

COMMON COURSE OUTLINE FOR CHIN 2200: INTERMEDIATE CHINESE 2

A. COURSE DESCRIPTION

1. Number of credits: 5
2. Lecture hours per week: 5
Lab hours per week: None
3. Prerequisites: None
Recommended: CHIN 2100 or equivalent
4. Co-requisites: None
5. MnTC Goals: Goal 6/Humanities
Goal 8/Global Perspective

Catalogue Description:

Students continue the development and strengthening of the five communication skills: listening, speaking, reading, writing, and translation. Cultural and literary materials are used to develop an appreciation for the arts, history, culture, and literature of Chinese-speaking peoples and create an awareness of cultural, social, and linguistic differences and similarities. Major grammar focus includes the passive structure, compound sentences, causative and pivotal constructions, and tone/mood.

B. DATE LAST REVISED: February 2021

C. OUTLINE OF MAJOR CONTENT AREAS

In an immersion-type setting, the course will consist of:

1. Presentation and discussion of materials in the target language.
2. Reading and discussing selections from literary works.
3. Viewing and discussing films, documentaries, works of art, and architecture.
4. Listening to and discussing instrumental and vocal music.
5. The analysis of these works from a textual, historical, and social perspective, including authentic documents such as films, newspapers, and documentaries.
6. Listening to guest speakers and/or participating in community activities and events.
7. The written or oral analysis of presented materials using essays, compositions, presentations, or journals focusing on fostering intercultural understanding and sensitivity.
8. The creation and presentation of original written and artistic works in the target language.
9. Linguistic, literary, creative, and analytical activities based on exposure to and awareness of different cultures and different peoples who share a common language are presented.
10. Grammatical topics: the passive structure, compound sentences and conditional conjunctions, causative and pivotal constructions, adverbials and attributives, topic-comment sentences, serial verb constructions, rhetorical questions, and adverbs expressing tone/mood.

11. Vocabulary topics: Expressing concern and appreciation, describing cause and effect, demonstrating anger and complaints, expressing apologies, courtesy and compliments, the job interview, expressing agreement and disagreement, and asking for advice.
12. Culture: Students acquire cultural information for the purpose of understanding and appreciating the products, practices, and perspectives of other cultures. Topics include: gift giving, fortune telling, modern prose, idioms and idiom stories, traditional Chinese music, politeness in everyday life, education and employment, and businesses and the service industry.

D. COURSE LEARNING OUTCOMES

Upon successful completion of CHIN 2200, students will be able to: (Letters in parentheses refer to the relevant competencies of the Minnesota Transfer Curriculum, Goal 6 – Humanities and Goal 8 - Global Perspective.)

1. Demonstrate increased proficiency in the five skills (listening, speaking, reading, writing and translation).
2. Appraise a wide range of works of literature, philosophy, and the arts-- contemporary as well as traditional--within the target language. (6a, 8b)
3. Gain an understanding of works within their cultural, historical, geographical, political, and social context, with emphasis on cultural behavior, ideas, and values. (6b, 8b)
4. Interpret works in the target language and in terms of the culture being studied, providing cross-cultural understanding, appreciation, and comparison. (6b, c, e)
5. Analyze specific issues in a global context, focusing on alternative ways of considering problems and proposing solutions. (8c)
6. Create original works in the target language which stimulate the creative process, using synthesis and analysis in the interpretive process. (6d)
7. Show an increased understanding of history, political science, art, and music of the target culture through the target language. (6a, 8a, b, c)
8. Use the language beyond the school setting for lifelong learning and for participating in the global community. (8d)

E. METHODS USED FOR ASSESSING STUDENT LEARNING

1. Written and oral quizzes
2. Class participation
3. Workbook exercises
4. Group speaking tasks
5. Compositions
6. Portfolio project

F. SPECIAL INFORMATION

None