Course Outline

Course Number

CHI 202

Course Title

Intermediate Chinese II

Credits

3

Hours:

3 lecture

Co- or Pre-requisite

CHI 201 or permission of instructor

Implementation

Spring 2017

Catalog description: (2018-2019 Catalog)
Prerequisite: CHI 201 with a minimum C grade, placement by exam, or permission of instructor.
The second 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 free on the MCCC library webpage.

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-mid 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-mid 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-mid 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 16: Dating [SLO 1-5; ILG 4,6,8,10]**

*Students will demonstrate in Chinese that they can:*

1. Make arrangements with friends and invite someone on a date
2. Accept or decline a date politely; end a phone conversation tactfully and politely
3. Give a descriptive compliment; potential compliments
4. Recognize, list and produce in a communicative context: (jiu); directional compliments
5. Compare and contrast dating practices and perceptions between North American and Chinese cultures.

**Unit 2: Lesson 17: Renting an Apartment [SLO 1-5; ILG 4,6,8,10]**

*Students will demonstrate in Chinese that they can:*

1. Describe current and ideal living space; name common furniture;
2. Negotiate rent, utilities, and security deposit; express opinions and critiques of living arrangements.
3. Recognize, list and produce in a communicative context: ver (le) + numeral + measure word + noun +(le); (lian…dou/ye); potential compliments with verb+(bu sia); (duo) indicating approximate number; question pronouns with (dou/ye)
4. Compare and contrast college dorms, rent, apartments, and pets between North American and Chinese cultures.

**Unit 3: Lesson 18: Sports [SLO 1-5; ILG 4,6,8,10]**

*Students will demonstrate in Chinese that they can:*

1. Talk about sports; talk about personal exercise habits
2. Give and repeat instructions on when and how to take medicine
3. Recognize, list and produce in a communicative context: duration of non-action; (hao/nan) + verb; (xiao qu) indicating continuations; duration of actions; participle (zhe); passive voice (bei/ jiao/ rang)
4. Compare and contrast soccer and American football; compare and contrast TV channels/ shows between North American and Chinese cultures; compare and contrast “putting on weight” / being fit between North American and Chinese cultures.

**Unit 4: Lesson 19: Travel [SLO 1-5; ILG 4,6,8,10]**

*Students will demonstrate in Chinese that they can:*

1. Talk about travel plans and itinerary
2. Describe a Chinese city
3. Negotiate discounts and compare airfare; book a flight/vacation
4. Recognize, list and produce in a communicative context: (bu deliao) extremely; question pronouns as indefinite references (whoever, whatever, etc); numbers over one thousand; comparative sentences (bi)
5. Compare and contrast practices and perceptions of travel, travel agencies, and travel seasons between North American and Chinese cultures.

**Unit 5: Lesson 20: At the Airport [SLO 1-5; ILG 4,6,8,10]**

*Students will demonstrate in Chinese that they can:*

1. Talk about travel plans and itinerary
2. Describe a Chinese city
3. Negotiate discounts and compare airfare; book a flight/vacation
4. Recognize, list and produce in a communicative context: (bu deliao) extremely; question pronouns as indefinite references (whoever, whatever, etc); numbers over one thousand; comparative sentences (bi)
5. Compare and contrast practices and perceptions of travel, travel agencies, and travel seasons between North American and Chinese cultures.
1. Checking in at the airport
2. Saying goodbye or greeting friends and family; well wishes
3. Compliment someone’s language ability; make small talk
4. Give reminders and instructions
5. Recognize, list and produce in a communicative context: two different (de); (…de shihou) and (…yihou); (hai)
   + Possessive adjective; kinship terms
6. Identify the significance of Beijing Roast Duck in Chinese food culture; compare and contrast domestic flight
   experiences between North Americans and Chinese.

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.