

New York City College Of Technology  
Humanities Department  
Course Title: Elementary Chinese II  
CHN 1102; Section \_\_\_\_\_

**Instructor's Name:**  
Contact Email:  
Office: L630; 718-260-5018  
Office Hour:

### Sample Syllabus

3 Credit Hours; Course Prerequisites: CHN 1101 or department approval  
Flexible core: WORLD CULTURES AND GLOBAL ISSUES

#### **Course Description**

Concentrating on the expansion of vocabulary and grammar, the course aims at further upgrading students' Mandarin proficiency. Intensive practice in reading, pronunciation and listening will be emphasized. To reinforce students' comprehension of the language, aspects of the Chinese culture such as history, art, calligraphy and social custom will be incorporated into the lessons. The minimum technological requirements for fully online sections of this course are a working camera and microphone. Students are expected to switch both on and be verifiably present at instructor's request.

#### **Text:**

Liu, Yuehua & Tao-chung Yao. Integrated Chinese, Volume 1, 2017/Fourth Edition, Traditional Characters, ISBN: 978-1-62291-134-9, Boston, MA: Cheng & Tsui (Includes textbook, workbook, character workbook, audio and video, and more). DVD (ISBN: 9780887277610).

#### **References:**

McNaughton, William. Reading and Writing Chinese: A Comprehensive Guide to the Chinese Writing System. Boston: Tuttle, 1999, Traditional Character Edition. (Simplified Character Edition, 2005)  
Herzberg, Qin Xue & Larry Herzberg. Basic patterns of Chinese Grammar: A Student's Guide to Correct Structures and Common Errors. Berkeley, CA: Stone Bridge Press, 2010.  
Yip, Po-Ching & Don Rimmington. Basic Chinese: A Grammar and Workbook. New York, NY: Routledge, 2009, 2<sup>nd</sup>ed.  
Liang, William & Marco Liang. English to Chinese/Chinese to English Categorized Dictionary. Bardonia, NY: Marco Liang & Co. Ltd., 2005  
Harbaugh, Rick. Chinese Characters: A Genealogy and Dictionary. New Haven, CT: Yale University Press, 1998, English and Mandarin Chinese Edition.  
Manseri, Martin & Jingrong Wu. Pocket Oxford Chinese Dictionary: English-Chinese, Chinese- English. Oxford New York: Oxford University Press/Commercial Press, 2009.

#### **Objectives:**

By the end of the semester, students are expected to possess enlarged vocabulary, understand complex grammatical structures, accurately pronounce words and sentences, and expand their reading and listening comprehension. They will be able to conduct situational dialogues, engage in group discussions, and deliver speech presentations.

## Grading Distribution

1. Midterm Exam .....	20%
2. Final Exam .....	20%
3. Class participation.....	20%
4. Quizzes .....	10%
5. Homework .....	10%
6. Lab Manual (online assignments, as applied)..	10%
7. Language skills (listening / written comprehension tests, oral presentations, compositions, etc.) .....	10%

### **Note: CLASS PARTICIPATION: 20%**

Active participation is an essential part of the learning process and is required of all enrolled students. Participation means maintaining an active presence in the class by answering questions from the instructor, volunteering for and participating in class activities, and, in online sections, keeping cameras and microphones on as required by the instructor. Other elements of class participation include regular use of the target language in class with instructor and peers, constant demonstration of active listening when others speak, and collaboration with fellow students in in-class activities. Student participation will assist instructors in evaluating the language skills practiced in the course (listening /written comprehension tests, oral presentations, compositions, etc.). This grade will be impacted negatively if students fail to answer the instructor's questions or participate in class activities. Simply attending (or logging into) class does not constitute participation.

### **Assessment Methods:**

Students are required to attend all classes for 15 weeks. Students are also recommended to recite dialogues, perform drills and join class discussion. This will enable the instructor to monitor each student's progress. The grade of the participation/attendance is strongly influenced by students' attitude and manners in class. This accounts for 10% of the semester grade.

