

CHN102: Elementary Chinese (Mandarin) 1
Spring 2018
Section 1
Classroom: BAC 102
MWF 4:05-5:15p

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Extension: 2590
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Office Hrs: See Canvas

Catalogue Description

An introductory course emphasizing four basic skills: aural comprehension, speaking, reading, and writing. Also noted is the cultural and historical background of the areas where the language is spoken. Participation and active use of the language is emphasized in the classroom.

General Education Course

Elementary Chinese is one of the components of the General Education program at PLNU, under the category of *Seeking Cultural Perspectives*. By including this course in a common educational experience for undergraduates, the faculty supports the survey of human endeavors from a historical, cultural, linguistic and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary.

Required Texts

1. *Integrated Chinese 4th Edition, Volume 1&2 Textbook* (Simplified Chinese) 4th Edition. 9781622911356
2. *Integrated Chinese 4th Edition, Volume 1&2 Workbook* (Simplified Chinese) 4th Edition. 9781622911363
3. *Integrated Chinese 4th Edition, Volume 1&2 Character Workbook* (Simplified and Traditional Chinese) 4th Edition. 9781622911370
4. *Audio Recordings for Integrated Chinese* (Volume 1&2), Fourth Edition. Boston: Cheng & Tsui Company, 2017. Available at www.chengtsui.com

Various handouts distributed by the professor.

Optional Supplementary Resources:

- *Integrated Chinese DVD* (Level 1, Parts 1&2). Boston: Cheng & Tsui Company. 2010.
- *Integrated Chinese BuilderCards* (Level 1&2). Boston: Cheng & Tsui Company. 2010.
- *The Way of Chinese Characters* (Second Edition). Jianhsin Wu. Boston: Cheng & Tsui Company. 2009.
- *Making Connections* (Second Edition). Madeline K. Spring. Boston: Cheng & Tsui Company. 2010.

General Education Learning Outcomes (GELOs)

Learning: Informed by our Faith in Christ

Students will:

- Demonstrate effective written and oral communication skills, both as individuals and in groups;
- Use quantitative analysis, qualitative analysis, and logic skills to address questions and solve problems; and
- Demonstrate the effective and responsible use of information from a variety of sources.

Growing: In a Christ-Centered Faith Community

Students will:

- Examine the complexity of systems in the light of the reconciling work of God in Christ; and
- Demonstrate a respect for the relationships within and across diverse communities.

Serving: In a Context of Christian Faith

Students will:

- Engage in acts of devotion and works of mercy informed by the Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor.

Course Learning Outcomes

Students will be able to:

1. Speak Chinese at a year 1 level using basic formulaic and memorized materials within the student's own experience.
2. Comprehend basic connected discourse that uses vocabulary and grammar within the student's own experience.
3. Write discrete sentences as well as simple connected paragraphs using memorized vocabulary and grammar structures.
4. Read cultural readings that employ familiar vocabulary as well as learned grammatical structures.
5. Demonstrate comprehension of basic cultural mores and patterns of living of the target cultures studied.

Students will gain listening, speaking, reading and writing skills in standard (Mandarin) Chinese, attaining approximately the Novice High level on the ACTFL proficiency scale. Specifically, students will be able to achieve the following:

Listening Understand short, fixed utterances and some sentence-length utterances, especially where context supports understanding and speech is clear. Students will also be able to comprehend limited vocabulary and some simple questions and statements about family members, age, address, time, locations, interests, needs and daily activities.

Speaking Make short statements and ask simple questions, primarily by relying on memorized utterances but occasionally by recombining familiar phrases and fragments. Vocabulary centers on areas such as common objects, places, daily activities, hobbies, etc.

Reading Identify a limited number of character components and high-frequency characters in areas of immediate need. Students will be able to read typical messages for instructional and directional purposes, such as prices in stores, times and dates on schedules, and simple directions.

Writing Write fixed expressions and short statements. Vocabulary centers on areas such as common objects, places, daily activities, hobbies, etc. Students will also be able to write names,

numbers, dates, their own nationality, and other simple autobiographical information as well as some short phrases.

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Policies and Requirements

Attendance: *Attendance is required. Missing class for other than medical emergencies or excused absences will affect your grade, as per the University Catalog.* Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

Class Preparation: All assignments must be completed prior to the assigned due date and time. Some assignments will be discussed in class while others will be completed individually but not discussed.

