	Universitas Negeri Surabaya Faculty of Languages and Arts Bachelor of Chinese Language Education Study Program				**Document Code**

Courses		**CODE**	**Course Family**	**Credit Weight**			**SEMESTER**	**Compilation Date**
Modern BM		8820803121	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	7	July 3, 2023

AUTHORIZATION		**SP Developer**	**Course Cluster Coordinator**	**Study Program Coordinator**
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Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	PLO-8 Able to speak and write (productively) in Mandarin in daily/general, academic and work contexts equivalent to HSK 4 and HSKK Intermediate
	Program Objectives (PO)
	PO - 1 Able to demonstrate moral, ethical and good personality actions in completing tasks
	PO - 2 able to analyze material characteristics, plan, evaluate, compile learning resources and Mandarin learning media
	PO - 3 able to identify Mandarin language rules and apply them in the Mandarin language learning process for students
	PLO-PO Matrix

P.O	PLO-8
PO-1	
PO-2	
PO-3	

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																

Short Course Description	Course Description: Study of theoretical and applicable concepts of Mandarin language sound system which includes the production of language sounds and the arrangement of phonemes as a basis for language teaching and Mandarin language skills as well as language research through lecture activities, strengthening the theory of language sound system, practical case analysis of language sound system in order to analyze , synthesize and evaluate the Mandarin sound system using descriptive and generative methods to apply it in language learning and/or language research according to the language background they master, master Mandarin word formation (morphemes, morphological processes, morphological analysis, morphophonemics, new symptoms formation of Mandarin words, study of sentence structure (the essence of sentences, sentence building elements, types of sentences, sentence structure, and study of the meaning system of Mandarin (essence, types, relations, changes, fields, and components of meaning) and functional links between the substance of linguistics and literature with competence in language skills, curriculum materials and learning) through class meetings and field research activities to produce linguistic analysis/study products as well as research and language learning products to be presented in class discussions and used as alternative sources of reference for further research.
References	**Main :**

	1. Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing： Gao Deng Jiaoyu Chubanshe.						

Supporters:

1. Beijing University. 2013. Xiandai Hanyu.

Supporting lecturer	Prof. Dr. Anas Ahmadi, S.Pd., M.Pd. Cicik Arista, S.Pd., M.TCSOL.						

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, **[Estimated time]**		Learning materials **[References]**	Assessment Weight (%)
		Indicator	**Criteria & Form**	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Utilizing science and technology as a tool to help understand the content of the material	basic concepts of modern Mandarin	**Criteria:** 1.4 correct answers 2.3 Answers are generally correct, there is one aspect of the writing that is incorrect 3.2 The description is generally correct 4.1 The grammar is wrong **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Lecture, question and answer 3 X 50		**Material:** Pig 1 现代汉语概述 (1) **Reference:** *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing：Gao Deng Jiaoyu Chubanshe.*	5%
2	Utilizing science and technology as a tool to help understand the content of the material	basic concepts of modern Mandarin	**Criteria:** 1.4 correct answers 2.3 Answers are generally correct, there is one aspect of the writing that is incorrect 3.2 The description is generally correct 4.1 The grammar is wrong **Forms of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance	Lecture, question and answer 3 X 50		**Material:** Pig 1 - 现代汉语概述 (2) **Bibliography:** *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing：Gao Deng Jiaoyu Chubanshe.*	5%

| 3 | Utilizing science and technology as a tool to help understand the content of the material | basic concepts of modern Mandarin | **Criteria:**
1.4 correct answers
2.3 Answers are generally correct, there is one aspect of the writing that is incorrect
3.2 The description is generally correct
4.1 The grammar is wrong

Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests | Lecture, question and answer
3 X 50 | | **Material:** Chapter 2 - 现代汉语概述 (1)
Bibliography: *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing：Gao Deng Jiaoyu Chubanshe.* | 5% |
| 4 | Mastering Mandarin Phonemes | basic concepts of Mandarin | **Criteria:**
1.4 correct answers
2.3 answers are generally correct, there are one or two aspects that are incorrect.
3.2. The answer is generally correct, there are many aspects that are incorrect
4.1. the grammar is wrong

Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test | lecture, question and answer discussion and
3 X 50 assignments | | **Material:** Chapter 2 - 现代汉语概述 (2)
Bibliography: *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing：Gao Deng Jiaoyu Chubanshe.* | 6% |

5	Mastering Mandarin Phonemes	basic concepts of Mandarin	**Criteria:** 1.4 correct answers 2.3 answers are generally correct, there are one or two aspects that are incorrect. 3.2. The answer is generally correct, there are many aspects that are incorrect 4.1. the grammar is wrong **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	lecture, question and answer discussion and 3 X 50 assignments		**Material:** 3 - 语音 （语音概述、声母、韵母） (1) **Bibliography:** *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing ： Gao Deng Jiaoyu Chubanshe.*	4%
6	Mastering Mandarin Morphemes	able to understand and master Mandarin morphemes	**Criteria:** 1.4 correct answers 2.3 answers are generally correct, there are one or two aspects that are incorrect. 3.2. The answer is generally correct, there are many aspects that are incorrect 4.1. the grammar is wrong **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Lectures, discussions and questions and answers 3 X 50		**Material:** 3 - 语音 （语音概述、声母、韵母） (2) **Bibliography:** *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing ： Gao Deng Jiaoyu Chubanshe.*	6%
7	Mastering Mandarin Morphemes	able to understand and master Mandarin morphemes	**Criteria:** 1.4 correct answers 2.3 answers are generally correct, there are one or two aspects that are incorrect. 3.2. The answer is generally correct, there are many aspects that are incorrect 4.1. the grammar is wrong **Forms of Assessment** : Participatory Activities, Practical Assessment, Practical / Performance	Lectures, discussions and questions and answers 3 X 50		**Material:** Review (practice questions) **Reference:** *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing ： Gao Deng Jiaoyu Chubanshe.*	4%

