

ELC105.xxxx Modern Chinese for Heritage Students 1 (Chinese Heritage 1)

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SEMESTER

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Instructor's Information

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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 designed to help heritage speakers of Chinese to enhance their reading and writing competence of the target language in the formal and high-level register. The course especially focuses on improving students' Chinese grammar, usage, and their critical reading and writing strategies in Chinese through project-based assignments. This course is mostly taught in Chinese.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites: 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.
- Analyze the historical development of one or more non-U.S. Society.
- Analyze and discuss the role that race, ethnicity, class, gener, language, sexual orientaiton, belief, or other forms of social differentiation play in the world cultures or societies.
- 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

- demonstrate familiarity with the Chinese writing system;
- communicate with a native speaker of Chinese using idiomatic and cultural expressions in a controlled setting;
- explain and analyze the meanings of abridged and/ original texts in Chinese in a controlled setting;
- write paragraphs in Chinese demonstrating better control and an understanding of Chinese syntax and grammar, especially in the formal and high-level register;
- carry on a conversation in Chinese, especially in the formal and high-level register;
- present projects about aspects of Chinese culture or tradition that they have researched.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Anderson, Q.-H. (2005). Masterworks Chinese Composition: Expressive Literacy Through Reading and Composition (Chinese edition). Cheng & Tsui, Boston, Mass. ISBN: 9780887274350; Course: ELC105; Price: \$27.99.
- Lin, H. T. (2005). Essential Grammar for Modern Chinese. Cheng & Tsui, Boston, Mass. ISBN: 97800917056109; Course: ELC105; Price: \$34.99

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

Midterm 20%

Final exam 20%

Quizzes (4 quizzes x 5) 20%

Homework (10 HW x 1) 10%

Lab (10 labs x 1) 10%

Presentation 20%

- **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)
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Lab: Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	<p>Week One</p> <p>Reading and analysis of an essay "Peanuts"</p> <p>A Brief History of the Chinese Language (wenyan --Classical Chinese and baihua-- modern Chinese; Mandarin -- the Official Language of China -- and dialects)</p>
Week 2 [Insert DATE]	<p>Week Two</p> <p>Reading and analysis a prose "Haste" Basics of Phonetics of Modern Chinese: shengmu (Initial of Syllable), yunmu (Final of Syllable), tones; tone changes in combinations; pinyin and other phonetic symbol systems</p> <p>Quiz 1 (5%)</p> <p>Lab 1: 1%</p> <p>HW1: 1%</p>
Week 3 [Insert DATE]	<p>Week Three</p> <p>Reading and analysis of a short story "A Trivial Incident"</p> <p>The Chinese Writing System;</p> <p>the Traditional Script and Simplified Script;</p> <p>Chinese Character -- a Semantic Unit (Morpheme) and a Phonetic Unit (Syllable);</p> <p>the Structure of a Chinese Character;</p> <p>Six Patterns of Creation of Chinese Characters</p> <p>Lab 2: 1%</p> <p>HW 2: 1%</p>
Week 4 [Insert DATE]	<p>Week Four</p> <p>Reading and analysis of a lyric prose "Spring" Vocabulary: Morphemes, Words, Idiomatic Phrases</p>

	<p>Synonyms and Antonyms</p> <p>Lab 3: 1%</p> <p>HW 3: 1%</p> <p>Quiz 2 (5%)</p>
Week 5 [Insert DATE]	<p>Week Five</p> <p>Reading and analysis of an essay "Life Lessons from Mother"</p> <p>Parts of Speech -- Nouns, Verbs, Adjectives, Numerals, Quantifiers</p> <p>Lab 4: 1%</p> <p>HW 4: 1%</p> <p>Midterm:20%</p>
Week 6 [Insert DATE]	<p>Week Six</p> <p>Reading and analysis of a prose "The View from the Rear"</p> <p>Parts of Speech -- Pronouns, Adverbs, Conjunctions, Prepositions, Auxiliary Words</p> <p>Lab 5: 1%</p> <p>HW 5: 1%</p>
Week 7 [Insert DATE]	<p>Week Seven</p> <p>Reading and analysis of two classical poems</p> <p>Word Groups (SV Phrase, va Phrase, VC Phrase, Modifier + Noun Phrase, Modifier + V Phrase, Coordinative Phrase, Localizer Phrase)</p> <p>Lab 6: 1%</p> <p>HW 6: 1%</p> <p>Quiz 3 (5%)</p>
Week 8 [Insert DATE]	<p>Week Eight</p> <p>Reading and analysis of an article "The Greatest Suffering and the Greatest Joy"</p> <p>Word Groups (Quantifier Phrase, Appositive Phrase, VV Phrase, VOV Phrase, Prepositional Phrase, "de" Phrase, "suo" Phrase, Comparison Phrase)</p> <p>Lab 7: 1%</p> <p>HW 7: 1%</p>
Week 9 [Insert DATE]	<p>Week Nine</p> <p>Reading and analysis of a short story "Kong Yi Ji"</p> <p>Simple Sentences</p> <p>Quiz 4 (5%)</p> <p>Lab 8: 1%</p> <p>HW 8: 1%</p>
Week 10 [Insert DATE]	<p>Week Ten</p> <p>Reading and analysis of a short story "Kong Yi Ji" (Continued)</p> <p>Compound and Complex Sentences</p> <p>Lab 9: 1%</p>

	HW 9: 1%
Week 11 [Insert DATE]	<p>Week Eleven</p> <p>Reading and analysis of a short story "Mr. More Or Less"</p> <p>The Art of Composition -- Narrative/Descriptive Essays</p> <p>Lab 10: 1%</p> <p>HW10:1%</p>
Week 12 [Insert DATE]	<p>Week Twelve</p> <p>Reading and analysis of an article "Be Determined to Accomplish Great Things"</p> <p>The Art of Composition --</p> <p>Presentation of Projects: 20%</p>
Final [Insert DATE]	<p>Finals Week</p> <p>Final Exam: 20%</p>

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).