

**Syllabus**  
**ELC115 / Chinese for Community Wellness**

**Course Description**

This course will teach basic Chinese (Mandarin) in the context of a diverse community setting using the communicative approach. It will focus primarily on fundamental language structures, cultural issues, and language related to health and wellness that will allow for effective interaction between community workers and Chinese-speaking residents. This is an introductory course that requires no previous experience with the Chinese language and is closed to proficient speakers of Chinese.

This three-credit course requires three classroom hours and one lab hour per week.

**Pre/corequisites**

CSE095 and ESL097

**Required Course Book**

Wilder-Smith, Annelies. *How to Take a Patient's Medical History: A Handbook on Chinese Medical Terminology*. Singapore: Armour Publishing, 2011. [ISBN: 9789814305099]

**Grading Standards**

<b>CATEGORY</b>	<b>PERCENTAGE OF COURSE GRADE</b>
Quizzes (4 at 10% each)	40%
Oral presentations (2 at 5% each)	10%
Midterm examination	20%
Homework assignments (10 at 1% each)	10%
Final examination	20%
<b>TOTAL</b>	<b>100%</b>

**Topical Course Outline**

Week 1

The tones in Mandarin Chinese (level, rising, falling–rising, falling, and neutral); Chinese syllabic structure and Hanyu Pinyin Romanization; basic principles of Chinese character writing Greetings; numbers from 1 to 100; calendar dates: days of the week, months of the year, and years

Personal pronouns and titles

- Homework: formulating introductory remarks to the patient [1% of course grade]

## Week 2

A doctor's appointment; telling clock time; giving personal information

Introducing and describing oneself and others: subject + adjective vs. subject + “shi4” + noun

Asking for information: basic question words and interrogative structures

- Homework: formulating useful expressions in visiting the doctor's office [1%]
- Quiz 1 [10%]

## Week 3

Naming the body parts: the head and the torso

Talking about present activities: common verbs

Talking about physical conditions: common modifiers

- Homework: filling out a diagram of the human body [1%]

## Week 4

Describing aches and pains

Activities in progress: forming the present progressive tense with “zai4”

Telling what one is going to do: forming the future tense with the modal verb “yao4”; expressing obligation with the modal verb “dei3”

- Homework: formulating useful expressions relating to discomfort [1%]
- Quiz 2 [10%]

## Week 5

Illnesses and diseases

Indicating relationships: forming possessive words with the particle “de”

Describing daily activities: more activity verbs

Comparing and contrasting: use of the adverb “bi3” for comparisons and “zui4” for the superlative form of modifiers

- Homework: formulating useful expressions in describing ailments [1%]

## Week 6

Review

- Student oral presentations [5%]
- Midterm examination [20%]

## Week 7

Calling 911 and visiting the emergency room

Making requests: giving formal commands with “qing3” + verb

Expressing negation with “bu4” and “mei2”

- Homework: formulating useful expressions relating to emergency medical care [1%]

## Week 8

Preparing for surgery, diagnostic tests, and the operating room

Discussing past activities: the particle “le”

Relating past activities: common adverbials indicating past time

- Homework: formulating useful expressions relating to surgical procedures [1%]

- Quiz 3 [10%]

### Week 9

The pharmacy

Naming the basic colors

Naming the common shapes and forms of medications

- Homework: formulating useful expressions relating to medications [1%]

### Week 10

Food and nutrition

The resultative verb compound: verb + result complement

The verbs “yao4” (want), “xi3huan” (like), and “xiang3” (would like to)

Numbers: 101 to 10,000

- Homework: formulating useful expressions relating to diet [1%]
- Quiz 4 [10%]

### Week 11

Maternity and babies

The reflexive pronoun “zi4ji3”

Verbs commonly used with the reflexive

- Homework: formulating useful expressions for the maternity ward [1%]

### Week 12

Course review

- Student oral presentations [5%]

### Week 13

- Final examination [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).