

Choice Based Credit Transfer (CBCT) Courses

CL 121: Basic Chinese - I

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Learning Outcomes based Curriculum

Preamble

This Choice Based Credit Transfer (CBCT) Programme in Chinese consists of two courses, Basic Chinese-I and Basic Chinese-II, both conducted simultaneously every semester. These introductory courses in Chinese language provide basic communication skills in the Modern Standard Chinese or Mandarin. The programme is designed for the UG/PG level students of the University with no prior knowledge of Chinese language (applying for Basic Chinese-I) or with Basic Chinese-I as prerequisite (applying for Basic Chinese-II). Throughout the programme, students will develop their listening, speaking, reading, and writing skills. However, the emphasis in this course will be on building up students' communicative competence in oral and aural skills. Reading and writing will be minimally introduced along with speaking and listening skills. Students will be able to communicate verbally in Chinese language within given situations.

1. Introduction

Chinese is the most widely spoken language in the world. It is one of the official languages of the United Nations. China is a strong next-door neighbour, an economic power as well as a leading business partner of India. Learning Chinese exposes to ample opportunities in the global market and opens up the window to the rich civilization and culture of China. Students from various fields may opt for basic training in survival skills in Chinese language to have an edge above the rest in their respective careers.

2. Qualification descriptors for the graduates

Knowledge & Understanding

- Mainly concrete in reference and with some comprehension of relationship between knowledge elements
- Demonstrate a limited range of practical and cognitive skills and tools

Skills & Techniques

- Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems
- Learn within a managed environment

Competence

- Act within a limited range of contexts
- Act under direction with limited autonomy; function within familiar, homogeneous groups
- Assume limited responsibility for consistency of self-understanding and behaviour

3. Graduates Attributes

Phonology:

The Chinese CBCT programme will help the graduates-

- acquire a basic knowledge of Putonghua phonology
- identify the tones, initials and finals of *Hanyu Pinyin*
- use *Hanyu Pinyin* to master Putonghua pronunciation

Vocabulary:

The Chinese CBCT programme will help the graduates-

- recognize around 100 most frequently used Chinese characters
- understand a range of words and expressions commonly used in daily communication

Reading:

The Chinese CBCT programme will help the graduates-

- understand simple Chinese sentences
- point out common grammatical mistakes and make corrections

Listening:

The Chinese CBCT programme will help the graduates-

- understand simple everyday conversations

Speaking:

The Chinese CBCT programme will help the graduates-

- conduct conversations in Putonghua for social purposes including :
 - greeting and getting to know each other
 - introducing oneself and others
 - asking for and giving personal information
- use numbers in various contexts to achieve different purposes including :
 - asking for phone numbers and making phone calls
 - telling the time and date
 - talking about schedules and timetables
 - asking for prices and bargaining
- talk about likes, dislikes, interests and hobbies

4. Program Outcomes

Learning Outcomes relating the Chinese CBCT programme are as follows -

PO-1 -Develop an understanding of pinyin, simple vocabularies, and sentence structure

PO-2- Form simple sentences that make sense to Chinese speakers

PO-3 - Use basic Chinese Mandarin sufficiently for self-introduction and situational speaking

1. Programme structure

Total Credits: 6

Structure of the curriculum

Course category	No of courses	Credits per course	Total Credits
CBCT/OE courses	2	3	6
Total credits	-	-	6



2. SEMESTER-WISE SCHEDULE

SEMESTER I

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Elective	CL 121: BASIC CHINESE – I	2	1	0	3	3

3. Mapping of course with program outcomes (POs)

Course title	PO1	PO2	PO3
CL 121: BASIC CHINESE – I	x	x	x

4. Evaluation plan:

The rubrics contain descriptors used to evaluate a student's performance in an assigned task. The descriptors are graded and correspond to a numerical point. Grades are on a 1-7 scale.

Grade	Descriptor	
1	Poor	Consistently interferes with comprehension of the message Even with extraordinary effort on the part of the listener, understanding is difficult The student consistently fails to understand what is being read
2	Passable	
3	Below Average	Often interferes with comprehension of the message An effort is required on the part of the listener to understand what is being said The student understands less than half of what is read; stops and repetitions are often needed
4	Average	Only occasionally interferes with comprehension of the message Sentences are read without excessive pauses at a speed that may occasionally distract the listener The student understands most of what is read
5	Good	Seldom interferes with comprehension of the message Sentences are read with few pauses at a speed that rarely distracts the listener The student has a good overall understanding of what is read
6	Very Good	
7	Excellent	Very rarely interferes with comprehension of the message Sentences are read without unnatural pauses and at a natural speed The student understands virtually everything that is read

5. DETAILED SYLLABUS

CL 121: Basic Chinese – I

L 2 T1 P0 CR3

Students are expected to be able to-

CO – 1 - Master an active vocabulary of around 500 Chinese characters;

Students are expected to have a good command of –

CO – 2 - the basic grammar;

CO – 3 - Idiomatic expressions;

CO – 4 - Sentence patterns;

CO – 5 - Mandarin intonations and pronunciation;

CO – 6 - Reading skills in the Chinese language.

