

# CHIN-1021: BEGINNING CHINESE LANGUAGE AND CULTURE II

## Cuyahoga Community College

**Viewing: CHIN-1021 : Beginning Chinese Language and Culture II**

**Board of Trustees:**

May 2020

**Academic Term:**

Fall 2020

**Subject Code**

CHIN - Chinese

**Course Number:**

1021

**Title:**

Beginning Chinese Language and Culture II

**Catalog Description:**

This is the second beginning course and it continues to introduce Chinese (Mandarin) through listening, speaking, reading, writing and interpersonal communication activities. It includes Pinyin, tones, radicals, Character structures, sentences structures, and the culture awareness in performing real-world communicative tasks in culturally appropriate ways. During this course, students will perform better and stronger in the Novice range while some abilities emerge in the Intermediate range.

**Credit Hour(s):**

4

**Lecture Hour(s):**

3

**Lab Hour(s):**

2

**Other Hour(s):**

0

## Requisites

**Prerequisite and Corequisite**

CHIN-1011 Beginning Chinese Language and Culture I, or departmental approval.

## Outcomes

**Course Outcome(s):**

Course Outcome 1. Interpersonal Communication#Show evidence of ability to create with language in various timeframes to exchange information on familiar topics and to handle short, social interactions in culturally appropriate ways using contextualized words, phrases, common idiomatic expressions, and sentences, sometimes still supported by highly practiced language.

**Essential Learning Outcome Mapping:**

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Recognize the basic Chinese sounds as produced by native speakers.
2. Recognize and produce Chinese sounds with Pinyin in correct tones in order to be understood by a native speaker. Sing a song or read a poem.
3. Ask and answer basic questions in class and outside of class by using simple classroom-based exchanges and daily life expressions in Chinese in highly practiced situations.

4. Make an appointment with native speakers by person or by phone using the words of time, date, phone numbers, and places in proper way.
5. Answer a phone call and initiate a phone conversation and ask someone to return your call in Chinese.
6. Ask for a favor / help and give a help in the cultural proper way.
7. Set up an appointment, invite and make plans with a native speaker to go on an outgoing, accept or reject invitations, and write an invitation letter in Chinese characters.
8. Discusses the routine of a student's life on campus with peers, share the opinions and preferences of learning Chinese language.
9. Ask and answer about color, size, style and price of a purchase, and recognize Chinese currency (RMB), pay bills in cash or with a credit card and get proper change.
10. State simple comparisons and contrasts about color, size, style and price in shopping. Give a simple explanations for an exchange merchandise.
11. Describe a traffic route, explain how to travel from one station to another.
12. Express gratitude after receiving a personal favor.
13. Show awareness of the most obvious cultural differences between Chinese and other languages through learning culturally appropriate ways to verbalize different topics.

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**Course Outcome(s):**

Course Outcome 2. Interpretive Listening/Viewing: Identify the main idea, as well as some details, loan words, and idiomatic and formulaic expressions, in a variety of oral texts and media on familiar topics.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

**Objective(s):**

1. Respond to Chinese teacher's simple questions and instruction in class.
2. Interpret simple conversations using context cues on a variety of topics: making phone call, setting up an appointment, receiving an invitation, receiving a help, shopping, traveling in a city...
3. Recognize the salesperson's simple questions, the measure words for cloth, colors, size, and Chinese monetary units in shopping.
4. Use keywords such as: easy/ difficult; big/ small; long/ short; expensive/cheap; fast/ slow; suitable/ unsuitable; convenient/ inconvenient, etc. to express similarity and dissimilarity between objects, persons, or actions.
5. Interpret simple directions and advice.
6. Identify the loan words and idiomatic expressions of oral texts on familiar topics.
7. Recognize Birthday wishes, New Year wishes and other holidays wishes
8. Interpret simple short Chinese videos on very familiar topics from media sources such TV, Movies, etc.

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**Course Outcome(s):**

Course Outcome 3. Interpretive Reading: Recognize and identify more characters tied to course content. Demonstrate understanding of the main idea, as well as a few details and idiomatic expressions, in simple, short, and highly predictable texts on very familiar topics, with or without visual support.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

**Objective(s):**

1. Read and understand the paragraph of "Reading Comprehension" in the workbook by using context cues for basic comprehension and be able to answer the questions after reading.
2. Begin to use the basic radicals and grammar patterns to figure out the meaning of words and sentences.
3. Recognize and identify more high frequency Chinese characters in a variety of texts: form movies, newspapers, internet and advertisements.
4. Connect words, phrases, and short simple sentences to their meanings in the topics about school life, shopping and transportations.
5. Read and understand a simple letter and an email from a native Chinese speaker.

6. Recognize Chinese currency (RMB) and road signs in Pinyin.
7. Recognize and identify short notes, invitation, greeting cards, birthday cards and holiday cards.

**Course Outcome(s):**

Course Outcome 4. Presentational Speaking: Make simple presentations on familiar topics by using phrases and sentences from the lessons:

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

**Objective(s):**

1. Present how to make phone call and appointments with a teacher or other native speakers.
2. Present how to find people's availability and invite people to an event.
3. State about one's school life with the information about school, classes, grade, major, teachers, classmates, and soon on.
4. Use practiced, culturally appropriate gestures and formulaic expressions to give simple presentations on familiar topics: Meet with Chinese teacher; go shopping; travel from one place to another.
5. Give simple explanations about shopping experience, travel experience, and personal feeling and comments: busy /not busy, like/dislike, happy/nerves .....
6. State simple comparisons about people, places, schools, things, transportations.
7. Stating what Chinese Calligraphy, poem, paper cutting or song are like with some details.

