COURSE OUTLINE

Course Number  
CHI 201  
Course Title  
Intermediate Chinese I  
Credits  
3  

Hours:  
3 lecture  
Co- or Pre-requisite  
CHI102  
Implementation  
Spring 2013

Catalog description: Prerequisite: CHI 102 with a minimum C grade, placement by exam, or permission of instructor.
The first in a sequence of courses designed for students with a mid to high novice level of competency in Chinese. Spoken communication in Chinese continues to be the end goal and the means of instruction. The four communicative skills of reading, writing, listening and speaking are applied to discussions and debates of topics in Chinese-Speaking culture, politics, and history. Fundamental grammar points are reviewed. 3 lecture hours.

Is course New, Revised, or Modified? Revised

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 2, Workbook (Simplified Character Edition)
Integrated Chinese Level One, Part 2, Character Workbook (Simplified Character Edition)

Revision date: Spring 2017  
Course coordinator: Daniel D’Arpa, (609) 570-3318, darpad@mccc.edu

Information resources:
Access to the publisher’s web-based instructional system that supports the textbook and can includes learning and assessment tools.

Other learning resources:
Students are encouraged to purchase an Chinese-English dictionary and grammar reference guide or gain access to such tools online.
Chinese tutoring is available in the Learning Center.
Chinese 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 Chinese on an intermediate-low level.
2. Demonstrate listening comprehension of spoken Chinese on an intermediate-low level.
3. Write Chinese on an intermediate-low level.
4. Speak Chinese on an intermediate-low level.
5. Identify all grammatical elements of Chinese sentence structure.

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
6. Demonstrate ability to discuss and compare the social and political history, culture, and daily lives of the Chinese-speaking peoples of the world.
7. List and 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 [Chinese].** 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: Lesson 11 Talking about the Weather**

_Students will demonstrate in Chinese that they can:_

1. List, compare and analyze the significance of the historical origins on the current reality of each Chinese-Speaking region in this unit. (Course Goals 1, 2, 4, 6, 7; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
2. Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the region of focus. (Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
3. Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context. (Course Goals 2, 4, 5; General Education Goals 1, 6, 8; Core Skills A, F, G)
4. Summarize, analyze and discuss the significance of historical events of each region. (Course Goal 1, 2, 4, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, F, G)
5. Identify and compare famous Chinese-Speaking personalities and their contributions to different fields of knowledge. (Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
6. Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson. (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
7. Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing. (Course Goals 1, 3, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, G)
Unit 2: Lesson 12: Dining

Students will demonstrate in Chinese that they can:

1. List, compare and analyze the significance of the historical origins on the current reality of each Chinese-Speaking region in this unit.
   (Course Goals 1, 2, 4, 6, 7; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
2. Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the region of focus.
   (Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
3. Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context.
   (Course Goals 2, 4, 5; General Education Goals 1, 6, 8; Core Skills A, F, G)
4. Summarize, analyze and discuss the significance of historical events of each region.
   (Course Goal 1, 2, 4, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, F, G)
5. Identify and compare famous Chinese-Speaking personalities and their contributions to different fields of knowledge.
   (Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
6. Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
7. Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing.
   (Course Goals 1, 3, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, G)

Unit 3: Lesson 13: Asking Directions

Students will demonstrate in Chinese that they can:

1. List, compare and analyze the significance of the historical origins on the current reality of each Chinese-Speaking region in this unit.
   (Course Goals 1, 2, 4, 6, 7; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
2. Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the region of focus.
   (Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
3. Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context.
   (Course Goals 2, 4, 5; General Education Goals 1, 6, 8; Core Skills A, F, G)
4. Summarize, analyze and discuss the significance of historical events of each region.
   (Course Goal 1, 2, 4, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, F, G)
5. Identify and compare famous Chinese-Speaking personalities and their contributions to different fields of knowledge.
   (Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
6. Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
7. Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing.
   (Course Goals 1, 3, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, G)

Unit 4: Lesson 14: Birthday Party

Students will demonstrate in Chinese that they can:

1. List, compare and analyze the significance of the historical origins on the current reality of each Chinese-Speaking region in this unit.
   (Course Goals 1, 2, 4, 6, 7; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
2. Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the region of focus.
   (Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
3. Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context.
   (Course Goals 2, 4, 5; General Education Goals 1, 6, 8; Core Skills A, F, G)
4. Summarize, analyze and discuss the significance of historical events of each region.
   (Course Goal 1, 2, 4, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, F, G)
5. Identify and compare famous Chinese-Speaking personalities and their contributions to different fields of knowledge.
   (Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
6. Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
7. Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing.
   (Course Goals 1, 3, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, G)

Unit 5: Lesson 15: Seeing a Doctor
Students will demonstrate in Chinese that they can:

1. List, compare and analyze the significance of the historical origins on the current reality of each Chinese-Speaking region in this unit.
   (Course Goals 1, 2, 4, 6, 7; General Education Goals 1, 4, 5, 6, 8; Core Skills A, D, E, F, G)
2. Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the region of focus.
   (Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
3. Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context.
   (Course Goals 2, 4, 5; General Education Goals 1, 6, 8; Core Skills A, F, G)
4. Summarize, analyze and discuss the significance of historical events of each region.
   (Course Goal 1, 2, 4, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, F, G)
5. Identify and compare famous Chinese-Speaking personalities and their contributions to different fields of knowledge.
   (Course Goals 1, 6, 7; General Education Goals 4, 5, 6, 8; Core Skills D, E, G)
6. Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
7. Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing.
   (Course Goals 1, 3, 6, 7; General Education Goals 1, 5, 6, 8; Core Skills A, D, G)

Evaluation of student learning:
- Students will complete a written test after each unit studied including a Final examination. The Final will be comprehensive of units 1-5. 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 either spontaneous dialogue or a prepared presentation.
- Required work in preparation for some class meetings includes the study of vocabulary lists and grammar explanations. These assignments can be done individually by students and are not necessarily communicative in nature.
- Summary, discussion and debate of short readings will be completed on a daily basis in class among students. Students are expected to pre-read all assignments for comprehension prior to each class.
- 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 Chinese. The language of instruction and classroom business is Chinese.

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).