

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	CHI 1121
COURSE TITLE:	Beginning Chinese II
PREREQUISITE(S):	CHI 1120
COREQUISITE(S):	None
CREDIT HOURS:	4
CONTACT HOURS/WEEK:	5
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	4
Laboratory:	1 (unsupervised)
Other _____:	
FACULTY WORKLOAD POINTS:	4
STANDARDIZED CLASS SIZE ALLOCATION:	22
CATALOG COURSE DESCRIPTION:	
This course is a continuation of Beginning Chinese I.	
SUGGESTED TEXT(S):	<u>Chinese Primer</u> , Revised 2007 Edition; Set of three books: Lessons, Character Workbook, Notes and Exercises Ta-Tuan Ch'en et.al; Princeton University Press, ISBN-13:978-0-691-12991-4
IMPLEMENTATION DATE:	Fall Term, 1992 (931)
LAST REVIEW DATE:	Fall Term, 2002 (20031) Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS:TOPICS MAY BE ARRANGED TO ACCOMMODATE  
PROFESSOR'S INDIVIDUAL PREFERENCE AND  
TECHNIQUEAPPROXIMATE NUMBER OF  
CONTACT HOUR TOPIC

I.	Introduction	5
	<ul style="list-style-type: none"> <li>A. Review of basic sound system, pronunciation, and intonation.</li> <li>B. Outline review of grammatical structures discussed in CHI 1120.</li> <li>C. Review of Chinese written characters.</li> </ul>	
II.	Unit Two Lesson Four	5
	<ul style="list-style-type: none"> <li>A. Dialog and oral practice: Pao-Buh (Run)</li> <li>B. Notes and grammar</li> <li>C. Written character practice (This topic corresponds to basic text, <u>Book of Lesson</u>, pp. 78-79; <u>Book of Notes</u>, pp. 86-94; <u>Book of Character Workbook</u>, pp. 47-53)</li> </ul>	
III.	Unit Three	15
	<ul style="list-style-type: none"> <li>A. Dialog and oral practice: Keh.Ren (A Timely Visitor)</li> <li>B. Notes and grammar</li> <li>C. Written character practice (This topic corresponds to basic text, <u>Book of Lesson</u>, pp. 80-89; <u>Book of Notes</u>, pp. 95-131; <u>Book of Character Workbook</u>, pp. 54-70)</li> </ul>	
IV.	Unit Four	15
	<ul style="list-style-type: none"> <li>A. Dialog and oral practice: Lao Hwang (Dogged Localizers &amp; Directional Complements)</li> <li>B. Notes and grammar</li> <li>C. Written character practice (This topic corresponds to basic text, <u>Book of Lesson</u>, pp. 90-97; <u>Book of Notes</u>, pp. 132-158; <u>Book of Character Workbook</u>, pp. 71-88)</li> </ul>	

COURSE TOPICS: (CONTINUED)TOPICS MAY BE ARRANGED TO ACCOMODATE  
PROFESSOR'S INDIVIDUAL PREFERENCE AND  
TECHNIQUEAPPROXIMATE NUMBER OF  
CONTACT HOUR TOPIC

V.	Unit Five	15
	A. Dialog and oral practice: Huah Byitz (The Nose Job)	
	B. Notes and grammar	
	C. Written character practice (This topic corresponds to basic text, <u>Book of Lesson</u> , pp. 98-105; <u>Book of Notes</u> , pp. 159-181; <u>Book of Character Workbook</u> , pp. 89-106)	
VI.	Review	5
	There will be periodic review and/or examinations of material covered. Weekly quizzes are appropriate. The final review and examination should be cumulative. Supportive language lab exercises should be provided for each topic to be accomplished by the student on an individual basis in the lab during the one unsupervised hour required per week.	

COLLEGE-LEVEL ACADEMIC SKILLS:

I. COURSE FOCUS

The course involves some or all of the following teaching strategies:

- A. Presentation of new material orally, for repetition and control;
- B. Use of visuals and total physical response activities as aids in comprehension and recall;
- C. Reinforcement of correct pronunciation habits established during the initial lessons;
- D. Gradual development of the ability to create and write sentences and brief, simple paragraphs containing learned material;
- E. Treatment of grammar as vocabulary, with a gradual increase in the complexity of the grammatical structures;
- F. Gradually increasing emphasis on individual oral response instead of group repetition or response;
- G. Reinforcement of audio-lingual skills in laboratory sessions;
- H. Elicitation of both oral and written student responses to questions and/or prompts;
- I. Emphasis on listening and reading comprehension and the use of course materials in direct discourse which involves asking questions, making appropriate responses and volunteering information.

II. COURSE GOALS

The following general performance goals will be addressed in the course, based on the national standards scale set by the American Council of Teaching of Foreign Languages (ACTFL) and attached to this document. These categories are directly parallel to those in the performance objectives described in detail with outcome measures in section IV.

