

ELC102.xxxx Elementary Modern Chinese 2 (Elem Chinese 2)

INSTRUCTORS_NAME <instructors_email@lagcc.cuny.edu>
<http://faculty.lagcc.cuny.edu/instructor>

SEMESTER

Saved on: 10:00 PM Saturday, December 15, 2018

Instructor's Information

Instructor: INSTRUCTORS_NAME
Homepage: <http://faculty.lagcc.cuny.edu/instructor>
Email: instructors_email@lagcc.cuny.edu
Tel: 718-482-5460
Office: B-234
Office Hours: xxx
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 ELC101 and is designed to further develop students' language fluency and proficiency, and communication skills of the target language within a cultural and linguistic context. The basic Chinese writing system and characters will be introduced.

Section Description: The ELC102 course is a continuation of ELC101 (Elementary Modern Chinese I). Listening and speaking skills will be further developed through work in the classroom and the language lab. Students will learn more about Chinese pronunciation, grammar, and vocabulary in selected cultural contexts. Students will continue to learn the basic Chinese writing system, utilizing the Romanized writing system (Hanyu Pinyin) and written characters.

Prerequisites: ELC101 or Exemption exam

Pre/Corequisites: CSE095 and ESL097

Flexible Core Objectives: World Cultures and Global Issues

This course bears three credits that satisfy Pathways Flexible Core World Cultures and Global Issues. In this Pathways course, students 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 the four tones of Chinese;
- demonstrate an understanding of Chinese grammar in a controlled setting;
- communicate with a native speaker of Chinese using idiomatic and cultural expressions in a controlled setting;
- explain the meanings of simple texts written in Pinyin and/or in Chinese characters;
- write simple and coherent paragraphs using Pinyin to demonstrate an understanding and control of Chinese syntax and grammar;

- carry on a basic conversation using vocabulary words that include topics such as weather, travel, making appointments and shopping;
- present projects about one aspect of Chinese culture that they have researched.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Liu, Yuehua, Yao, Tao-Chung, Shi, Yaohua, Ge, Liangyan & Bi, Nyan-Ping (2017). Integrated Chinese Volume 1 (simplified) (4th). Boston, Mass.: Cheng & Tsui. ISBN: 9781622911356. Price: \$59.99
- Liu, Yuehua, Yao, Tao-Chung, Shi, Yaohua, Bi, Nyan-Ping & Ge, Liangyan (2017). Integrated Chinese Volume 1 Workbook (simplified) (4th). Boston, Mass.: Cheng & Tsui. ISBN: 9781622911363. Price: \$29.99
- Liu, Yuehua, Yao, Tao-Chung, Shi, Yaohua, Bi, Nyan-Ping & Ge, Liangyan (2017). Integrated Chinese Volume 1 Character Workbook (simplified & traditional) (4th). Boston, Mass.: Cheng & Tsui. ISBN: 9781622911370. Price: \$25.99

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

- Midterm 20%
- Final exam 20%
- Quizzes (5 quizzes x 5) 25%
- Homework (10 HW x 1) 10%
- Lab (10 labs x 1) 10%
- Presentation 15%

- **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 1-5
Week 2 [Insert DATE]	Lesson 6: Making Appointments Dialogue 1: Calling Your Teacher - The Preposition 给 (gěi) (to, for) - The Modal Verb 要 (yào) (will; be going to) (I) - The Adverb 别 (bié) (don't) Quiz 1: 5% / Lab 1: 1% / HW 1: 1%
Week 3 [Insert DATE]	Lesson 6: Making Appointments (cont.) Dialogue 2: Calling a Friend for Help - Time Expressions - The Modal Verb 得 (děi) (must, have to) - Directional Complements (I) Quiz 2: 5% / Lab 2: 1% / HW 2: 1%
Week 4 [Insert DATE]	Lesson 7: Studying Chinese Dialogue 1: How Did You Do on the Exam? - Descriptive Complements (I) - The Adverbs 太 (tài) (too), 真 (zhēn) (really), and 很 (hěn) (very) - The Adverb 就 (jiù) (I) - Double Objects - Ordinal Numbers - 有 (一) 点儿 (yǒu[yi]diǎnr) (somewhat, rather, a little bit) Lab 3: 1% / HW 3: 1%
Week 5 [Insert DATE]	Lesson 7: Studying Chinese (cont.)

	<p>Dialogue 2: Preparing for Chinese Class</p> <ul style="list-style-type: none"> - Question Pronoun: 怎麼 (zěnmě) (how, how come) - The 的 (de) Structure (I) - Connecting Sentences in Continuous Discourse <p>Quiz 3: 5% / Lab 4: 1% / HW 4: 1%</p>
Week 6 [Insert DATE]	<p>Lesson 8: School Life</p> <p>Diary Entry: A Typical School Day</p> <ul style="list-style-type: none"> - The Position of Time-When Expressions - The Adverb 就 (jiù) (II) - Describing Simultaneity Using 一边...一边 (yibiān... yibiān...) - Series of Verbs/Verb Phrases - The Particle 了 (le) (II) - The Particle 的 (de) (III) - The 正在 (zhèngzài) + Verb Structure (be doing...) <p>Midterm (20%)</p> <p>Lab 5: 1% / HW 5: 1%</p>
Week 7 [Insert DATE]	<p>Lesson 8: School Life (cont.)</p> <p>Letter: Writing to a Friend</p> <ul style="list-style-type: none"> - Indicating Inclusiveness: 除了...以外, 还/也... (chúle...yíwài, hái/yě...) (in addition to , also) - Comparing 能 (néng) and 会 (huì) (I) - The Conjunctions 要是 (yàoshi) and 因为 (yīnwèi) and the Adverb 就 (jiù) (III) <p>Lab 6: 1% / HW 6: 1%</p>
Week 8 [Insert DATE]	<p>Lesson 9: Shopping</p> <p>Dialogue 1: Shopping for Clothes</p> <ul style="list-style-type: none"> - The Modal Verb 要 (yào) (want to do) (II) - Measure Words (II) - The 的 (de) Structure (II) - Using 多 (duō) Interrogatively - Denominations of Currency <p>Quiz 4: 5% / Lab 7: 1% / HW 7: 1%</p>
Week 9 [Insert DATE]	<p>Lesson 9: Shopping (cont.)</p> <p>Dialogue 2: Exchanging Shoes</p> <ul style="list-style-type: none"> - Comparisons Using 跟/和...(不)一样 (gēn/hé [bù] yíyàng) ([not] the same as...) - The Conjunctions 虽然... , 可是/但是...(suīran..., kěshi/dànshi) (although... yet) <p>Lab 8: 1% / HW 8: 1%</p>
Week 10 [Insert DATE]	<p>Lesson 10: Transportation</p> <p>Dialogue: Going Home for Winter Vacation</p> <ul style="list-style-type: none"> - Topic-Comment Sentences - Indicating Alternatives: 或者 (huòzhě, or) and 还是 (háishi, or) - Indicating Sequence: 先...再... (xiān...zài...) (first..., then...) - Pondering Alternatives: 还是...(吧) (háishi...[ba]) (had better) <p>Quiz 5: 5% / Lab 9: 1% / HW 9: 1%</p>
Week 11 [Insert DATE]	<p>Lesson 10: Transportation (cont.)</p> <p>Email: Thanks for the Ride</p> <ul style="list-style-type: none"> - Indicating Totality: 每...都... (měi...dōu...) (every) - Indicating Imminence: 要...了 (yào...le) (soon)

	Lab 10: 1% / HW 10: 1%
Week 12 [Insert DATE]	Presentations: 20%
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).