Course content

Developing Oral Skills

Greetings • Introduction To Chinese Phonetics; Writing System; Tones; Spelling Rules •
Introducing Oneself And Others • Asking For Personal Information • Talking About Date,
Month, Year • Talking About Time • Talking About Age • Ways To Express Age • Talking
About Plans

Outline of Grammar

Chinese Numerals - Nominal Classifiers – Sentences with Adjectival Predicate - Interrogative
Sentences - Structural Particle - Verbs and Verbal Classifiers - Interrogative Pronouns and
Prepositions - Sentences with Nominal Predicate - Affirmative-Negative Questions - - Modal
Particle indicating Change - Alternative Questions - Confirmation Question - Approximate
Numbers - Aspect Particle indicating Completion of Action - Reduplication of Verbs - Modal
Verbs

Textbooks:

- Beijing Language Institute. comp., *CHINESE CONVERSATION FOR FOREIGNERS* (LU)
Vol 1 (selected lessons). Beijing: BLCUP, 2006

Suggested readings:

- Guo Zhenhua, *A Concise Chinese Grammar*. Beijing: Sinolingua, 2000
- Liu Ying, ed. *Easy Way to the Correct Chinese Pronunciation*. Beijing : BLCUP, 2004
- Patrick Lin, comp. *500 Basic Chinese Characters* (Revised Edition). Beijing: Sinolingua,

1993

- Joël Bellassen and Zhang Pengpeng, *A Key to Chinese Speech and Writing* Vol. 1. Beijing: Sinolingua, 1997
- *Concise English-Chinese/Chinese-English Dictionary* (Jingxuan Ying-Han/Han-Ying Cidian). Beijing: The Commercial Press, 1986

SEMESTER II

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Elective	CL 122: BASIC CHINESE – II	2	1	0	3	3

6. Mapping of course with program outcomes (POs)

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Course title	PO1	PO2	PO3
CL 121: BASIC CHINESE – II	x	x	x

7. **Evaluation plan:**

The rubrics contain descriptors used to evaluate a student's performance in an assigned task. The descriptors are graded and correspond to a numerical point. Grades are on a 1-7 scale.

Grade	Descriptor	
1	Poor	Consistently interferes with comprehension of the message Even with extraordinary effort on the part of the listener, understanding is difficult The student consistently fails to understand what is being read
2	Passable	
3	Below Average	Often interferes with comprehension of the message An effort is required on the part of the listener to understand what is being said The student understands less than half of what is read; stops and repetitions are often needed
4	Average	Only occasionally interferes with comprehension of the message Sentences are read without excessive pauses at a speed that may occasionally distract the listener The student understands most of what is read
5	Good	Seldom interferes with comprehension of the message Sentences are read with few pauses at a speed that rarely distracts the listener The student has a good overall understanding of what is read
6	Very Good	
7	Excellent	Very rarely interferes with comprehension of the message Sentences are read without unnatural pauses and at a natural speed The student understands virtually everything that is read

8. DETAILED SYLLABUS

CL 122: Basic Chinese – II

L 2 T1 P0 CR3

Students are expected to be able to-

- CO – 1 - Read, understand and answer questions correctly
- CO – 2 - Listen, understand and answer questions correctly
- CO – 3 - Learn the basic Chinese phrases and simple sentences

Course content

Conversation skills

Talking about Study • Talking about Work • Buying Tickets • Shopping • Talking about Location • Asking for Directions • Talking about Hobbies • Congratulations and Wishes

Outline of Grammar

Complement of Time - Tag Question - Quantificational Structure - Constructions Emphasizing The Time - Place Or Manner Of A Past Event - Sentences Of Comparison - Verbs Showing Existence - Questions about Height, Length, Width, Distance, Size, Weight - Complement Of Degree - Interrogative Pronouns Showing Universal Affirmation Or Negation - Complement Of Potential

Textbooks:

- Beijing Language Institute. comp., *CHINESE CONVERSATION FOR FOREIGNERS* (LU) Vol 1 (selected lessons). Beijing: BLCUP, 2006

Suggested readings:

