

ELC103.xxxx Intermediate Modern Chinese 1 (Interm Chinese 1)

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SEMESTER

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Instructor's Information

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Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description: This course is a continuation of ELC102, Elementary Chinese 2. The purpose of the course is to help students build functional language proficiency and increase their ability to communicate in Chinese with confidence and ease. This course is taught mostly in Chinese.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites: ELC102 or Exemption exam

Pre/Corequisites: CSE095 and ESL097

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways). Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern languages classes.

In this course you will:

- **Gather, interpret, and assess information from a variety of sources and points of view.**
- **Evaluate evidence and arguments critically or analytically.**
- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**
- **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.**
- **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.**
- **Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.**

More specifically, by the end of the semester, you will be able to

- compare and contrast tones in Chinese using Pinyin;
- identify basic and commonly-used Chinese characters;
- explaining the meaning of abridged and original articles and literature in Chinese;
- write moderately complex paragraphs using Pinyin and/or Chinese characters, demonstrating command of Chinese grammar, syntax and vocabulary;
- demonstrate knowledge of Chinese idiomatic expressions in conversations, and in reading and writing activities;

- demonstrate knowledge and accurate use of Chinese grammar and pronunciation in conversations and writing assignments;
- make presentations about aspects of Chinese culture and tradition that students have researched.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Liu, Yuehua, Yao, Tao-Chung, Bi, Nyan-Ping, Ge, Liangyan & Shi, Yaohua (2017). Integrated Chinese Volume 2 (simplified) (4th). Boston, Mass.: Cheng & Tsui. ISBN: 9781622911417. Price: \$63.99
- Liu, Yuehua, Yao, Tao-Chung, Bi, Nyan-Ping, Ge, Liangyan & Shi, Yaohua (2017). Integrated Chinese Volume 2 Workbook (simplified) (4th). Boston, Mass.: Cheng & Tsui. ISBN: 9781622911431. Price: \$31.99
- Liu, Yuehua, Yao, Tao-Chung, Bi, Nyan-Ping, Ge, Liangyan & Shi, Yaohua (2017). Integrated Chinese Volume 2 Character Workbook (simplified & traditional) (4th). Boston, Mass.: Cheng & Tsui. ISBN: 9781622911448. Price: \$26.99

Grades: Your final grade will be determined based on the following evaluation points.

- Midterm 20%
- Final exam 20%
- Quizzes (4 quizzes x 5) 20%
- Homework (10 HW x 1) 10%
- Lab (10 labs x 1) 10%
- Presentation 10%

- **Grade distributions:** **A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

Weekly schedule (subject to change)

Lab: Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	Review of Lessons 6-10
Week 2 [Insert DATE]	Lesson 11: Weather Dialogue 1: Tomorrow’s Weather Will Be Even Better! - Comparative Sentences with 比 (bǐ) (I) - The Particle 了 (lǐ): 了 as a Sentence-Final Particle - The Modal Verb 会 (will) (II)
Week 3 [Insert DATE]	Lesson 11: Weather (cont.) Dialogue 2: The Weather Here Is Awful! - Adj+(一)点儿 - The Adverb 又 (again) - Adj/ V + 是 + Adj / V, + 可是/但是...
Week 4 [Insert DATE]	Lesson 12: Dining Dialogue 1: Dining Out - 一...也/都...不/没... - Adverb 多/少 + V - 刚 vs. 刚才 - Resultative Complements (I)
Week 5 [Insert DATE]	Lesson 12: Dining (cont.) Dialogue 2: At the Dining Hall - 好 as a Resultative Complement - Reduplication of Adjectives - The Verb 来
Week 6 [Insert DATE]	Lesson 13: Asking Directions Dialogue 1: Where Are You Off To? - Direction and Location Words - Comparative Sentences with 没(有)

	- 到 + Place + 去 + Action - 那么 Indicating Degree
Week 7 [Insert DATE]	Lesson 13: Asking Directions (cont.) Dialogue 2: Going to Chinatown - The Dynamic Particle 过 - Reduplication of Verbs - Resultative Complements (II) - 一...就... (as soon as...then...) Midterm (20%)
Week 8 [Insert DATE]	Lesson 14: Birthday Party Dialogue 1: Let's Go to a Party! - 呢 Indicating an Action in Progress - Verbal Phrases and Subject-Predicate Phrases Used as Attributives
Week 9 [Insert DATE]	Lesson 14: Birthday Party (cont.) Dialogue 2: Birthday Bash - Time Duration - Sentences with 是...的 - 还 (still) - 又...又... (both...and...)
Week 10 [Insert DATE]	Lesson 15: Seeing a Doctor Dialogue 1: My Stomach Is Killing Me! - 死 Indicating an Extreme Degree - Times of Actions - 起来 Indicating the Beginning of an Action - 把 Construction (I)
Week 11 [Insert DATE]	Lesson 15: Seeing a Doctor (cont.) Dialogue 2: Allergies - The Preposition 对 - 越来越... - 再说
Week 12 [Insert DATE]	Presentation: 10%
Final [Insert DATE]	Final Exam: 20%

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia's Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15\% of the number of class hours. Note:

Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p. 89).