

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	CHI 2200
COURSE TITLE:	Chinese III - Intermediate Chinese
PREREQUISITE(S):	CHI 1120 and CHI 1121
COREQUISITE(S):	None
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	4
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	1
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	25
CATALOG COURSE DESCRIPTION:	
<p>This course is an intermediate course in Mandarin Chinese to develop and improve audio-lingual skills and reading and writing ability. Three-hour class instruction and two-hour language laboratory.</p>	
SUGGESTED TEXT(S):	<u>Intermediate Reader of Modern Chinese</u> by Chih-p'ing Chou Published by Princeton University, 1989
IMPLEMENTATION DATE:	Fall Term, 2002 (20031) Fall Term, 2008
REVIEW OR MODIFICATION DATE:	Fall Term, 2007 (20071) Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS		CONTACT HOURS PER TOPIC
1.	Week One Review, Introduction, pre-test	4
2.	Week Two Lesson One 給爸爸媽媽的信 Letters to Parents	4
3.	Week Three Lesson Two 爸爸的回信 Letter from Father	4
4.	Week Four Lesson Three 電話 Telephone	4
5.	Week Five Lesson Four 申請工作 Interview	4
6.	Week Six Lesson Five 信 - 強姦、偷竊 Letter - Rape and Thief	4
7.	Week Seven Lesson Six 信 - 同居 Letter - Moving In	3
8.	Week Eight Lesson Seven 信 - 墮胎、吸毒 Letter - Abortion and Drug Abuse	3
9.	Week Nine Lesson Eight 信 - 愛情、婚姻 Letter - Love and Marriage	3
10.	Week Ten Lesson Nine 信 - 代溝、女權 Letter - Generation Gap and Feminism	3
11.	Week Eleven Lesson Ten 五封信的討論 Discussion of Five Letters	3
12.	Week Twelve Lesson Eleven 1 到中國去 (一) Go to China (1)	3
13.	Week Thirteen Lesson Eleven 2 到中國去 (二) Go to China (2)	3
14.	Week Fourteen Group Project Presentation	3

## COURSE TOPICS (continued)

CONTACT HOURS  
PER TOPIC

15.	Week Fifteen Review	3
16.	Week Fifteen Final	3

**STUDENT OUTCOMES**

Students will be able to:

1. Learn and master up to 60 basic sentence patterns
2. Read selected articles from Chinese Newspaper
3. Write an essay of 400 words
4. Converse with a native Chinese on a particular topic

## ADDITIONAL ACTIVITIES

Additional activities are at the discretion of the instructor. They may include readings (in the text or from other sources) and other classroom proficiency-oriented activities and/or projects.

There should be periodic reviews and/or examinations of material covered. Weekly quizzes are appropriate. The final review and the final 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 language lab during the one unsupervised hour required per week.

## COLLEGE-LEVEL ACADEMIC SKILLS

1. To continue the development of cultural-oral skills at a high level of proficiency-one that will allow the student a smooth transition to continued development of communicative skills regardless of its context, whether it be continued formal study or actual immersion in a Spanish language environment.
2. To continue the development of reading skills and vocabulary acquisition with emphasis on the comprehension of syntactical difficulties and/or subtleties.
3. To continue the development of writing skills in terms of both academic material and practical everyday contexts.
4. To develop an awareness of translation as an art to be acquired through language proficiency.
5. To continue the development of a mature understanding of Hispanic cultural traditions and artistic contributions.

## 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-Mid

Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

LISTENING  
Intermediate-High

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

READING  
Intermediate-High

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

WRITING  
Intermediate-Mid

Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time and at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing 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>	
<b>COURSE PREFIX AND NUMBER:</b> <u>CHI 2200</u>	<b>SEMESTER CREDIT HOURS (CC):</b> <u>3</u> <b>CONTACT HOURS (NCC):</b> _____
<b>COURSE TITLE:</b> <u>Chinese III – Intermediate Chinese</u>	

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

<input checked="" type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____	<input type="checkbox"/> PSAV	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> 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:**

<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input checked="" type="checkbox"/> Humanities	

**Section 4**  
**INTELLECTUAL COMPETENCIES:**

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

<b>Section 5</b>		
<b>LEARNING OUTCOMES</b>		<b>METHOD OF ASSESSMENT</b>
•	Be able to speak the Intermediate-Mid proficiency level (see ACTFL guidelines) in a conversational mode using all the structures learned in the previous levels. Expand students abilities to express their attitudes towards action and conditions Express verbally personal opinions and ideas	Performance-based assessment: Student's presentations. In class discussions on relevant cultural topics. Individual Oral Interviews by the Instructor in an unstructured conversational mode. Performance in language lab assignments.
•	Be able to understand long conversational sentences at the intermediate-High level. Emphasis on scanning techniques to advance comprehension.	Listening-comprehension assignments (in class and in the language lab) geared toward the measurement of general understanding. Testing this skill
•	Be able to read at the Intermediate-High proficiency level short essays, poems, and short stories. Emphasis on skimming and scanning techniques to help understanding	Check comprehension of reading by appropriate questions (i.e.: main topic, etc) in the reading section of tests.
•	Be able to write letters, short messages, charts with relevant information, compositions at the intermediate-Mid level (short essays, short stories, or poems should be at the instructor's discretion)	Progress Portfolio (Types: growth, showcase, evaluation). Section test of this skill.

**Section 6**  
Name of Person Completing This Form: Arthur Y. Chiang Date: 10/25/2008