# COURSE OUTLINE

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<th>Course Number</th>
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<th>Credits</th>
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<tr>
<td>CHI102</td>
<td>Beginning Chinese II</td>
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**Hours:**
- **lecture/Lab/Other**
  - 3 lecture hours

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

**Implementation**
- Fall 2017

**Catalog description (2018-2019 Catalog):** 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?** Revised

**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 2019 **Course coordinator:**
Daniel D’Arpa, (609) 570-3318, darpad@mccc.edu

**Information resources:**
- 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 free on the MCCC library website.

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
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). (ILG 6,10) [Methods of assessment: small and large group discussion; individual written assignments; written test]
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6,10) [Methods of assessment: small and large group discussion; guided dialogue]
3. Write Mandarin Chinese on a basic level. (ILG 6, 10) [Methods of assessment: short essay; written test]
4. Identify basic grammatical elements of Mandarin Chinese sentence structure. (ILG 4, 6, 10) [Methods of assessment: completion of written tasks; tests]
5. Demonstrate knowledge of the daily lives of the Mandarin Chinese-speaking peoples of the world; and current and past contributions made by Mandarin Chinese-speaking peoples to world literature, art, music, science, and commerce. (ILG 8, 10) [Methods of assessment: small and large group discussion; tests; completion of homework assignments].

ILGs: The course meets the following 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.

Units of study in detail.

Unit 6: Making Appointments [SLO 1-5; ILG 4,6,8,10]
Students will demonstrate in Mandarin Chinese how to:
1. Make a professional phone call.
2. Request assistance and negotiate meeting times
3. Recognize, list and produce in a communicative context prepositions, auxiliary verbs ‘yao & dei’, and directional complements
4. Identify social behaviors regarding conversations by phone, computer, and other telecommunication in a Chinese community.
5. Compare formal and informal address to a superior or to a friend when requesting help between North American and Chinese cultures.

Unit 7: Studying Chinese [SLO 1-5; ILG 4,6,8,10]
Students will demonstrate in Mandarin Chinese how to:
1. Describe course objectives and personal achievements in a course.
2. Direct students to complete tasks.
3. Recognize, list and produce in a communicative context descriptive complements, adverbs, ordinal numbers, and forming questions with ‘zenme’.
4. Compare and contrast constructions between classwork and academic standards in North American and Chinese cultures.

Unit 8: School Life [SLO 1-5; ILG 4,6,8,10]
Students will demonstrate in Mandarin Chinese how to:
1. Discuss daily routines.
2. Talk about events at school.
3. Compose a letter to a friend and write a diary entry.
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’.
5. Record and tell stories and share correspondence in Chinese culture.
6. Compare and contrast daily routines at home and at school between North American and Chinese cultures.

Unit 9: Shopping [SLO 1-5; ILG 4,6,8,10]
Students will demonstrate in Mandarin Chinese how to:
1. Shop for and purchase items in a store.
2. Assist a customer in purchasing or exchanging an item.
3. Recognize, list and produce in a communicative context auxiliary verb ‘yao’, negation with ‘bu’, measure words, questions with ‘duo’, and countables vs. noncountables.
4. Describe common Chinese shopping habits for food, clothing and home amenities.
5. Compare and contrast taxes and tipping between North American and Chinese cultures.

Unit 10: Talking about the Weather [SLO 1-5; ILG 4,6,8,10]
Students will demonstrate in Mandarin Chinese how to:
1. Describe the weather.
2. Make appropriate plans based on a weather forecast.
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’.
4. Identify seasons and climates in Chinese-speaking regions and their relation to cultural constructions like architecture and art.
5. Compare and contrast perceptions of weather and climate between North American and Chinese cultures.

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.