

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

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

I. Title of Course and Course Number:

CHIN 111 Basic Chinese II

College Credits: 3 Undergraduate

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

A continuation of Basic Chinese I. Equal attention will be given to speaking, reading and writing. Writing consists of exercises in calligraphy and translation of simple sentences. Students are taught how to use a Chinese-English dictionary.

III. Course Prerequisites:

CHIN 110 or equivalent

IV. Course Objectives:

1. To help students attain the Novice-Mid Novice-High level proficiencies in Chinese, set by the ACTFL Proficiency Guidelines.
2. To introduce more basic grammar, vocabulary, and writing script for students and develop students' four skills in understanding, speaking, reading, and writing in Chinese.
3. To help students mastering basic syntactical structures and a grammatical idiom that differ fundamentally from those of their native languages
4. To develop students' ability to acquire basic communication skills in Chinese.
5. To help students to understand the cultural context in which Chinese language exists.

V. Student Learning Outcomes:

By the end of the semester, students are expected to acquire the following competencies:

1. Ability to understand simple questions and answers, simple statements and face-to-face conversations. [NJCCCS World Languages, Novice-Mid 7.1-A, 7.2-A; ACTFL standards 1.2, 2.1, 3.2, 4.1]
2. Ability to engage in a simple conversation on predictable topics (such as giving reasons, seeking and providing information, making purchases and requests, expressing familiarity and judgment, giving orders, daily activities) 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]

3. Ability to get the main ideas and some supporting details of short passages written with various combinations of the approximately 500 characters (in simplified forms) introduced in the textbook. [NJCCCS World Languages, Novice-Mid 7.1-A, 7.2-A; ACTFL standards 1.2, 1.3, 4.1]
4. Ability to write 450 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 the 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 13 to 25 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: basic classroom objects, friends, occupation, learning foreign languages, numbers, restaurant/drinks, shopping/making purchases, clothing, color, time, birthday party, home/dorm, talking on the phone, etc.

VII. Guidelines/Suggestions for Teaching Methods and Student Learning Activities:

The pedagogical means used in teaching this course includes lecture, drills, pair and group activities, movie and discussion, role-plays, and vocabulary and grammar games. Students are strongly encouraged to use Chinese in the classroom whenever possible. They are required to attend the Multimedia Language Lab. Audio, video, multimedia CD, computer assisted language learning software, the Internet, and the course web site will be used to assist students in their language learning. Cultural activities such as field trips, films, participating in Chinese festivals, etc. will be arranged.

VIII. 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

IX. Textbook Selected for Utilization at PCTI:

Yuehua Liu, Tao-chung Yao, Nyan-Ping Bi, Liangyan Ge, Yohua Shi: Integrated Chinese, Level 1, Part 2, Third Edition; (Simplified Characters), Cheng & Tsui Company, Boston, 2009.

X. 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 and J. Marvin Brown. *Speaking Chinese in China*. Yale University Press, 1990.
- Hucker, Charles O. *China's Imperial Past: an Introduction to Chinese History and Culture*. Stanford University Press, 1975.
- Karlgren, Bernhard. *Sound and Symbol in Chinese*. London: Oxford University press, rev. edi., 1962.
- Li, Charles and Sandra A. Thompson. *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.
- 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 and J. H. Ingram. *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 Drago, 12 part video series. New York: Ambrose Video Publish.1984

Course Web site on Blackboard: <http://bb.wpunj.edu>

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