



COURSE OUTLINE

Course Number CHI 202	Course Title Intermediate Chinese II	Credits 3
Hours: 3 Lecture	Co- or Pre-requisite:	Implementation Semester & Year Fall 2022

Catalog description: For students who either completed CHI201 or have otherwise acquired prior reading and speaking abilities in Mandarin Chinese at low-intermediate 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

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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-mid 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-mid listening comprehension and speaking skills. (ILG 6,10; PLO 1)
3. Write Mandarin Chinese on an intermediate-mid 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 1: Lesson 16: Dating [SLO 1-5]

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]

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 + mueasrue 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]

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; (xia 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]

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]

Students will demonstrate in Chinese that they can:

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:

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%)