**Course Outcome(s):**

Course Outcome 5. Presentational Writing: Write basic information on very familiar topics using highly practiced words, phrases, and simple sentences related to course content.

**Essential Learning Outcome Mapping:**

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Write the basic characters tied to course content.
2. Write a to-do list, a shopping list, names of cloth, and names of transportations in characters.
3. Use the basic characters, phrases, and Chinese sentence structures to write a short composition about the topics learned: self-information, school information, an event.....
4. Write an invitation, an excuse notes, or greeting cards in appropriate format.
5. Write a diary, a letter and an email to Chinese friends using learned phrases and expressions in appropriate format.
6. Write a "Thank you " notes.

**Methods of Evaluation:**

1. Class Participation: including periodic speaking, dialogue pair work, oral comprehensive interpersonal communication drills, survey, and interview.
2. Oral Presentations in Chinese.
3. Homework Assignments: including listening and reading comprehension, structures assessment, functional communication and writing assessment, cultural knowledge assessment, and characters assessment.
4. Quizzes: including oral interpretive listening, vocabulary words, phrases, and sentences writing in Chinese Pinyin and characters.
5. Exams: including interpretive listening, oral and written comprehensive examination, short presentation and dialogue, reading comprehension sections, grammar assessment, and writing assessment.
6. Chinese Cultural knowledge assessment.

**Course Content Outline:**

1. Conversational topics in the context of Chinese culture
  - a. Making Appointments
    - i. Calling one's teacher
    - ii. Calling a friend for help
    - iii. Chinese Phone Etiquette
  - b. Studying Chinese
    - i. Discussing about an exam performance
    - ii. Preparing for a Chinese exam with friends
    - iii. Traditional Chinese Characters and Simplified Characters and Chinese Calligraphy
  - c. School Life
    - i. Writing a diary about a typical school day
    - ii. Writing a brief letter applying appropriate conventions
    - iii. Common forms of a diary and a letter in Chinese
  - d. Shopping
    - i. Shopping for clothes
    - ii. Exchanging shoes
    - iii. The traditional formal attire for Chinese man and women
  - e. Transportation
    - i. Going home for the winter vacation
    - ii. An email: Thanking someone for a ride
    - iii. Chinese New Year
2. Chinese characters and vocabulary words
  - a. Basic Chinese Radicals
  - b. Basic characters and vocabulary words tied to course content
  - c. Basic measure words
  - d. Phrases
  - e. Recognize about 250 characters
3. Grammar
  - a. Basic Chinese sentence structures
    - i. Declarative sentences
    - ii. Negative sentences
    - iii. Interrogative sentences
  - b. Time expressions
  - c. Grammar terms
    - i. Nouns
    - ii. Pronouns
    - iii. Adjectives
    - iv. Adverbs
    - v. Verbs
    - vi. Prepositions
    - vii. Question particles
    - viii. Conjunction structures
    - ix. Numeral
    - x. Measure words
4. Basic Culture topics
  - a. Basic awareness Chinese living habits, traditional costumes, food, and transportation
  - b. Basic awareness of the general concept of family, family relationship, school, and other social interactions.
  - c. Basic knowledge about how Chinese people celebrate their Chinese New Year and The Moon Festival.
  - d. Chinese food and Chinese New Year celebration in United States.
  - e. Some basic knowledge about Chinese music, Chinese poem, Chinese calligraphy, Chinese paper cutting and so on.

## Resources

Yuehua Liu, Tao-chung Yao, Nyan-Ping Bi, Liangyan Ge, Yaohua Shi. *Integrated Chinese 1, Textbook (Simplified Characters)*. 4th Edition. Cheng and Tsui Company, Inc., 2017. <https://www.cheng-tsui.com/browse/integrated-chinese-4th-edition>

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Yuehua Liu, Tao-chung Yao. *Integrated Chinese 1, Workbook (simplified Characters)*. 4th Edition. Cheng and Tsui Company, Inc., 2017. <https://www.cheng-tsui.com/browse/integrated-chinese-4th-edition>

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Yuehua Liu, Tao-chung Yao, Nyan-Ping Bi, Liangyan Ge, Yaohua Shi. "Integrated Chinese I, Character Workbook (Simplified and Traditional Characters)" 4th Edition. Cheng and Tsui Company, Inc., 2017. <https://www.cheng-tsui.com/browse/integrated-chinese-4th-edition>

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Yuehua Liu and Tao-Chung Yao . *Audio Recordings 4th Edition: Audio available as a complimentary download at: chengtsui.co/resources* . 4th Edition. Cheng and Tsui Company, Inc., <https://www.cheng-tsui.com/resources/ic>

## Resources Other

- **Integrated Chinese Companion Site:** <http://ic.cheng-tsui.com/>
- **Integrated Chinese Builder Cards (level 1)**. Boston: Cheng& Tsui Company 2010
- **The Way of Chinese Characters**. Boston: Cheng& Tsui Company 2009
- **Making Connections, Second Edition**. Boston: Cheng& Tsui Company (February 15, 2012)
- **WeChat:** a Chinese multi-purpose messaging, social media app

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