



COURSE OUTLINE

Course Number
CHI102

Course Title
Beginning Chinese II

Credits
3

Hours: 3 Lecture

Co- or Pre-requisite: none

**Implementation
Semester & Year**
Fall 2022

Catalog description: For students who either completed CHI101 or have otherwise gained elementary knowledge of Mandarin Chinese. Spoken communication in Mandarin is the end goal and means of instruction. Reading and writing assigned out of class to facilitate effective listening and speaking practice in class. Basic grammar skills and culture are introduced.

General Education
Category:
Goal 6: Humanities

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

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)*
- *Extemporeapp.com*

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Demonstrate reading comprehension of written Chinese on a basic level. (ILG 6, 10; PLO 1)
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6, 10; PLO 1)
3. Write Chinese on a basic level. (ILG 6, 10)
4. Identify basic grammatical elements of Mandarin Chinese sentence structure. (ILG 4, 6, 10)
5. Demonstrate knowledge of the daily lives of the Chinese-speaking peoples of the world; and current and past contributions made by Chinese-speaking peoples to world literature, art, music, science, and commerce. (ILG 8, 10)

Course-specific Institutional Learning Goals (ILG):

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

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 and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. 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

Program Learning Outcomes for Liberal Arts (PLO)

1. Speak, write, read, and comprehend a world language commensurate with the level of study

Units of study in detail – Unit Student Learning Outcomes:

Unit 6: Shopping [SLO 1-5]

Students will demonstrate in Mandarin Chinese how to:

1. Discuss and describe clothing
2. Express preferences in a store; negotiate and pay for items to buy
3. Recognize, list and pronounce the Mandarin Chinese characters, form and answer questions, and employ the commonly used lexicon and grammar for the thematic context
4. Discuss retail sales in Chinese-speaking cultures
5. Compare and contrast cultural constructions in the practice of retail commerce.

Unit 7: Daily Routine [SLO 1-5]

Students will demonstrate in Mandarin Chinese how to:

1. Describe their daily routine activities.
2. Discuss personal hygiene habits and products.
3. Recognize, list and pronounce the Mandarin Chinese characters, form and answer questions, and employ the commonly used lexicon and grammar for the thematic context
4. Compare and contrast social behaviors in the daily routines of North American and Chinese-speaking cultures.

Unit 8: Food [SLO 1-5]

Students will demonstrate in Mandarin Chinese how to:

1. Order food in a restaurant.
2. Describe foods and discuss meals.
3. Describe the location of people and things.
4. Recognize, list and pronounce the Mandarin Chinese characters, form and answer questions, and employ the commonly used lexicon and grammar for the thematic context.
5. Identify fruits and vegetables native to regions where Chinese is spoken.
6. Compare and contrast differences in the cuisines between the U.S. and Chinese communities and regions.

Unit 9: Celebrations and Parties [SLO 1-5]

Students will demonstrate in Mandarin Chinese how to:

1. Express congratulations and gratitude
2. Discuss stages and milestones in life
3. Ask for and pay the bill at a restaurant
4. Recognize, list and pronounce the Mandarin Chinese characters, form and answer questions, and employ the commonly used lexicon and grammar for the thematic context.
5. Identify some traditional celebrations and holidays in China and Chinese-speaking communities and compare and contrast these with those of North Americans.
6. Identify contributions of Chinese to anthropology, sports, science and economy

Unit 10: A visit to the doctor's office [SLO 1-5]

Students will demonstrate in Mandarin Chinese how to:

1. Describe parts of the body and how they feel physically
2. Discuss health, symptoms, medical conditions and treatments
3. Recognize, list and pronounce the Mandarin Chinese characters, form and answer questions, and employ the commonly used lexicon and grammar for the thematic context
4. Discuss aspects of economics in China
Compare and contrast cultural differences in health services between China and Chinese-speaking societies and those practiced in the U.S.

Evaluation of student learning:

Homework(flipped class design): reading/written practice activities/ recorded voice activities (20% of final grade)

Required work in preparation for each class includes the reading and practice 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.

Participation during class meetings in small and large group discussion; guided dialogue (20% of final grade)

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 Chinese. The language of instruction and classroom business is in the target language.

Short spoken presentations (prerecorded or during class) (15% of final grade)

Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue.

Short essays (15% of final grade)

Assessment of writing skills will be evaluated by at least three in-class short essay writing.

Written unit tests (20% of final grade)

Students will complete a written test after each unit studied including a Midterm and a Final examination. The Midterm will be comprehensive of units 1-3 and the Final will be comprehensive of units 4-6. These written assessments will measure skill levels

in reading comprehension, writing, grammar constructions and listening comprehension.

Final exam or project (10%)