- Guo Zhenhua, *A Concise Chinese Grammar*. Beijing: Sinolingua, 2000
- Liu Ying, ed. *Easy Way to the Correct Chinese Pronunciation*. Beijing : BLCUP, 2004
- Patrick Lin, comp. *500 Basic Chinese Characters* (Revised Edition). Beijing: Sinolingua, 1993
- Joël Bellassen and Zhang Pengpeng, *A Key to Chinese Speech and Writing* Vol. 1. Beijing: Sinolingua, 1997
- *Concise English-Chinese/Chinese-English Dictionary* (Jingxuan Ying-Han/Han-Ying Cidian). Beijing: The Commercial Press, 1986

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Choice Based Credit Transfer (CBCT) Courses
GL 101: Basic German - I & GL 101: Basic German II

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Learning Outcomes based Curriculum

Preamble

↙ This Choice Based Credit Transfer (CBCT) Programme in German consists of two courses, Basic German-I and Basic German-II, both conducted simultaneously every semester. These introductory courses in German language provide basic communication skills in the Standard German. The programme is designed for the UG/PG level students of the University with no prior knowledge of German language (applying for Basic German-I) or with Basic German -I as prerequisite (applying for Basic German-II). Throughout the programme, students will develop their listening, speaking, reading, and writing skills. However, the emphasis in this course will be on building up students' communicative competence in oral and aural skills. Reading and writing will be minimally introduced along with speaking and listening skills. Students will be able to communicate verbally in German language within given situations.

1. Introduction

↙ The number of German language learners in the South Asia region has increased over the last few decades. Germany is an economic power and at present leading business partner of India as well as favourite destination for higher studies. Learning German exposes to ample opportunities in the global market, higher studies and it opens up the window to the intercultural engagements to develop new concepts and methods in the field of science, foreign language didactics, literature, theatre and cinema.

↙ The Tezpur University in Northeast-India is going to play significant role in promoting German studies in the region. Our department aims to promote and strengthen the interest of learners in German language, culture, society and politics. The programme in Basic German offers basic training of learning structures to have basic communication about everyday situations and it offers a new perspective from the diverse language and culture background of the Northeast-India to the Indian German studies.

2. Qualification descriptors for the graduates

Knowledge & Understanding

- ↙
- Mainly concrete in reference and with some comprehension of relationship between knowledge elements
 - Demonstrate a limited range of practical and cognitive skills and tools

Skills & Techniques

- Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems
- Learn within a managed environment

Competence

- Act within a limited range of contexts

- Act under direction with limited autonomy; function within familiar, homogeneous groups
- Assume limited responsibility for consistency of self-understanding and behavior
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3. Graduates Attributes

Phonology:

The German CBCT programme will help the graduates-

- acquire a basic knowledge of standardised pronunciation of German Language
- identify the tones, initials and finals of standardised pronunciation of German Language

Vocabulary:

The German CBCT programme will help the graduates-

- understand words, phrases and example sentences in German.
- understand a range of words and expressions commonly used in daily communication

Reading & Writing:

The German CBCT programme will help the graduates-

- understand and write simple sentences in German language
- point out common grammatical mistakes and make corrections

Listening:

The German CBCT programme will help the graduates-

- understand simple everyday conversations
- understand conversations at other various specific places like Shopping mall, Airport, Hospital and work place

Speaking:

The German CBCT programme will help the graduates-

- conduct conversations in Standard German for social purposes including :
 - greeting and getting to know each other
 - introducing oneself and others
 - asking for and giving personal information
 - express their likes and dislikes
 - talk about family and family members
 - talk about general things like weather, time, language, country and culture
 - describe places and people
 - talk about shopping, college or work place

— Acquire Geography, cultural practices and festivals of German-speaking countries with reference to the student's own.

• use numbers in various contexts to achieve different purposes including :

- asking for phone numbers and making phone calls
- telling the time and date
- talking about schedules and timetables
- asking for prices and bargaining

4. Program Outcomes

Learning Outcomes relating the German CBCT programme are as follows -

PO-1 -Develop an understanding of simple vocabularies, and sentence structure

PO-2- Form simple sentences that make sense to speakers of German language

PO-3 - Use basic German sufficiently for self-introduction and situational writing and speaking

1. Programme structure

Total Credits: 6

Structure of the curriculum

Course category	No of courses	Credits per course	Total Credits
CBCT/OE courses	2	3	6
Total credits	-	-	6



2. SEMESTER-WISE SCHEDULE

SEMESTER I

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Elective	GL 101: BASIC GERMAN – I	2	1	0	3	3

3. Mapping of course with program outcomes (POs)

Course title	PO1	PO2	PO3
GL 101: BASIC GERMAN– I	x	x	x

4. Evaluation plan:

The rubrics contain descriptors used to evaluate a student's performance in an assigned task. The descriptors are graded and correspond to a numerical point. Grades are on a 1-7 scale.

