



COURSE OUTLINE

Course Number CHI 201	Course Title Intermediate Chinese I	Credits 3
Hours: 3 Lecture	Co- or Pre-requisite:	Implementation Semester & Year Fall 2022

Catalog description: For students who either completed CHI102 or have otherwise acquired prior reading and speaking abilities in Mandarin Chinese at high-novice level. Reading, writing, listening and speaking Mandarin are the means and goal of instruction. Vocabulary and grammar practiced on topics of daily life, art, politics, and history in Chinese-speaking communities.

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

Other learning resources:

Students are encouraged to purchase a Mandarin Chinese-English dictionary and grammar reference guide or gain access to such tools online.

Mandarin Chinese tutoring is available in the Learning Center.

Mandarin Chinese language learning software is available free on the MCCC library website.

Course Student Learning Outcomes (SLO):

Upon successful completion of this 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; PLO 1)
2. Demonstrate the ability to move a spoken conversation forward, with intermediate-low listening comprehension and speaking skills. (ILG 6,10; PLO 1)
3. Write Mandarin Chinese on an intermediate-low 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 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)

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 1: Lesson 11 Talking about the Weather [SLO 1-5]

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]

Students will demonstrate in Chinese that they can:

2. Order a meal in a restaurant from seating to dining to paying the bill.
3. Make recommendations and express preferences.
4. 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)
5. Identify cuisine and food staples in Chinese-speaking regions and their relation to cultural.
6. Compare and contrast cuisine and food culture between North American and Chinese cultures.

Unit 3: Lesson 13: Asking Directions [SLO 1-5]

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]

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...)
4. Compare and contrast parties and gift giving between North American and Chinese cultures.

Unit 5: Lesson 15: Seeing a Doctor [SLO 1-5]

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:

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

Required work in preparation for each class includes the pre-reading texts, low-stakes writing communications (discussion boards), and researching vocabulary and grammar structures.

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

In-class course work will be comprised of discussion, dialogue, and debate of readings. The language of instruction and classroom business is in the target language.

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

Spoken communication (speaking and listening) will be assessed by at least two oral presentations.

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. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.

Final exam or project (10%)