

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: CHIN 101
Course Title: Mandarin Chinese I

Year: 2023-2024
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course is designed to develop beginning level speaking, listening, reading, and writing skills in Mandarin Chinese. Cultural aspects of the Chinese-speaking world are covered. Speaking and understanding colloquial Chinese are emphasized. Substantial outside preparation and lab work are required. CHIN 101 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: Prior completion or concurrent enrollment in RDNG 116 and ENGL 100 or ESL 120, 121, and 122 (or prior completion of ESL 103) if required by placement testing. 3 Cr. (3 Lec.)

Course Context/Audience

This course, a prerequisite for CHIN 102, satisfies a liberal arts humanities elective. It should be of interest to anyone interested in acquiring a beginning level of competency in conversational Mandarin Chinese.

Basic Skills/Entry Level Expectations

Writing:	WC	College-level writing skills required are required. See course prerequisites for details.
Math:	M0	Very limited or no math skills are required.
Reading:	R3	If required, the student must be concurrently enrolled in RDNG 116. The course requires reading of mostly beginning college-level materials and limited higher college-level materials that will also be covered in class.

Course Goals

By the end of this course, students will be able to

1. Carry on basic Mandarin Chinese conversations.
2. Read short texts, simplified characters with pinyin to help understanding of characters.
3. Write basic information on topics such as introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.

Course Objectives/Topics

Objective/Topic	# Hours
Students will be able to understand spoken questions and statements in standard colloquial Mandarin Chinese on such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	Lecture – 5.50 hr.,
Students will be able to respond to questions and ask questions in reasonably correct and appropriate Mandarin on such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	Lecture – 5.50 hr.,
Students will be able to read and understand short, modified texts on such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	Lecture – 5.50 hr.,
Students will be able to write simple narratives in reasonably correct simplified characters using the grammatical structures listed in the next objective on such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	Lecture – 5.50 hr.,
Students will be able to use correct word order in questions and statements; use nouns, articles and adjectives; and regular verbs, and some irregular verbs.	Lecture – 5.50 hr.,
Students will acquire basic vocabulary related to such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	Lecture – 5.50 hr.,
Students will be able to pronounce words in Chinese with reasonable correctness.	Lecture – 6.5 hr.,
Students will be able to describe cultural practices in Chinese-speaking countries related to introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	Lecture – 5.50 hr.,

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students will be asked to prepare essays on Chinese culture and society. This will be addressed through consultation of history and current events.</p> <p>Students will prepare short subjects on Chinese culture, geography, and history. They will thus evaluate information from various sources. Students will consult the internet and other resources available at the library.</p> <p>Students will evaluate various sources and views concerning social and political subjects relating to current world events. A debate concerning key issues, e.g., economic development, third world labor out-sourcing, religious freedom.</p> <p>Students will compare and contrast their own values and beliefs to those found in China. They will be encouraged to be respectful of other people's ideas. Students will research various aspects of Chinese culture involving individual, pair and group work.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Learning more about Chinese language and culture will help students understand the influence that the United States and China have on each other and on the world. Class discussions, required readings, and research projects</p> <p>The course explores how students' individual choices are linked to the environment and climate change.</p> <p>Issues such as how the Chinese one child/ family policy have direct impact on the carbon footprint will be considered. Discussions and group activities, e.g., population control and energy conservation as they relate to economic growth and trade.</p> <p>Students will be encouraged to explore their personal possessions to identify what they own and how much of it was made in China.</p>

Instructional Methods

Mandarin Chinese, like any modern foreign language, should be taught following learning centered and communicative methodologies. Students should listen before they speak and read before they write. Listening, speaking, reading, and writing should be presented in an integrated manner around specific topics such as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences. Instruction of grammar, vocabulary, and pronunciation should be integrated with communicative activities. The goal of all learning activities should be meaningful and authentic communication.

Even a beginning level of foreign language competency cannot be achieved in seventy –five hours of scheduled lecture and lab instruction. Students will need to spend a significant amount of time on assignments outside of class to be successful in the course. Students should be required to prepare audio materials that accompany the text. In addition to spending time each week listening to audio materials, students should be required to complete assignments in the Workbook/Lab Manual and make use of the computer programs and video that accompanies the text. Students should be encouraged to use the available resource materials.

Every effort should be made to provide authentic language use to the students. Classroom directions should be given in Chinese. As soon as possible, Chinese should be the principal language used in the class. The use of Chinese language sites on the internet including email pen pals, videos, Chinese radio programs, music, guest speakers, and readings from newspapers and magazines enriches the language learning experience and is therefore encouraged.

While grammar, vocabulary and pronunciation may be explicitly taught and tested, greater emphasis in assessment should be placed on being able to communicate successfully in Chinese.

Methods of Assessment/Evaluation

Method	% Course Grade
Demonstrations of competency including tests on listening, speaking, reading, and writing; projects or reports in Mandarin Chinese	30-40%
Homework	20-30%
Quizzes on grammar, vocabulary, and pronunciation	10-20%
Class participation, including daily attendance	10-20%

Text(s)

Chinese Link---Elementary Chinese (Simplified Character Version), 2006, Prentice Hall
Or
Chinese: Elementary Chinese 101, Pearson Custom Library for SUNY Cortland, 2012

Bibliography

Online Resources

For Pinyin pronunciations and intonations:

<http://www.instantspeakchinese.com/pinyin/>

For writing Pinyin with tone marks:

<http://www.chinese-tools.com/tools/pinyin-editor.html>

For Chinese character input with Pinyin (online):

<http://chinese.cari.com.my/ime/py21000.html>

<http://www.chinese-tools.com/tools/ime.html>

For Chinese characters:

<http://www.sinophilia.org/china/language.htm>

<http://www.sinophilia.org/china/scrittura/scrittura1.htm>

For writing characters:

<http://www.usc.edu/dept/ealc/chinese/character/>

Other Learning Resources

Audiovisual

Conversational Mandarin Chinese: Learn to Speak and Understand Mandarin with Pimsleur Language Programs (Simon & Schuster's) by Pimsleur (Audio CD - Nov 1, 2005) – Audiobook.

Basic Mandarin Chinese (Berlitz Basic) (Berlitz Speaking Your Language) by Inc. Berlitz International (Audio CD - Jan 15, 2009) – Abridged.

Colloquial Chinese: A Complete Language Course (Routledge Colloquials) by Qian Kan (Audio CD - April 18, 1997) – Audiobook. My Chinese Coach by UBI Soft (Aug 26, 2008) (Nintendo DS).

Electronic

Chinese Language Resources:

<http://www.shufawest.us/language/tonedrill.html>

<http://www-chaos.umd.edu/history/welcome.html>

<http://shufawes.ipower.com/language/mwflash.html>

<http://www.china-embassy.org/eng/>

Chinese Dictionaries Online:

Revised Spr 13

<http://www.zhongwen.com/>
<http://www.tigernt.com/dict.shtml>
<http://usa.mdbg.net/chindict/chindict.php>
<http://www.mandarintools.com/chardict.html>
<http://www.chinese-tools.com/tools/dictionary.html>

Chinese Calligraphy:

<http://www.shufawest.us/>
<http://library.thinkquest.org/3614/>
<http://www.chinapage.com/callig1.html>
<http://www.zhongwen.com/shufa/index.html>
<http://www.shufawest.us/models/index.html>

Chinese Culture Resources:

<http://kids.nationalgeographic.com/Places/Find/China>
<http://everydayexplorers.nationalgeographic.com/individual-video.php?mediaid=773386>
<http://www.cnto.org/>
http://www.shanghaidiaries.com/archives/best_of_shanghai/
<http://www.travelchinaguide.com/cityguides/beijing/dining.htm>
<http://www.goingtochina.com/events/events.htm>
<http://newton.uor.edu/Departments&Programs/AsianStudiesDept/china-pop.html>
<http://www.shufawest.us/models/index.html>

Chinese History Resources:

http://www.nationalgeographic.com/history/video/ancient_chinese.html
<http://video.nationalgeographic.com/video/player/kids/people-places-kids/china-desert-kids.html>
<http://channel.nationalgeographic.com/series/explorer/3094/Overview>
<http://www.chinavista.com/beijing/gugong/map.html>
<http://www.chinamuseums.com/>

Other

Chinese in a Flash, Vol. 1 (Tuttle Flash Cards) [BOX SET] (Cards), Philip Yungkin Lee.