

COURSE SYLLABUS

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| Course Title: | Elementary Chinese II | | Date submitted: | Spring 2015 (AAC:15-37) | |
| Department: | Humanities | | | | |
| Curriculum: | Foreign Languages | | | | |
| Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system. | Course Code: (eg. ACC 101) | CHI*112 | Prerequisites: | | |
| | Course Type: | L | C- or better in Elementary Chinese I (CHI*101 or CHI*111) OR permission of Department Chair. | | |
| | A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio | | | | |
| | Elective Type: | FL/G/HU/LAS | | | |
| | AH: Art History E: English FA: Fine Arts G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences FL: Foreign Language M: Math S: Science SS: Social Science | | | | |
| | Credit Hours: | 4 | Corequisites: | | |
| | Developmental: (yes/no) | No | None | | |
| | Lecture: | 4 | | | |
| | Clinical: | 0 | | | |
| | Lab: | 0 | | | |
| Studio: | 0 | | | | |
| Contact Hours: | 0 | Other Requirements: | | | |
| Other: | 0 | None | | | |
| TOTAL: | 4 | | | | |
| Class Maximum: | 21 | | | | |
| Semesters Offered: | F/S/SU | | | | |
| Ability Based Education (ABE) Statement | At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability. | | | | |
| Catalog Course Description: | Builds and expands skills from Elementary Chinese I with further study of Chinese grammar, sentence patterns, vocabulary and the diverse cultures of Chinese-speaking peoples. Students begin to negotiate simple transactions and address the challenges of daily life in the Chinese cultures. Context for learning is based on activities from daily life. Note: Course is not appropriate for Native Speakers of Chinese. | | | | |
| Topical Outline: List course content in outline format. | <ol style="list-style-type: none"> 1. Composition of Chinese Pinyin system 2. Basic rules of Chinese pronunciation including 16 finals and 21 initials 3. Tones in spoken Chinese 4. Word order patterns 5. Personal pronouns | | | | |

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| | <ol style="list-style-type: none"> 6. Chinese writing <ol style="list-style-type: none"> A. Characters B. Stroke order 7. Greetings and forms of politeness 8. Self-introductions including name and nationality 9. Continuation of study of cultures of Chinese-speaking peoples |
| <p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p> | <p>Upon successful completion of this course, the student will be able to do the following:</p> <p>COURSE:</p> <ol style="list-style-type: none"> 1. recognize and explain cultural topics relevant to everyday life in China 2. demonstrate an ability to comprehend spoken Chinese passages based on contexts and vocabulary presented in class 3. read and comprehend written Chinese passages based on contexts and vocabulary presented in class 4. write simple sentences in Chinese 5. demonstrate communication skills using contexts and vocabulary presented in class 6. demonstrate elements of pronunciation introduced in class 7. demonstrate elements of tone in spoken Chinese words used in class 8. demonstrate an ability to integrate elements of pronunciation (including tone), vocabulary, grammar, and culture through extended conversational practice 9. synthesize elements of form and context in a presentation (live or video) <p>PROGRAM: N/A</p> <p>GENERAL EDUCATION: <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>6. Oral Communication – (Embedded) Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p>Demonstrates: Delivers oral presentations with information and/or analysis appropriate for the rhetorical situation. Content is reinforced by appropriate verbal and nonverbal communication.</p> <p>Does Not Demonstrate: Oral presentations lack information and/or analysis appropriate for the rhetorical situation. Content may not be reinforced by appropriate verbal and nonverbal communication.</p> |
| <p>Evaluation: List how the above outcomes will be assessed.</p> | <p>Assessment will be based on the following criteria:</p> <ol style="list-style-type: none"> 1. Homework assignments 2. Quizzes 3. Exams 4. Oral reports <p>Online Foreign Language textbooks allow for General Education Abilities specific to Oral Communication – (Embedded) to be assessed using the same methods that are used in the classroom</p> |

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| <p>Instructional Resources:</p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p> | <p>Required: Language lab as needed; classroom with technology.</p> <p>Desired:</p> |
| <p>Textbook(s)</p> | <p>Check with Foreign Language Coordinator for list of approved texts.</p> |