COURSE OUTLINE

Course Number  
CHI102

Course Title  
Beginning Chinese II

Credits  
3

Hours:  
lecture/Lab/Other  
3 lecture hours  

Co- or Pre-requisite  
CHI 101 with a minimum C grade or permission of instructor.

Implementation  
Fall, 2012

Catalog description:
Prerequisite: CHI 101 with a minimum C grade or permission of instructor. The second 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:

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 6: Making Appointments
Students will demonstrate in Mandarin Chinese how to:
1. Make a professional phone call.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Request assistance and negotiate meeting times
   (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 prepositions, auxiliary verbs ‘yao & dei’, and directional complements
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Identify social behaviors regarding conversations by phone, computer, and other telecommunication in a Chinese community.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
5. Compare and formal and informal address to a superior or to a friend when requesting help between North American and Chinese cultures.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 7: Studying Chinese
Students will demonstrate in Mandarin Chinese how to:

1. Describe course objectives and personal achievements in a course.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Direct students to complete tasks.
   (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 descriptive complements, adverbs, ordinal numbers, and forming questions with ‘zenme’.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Compare and contrast constructions between classwork and academic standards in North American and Chinese cultures.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 8: School Life
Students will demonstrate in Mandarin Chinese how to:

1. Discuss daily routines.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Talk about events at school.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Compose a letter to a friend and write a diary entry.
   (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 expressions of time, the adverb ‘jiu’, serial verb phrases, double objects, ‘le’ and similar particles, and the distinction between ‘neng’ and ‘hui’.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
5. Record and tell stories and share correspondence in Chinese culture.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
6. Compare and contrast daily routines at home and at school between North American and Chinese cultures.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 9: Shopping
Students will demonstrate in Mandarin Chinese how to:

1. Shop for and purchase items in a store.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Assist a customer in purchasing or exchanging an item.
   (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 auxiliary verb ‘yao’, negation with ‘bu’, measure words, questions with ‘duo’, and countables vs. noncountables.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Describe common Chinese shopping habits for food, clothing and home amenities.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
5. Compare and contrast taxes and tipping between North American and Chinese cultures.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 10: Talking about the Weather
Students will demonstrate in Mandarin Chinese how to:

1. Describe the weather.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Make appropriate plans based on a weather forecast.
   (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: comparatives and intensifiers, affirmative and negative forms of the verb ‘hui’, and additional work with the adverb ‘you’.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Identify seasons and climates in Chinese-speaking regions and their relation to cultural constructions like architecture and art.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
5. Compare and contrast perceptions of weather and climate between North American and Chinese cultures.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
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 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.