Each class will begin with an oral/written quiz to test the students on the material covered in the previous session. There is one chapter review test for each chapter, including vocabulary, grammar, translation and reading comprehension. These tests and quizzes account for 20% of the semester grade.

All homework/assignments are due at the beginning of class. Turning them late will result in the reduction of the total points. These assignments account for 20% of the semester grade.

Each student will pick a topic, give an oral presentation and will be evaluated for the accuracy of his/her pronunciation and sentence structure at the end of semester. This speech presentation account for 10% of the semester grade.

Midterm and Final each account for 20% of the semester grade.

### **Humanities Department Attendance Policy**

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also lateness, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

### **School of Arts & Sciences Attendance Statement**

When students miss class, they do not receive the full benefit of their education. Missing class includes absence, lateness, early departure and stepping out for prolonged periods during the session. Students must attend class consistently and on time: Failure to do so will negatively affect the final grade and could lead to an 'F' in the course.

### **NYCCT Academic Integrity Policy:**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

### **Accessibility Statement**

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, you can leave a voicemail at 718 260 5143, send an email to [Accessibility@citytech.cuny.edu](mailto:Accessibility@citytech.cuny.edu) or visit the Center's website at <http://www.citytech.cuny.edu/accessibility/> for more information.

### **Humanities Department Commitment to Student Diversity**

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

### **Artificial Intelligence Statement**

This course encourages the thoughtful and ethical use of artificial intelligence (AI) as a learning tool. AI can be a valuable resource for brainstorming, research, and gaining different perspectives. However, it is crucial to understand the boundaries of its appropriate use. Examples of licit use are brainstorming and idea generation, research assistance (i.e. finding authors or recommendation of sources to explore) and language support, especially for students with language differences or for students in need of proofreading a text before final submission. Students can also use AI ethically in order to obtain a clear explanation of a difficult concept or to test their own understanding about a topic. Conversely, unacceptable uses of AI is the submission of AI-generated work presented as your own original creation, including essays, research papers, and code. Likewise, the use of AI to complete assessments, answer exam questions, complete quizzes, or solve any type of assignments without demonstrating your own understanding is considered cheating.

Failure to adhere to these guidelines will be considered a breach of academic integrity and will be addressed according to university policies. When in doubt about the appropriate use of AI, please consult with your instructor and visit City Tech's AI Resource Hub for more guidance and resources:

<https://www.citytech.cuny.edu/ai/ai-guidance.aspx>

## **Course Outline/Assignment Calendar**

### Introduction & Orientation

Lesson 6, Dialogue 1: Making Appointment, Vocabulary  
Lesson 6, Dialogue 1, Language Practice  
Lesson 6, Dialogue 2: Calling a Friend for Help, Vocabulary  
Lesson 6, Dialogue 2: Language Practice  
Lesson 6, Grammar and Pattern Drills; Chapter Test  
Lesson 7, Studying Chinese; Dialogue 1: How Did You Do on the Exam? Vocabulary  
Lesson 7, Dialogue 1, Language Practice  
Lesson 7, Dialogue 2: Preparing for a Chinese Class, Vocabulary  
Lesson 7, Dialogue 2, Language Practice  
Lesson 7, Grammar and Pattern Drills; Chapter Test  
Lesson 8, School Life; A Diary: A Typical School Day, Vocabulary  
Lesson 8, Language Practice  
Lesson 8, A Letter: Talking about Studying Chinese, Vocabulary  
Lesson 8, Language Practice  
Lesson 8, Grammar and Pattern Drills; Chapter Test  
Review Lesson 6, 7 & 8, Cultural Activities

### Mid-Term Examination

Lesson 9, Shopping; Dialogue 1: Shopping for Clothes, Vocabulary  
Lesson 9, Dialogue 1, Language Practice  
Lesson 9, Dialogue 2: Exchanging Shoes, Vocabulary  
Lesson 9, Dialogue 2, Language Practice  
Lesson 9, Grammar and Pattern Drills; Chapter Test  
Lesson 10, Transportation; Dialogue: Going Home for the Winter Vacation, Vocabulary  
Lesson 10, Language Practice  
Lesson 10, An Email: Thanking Someone for a Ride, Vocabulary  
Lesson 10, Language Practice;  
Lesson 10, Grammar and Pattern Drills; Chapter Test

