Catalog description:
The first in a sequence of courses designed for students with little or no prior knowledge of Chinese. Spoken communication in Chinese is both the end goal and the means of instruction. The course emphasizes the four communicative skills in a culturally authentic context. Reading and writing in both Pinyin and Chinese characters are assigned out of class to facilitate effective listening and speaking practice in class. Basic grammar skills are also introduced.

Is course New, Revised, or Modified?
Modified

Required texts/other materials:

*Integrated Chinese Level One, Part 1, Textbook (Simplified Character Edition).*
  by Tao-chung Yao, Yea-fen Chen, Nyan-Ping Bi, Xiaojun Wang, Yaohua Shi, Yuehua Liu, Liangyan Ge. Cheng & Tsui Company

*Integrated Chinese Level One, Part 1, Workbook (Simplified Character Edition)*

*Integrated Chinese Level One, Part 1, Character Workbook (Simplified Character Edition)*

Revision date: Spring 2017

Course coordinator: Daniel D’Arpa, (609) 570-3318, darpad@mccc.edu

Information resources:
Chinese-English Dictionary
Software for inputting Chinese on computers

Other learning resources:
Students are encouraged to purchase a Chinese-English dictionary or gain access to such online dictionaries. Tutoring is available in the Learning Center by demand. Language learning software is available in the library.
Course Competencies/Goals:
Upon successful completion of the course, the student will be able to:

1. Demonstrate reading comprehension of written Mandarin Chinese on basic level (approximately 350 standard Chinese words in Chinese characters).
2. Demonstrate listening comprehension of spoken Mandarin Chinese on a basic level.
3. Write Mandarin Chinese on a basic level.
4. Speak Mandarin Chinese on a basic level.
5. Identify basic grammatical elements of Mandarin Chinese sentence structure.
6. Demonstrate knowledge of the culture, history, and daily lives of the Chinese-speaking peoples of the world.
7. Identify current and past contributions made by Chinese-speaking peoples to world literature, art, music, science, and commerce.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit 1: Greetings
Students will demonstrate in Mandarin Chinese how to:

1. Greet people and say goodbye.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Ask about one’s social characteristics (origin, profession).
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Recognize, list and produce in a communicative context Pinyin transcription, basic noun and verb forms, subject pronouns, and forming questions
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Identify social behaviors regarding meeting people in a Chinese community.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 2: Family
Students will demonstrate in Mandarin Chinese how to:
1. Describe one’s family.  
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Ask about someone’s family  
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Recognize, list and produce in a communicative context measure words, question pronouns, and recognize Mandarin word order  
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 3: Dates and Time  
Students will demonstrate in Mandarin Chinese how to:
   1. Make plans to eat in the context of celebration.  
      (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
   2. Invite someone out to eat.  
      (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
   3. Ask and telling time.  
      (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
   4. Recognize, list and produce in a communicative context numbers 1-100, pronouns and modifiers, and affirmative+negative questions.  
      (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
   5. Identify social behaviors regarding birthday celebrations in Chinese culture.  
      (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
      (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 4: Hobbies  
Students will demonstrate in Mandarin Chinese how to:
   1. Discuss interests and hobbies.  
      (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
   2. Describe a typical weekend’s activities.  
      (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
   3. Invite someone to play sports.  
      (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
   4. Recognize, list and produce in a communicative context distinctions in affirmative and negative questions, word order, and the auxiliary verb “to want”  
      (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
   5. Describe common Chinese sports.  
      (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
   6. Compare and contrast sports and leisure activities between North American and Chinese cultures.  
      (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 5: Visiting Friends  
Students will demonstrate in Mandarin Chinese how to:
   1. Receive guests in your home.  
      (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
   2. Talk about things you did yesterday.  
      (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
   3. Recognize, list and produce in a communicative context: tone of voice, adjectives as predicates, prepositions, and particles of mood.  
      (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
   4. Identify elements of a common Chinese house.  
      (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
   5. Compare and contrast the roles of host and guest between North American and Chinese cultures.  
      (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Evaluation of student learning:
Evaluation of student learning:
• Students will complete a written test after each unit studied including a Midterm and a Final examination. The Midterm will be comprehensive of the first half of the material and the Final will be comprehensive of all material covered. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.
• Further assessment of writing skills will be evaluated by at least three in-class short essay writing.
• Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue.
• Required work in preparation for each class includes the study of vocabulary lists and grammar explanations. Activities that contextualize these points will be completed on a daily basis. These assignments can be done individually by students and are not necessarily communicative in nature.
• Daily in-class course work will be comprised of communicative activities which develop precisely those skills that the student cannot perform alone at home: that is, speaking with others in Mandarin. The language of instruction and classroom business is Mandarin.

**Academic Integrity Statement:**

**Academic Integrity Statement: Academic Integrity Policy:**
The Academic Integrity Policies of Mercer County Community College are based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate academic dishonesty in the college community, and (3) to foster a high sense of integrity and social responsibility on the part of the college community. Students should become familiar with and strictly adhere to MCCC’s Academic Integrity policies. Refer to [http://www.mccc.edu/admissions_policies_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml).