

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: CHIN 102**  
**Course Title: Mandarin Chinese II**

**Year: 2024-2025**  
**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**

Building on the skills and knowledge of speaking, listening, reading, and writing mastered in CHIN 101, students continue to learn the essentials of Chinese grammar and vocabulary needed for effective communication in everyday situations. Speaking and understanding colloquial Chinese are emphasized. Substantial outside preparation and lab work are required. CHIN 102 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: CHIN 101; prior completion or concurrent enrollment in RDNG 116 if required by placement testing. 3 Cr. (3 Lec.)

### **Course Context/Audience**

This course satisfies a Tompkins Cortland liberal arts or humanities elective requirement. It should be accepted for transfer to many baccalaureate degree programs.

### **Basic Skills/Entry Level Expectations**

<b>Writing:</b>	WC	College-level writing skills required are required. See course prerequisites for details.
<b>Math:</b>	M0	Very limited or no math skills are required.
<b>Reading:</b>	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. Building on the skills and knowledge acquired in CHIN 101, the student will be able to carry on basic Mandarin Chinese conversations.
2. At a more advanced level than CHIN 101, the student will be able to read short texts, simplified characters with pinyin to help understanding of characters.
3. At a more advanced level than CHIN 101, the student will be able to 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	% Course
The course covers Level 2- <b>Chinese Link --- Elementary Chinese</b> (Simplified Character Version), 2006	
Lesson 11: Students will be able to understand spoken questions and statements in standard colloquial Mandarin Chinese on such topics as basic terms for weather patterns, simple weather changes; comparative sentences; climate conditions in China.	15%
Lesson 12: Students will be able to respond to questions and ask questions in reasonably correct and appropriate Mandarin on such topics as dining, ordering Chinese dishes, dietary preferences, and paying for meals. Adverbs and adjectives. Principal cuisines in China will also be covered.	15%
Lesson 13: Students will be able to ask and give directions, identify locations, describe whether two places are close or far away from one another; use comparative sentences, reduplication of verbs, and greetings in Chinese.	15%
Lesson 14: Students will be able to write simple narratives in reasonably correct simplified characters using the grammatical structures on such topics as birthday parties, suggest things to take to a get-together, thank people for their gifts; Chinese zodiac sign; indicating an action in progress. Dinner parties in China.	15%
Lesson 15: Students will be able to respond to questions and ask questions, in reasonably correct and appropriate Mandarin, about such topics as seeing a doctor, talking about symptoms, allergies, understanding and repeating instructions. Medicine, outpatients' visits and medical insurance in China will also be covered.	15%
Building on skills and knowledge acquired in CHIN 101, students will continue to acquire basic vocabulary related to such topics as simple weather changes, climate conditions in China, dining and ordering Chinese dishes, paying for meals; giving directions identifying locations; using verbs, adverbs and adjectives; describing a birthday party, indicating an action in progress.	15%
Students will be able to pronounce words in Chinese with reasonable correctness using basic characters, phrases and simple sentences.	10%

## 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"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>Students will be asked to gather information on Chinese culture and society. Consultation of history and current events. Students will prepare short subjects on Chinese culture, geography, and history. They will thus evaluate information from various sources.</p> <p>Consultation of the Internet and other resources available at the library. Students will evaluate various sources and views concerning social and political subjects relating to current world events. Debates concerning key issues of economic development, third world labor out-sourcing, religious freedom are all potential topics.</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. Research on 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"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Learning more about Chinese language and culture will help students to gain a better understanding about the influence that the USA and China have on each other and on the world. This understanding will develop through class discussions, required readings and research projects.</p> <p>Questions concerning the environment and climate change are closely linked to student's individual choices. Discussion of these issues as they pertain to developing markets and industries such as China provide a new awareness of our day to day choices.</p> <p>Issues such as the “one child family” Chinese policy have direct impact on the carbon footprint. Discussions on topics relating to population control and energy conservation counterbalance 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. Learn how interdependent we are in this world.</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 weather changes, climate conditions in China, dining and ordering Chinese dishes, paying for meals; giving directions identifying locations; using verbs, adverbs and adjectives; describing a birthday party, indicating an action in progress. 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 forty-five hours. Students will need to spend a significant amount of time on assignments outside of class to be successful in the course. Students are 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 accompany the text. Students should be encouraged to use the resource materials available at TC3.

Every effort should be made to provide authentic language use to the students. Classroom directions should be given in Chinese. Chinese should be the principal language used in the class. The use of Chinese language sites on the Internet including e-mail 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%

**Texts/Required Materials****Chinese Link --- Elementary Chinese** (Simplified Character Version), 2006

Pearson Prentice Hall

**Bibliography and 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:

<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.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://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.