

## ELC104.xxxx Intermediate Modern Chinese 2 (Interm Chinese 2)

INSTRUCTORS\_NAME <instructors\_email@lagcc.cuny.edu>  
<http://faculty.lagcc.cuny.edu/instructor>

SEMESTER

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### Instructor's Information

**Instructor:** INSTRUCTORS\_NAME  
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**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 ELC103, Intermediate Chinese 1. The purpose of the course is to help students build language proficiency at an intermediate level and increase their ability to communicate in Chinese in varying sociocultural settings. This course is taught mostly in Chinese.

**Section Description:** INSERT COURSE DESCRIPTION

**Prerequisites:** ELC103 or Exemption exam

**Pre/Corequisites:** CSE095 and ESL097

### Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways). Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern languages classes.

In this course you 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 tones in Chinese using Pinyin;
- identify basic and commonly-used Chinese characters;
- explaining the meaning of abridged and original articles and literature in Chinese;
- write moderately complex paragraphs using Pinyin and/or Chinese characters, demonstrating command of Chinese grammar, syntax and vocabulary;
- demonstrate knowledge of Chinese idiomatic expressions in conversations, and in reading and writing activities;

- demonstrate knowledge and accurate use of Chinese grammar and pronunciation in conversations and writing assignments;
- make presentations about aspects of Chinese culture and tradition that students have researched.

**Textbook, grading, and other class logistics**

**Textbooks:** The following textbooks are required for this class.

- Liu, Yuehua, Yao, Tao-Chung, Bi, Nyan-Ping, Ge, Liangyan & Shi, Yaohua (2017). Integrated Chinese Volume 2 (simplified) (4th). Boston, Mass.: Cheng & Tsui. ISBN: 9781622911417. Price: \$63.99
- Liu, Yuehua, Yao, Tao-Chung, Bi, Nyan-Ping, Ge, Liangyan & Shi, Yaohua (2017). Integrated Chinese Volume 2 Workbook (simplified) (4th). Boston, Mass.: Cheng & Tsui. ISBN: 9781622911431. Price: \$31.99
- Liu, Yuehua, Yao, Tao-Chung, Bi, Nyan-Ping, Ge, Liangyan & Shi, Yaohua (2017). Integrated Chinese Volume 2 Character Workbook (simplified & traditional) (4th). Boston, Mass.: Cheng & Tsui. ISBN: 9781622911448. Price: \$26.99

**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 10%

- **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 11-15
Week 2 [Insert DATE]	Lesson 16: Dating Dialogue 1: Seeing a Movie - Descriptive Complements (II) - Potential Complements - 就 (jiù) (only, just)
Week 3 [Insert DATE]	Lesson 16: Dating (cont.) Dialogue 2: Turning Down an Invitation Directional Complements (II)
Week 4 [Insert DATE]	Lesson 17: Renting an Apartment Narrative: Finding a Better Place - Verb + 了 (le) + Numeral + Measure Word + Noun + 了 (le) - 连...都/也...(lián...dōu/yě...) - Potential Complements Using Verb + 不下 (bu xià) - Indicating an Approximate Number Using 多 (duō)
Week 5 [Insert DATE]	Lesson 17: Renting an Apartment (cont.) Dialogue: Calling about an Apartment for Rent - Question Pronouns Using 都/也 (dōu/yě)
Week 6 [Insert DATE]	Lesson 18: Sports Dialogue 1: Getting in Shape - Duration of Inactivity - 好/难 (hǎo/nán) + Verb - Indicating Continuation Using 下去 (xia qu)
Week 7 [Insert DATE]	Lesson 18: Sports (cont.) Dialogue 2: Watching American Football - Duration of Activity (II) - The Particle 着 (zhe)

	- Passive-Voice Sentences Using 被/叫/让 (bèi/jiào/ràng) Midterm (20%)
Week 8 [Insert DATE]	Lesson 19: Travel Dialogue 1: Traveling to Beijing - 不得了 (bùdéliǎo) (extremely) - Question Pronouns as Indefinite References (whoever, whatever, etc.)
Week 9 [Insert DATE]	Lesson 19: Travel (cont.) Dialogue 2: Planning an Itinerary - Numbers Over One Thousand - Comparative Sentences Using 比 (bǐ) (II)
Week 10 [Insert DATE]	Lesson 20: At the Airport Dialogue 1: Checking in at the Airport - Comparing 的 (de), 得 (de), and 地 (de) - The 把 Construction (II)
Week 11 [Insert DATE]	Lesson 20: At the Airport (cont.) Dialogue 2: Arriving in Beijing - ...的时候 (...de shíhou) and ...以后 (...yǐhòu) Compared - 还 (hái) + Positive Adjective - Kinship Terms
Week 12 [Insert DATE]	- Presentation (10%)
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).