

**PCTI partners with William Paterson University to provide college courses at the high school level. Basic Chinese I is offered at PCTI with a WPU professor providing the instruction.**

**WILLIAM PATERSON UNIVERSITY OF NEW JERSEY  
DEPARTMENT OF LANGUAGES AND CULTURES**

**I. Title of Course and Course Number:**

**CHIN 110 Basic Chinese I** College Credits: 3

**II. Description of the Course Consistent with the WPUNJ Catalog:**

An introductory course that provides students with a basic understanding of Chinese pronunciation, grammar and knowledge of some Chinese characters and basic vocabulary. Through interactive classroom work, laboratory exercises, and diverse oral and written assignments students will gain a beginning appreciation of Mandarin Chinese and Chinese culture.

**III. Course Prerequisites:**

None

**IV. Course Objectives:**

1. To help students attain the Novice-Low to Novice-Mid level proficiencies in Chinese, set by the ACTFL Proficiency Guidelines.
2. To help students acquire the essential knowledge of Chinese;
3. To introduce Chinese pinyin system, characters, basic grammar, with emphasis on the practical application of grammar points and vocabulary covered;
4. To introduce students to Chinese culture;
5. To introduce basic skills in understanding, speaking, reading, and writing in Chinese, with the goal of basic speaking, reading, and writing proficiency at the end of the two semester cycle (CHIN 110 and CHIN 111).

**V. Student Learning Outcomes:**

This course is designed to help students to By the end of the semester, students are expected to acquire the following competencies:

1. Ability to distinguish, pronounce, and write the individual syllables in the phonetic system of Modern Standard Chinese. [NJCCCS World Languages, Novice-Mid 7.1-A; ACTFL standards 1.2, 1.3, 4.1]
2. Ability to read and comprehend what has been learned during the semester. [NJCCCS World Languages, Novice-Mid 7.1-A, 7.2-A; ACTFL standards 1.2, 1.3, 4.1]
3. Ability to engage in a simple conversation on familiar topics and recognize and use various conventions of the use of the language. [NJCCCS World Languages, Novice-Mid 7.1-B, 7.2-B; ACTFL standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2]

4. Ability to recognize approximately 200 and write 150 Chinese characters in the simplified form. [NJCCCS World Languages, Novice-Mid 7.1-A, 7.1-C; ACTFL standards 1.2, 1.3, 4.1]
5. To become familiar with some basic cultural information as presented in the textbook and ancillary materials and to apply the information in spoken and written communication. [NJCCCS World Languages, Novice-Mid 7.2-A, 7.2-B, 7.2-C; ACTFL standards 2.1, 2.2, 3.1, 3.2, 4.2]

#### **VI. Topical Outline of the Course Content:**

This course covers Lesson 1 to 10 of the textbook *Practical Chinese Reader, Book I* (Simplified Character edition). Each lesson contains new characters, sentence patterns, dialogues, pronunciation exercises, grammar review, and communicative modeling of context-specific situations with interactive practices. The topics covered by the lessons are: Pinyin (the sound system) of the Madarin Chinese, greeting, getting acquainted, family members, self-identification, simple expression of courtesy, personal information, lodging, school life, friends, etc.

#### **VII. Textbook Selected for Utilization at PCTI:**

Yuehua Liu, Tao-chung Yao, Nyan-Ping Bi, Liangyan Ge, Yohua Shi: Integrated Chinese: Simplified Characters, Level 1, Part 1, Third Edition, Cheng & Tsui Company, Boston, 2009.

#### **VIII. Guidelines/Suggestions For Teaching Methods and Student Learning Activities:**

Activities in and out of classes are designed to develop students' ability to acquire basic communication skills. Students are strongly encouraged to use Chinese in the classroom whenever possible. Methods such as lectures, drills, pair and group activities, movies and discussion, role-plays, and vocabulary and grammar games will be used to help students recognizing and reproducing Chinese tones and sounds, memorizing and learning how to write Chinese characters, and mastering syntactical structures and a grammatical idiom that differ fundamentally from those of their native languages. Students are required to attend the Multimedia Language Lab. Audio, video, multimedia CD, language learning assisted computer software, and the Internet will be used to assist students in their language learning. Other activities such as visiting museums, China Town, etc. will be arranged.

#### **IX. Guidelines/Suggestions for Methods of Students Assessment: (Student Learning Outcomes)**

Students will be assessed through oral and written examination, laboratory work, in-class oral activities, written assignments, longer written compositions, interactive oral presentations, and portfolios.

Students will be evaluated based on the following modes of communication:  
Interpretive Mode: Quizzes, Midterm and Final exams, Lab work, Short assignment  
Interpersonal Mode: face-to-face conversation (oral exam), email exchange  
Presentational Mode: Oral presentations, Compositions, Portfolio

### **XI. Bibliography of Supportive texts and other materials:**

- Bjorksten, Johan. *Learn to Write Chinese*. Yale University Press, 1994.  
Chao, Yuan Ren. *A Grammar of Spoken Chinese*. Berkeley: University of California Press, 1968.  
Cheung, S et al. *A Practical Chinese Grammar*. The Chinese University Press, Hong Kong, 1994.  
Fairbank, John K. and Edwin O. Reischauer, *China, a New History*. The Belknap Press of Harvard University Press, 1994.  
Hsu, Ying, Brown, J. Marvin. *Speaking Chinese in China*. Yale University Press, 1990.  
Karlsgren, Bernhard. *Sound and Symbol in Chinese*. London: Oxford University press, rev. edi., 1962.  
Li, Charles and Thompson, Sandra A. *Mandarin Chinese: a Functional Reference Grammar*. Berkeley: University of California Press, 1981.  
Ma, Jing-Heng. *Chinese Unmasked: Grammatical Principles and Applications*. Boston: Cheng & Trsui Company, 1994. Ni Hao  
Shumang, Paul Fredlein. *Ni Hao*. Boston: Cheng & Tsui Company. 1996  
Tian, Shou-He. *A Guide to Proper Usage of Spoken Chinese*. Hong Kong. Chinese University Press, 1988.  
Wilder, George Durand, Ingram, J. H. *Analysis of Chinese Characters*. Dover Publications, Incorporated, 1977.  
Yao, Tao-chung et al. *Integrated Chinese*. Boston: Cheng & Tsui Company. 1997.  
*Zhongguotong*. The Australian National Chinese Curriculum Project. 1994.  
*Practical Chinese Reader*, audio cassettes  
*Practical Chinese Reader*, video tapes  
*CyberChinese* CD-ROM, multimedia language learning software  
*Heart of the Dragon*. Videoseries. New York: Ambrose Video Publishing, 1984.

Preparer's Name and Date

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