understand and write vocabulary/phrases about hobbies.
- b. Students can understand, remember, and be able to apply the use of verbs that express attitudes, opinions, and desires (表态度观点愿望的动词):觉得,希望
- c. Students can understand, remember, and be able to apply the use of auxiliary verbs (助动词): 要, 可以, 可能
- d. Students can understand, remember, and be able to apply the use of 离合词:唱歌, 跳舞, 上班, 考试, 游泳

Meeting 12: Hobbies

- a. Students can understand, remember, and be able to apply the use of sentences with multiple objects (双宾语句):主语+给+间接宾语+直接宾语
- b. Students can understand, remember, and be able to apply the use of 兼语句:主语+请/叫/让+ 兼语+动词(短语)
- c. Students can understand, remember, and be able to apply the use of comparative sentences (比较 句):"比"字句,"比"字句的否定

(At the end of the meeting, students are given homework to write down the vocabulary of Chinese characters about hobbies.)

| | a. | Students are able to understand and write vocabulary/phrases about descriptions of objects, places and people. | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| | b. | Students can understand, remember, and be able to apply the use of imperative sentences (祈 使句):别,不要, | | | | | | | |
| | с. | Students can understand, remember, and be able to apply the use of "吧"的一般疑问句:小 | | | | | | | |
| | | 句+吧? dan 正反疑问句:主语+动词+不/没+动词+ (宾语) | | | | | | | |
| | Meeting 14: Ways to describe things, places and people | | | | | | | | |
| | a. | Students can understand, remember, and be able to apply the use of special interrogative sentences (特殊疑问句):什么时候,怎么(询问方式),为什么,多+形容词and additional interrogative sentences (附加疑问句):怎么样,好吗,可以吗,行吗 | | | | | | | |
| | b. | Students can understand, remember, and be able to apply the use of causal clauses 因果复句 :因为,所以 and changing clauses (转折复句):,但是/可是 | | | | | | | |
| | (At the end of the meeting, students are given homework to write down the vocabulary of Chinese characters about description of objects, places and people) | | | | | | | | |
| | Meeting 15: Ways to describe things, places and people | | | | | | | | |
| | a. Students can understand, remember, and be able to apply the use of degree complements (简单程度补语):动词+得(+程度副词)+形容词 | | | | | | | | |
| | b. Students can understand, remember, and be able to apply the use of the subject-predicate sentences (主谓谓语句):主语+谓语 (主谓短语) | | | | | | | | |
| | (Before the meeting starts, there will be a dictation session of vocabulary/Chinese characters that have been discussed in meetings 9-14.) | | | | | | | | |
| | (At meeting 15, students are asked to work on a task consisting of material that has been discussed in meetings 9-15, where this task is done in groups. Students are asked to make a video / PPT summarizing the material previously explained by the lecturer with examples of phrases in the correct stroke order.) | | | | | | | | |
| | Meeting 16: Final Exam | | | | | | | | |
| 5 | Teaching methods | | | | | | | | |
| | There are several methods used in this course, including the demonstration method. This method is used to show students how to write Chinese characters, especially the introduction of strokes and the order of writing Chinese characters. Teaching basic writing of Chinese characters is very important because, at this stage, students must know the form and order of writing Chinese characters. The next teaching method is simulation. Simulation is needed to determine students' knowledge and understanding of writing Chinese characters, usually used by providing dictation sessions to students. The last is the contextual learning teaching method. This method aims to determine students' understanding of some of the contexts studied in the meetings by being able to remember and write down words or phrases according to the context being studied. | | | | | | | | |
| 6 | Assessment methods The test/evaluation method is carried out through structured assignments, quizzes, the midterm exam, the final exam, and class participation. The final grades in this course are obtained through the formula or calculations below. NA = 0.10 P + 0.15 K + 0.20 TS + 0.25 UTS + 0.30 UAS | | | | | | | | |
| | Notes: | | | | | | | | |
| | NA = Final Grade | TS = Structured Assignment | | | | | | | |
| | | | | | | | | | |
| | P = Participation | UTS = Midterm Exam | | | | | | | |
| | P = Participation K = Quiz | UTS = Midterm Exam UAS = Final Exam | | | | | | | |
| | - | | | | | | | | |