Grade	Descriptor	
1	Poor	Consistently interferes with comprehension of the message Even with extraordinary effort on the part of the listener, understanding is difficult The student consistently fails to understand what is being read
2	Passable	
3	Below Average	Often interferes with comprehension of the message An effort is required on the part of the listener to understand what is being said The student understands less than half of what is read; stops and repetitions are often needed
4	Average	Only occasionally interferes with comprehension of the message Sentences are read without excessive pauses at a speed that may occasionally distract the listener The student understands most of what is read
5	Good	Seldom interferes with comprehension of the message Sentences are read with few pauses at a speed that rarely distracts the listener The student has a good overall understanding of what is read
6	Very Good	
7	Excellent	Very rarely interferes with comprehension of the message Sentences are read without unnatural pauses and at a natural speed The student understands virtually everything that is read

5. DETAILED SYLLABUS

GL: Basic German – I

L 2 T1 P0 CR3

Students are expected to be able to-

CO – 1 - Master an active vocabulary of basic German

Students are expected to have a good command of –

CO – 2 - the basic grammar;

CO – 3 - Idiomatic expressions;

CO – 4 - Sentence patterns;

CO – 5 - Intonations and pronunciation;

CO – 6 – Reading, writing and listening skills in the German language.

Course content

Developing Oral Skills

Greetings • Introduction To Basic Phonetics; Writing System; Tones; Spelling Rules •
Introducing Oneself And Others • Asking For Personal Information • Talking About Date,
Month, Year • Talking About Time • Talking About Age •

Outline of Grammar

Alphabet- Numerals - Nominal Classifiers – Sentences with Adjectival Predicate – Names of
Countries and places- Personal Pronoun- Interrogative Sentences - Structural Particle - Verbs
and Verb Conjugation – Articles- Singular and Plural- Prepositions – Negative articles –
Ja/Nein and W-Fragen (Yes/No and W- Questions) - Negation – Adjective- Possessive
Article – Nominative and Accusative cases – Writing notes, SMS and filling up forms- Listen
and Understand Telephonic Conversation and Conversations at specific places- Songs and
Quiz

Textbooks:

- Evans, Sandra u.a.: *Menschen. Deutsch als Fremdsprache. A1.1. Kursbuch.* 1 Aufl. Hueber Verlag. Ismaning, Deutschland, 2012.
- Glas-Peters, Sabine: *Menschen. Deutsch als Fremdsprache. A1.1. Arbeitsbuch.* 1 Aufl. Hueber Verlag. Ismaning, Deutschland, 2012.

or

- Dengler, Stefanie, Rusch, Paul u.a.: *Netzwerk A1 in Teilbänden - Kurs- und Arbeitsbuch, Teil 1 mit 2 Audio-CDs und DVD: Deutsch als Fremdsprache.* Langenscheidt, 2011.

Reference books:

- Funk, Hermann u.a. (hrsg.): *Studio D A1. Deutsch Als Fremdsprache. Kurs Und Übungsbuch.* Cornelsen and GOYAL SaaB. , 2009.
- Funk, Hermann, u.a. (hrsg.): *Studio D A1. Deutsch Als Fremdsprache. Sprachtraining.* Cornelsen and GOYAL SaaB. , 2009.
- Hirschfeld, Ursula, Reinke, Kerstin, Stock, Eberhard (hrsg.): *Phonothek intensiv.* München. Langenscheidt, 2007.
- *Studio 21 A1 Glossar deutsch-englisch*, Cornelsen Verlag, Berlin, 2013.
- *Tangram aktuell 1*, Max Hueber Verlag, Ismaning 2005 and GOYAL Publishers, Delhi 2005.
- Swick, Ed: *Complete German Grammar.* Mcgraw-Hill Publ. Comp. New York City, 2012.
- Evans, Richard J.: *Rereading German History, 1800-1996. From Unification to Reunification.* Routledge. London & New York, 1997.
- Fraser, Catherine C. & Hoffmann, Dierk O. (hrsg.): *Pop Culture in Germany! Media, Art and Lifestyle.* ABC-CLIO. England, 2006.

Other compiled material to be provided by the course in-charge such as worksheets for practice of structures.

