

New York City College of Technology
Humanities Department
Course Title: Intermediate Chinese I
CHN 2201; Section _____

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

Sample Syllabus

3 Credit Hours; Course Prerequisites: CHN 1102 or department approval
Flexible core: WORLD CULTURES AND GLOBAL ISSUES

Course Description

This is a continuing course for students who have acquired basic knowledge in Elementary Chinese (CHN 1102). Designed to further the development of language skills in listening, speaking, reading and writing, this course emphasizes students' Mandarin proficiency through comprehensive oral and written exercises (traditional characters). Social customs and cultural aspects of everyday situations are introduced. The minimum technological requirements for fully online sections of this course are a working camera and microphone. Students will be expected to turn on cameras and microphones at their instructor's request.

Text:

Liu, Yuchua & Tao-chung Yao. Integrated Chinese, Volume 2, Boston, MA: Cheng & Tsui, 2018/Fourth Edition Traditional Characters, ISBN 978-1-62291-140-0, The Integrated Chinese includes textbook, character workbook, audio and visual tapes.

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, 2nd ed.
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.

CityTech Resources

The virtual City Tech Student website (<http://www.citytech.cuny.edu/virtual/learn-anywhere.aspx>) has a wealth of information for students ranging from the computer loaner program to emergency funding to resources for successful online learning.

AtoL has a self-paced Brightspace tutorial for students and a video designed to prepare students for taking an online course on Brightspace. Website:
<https://www.citytech.cuny.edu/atol/student-brightspace.aspx>

Objectives:

Students will be able to achieve the following:

- Comprehend spoken dialogue that would occur in daily life.
- Conduct situational conversation; initiate and respond to prosaic statements.
- Understand more complex grammatical structures and meaning of written text.
- Incorporate the newly learned characters into short written paragraphs.
- Appreciate Chinese culture.

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; to recite dialogues, perform drills and join class discussion. This will enable the instructor to monitor each student's progress and accounts for 10% of the semester grade. The grade of the participation is strongly influenced by students' attitude and manners in class.

All homework/assignments are due on the date posted Brightspace "Modules". Turning them late will result in the reduction of the total points. These assignments account for 15% of the semester grade.

Group project will be presented in Chinese or English in front of class at the end of the semester. Class will be divided into small groups, who will regularly participate in the oral practice in class. After mid- term, each group will meet, discuss and select a topic to work on. Topics may be chosen from a long list of current affairs about China, e.g., China's political, economic, social, cultural or political issues. It is required that each member of the group contribute equally to the research, organization of material, and deliverance of presentation. Each student will also pick a topic, give an oral presentation in the class and will be evaluated for the accuracy of his/her pronunciation and sentence structure. The group project/Individual speech presentation accounts for 15% of the semester grade,

There is one chapter review test for each chapter, including vocabulary, grammar, translation and reading comprehension. Also, each class will begin with an oral/written quiz to test the students on the material

covered in the previous session. These chapter tests and the quizzes account for 20% 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 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 11: Weather; Dialogue 1: Tomorrow's Weather Will Be Even Better (p.1-p.11) Lesson 11, Dialogue 1: Language Practice (p.12-p.16)

Lesson 11, Dialogue 2: The Weather Here Is Awful, Vocabulary (p.17-p.24) Lesson 11, Dialogue 2: Language Practice (p.25-p.32)

Lesson 11, **Chapter Test**; Grammar and Pattern Drills (p.1-p.32)

Lesson 12, Dining; Dialogue 1: Dining Out, Vocabulary (p.33-p.45) Lesson 12, Dialogue 1: Language Practice (p.46-p.48)

Lesson 12, Dialogue 2: Eating in a Cafeteria, Vocabulary (p.49-p.54) 9/30 Lesson 12, Dialogue 2: Language Practice (p.55-p.62)

Lesson 12, **Chapter Test**; Grammar and Pattern Drills (p.33-p.62)

Lesson 13, Asking Directions; Dialogue 1: Where Are You Off To? Vocabulary (p.63-p.73) Lesson 13, Dialogue 1: Language Practice (p.74-p.77)

Lesson 13, Dialogue 2: Going to Chinatown, Vocabulary (p.78-p.90) Lesson 13, Dialogue 2: Language Practice (p.91-p.100)

Lesson 13, **Chapter Test**; Grammar and Pattern Drills (p.63-p.100) Review of

Lessons 11, 12 & 13 (p.1-p.100), Culture Activities

Mid-term examination

Lesson 14, Birthday Party; Dialogue 1: Let's Go to a Party! Vocabulary (p.101-p.109) Lesson 14, Dialogue 1: Language Practice (p.110-p.111)

Lesson 14, Dialogue 2: Birthday Bash, Vocabulary (p.112-p.123) Lesson 14, Dialogue 2: Language Practice (p.124-p.130)

Lesson 14, **Chapter Test**; Grammar and Pattern Drills (p.101-p.130)

Lesson 15, Seeing a Doctor; Dialogue 1: My Stomach Is Killing Me! Vocabulary (p.131-p.143) Lesson 15, Dialogue 1: Language Practice (p.144-p.146) Lesson 15,

Dialogue 2: Allergies, Vocabulary (p.147-p.154) Lesson 15, Dialogue 2: Language Practice (p.155-p.162)

Lesson 15, **Chapter Test**; Grammar and Pattern Drills (p.163-p.166) Review of Lessons 11-15(p.1-p.166); **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
SPEAKING: With repeated practice, students can produce phrase-structures and sentence-patterns learned in the targeted Chapter with less processing time and more accurate pronunciation.	Students present a short conversation (topic assigned by the instructor) after conversation exercises. Their performance is evaluated.
LISTENING: Students are able to disambiguate similar sounds and tones in Mandarin Chinese, especially the vocabulary and phrases in the targeted Chapters.	Listening quizzes are incorporated in students’ weekly quizzes.
READING: Students can read paragraphs and essays using the phrase-structures and sentence-patterns learned in the targeted lessons.	Reading comprehension is part of students’ midterm and final exam.
WRITING: Students can write all characters in the targeted Chapter.	In the 14th week, students are asked to write an essay using what they have learned over the semester and this essay will be evaluated.
CULTURE AND HISTORY: 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. Students understand the relevant historical development of culture and custom.	Class activities relating to Chinese culture and history are assigned every other week and discussion/performance are evaluated.

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.	Utilizing intermediate-level Chinese vocabulary and grammar, students read articles, news, essays, and watch films in Mandarin Chinese.
2. Evaluate evidence and arguments critically or analytically.	Students write short essays at an intermediate level to express their opinions, feelings, or thoughts after reading the assigned reading materials and/or films in Mandarin Chinese.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	Students use learned vocabulary and grammar to write essays and to discuss the assigned reading materials and/or films in Mandarin Chinese.
4. 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.	Students research and discuss the ongoing social, political, and economic issues in China. Cultural content is integrated throughout each lesson/chapter. Textbook and other readings and video introduce aspects of labor relations, class differences between city and rural life, and language dialects. In class videos and discussion explore literature, music, and art.
5. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.	Students compare the ongoing social, political and/or economic issues in China with the comparable situations in the U.S.A. The homogeneity of China is contrasted with the diversity of Europe and the U.S. Students will be able to make comparisons of equality and inequality, talk about their families, and narrate anecdotes of their childhood and the progress made in standard of living.
6. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.	Students write short essays, using intermediate Chinese learned in class, to express their thoughts on the ongoing social, political and/or economic issues in China.

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