Maintaining the sequence and pacing of the curriculum is important as it has been purposely designed for meaningful comprehension. By not following the intended curriculum, you may not allow yourself adequate opportunity to focus on all areas of the material. Students are expected to listen to the audio recordings and practice speaking and writing characters on a regular basis. No language can be acquired overnight; the best way to build up Chinese language proficiency is gradually, through frequent interaction with the course material.

Class Participation: *Regular* contributions to class discussion are expected, including but not restricted to discussions of readings, related experiential exercises, and open dialogue. Despite the size of the class, I want everyone to feel compelled to share their thoughts on assigned readings. Enthusiastic and responsible participation in assigned group projects (in-class and outside of class) is expected of all.

Late Paper and Paper Submission Policy: Hand in your assignment by the time class begins on the day the assignment is due. Scores on work submitted after class starts, due to student tardiness, will be deducted by one letter grade. Unless pre-arranged, students must attend the entire class session on days homework is due in order to receive credit on their assignments.

E-Mail: Please use e-mail for simple, logistical questions or clarifications. Write: "CHN101" in the subject line. Allow 24 hours/ 1 business day (M-F, 8am to 5pm) for a reply.

Cell phones and computers: may be used for classroom related activities only.

Public Discourse: Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

Inclusive Language: *Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.* These academic style guides provide background information and good examples of how to maintain non-sexist language use in your writing.

Academic Honesty/ Policy on Plagiarism: Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

Academic Accommodations: While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

Final Examination: *The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule.* Successful completion of this class requires taking the final examination on its scheduled day. No requests for early examinations or alternative days will be approved.

FERPA Policy: In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Academic Policies](#) in the (undergrad/ graduate as appropriate) academic catalog.

LJML Department Policies: available at this [link](#).

PLNU Copyright Policy: Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

Grading Scale

94-100	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
60-69	D
0-59	F

Grading and Assignments

10%	Attendance and Class Participation
30%	Homework and Assignments
30%	Quizzes
10%	Tests
20%	Midterm Exam

Class Participation Note:

Arrive to class on time; use smart phones and laptops for classroom use, complete unannounced assignments; work with peers in small groups; ask and respond to questions in class; pay attention to presentations, lectures, and films; take notes; attend the entire class.

Regarding the requirement that students use smart phones and laptops for classroom use, please note failure to comply will result in a "0" for the total class participation score.

Course Schedule *Subject to Change*

List of Abbreviations:

AU: Audio recordings	RC: Reading Comprehension
CWB: Character Workbook	TB: Textbook
D: Dialogue	Q: Quiz
G: Grammar	V: Vocabulary
L: Lesson	WB: Workbook
R: Review	

Date	Class Activities	Homework Due	Preparation
1/9	Course Introduction/ Begin Lesson 7		
1/10	L7 D1 (Intro), L7 D1 Characters, L7 G1–6	CWB: D1	TB: L7 D1 AU: L7 D1
1/12	Q: L7 D1 V R: L7 D1 L7 D2 V (Intro)	WB: L7 D1	TB: L7 D2 AU: L7 D1
1/15	MLK (no classes)		