SEMESTER II

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Elective	GL102: BASIC GERMAN – II	2	1	0	3	3

6. Mapping of course with program outcomes (POs)

Course title	PO1	PO2	PO3
GL102: BASIC GERMAN – II	x	x	x

7. Evaluation plan:

The rubrics contain descriptors used to evaluate a student's performance in an assigned task. The descriptors are graded and correspond to a numerical point. Grades are on a 1-7 scale.

Grade	Descriptor	
1	Poor	Consistently interferes with comprehension of the message Even with extraordinary effort on the part of the listener, understanding is difficult The student consistently fails to understand what is being read
2	Passable	
3	Below Average	Often interferes with comprehension of the message An effort is required on the part of the listener to understand what is being said The student understands less than half of what is read; stops and repetitions are often needed
4	Average	Only occasionally interferes with comprehension of the message Sentences are read without excessive pauses at a speed that may occasionally distract the listener The student understands most of what is read
5	Good	Seldom interferes with comprehension of the message Sentences are read with few pauses at a speed that rarely distracts the listener The student has a good overall understanding of what is read
6	Very Good	
7	Excellent	Very rarely interferes with comprehension of the message Sentences are read without unnatural pauses and at a natural speed The student understands virtually everything that is read

8. DETAILED SYLLABUS

GL 102: Basic German – II

L 2 T1 P0 CR3

Students are expected to be able to-

CO – 1 - Read, understand and answer questions correctly

CO – 2 - Listen, understand, write and answer questions correctly

CO – 3 - Learn the basic phrases, expressions and simple sentences in German

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Course content

Conversation skills

Talking about Study • Talking about Work • Shopping • Talking about Location • Asking for Directions • Talking about Hobbies • Congratulations and Wishes • Talking About Plans • Talk About General Things like Weather, Time, Language, Country and Culture • Talk about 'Traumberuf' (Dream-job) • Talk about favourite food and places • Go on tour and talk about journey • Have experience of transport in a city • Read and respond to sms, emails and blogs • Describe daily-routine/health & sport • Call the doctor/book a flight • Talk about things that happened in the past (Summer vacation/Winter vacation) • Read and write emails Acquire information about German-speaking countries with reference to the student's own.

Outline of Grammar

Complement of Time - Tag Question - Quantificational Structure - Constructions Emphasizing The Time - Place Or Manner Of Past Events - Sentences Of Comparison - Questions about Height, Length, Width, Distance, Size, Weight – Verb position in Sentences- Prepositions- Complement Of Potential – Comparative sentences- Accusative and Dative cases - Modal Verbs – Separable Verbs- Past-participle and Perfect- Word Formation • Listen and understand Songs and small narratives (Newspaper, Poems in German language, Fairy Tales etc.) • Quiz

Textbooks:

- Evans, Sandra u.a.: *Menschen. Deutsch als Fremdsprache. A1.1. Kursbuch.* 1 Aufl. Hueber Verlag. Ismaning, Deutschland, 2012.
- Glas-Peters, Sabine: *Menschen. Deutsch als Fremdsprache. A1.1. Arbeitsbuch.* 1 Aufl. Hueber Verlag. Ismaning, Deutschland, 2012.

Or

- Dengler, Stefanie, Rusch, Paul u.a.: *Netzwerk A1 in Teilbänden - Kurs- und Arbeitsbuch, Teil 1 mit 2 Audio-CDs und DVD: Deutsch als Fremdsprache.* Langenscheidt, 2011.

Reference Books:

- Funk, Hermann u.a. (hrsg.): *Studio D A1. Deutsch Als Fremdsprache. Kurs Und Übungsbuch.* Cornelsen and GOYAL SaaB. , 2009.
- Funk, Hermann, u.a. (hrsg.): *Studio D A1. Deutsch Als Fremdsprache. Sprachtraining.* Cornelsen and GOYAL SaaB. , 2009.
- Hirschfeld, Ursula, Reinke, Kerstin, Stock, Eberhard (hrsg.): *Phonothek intensiv.* München. Langenscheidt, 2007.
- *Studio 21 A1 Glossar deutsch-englisch,* Cornelsen Verlag, Berlin, 2013.
- *Tangram aktuell 1,* Max Hueber Verlag, Ismaning 2005 and GOYAL Publishers, Delhi 2005.
- Swick, Ed: *Complete German Grammar.* Mcgraw-Hill Publ. Comp. New York City, 2012.
- Evans, Richard J.: *Rereading German History, 1800-1996. From Unification to Reunification.* Routledge. London & New York, 1997.
- Fraser, Catherine C. & Hoffmann, Dierk O. (hrsg.): *Pop Culture in Germany! Media, Art and Lifestyle.* ABC-CLIO. England, 2006.

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