| Midterm Exam : The exam is carried out at meeting 8 in the form of an oral test. The exam mater | | | | | | | | | |
|---|-------------------------|----------------------------|----------------|-----------------------------------|--|--|--|--|--|
| from material discussed in meetings 1-7 | | | | | | | | | |
| Final Exam : The exam is carried out at meeting 16 in oral form. | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| What follows is a summa | | : Due | Pourouto ao | | | | | | |
| Assessment Task Participation | Task Type Individual | Meetings 1-7 and | Percentage 10% | | | | | | |
| T articipation | maividuai | meetings 9-15 | 1070 | | | | | | |
| Task | Individu | Meetings 6 and 14 | 10% | | | | | | |
| Task | Group | Meeting 15 | 10% | | | | | | |
| Midterm Exam | Individual | Meeting 8 | 25% | | | | | | |
| Quiz | Individual | Meeting 7 | 15% | | | | | | |
| Final Exam | Individual | Meeting 16 | 30% | | | | | | |
| | | TOTAL | 100% | | | | | | |
| This module is used in t Responsibility for modulate Team teaching | | programmes as well: (No) | | | | | | | |
| Other information: | | | | | | | | | |
| Lectures use primary references such as journals, books and learning resources as follows: | | | | | | | | | |
| 1. 何文潮等. 2010. Structures of Mandarin Chinese for Speaker of English 中文语法: | | | | | | | | | |
| <i>易通:句型结构</i> .北京:北京大学出版社 | | | | | | | | | |
| 2. 郑懿德等. 2009. <i>汉语语法难点释疑 Difficult Points in Chinese Grammar</i> . 北京:华语教 出版社 | | | | | | | | | |
| 3. 李德律等. 2010. <i>外国人实用汉语语法</i> . 北京:北京语言大学出版社 | | | | | | | | | |
| 4. 郭振华. 2008. <i>简明汉语语法</i> . 北京:华语教育出版社 | | | | | | | | | |
| 5. 齐沪扬. 2005. 对外汉语教学语法. 上海:复旦大学出版社汉 | | | | | | | | | |
| | | 〔 北京语言大学出版社 | | | | | | | |
| 7. 周建. 2007. 汉子突破 (练习).北京:北京大学出版社 | | | | | | | | | |
| | | | | 8. 周建. 2007. 汉子突破 (课本).北京:北京大学出版社 | | | | | |
| 8. 周建. 2007. 沙 | | 公京:北京大学出版社 公京:北京语言大学出版社 | | | | | | | |

| Meeting | ILO | CLO | LLO | Indicator | Form of Assessment | Percentage (%) | LLO Percentage (%) |
|------------|---------------------|-------|--------|-----------|-----------------------|-------------------|--------------------------|
| | ILO-1 | CLO-1 | LLO-1 | 1 | Task | 2.5 | 20 |
| | ILO -2 | CLO - | LLO -2 | 2 | Group task | 2.5 | |
| 1-3 | ILO -3 | 2 | | | Midterm Exam | 10 | |
| | ILO -7 | | | | Quiz | 5 | |
| | ILO -8 | | | | | | |
| | ILO -1 | CLO - | LLO -3 | 3 | Quiz | 10 | 30 |
| | ILO -2 | 1 | | | Midterm Exam | 15 | |
| 4-7 | ILO -3 | CLO - | | | Task | 2.5 | |
| | ILO -7 | 2 | | | Group task | 2.5 | |
| | ILO -8 | | | | | | |
| 8 | Midterm Exam | | | | | | |
| | ILO -1 | CLO - | LLO -4 | 4 | Task | 2.5 | 25 |
| | ILO -2 | 1 | LLO -5 | 5 | Group task | 2.5 | |
| 9-11 | ILO -3 | CLO - | | | Final Exam | 20 | |
| | ILO -7 | 2 | | | | | |
| | ILO -8 | | | | | | |
| | ILO -1 | CLO - | LLO -6 | 6 | Task | 2.5 | 15 |
| | ILO -2 | 1 | | | Group task | 2.5 | |
| 12-15 | ILO -3 | CLO - | | | Final Exam | 10 | |
| | ILO -7 | 2 | | | | | |
| | ILO -8 | | | | | | |
| | Class participation | | | | | 10 | 10 |
| 16 | | | | Final | Exam | · | |
| Total perc | entage (%) |) | | | | 100 | 100 |

Appendix 1. Assessment of Achieved Intended Learning Outcomes