COURSE OUTLINE

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<th>Course Number</th>
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<td>CHI 201</td>
<td>Intermediate Chinese I</td>
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Hours: 3 lecture

Co- or Pre-requisite: CHI 102

Implementation: Spring 2017

Catalog description: (2018-2019 Catalog)
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 2019

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 a 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 Mandarin Chinese on an intermediate-low level (approximately 1000 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 intermediate-low listening comprehension and speaking skills. (ILG 6,10) [Methods of assessment: small and large group discussion; guided dialogue]
3. Write Mandarin Chinese on an intermediate-low 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 1: Lesson 11 Talking about the Weather** [SLO 1-5; ILG 4,6,8,10]

Students will demonstrate in Chinese that they can:

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.

**Unit 2: Lesson 12: Dining** [SLO 1-5; ILG 4,6,8,10]

Students will demonstrate in Chinese that they can:

1. Order a meal in a restaurant from seating to dining to paying the bill.
2. Make recommendations and express preferences.
3. Recognize, list and produce in a communicative context: comparatives (bi), particle (le), the modal verb (hui, will), adjectives (yi) (dianr), adverb (you), adjective/V + (shi)
4. Identify cuisine and food staples in Chinese-speaking regions and their relation to cultural.
5. Compare and contrast cuisine and food culture between North American and Chinese cultures.

**Unit 3: Lesson 13: Asking Directions** [SLO 1-5; ILG 4,6,8,10]

Students will demonstrate in Chinese that they can:

1. Ask and give directions, and identify locations using landmarks as references;
2. Describe special relations of distance
3. Express intentions and reasons for going somewhere
4. Recognize, list and produce in a communicative context: direction and location words; comparatives with (mai(you)); indications of degree; (dao); (guo); verb reduplication;
5. Identify, compare and contrast greetings; traffic features between North American and Chinese cultures.

**Unit 4: Lesson 14: Birthday Party** [SLO 1-5; ILG 4,6,8,10]

Students will demonstrate in Chinese that they can:

1. Discuss plans for a party; invite friends; suggest gifts, arrange a ride and meeting place; and express thanks
2. Describe duration of time
3. Recognize, list and produce in a communicative context: verbs of action in progress; verbal phrases and subject-predicate phrases as attributives; expressions of time; (shi…de); (hai); (you…you…)
Unit 5: Lesson 15: Seeing a Doctor [SLO 1-5; ILG 4,6,8,10]

Students will demonstrate in Chinese that they can:

1. Describe symptoms for cold and allergies
2. Give and repeat instructions on when and how to take medicine
3. Express desire or lack of desire for visiting doctor; urge others to visit a doctor
4. Make appropriate plans based on a weather forecast.
5. Recognize, list and produce in a communicative context: expression of extreme degree (si); time of action (qi la); preposition (dui)
6. Compare and contrast practices and perceptions of medicine, healthcare and medical insurance between North American and Chinese cultures.

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).