Review Lessons 6 – 10, Speech Presentation  
Final Examination

## **Pathways Learning Outcomes: World Cultures and Global Issues**

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

## Course Intended Learning Outcomes and Assessment Details

LEARNING OUTCOMES	ASSESSMENT METHODS
<p><b>SPEAKING:</b> For every class session, students are divided into pairs to practice conversations using the phrase- constructions and sentence-patterns learned in that chapter. The conversation drills (utilizing the conversation drill sections in the textbook or instructors' creation) aims to familiarize students with the newly learned patterns as well as pronunciations. Instructors will walk around the classroom to correct any mispronounced phrases or sentences.</p>	<p>With repeated practice, students can produce phrase- structures and sentence-patterns learned in the targeted Chapter with less processing time and more accurate pronunciation.</p>
<p><b>LISTENING:</b> Listening comprehension is part of the conversation practice. Instructors first demonstrate how the targeted phrase-structures and sentence-patterns are pronounced, and students repeat after.</p> <p>Audio and videos in Mandarin Chinese may be assigned as students' at-home exercises.</p>	<p>Students are able to disambiguate similar sounds and tones in Mandarin Chinese, especially the vocabulary and phrases in the targeted Chapters.</p>
<p><b>READING:</b> Short paragraphs or essays using the vocabulary and phrase-structures are provided as part of in-class practice as well as at-home assignment.</p>	<p>Students can read paragraphs and essays using the phrase- structures and sentence-patterns learned in the targeted lessons.</p>
<p><b>WRITING:</b> Handouts of characters regarding (i) stroke orders (ii) radicals (ii) definitions. In-class practice sheet (see attached) is provided as well. Instructors will walk around the class to ensure students write them correctly.</p>	<p>Students can write all characters in the targeted Chapter.</p>
<p><b>CULTURE:</b> As part of the conversation exercises, instructors specify the situations where certain expressions are used as well as the cultural background for using them in the specified way. Moreover, pop songs, movie clips and current TV commercials which are relevant to students' current Chinese learning are used in class.</p>	<p>With exposure to the current and relevant media in the targeted language, students no longer feel Chinese is just a 'foreign' language but a door to a new world.</p>
<p><b>HISTORY:</b> History and culture are inseparable. In the process of introducing culture, instructors also explain the origins of the culture and customs.</p>	<p>Students know relevant history.</p>

## GENERAL EDUCATION INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

PATHWAYS LEARNING OUTCOMES: WORLD CULTURES AND GLOBAL STUDIES	ASSESSMENT METHODS
1. Gather, interpret, and assess information from a variety of sources and points of view.	Students make use of learned vocabulary and grammar to read short articles and essays appropriate for their level in Mandarin Chinese from different sources, including but not limited to newspapers, on-line blogs, films, etc.
2. Evaluate evidence and arguments critically or analytically.	Students write short essays appropriate for their level to express their opinions, feelings, or thoughts after reading the assigned reading materials.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	Students use learned vocabulary and grammar to conduct exchanges in Mandarin Chinese in-class as part of their learning routine. At this elementary level of language acquisition, students are challenged to defend their conclusions concerning basic cultural differences between rural and city life, in comparison to western culture and values.
4. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.	Cultural content is integrated throughout each lesson/chapter. Textbook readings introduce aspects of community, customs, daily life, and language. In class videos and discussion explore literature, music, and art. Topics such as exercise, leisure activities, family relationships, regional foods, and interesting cities or regions of China are introduced in class discussion and video.
5. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.	Students compare the linguistic difference between Chinese and English, with a focus on the pragmatic/sociolinguistic distinctions, such as the use of 'sorry' in a cultural context.
6. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.	Students utilize learned vocabulary and grammar to write brief essays consistent with elementary language skills on topics related to Chinese culture, such as family relationships, friendship, values of education.