

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	CHI 2201
COURSE TITLE:	Chinese IV - Practice in Mandarin Chinese
PREREQUISITE(S):	CHI 2200
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:	
This course is practice in Mandarin Chinese reading comprehension and composition. Intensive exercises in « character writing » will be required to develop writing technique. Three-hour class instruction and two-hour language laboratory.	
SUGGESTED TEXT(S):	<u>Intermediate Reader of Modern Chinese</u> by Chih-p'ing Chou Published by Princeton University, 1989
IMPLEMENTATION DATE:	Spring Term, 2003 Fall Term, 2008
REVIEW OR MODIFICATION DATE:	Fall Term, 2002 (20031) 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 Twelve 中國青年的煩惱 Things bothering China Youth	4
3.	Week Three Lesson Thirteen 中國的人口 (一) Chinese Population (1)	4
4.	Week Four Lesson Fourteen 中國的人口 (二) Chinese Population (2)	4
5.	Week Five Lesson Fifteen 北京、上海、臺北 Beijing, Shanghai and Taipei	4
6.	Week Six Lesson Sixteen 孔子 Confucius	4
7.	Week Seven Lesson Seventeen 長城與運河 Great Wall and Great Cannel	3
8.	Week Eight Lesson Eighteen 胡適 Dr. Hu Shi (A Scholar)	3
9.	Week Nine Lesson Nineteen 魯迅 Mr. Lu Xun (A Novelist)	3
10.	Week Ten Lesson Twenty 學生運動與文化大革命 Student Movement and Cultural Revolution	3
11.	Week Eleven Lesson Twenty One 外國地名的中文翻譯 Translation into Chinese	3
12.	Week Twelve Lesson Twenty Two 內科、外科 Chinese Medicine	3
13.	Week Thirteen Lesson Twenty Three 求饒、用腿寫字、萬字 Forgive Me, Forgive me	3

## COURSE TOPICS (continued)

CONTACT HOURS  
PER TOPIC

14.	Week Fourteen Group Project Presentation	3
15.	Week Fifteen Review	3
16.	Week Fifteen Final	3

**STUDENT OUTCOMES**

Students will be able to:

1. Learn and master up to 90 basic sentence patterns
2. Read selected articles from Chinese Newspapers and popular magazines
3. Write an essay of 800 words
4. Converse with a native Chinese with a given topic

## 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-High

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

LISTENING  
Advanced

Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extra linguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

READING  
Advanced

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.



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 2201</u>	<b>SEMESTER CREDIT HOURS (CC):</b> <u>3</u> <b>CONTACT HOURS (NCC):</b> _____
<b>COURSE TITLE:</b> <u>Chinese IV – Practice in Mandarin 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>
<ul style="list-style-type: none"> <li>Be able to speak an Intermediate-High 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</li> </ul>	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. Testing of this skill.
<ul style="list-style-type: none"> <li>Be able to understand long conversational sentences at the Advanced proficiency level. Emphasis on scanning techniques to advanced comprehension.</li> </ul>	Listening-comprehension assignments (in class and in the language lab) geared toward the measurement of general understanding.
<ul style="list-style-type: none"> <li>Be able to read at the advanced proficiency level short essays, poems and short stories. Emphasis on skimming and scanning techniques to help understanding.</li> </ul>	Check comprehension of reading by appropriate questions (i.e.: main topic etc) in the reading section of tests. Section test of this skill.
<ul style="list-style-type: none"> <li>Be able to write letters, short messages, charts with relevant information, compositions at the Intermediate-High level (short essays, short stories, or poems should be left at the instructor's discretion)</li> </ul>	Portfolio (Types: growth, showcase, evaluation)

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