## COURSE GOALS (CONTINUED)

- A. Listening (oral comprehension), at the Intermediate Mid proficiency level.
- B. Speaking, at the Intermediate Low Proficiency level.
- C. Reading, at the Intermediate Mid proficiency level.
- D. Writing, at the Intermediate Low proficiency level.
- E. Attitudinal/Culture, at the Intermediate level.
- F. More specifically, the student should be able to perform the functions at the targeted levels as described in the ACTFL Proficiency Guidelines (attached). These functions are elaborated upon in the performance objectives detailed with outcome measures in section IV.

## A. General Goals

- 1. To speak the language well enough to satisfy immediate needs using learned utterances, and with a pronunciation that is intelligible to native speakers used to dealing with foreigners.
- 2. To comprehend some non-memorized, spoken languages in areas of immediate need or on very familiar topics provided that such topics are supported by context; comprehension is reasonable accurate if utterances are short and contain redundant elements.
- 3. To read simple, connected discourse, either authentic material or specially prepared recombinations of known and unknown material; accuracy in comprehension depends on high-frequency and highly contextualized vocabulary and syntax that parallels the native language.
- 4. To write, from dictation or memory, simple fixed expressions, and short sentences based on very familiar sentence patterns; spelling errors do not interfere with comprehension of such writing.
- 5. To display limited awareness in basic, culturally specified verbal and non-verbal behavior; does not offend a native of the culture used to dealing with North Americans.

## B. Specific Objectives

For each unit students will:

1. Recognize and reproduce the sounds of the language.
2. Respond appropriately to visual and/or verbal cues in the unit.
3. Participate in simulated conversations within the limitation of vocabulary and structures studied.
4. Read aloud with comprehension pronunciation the reading selection.
5. Write in simple, but understandable Spanish on the reading selection.
6. Use accurate grammatical forms in speaking and writing within the limitations of the level of the course.

## III. COURSE EVALUATION

- A. Successful proficiency in the target language upon the completion of this course should range from intermediate low to intermediate mid on the ACTFL scale as described in the ACTFL Proficiency Guidelines. Assessment of performance in the course will be based on the student's proficiency as demonstrated in as many of the evaluation methods listed below as the individual instructor deems appropriate.
- B. Suggested methods of evaluation:
  1. Establish evaluation as a continuing and developing process, formative in nature, practiced as frequently as class and laboratory sessions are held, with proficiency on the target language representing the final outcome in student performance.
  2. Emphasize correct pronunciation, smoothness, and intonation in oral reading and conversational sessions.
  3. Check listening comprehension for gist, main idea, and/or specific information from a variety of input, including authentic video and/or audio tapes, textbook or instructor-prepared materials.

## COURSE EVALUATION (continued)

Listening comprehension activities can also check for control of appropriate vocabulary, structure, and culture.

4. Have students interact orally in pairs, small groups, one-on-one interviews with the instructor and/or have them make oral presentations. These oral activities should allow for control on a variety but limited number of topics and should allow for some limited creativity and recombination of learned material.
5. Provide authentic reading materials in the target language with which to check comprehension and application of information gleaned from documents. Emphasis should be on strategies for skimming for main idea and scanning for specific information.
6. Consider meaningful written material, with emphasis on message as well as on syntax. Short writing tasks that in each case represent a whole in themselves, such as notes, messages, postcards and letters, should be used to evaluate functional use of learned material as well as to check spelling, sentence order, sentence structure, and punctuation. Written material may also include brief dictation exercises, brief answers to questions, written words in completion statements, personalized rejoinders in completion of open-ended statements, closed paragraphs, and adaptations of given paragraphs. These written activities should allow for control on a variety but limited number of topics and should allow for some limited creativity and recombination of learned material.
7. Provide opportunities for growth in attitudes about the importance of effective communication in an increasingly global society, about the cultures of those who speak the language studied and its effect on the world, and in appreciation of the contributions to society of other languages and culture. The geography, history, and political contributions of the target culture are appropriate areas to be addressed.

#### IV. PERFORMANCE OBJECTIVES

The descriptions set forth in the latest ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines are the general descriptive guidelines to be used for global assessment of the four basic skills of listening, speaking, reading, and writing. It is expected that upon the students completion of the course their performance will be in the Novice stage of proficiency, minimally at the Intermediate Low level but preferably at the Intermediate Mid level, some peaking into the Intermediate range from certain skills, namely reading.