1/17	L7 D2 (Intro) L7 D2 Characters L7 G7–9	CWB: L7 D2	TB L7 D2 AU: L7 D2
1/19	Q: L7 D2 V R: L7 Speaking & Reading Exercises	WB: L7 D2	AU: L7 D2
1/22	L8 Diary Entry (Intro) L8 Diary Entry Characters L8 G1–7	CWB: L8 Diary Entry	TB: L8 Diary Entry AU: L8 Diary Entry
1/24	Q: L8 Diary Entry V R: L8 Diary Entry L8 Letter V (Intro)	WB: L8 Diary Entry	TB: L8 Diary Entry AU: L8 Diary Entry
1/26	L8 Letter (Intro) L8 Letter Characters L8 G8–10	CWB: L8 Letter	TB: L8 Letter AU: L8 Letter
1/29	Q: L8 Letter V R: L8 Speaking and Reading Exercises	WB: L8 Letter	AU: L8 Letter
1/31	Workshop/ Review		
2/2	L7 & L8: Test / Review		
2/5	L9 D1 (Intro) L9 D1 Characters L9 G1–5	CWB: L9 D1	TB: L9 D1 AU: L9 D1
2/7	Q: L9 D1 V R: L9 D1 L9 D2 V (Intro)	WB: L9 D1	TB: L9 D2 AU: L9 D1
2/9	L9 D2 (Intro) L9 D2 Characters L9 G6–7	CWB: L9 D2	TB: L9 D2 AU: L9 D2
2/12	Q: L9 D2 V R: L9 Speaking and Reading Exercises	WB: L9 D2	AU: L9 D2
2/14	Q: L9 D2 V R: L9 Speaking and Reading Exercises	WB: L9 D2	AU: L9 D2
2/16	L9 Test / Review		
2/19	L10 Dialogue (Intro) L10 Dialogue Characters L10 G1–4	CWB: L10 Dialogue	TB: L10 Dialogue AU: L10 Dialogue
2/21	Q: L10 Dialogue V R: L10 Dialogue L10 Email V (Intro)	WB: L10 Dialogue	TB L10 Email AU: L10 Dialogue
2/23	L10 Email (Intro) L10 Email Characters L10 G5–6	CWB: L10 Email	TB: L10 Email AU: L10 Email
2/26	Q: L10 Email V , R: L1 Speaking Exercises	WB: L10 Email	TB: L10 Email AU: L10 Email
2/28	Workshop/ Review		
3/2	Lesson 1-10 Midterm Exam		

Spring Break, March 5-9			
3/12	L11 D1 Characters L11 G1-4	CWB: L11 D1	TB: L11 D1 CD: L11 D1
3/14	Q: L11 D1 V R: L11 D1 L11 D2 V (Intro)	WB: L11 D1	TB: L11 D2 CD: L11 D2
3/16	L11 D2 (Intro) L11 D2 Characters L11 G5-6	CWB: L11 D2	TB: L11 D2 CD: L11 D2
3/19	Q: L11 D2 V R: L11 Speaking & Reading Exercises	WB: L11 D2	TB: L11 D1 & D2 CD: L11 D1 & D2
3/21	L12 D1 (Intro) L12 D1 Characters L12 G1-5	CWB: L12 D1	TB: L12 D1 CD: L12 D1
3/23	Q: L12 D1 V R: L12 D1 L12 D2 V (Intro)	WB: L12 D1	TB: L12 D2 CD: L12 D2
3/26	L12 D2 (Intro) L12 D2 Characters L12 G6-7	CWB: L12 D2	TB: L12 D2 CD: L12 D2
3/28	Q: L12 D2 V R: L12 Speaking & Reading Exercises	WB: L12 D2	TB: L12 D1 & D2 CD: L12 D1 & D2
3/30	Easter Recess (no classes)		
4/2	Easter Recess (no classes)		
4/4	L11 & L12: Test / Review		
4/6	L13 D1 (Intro) L13 D1 Characters L13 G1-4	CWB: L13 D1	TB: L13 D1 CD: L13 D1
4/9	Q: L13 D1 V R: L13 D1 L13 D2 V (Intro)	WB: L13 D1	TB: L13 D2 CD: L13 D2
4/11	L13 D2 (Intro) L13 D2 Characters L13 G5-8	CWB: L13 D2	TB: L13 D2 CD: L13 D2
4/13	Q: L13 D2 V R: L13 Speaking & Reading Exercises	WB: L13 D2	TB: L13 D1 & D2 CD: L13 D1 & D2
4/16	L14 D1 (Intro) L14 D1 Characters L14 G1-2	CWB: L14 D1	TB: L14 D1 CD: L14 D1
4/18	Q: L14 D1 V R: L14 D1 L14 D2 V (Intro)	WB: L14 D1	TB: L14 D2 CD: L14 D2

4/20	L14 D2 (Intro) L14 D2 Characters L14 G3-5	CWB: L14 D2	TB: L14 D2 CD: L14 D2
4/23	Q: L14 D2 V R: L14 Speaking & Reading Exercises	WB: L14 D2	TB: L14 D1 & D2 CD: L14 D1 & D2
4/25	L13 & L14: Test / Review		
4/27	L15 D1 (Intro) L15 D1 Characters L15 G1-4	CWB: L15 D1	TB: L15 D1 CD: L15 D1
<i>Final Exam: Wednesday May 2, 4:30-7:00 p.m.</i>			