8	UTS	UTS	**Criteria:** UTS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test	UTS 3 X 50		**Material:** UTS (written test) **Reader:** *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing：Gao Deng Jiaoyu Chubanshe.*	12%
9	Utilizing science and technology as a tool to master Mandarin syntax	Understand and master Mandarin syntax	**Criteria:** 1.4 correct answers 2.3 answers are generally correct, there are one or two aspects that are incorrect. 3.2. The answer is generally correct, there are many aspects that are incorrect 4.1. the grammar is wrong **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practical / Performance	Lectures, questions and answers and discussions 3 X 50		**Material:** 4 - 语音 （声调-音节）(1) **Bibliography:** *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing：Gao Deng Jiaoyu Chubanshe.*	5%
10	Utilizing science and technology as a tool to master Mandarin syntax	Understand and master Mandarin syntax	**Criteria:** 1.4 correct answers 2.3 answers are generally correct, there are one or two aspects that are incorrect. 3.2. The answer is generally correct, there are many aspects that are incorrect 4.1. the grammar is wrong **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test	Lectures, questions and answers and discussions 3 X 50		**Material:** 4 - 语音 （声调-音节）(2) **Bibliography:** *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing：Gao Deng Jiaoyu Chubanshe.*	5%

11	Utilizing science and technology as a tool to master Mandarin syntax	Understand and master Mandarin syntax	**Criteria:** 1.4 correct answers 2.3 answers are generally correct, there are one or two aspects that are incorrect. 3.2. The answer is generally correct, there are many aspects that are incorrect 4.1. the grammar is wrong **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practical / Performance	Lectures, questions and answers and discussions 3 X 50		**Material:** 5 - 文字 (1) **Reference:** *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing：Gao Deng Jiaoyu Chubanshe.*	5%
12	Utilizing science and technology as a tool to master Mandarin semantics	Understand and master Mandarin semantics	**Criteria:** 1.4 correct answers 2.3 answers are generally correct, there are one or two aspects that are incorrect. 3.2. The answer is generally correct, there are many aspects that are incorrect 4.1. the grammar is wrong **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test	Lectures, questions and answers and discussions 3 X 50		**Material:** 5 - 文字 （2） **Reference:** *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing：Gao Deng Jiaoyu Chubanshe.*	6%

| 13 | Utilizing science and technology as a tool to master Mandarin semantics | Understand and master Mandarin semantics | **Criteria:**
1.4 correct answers
2.3 answers are generally correct, there are one or two aspects that are incorrect.
3.2. The answer is generally correct, there are many aspects that are incorrect
4.1. the grammar is wrong

Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test | Lectures, questions and answers and discussions 3 X 50 | | **Material:** 6 - 词语 （1）
Reference: *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing ：Gao Deng Jiaoyu Chubanshe.* | 6% |
| 14 | Utilizing science and technology as a tool to master Mandarin semantics | Understand and master Mandarin semantics | **Criteria:**
1.4 correct answers
2.3 answers are generally correct, there are one or two aspects that are incorrect.
3.2. The answer is generally correct, there are many aspects that are incorrect
4.1. the grammar is wrong

Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests | Lectures, questions and answers and discussions 3 X 50 | | **Material:** 6 - 词语 （2）
Reference: *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing ：Gao Deng Jiaoyu Chubanshe.* | 8% |

| 15 | Utilizing science and technology as a tool to master Mandarin semantics | Understand and master Mandarin semantics | **Criteria:**
1. 4 correct answers
2. 3 answers are generally correct, there are one or two aspects that are incorrect.
3. 2. The answer is generally correct, there are many aspects that are incorrect
4. 1. the grammar is wrong

Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance | Lectures, questions and answers and discussions 3 X 50 | | **Material:** 7 - 语法 (1)
Reference: *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing ：Gao Deng Jiaoyu Chubanshe.* | 8% |
| 16 | UAS | UAS | **Criteria:**
UAS

Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests | UAS 3 X 50 | | **Material:** UAS (Paper writing test)
Reader: *Huang Bo Rong. 2010. Xian Dai Han Yu. Beijing ：Gao Deng Jiaoyu Chubanshe.* | 10% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	21.5%
2.	Project Results Assessment / Product Assessment	19.92%
3.	Portfolio Assessment	11.75%
4.	Practical Assessment	12.58%
5.	Practice / Performance	22.75%
6.	Test	11.5%
		100%

Notes
1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.

10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.