- A. The students' listening comprehension performance will be satisfactory if they are able to do at least one of the following:
1. Interact understandably in a prescribed number of chats on familiar topics;
  2. Exhibit understanding of main ideas and some details of connected discourse on a number of familiar topics;
  3. Perform satisfactorily on a listening proficiency test appropriate for beginners who are completing one semester of instruction; or
  4. Respond accurately to at least 70% of the short-answer questions asked about very familiar topics. For example, the questions may be taped or presented live, either by the instructor or by another student in the presence of the instructor; or there may be written questions based on the limited-vocabulary dramatizations or monologues to which the students listen in a testing situation.
- B. The students' speaking performance will be satisfactory if they are able to give orally and understandably in the target language the most frequently-used greetings and farewells as well as to do one or more of the following:
1. Participate understandably in a prescribed number of chats on familiar topics;
  2. Give, with the aid of pictures or drawings, orally, and understandably from memory, a prescribed number of narrations (monologues); or

## PERFORMANCE OBJECTIVES (continued)

3. Perform understandably and from memory one's role in each of a prescribed number of dialogues, with the aid of pictures, drawings, or props, if appropriate;
  4. Present any combination of dialogues and monologues, as described in (2) and (3), to make a prescribed total number of presentations;
  5. Perform satisfactorily on an oral proficiency test or speaking competency test appropriate for beginners who are completing one semester of instruction; or
  6. Give oral, understandable, and accurate sentence responses to at least 70% of the short-answer questions asked about very familiar topics.
- C. The students' reading performance will be satisfactory if they are able to demonstrate understanding of main ideas and some details of authentic texts in familiar areas of high interest by responding accurately to at least 70% of the short-answer questions asked about the limited vocabulary selection(s) given to be read during the reading evaluation process.
- D. The students' writing performance will be satisfactory if they complete the provided writing tasks in such a way that their written communication can be fully understood by the instructor, after consultation and rewriting as necessary.
- E. The students' attitudinal/cultural performance will be satisfactory if they participate, sometimes actively, sometimes as an observer and listener, in at least seven-tenths of the oral and cultural learning activities planned and carried out for the purposes of group instruction (with provision for supplementary and/or substitute activities at the discretion of the instructor); and if they persevere to complete the course.

## ACTFL PROFICIENCY GUIDELINES

The 1986 proficiency guidelines developed by the American Council for the Teaching of foreign languages with grants from the U.S. Department of Education represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

## SPEAKING

Intermediate-Low

Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversations, although in a highly restricted manner and with much conversations, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

## LISTENING

Intermediate-Mid

Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate-Mid

Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and media. Understanding continues to be uneven.

## READING

Intermediate-Mid

Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically non-complex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

WRITING  
Intermediate-Low

Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of non-alphabetic symbols occur, but writing can be understood by natives used to the wringing of non-natives.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<b>Section 1</b>	
COURSE PREFIX AND NUMBER: <u>CHI1121</u>	SEMESTER CREDIT HOURS: <u>4</u>
COURSE TITLE: <u>Beginning Chinese II</u>	

**Section 2**  
TYPE OF COURSE: (Click on the box to check all that apply)

AA Elective                       AS Required Professional Course                       College Prep  
 AS Professional Elective                       AAS Required Professional Course                       Technical Certificate  
 Other \_\_\_\_\_  
 General Education: (For General Education courses, you must also complete Section 3 and Section 7)

**Section 3 (If applicable)**  
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

Communication                       Social & Behavioral Sciences                       Mathematics  
 Natural Sciences                       Humanities

**Section 4**  
INTELLECTUAL COMPETENCIES:

Reading     Speaking     Critical Analysis                       Quantitative Skills     Scientific Method of Inquiry  
 Writing     Listening     Information Literacy                       Ethical Judgment     Working Collaboratively

<b>Section 5</b>		
	<b>LEARNING OUTCOMES</b>	<b>METHOD OF ASSESSMENT</b>
	<ul style="list-style-type: none"> <li>I. Be able to speak successfully at the Intermediate-Low proficiency level (see ACTFL guidelines) in a limited number of interactive, task-oriented and social situations. Can initiate and respond to simple statements and maintain face-to-face conversations. Can perform such tasks as introducing self, ordering a meal, asking directions and making purchases.</li> </ul>	Performance-based assessments: in-class discussions, individual oral evaluations by the Instructor in an unstructured conversational mode. Student's scenarios in class and performance in language lab assignments.
	<ul style="list-style-type: none"> <li>II. Be able to understand sentence-length utterances at the Intermediate-Mid proficiency level which consist of recombinations of learned elements in a limited number of content areas. Content refers to basic personal background and needs, social conventions and routine tasks.</li> </ul>	Listening-comprehension assignments (in class and in the language lab) geared toward the measurement of general understanding. Testing of this skill.
	<ul style="list-style-type: none"> <li>III. Be able to read consistently at the Intermediate-Mid proficiency level with increased understanding of simple connected texts dealing with a variety of basic and social needs. Examples may include short, straightforward descriptions of persons, places and things written for wide audiences.</li> </ul>	Check comprehension of reading by appropriate questions and activities in class, in the language lab and in the reading section of tests.
	<ul style="list-style-type: none"> <li>IV. Be able to meet limited practical writing needs at the Intermediate-Low proficiency level. Can write short messages, postcards and take down simple notes. Can create statements or questions within the scope of limited language experience.</li> </ul>	In class writing assignments, homework and language lab activities. Writing section of tests.

**Section 6** Name of Person Completing This Form: Ellie Minich, Art Chiang 10/25/2007