

ELC101.xxxx Elementary Modern Chinese 1
(Elem Chinese 1)

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

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 for beginners of Modern Chinese (Mandarin) and aims to develop listening, speaking, reading and writing skills in Chinese. An understanding of Chinese culture is also nourished through the examination of cultural practices and perspectives. Students will learn Chinese pronunciation, grammar and vocabulary in the context of important aspects of the culture essential for effective communication. Note: Students must successfully complete ELC102 before credit is granted for ELC101.

Section Description: ELC101, the basic course in Modern Chinese (Mandarin), is designed to develop primary listening and speaking skills through work in the classroom and language laboratory. Students will learn the pronunciation, grammar, and vocabulary of Chinese in the context of important aspects of the culture affecting the communication process. Students will be introduced to the Romanized writing system (Hanyu Pinyin) and written characters

Prerequisites:

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

- explain the Chinese writing system (strokes);
- communicate with a native speaker of Chinese using idiomatic and cultural expressions in a controlled setting;
- identify semantic differences of tones using the Pinyin;
- explain the meaning of sentences in Chinese in a controlled setting;

- write simple and coherent sentences using Pinyin to demonstrate some control and understanding of Chinese syntax and grammar;
- carry on a basic conversation using vocabulary words that include topics such as greetings, nationalities, languages, housing, location, time, days of the week, and college life;
- present their research projects about aspects 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 (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)

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

Week	Topic
Week 1 [Insert DATE]	Syllabus and Introduction Basics Lesson: Mandarin and Dialects; Syllabic Structure, Pinyin, and Pronunciation; Writing System; Important Grammatical Features; Useful Expressions (Classroom Expressions, Survival Expressions & Numerals)
Week 2 [Insert DATE]	Lesson 1: Greetings Dialogue 1: Exchanging Greetings - The Verb 姓 (xìng) (to be surnamed) - Questions Ending with 呢 (ne) - The Verb 叫 (jiào) - Basic Word Order: Subject + Verb + Object Lab 1: 1% / HW 1: 1%
Week 3 [Insert DATE]	Lesson 1: Greetings (cont.) Dialogue 2: Where Are You From? - The Verb 是 (shì) (to be) - Questions Ending with 吗 (ma) - The Negative Adverb 不 (bù) (not, no) - The Adverb 也 (yě) (too, also) Quiz 1: 5% / Lab 2: 1% / HW 2: 1%
Week 4 [Insert DATE]	Lesson 2: Family Dialogue 1: Looking at a Family Photo

	<ul style="list-style-type: none"> - The Particle 的 (de) (I) - Measure Words (I) - Question Pronouns - Indicating Possession Using 有 (yǒu) Lab 3: 1% / HW 3: 1%
Week 5 [Insert DATE]	Lesson 2: Family (cont.) Dialogue 2: Discussing Family <ul style="list-style-type: none"> - Indicating Existence Using 有 (yǒu) - Using 二 (èr) and 两 (liǎng) - The Adverb 都 (dōu) (both; all) Quiz 2: 5% / Lab 4: 1% / HW 4: 1%
Week 6 [Insert DATE]	Lesson 3: Time and Date Dialogue 1: Out for a Birthday Dinner <ul style="list-style-type: none"> - Numbers Up to 100 - Dates - Clock Time - Pronouns as Modifiers and the Particle 的 (de) (II) - The Sentence Structure of 我请你吃饭 (Wǒ qǐng nǐ chī fàn) - Alternative Questions Midterm: 20% Lab 5: 1% / HW 5: 1%
Week 7 [Insert DATE]	Lesson 3: Dates and Time (cont.) Dialogue 2: Dinner Invitation <ul style="list-style-type: none"> - Affirmative + Negative (A-not-A) Questions(I) - The Adverb 还 (hái) (also, too, as well) Lab 6: 1% / HW 6: 1%
Week 8 [Insert DATE]	Lesson 4: Hobbies Dialogue 1: Discussing Hobbies <ul style="list-style-type: none"> - Word Order - Affirmative + Negative (A-not-A) Questions (II) - The Conjunction 那(么) (nà [me]) (then, in that case) - 去 (qù) (to go) + Action - Questions with 好吗 (hǎo ma) (OK?) Quiz 3: 5% / Lab 7: 1% / HW 7: 1%
Week 9 [Insert DATE]	Lesson 4: Hobbies (cont.) Dialogue 2: Let's Play Ball <ul style="list-style-type: none"> - The Modal Verb 想 (xiǎng) (want to, would like to) - Verb + Object as a Detachable Compound Lab 8: 1% / HW 8: 1%
Week 10 [Insert DATE]	Lesson 5: Visiting Friends Dialogue: Visiting a Friend's Place <ul style="list-style-type: none"> - Moderating Tone of Voice: 一下 (yí xià) and (一)点儿 ([yì] diǎnr) - Adjectives as Predicates Using 很 (hěn) (very) - The Preposition 在 (zài) (at; in; on) - The Particle 吧 (ba) Quiz 4: 5% / Lab 9: 1% / HW 9: 1%
Week 11 [Insert DATE]	Lesson 5: Visiting Friends (cont.) Narrative: At a Friend's Place

	- The Particle 了 (le) (I) - The Adverb 才 (cái) (not until) 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).