

LCHI201 Second-Year Chinese II, Spring 2019

Class time: M-F 11:00-11:50 in Eddy 104

Instructor: Chuchang Chiu

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Welcome back to have more fun learning Chinese.

*** Please note that the class meets 5 days a week (50 minutes each day). Homework and study will require 10 hours a week. If you do all the required work yourself, you should be able to carry a basic conversation about daily life and write 1000 characters in the end of the semester.

Honor Pledge:

- The course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code.
- The instructor has communicated academic integrity guidelines to students. Cell phone use is not permitted in class. All electronic devices and dictionaries are not allowed during quizzes and examinations.

Materials:

- 1) Integrated Chinese Volume 4 textbook 4th edition, ISBN 978-1-62291-151-6.Tao-chung Yao and Yuehua Liu
- 2) Integrated Chinese Volume 4 workbook 4th edition, ISBN 978-1-62291-152-3Tao-chung Yao and Yuehua Liu

Objectives:

LCHI201 is a student-centered, activities-driven class that employs an immersion approach. We will meet daily and conduct class mostly in Chinese. The goal of this class is to integrate the four language skills of listening, speaking, reading and writing. The students will use Chinese to express themselves for class exercise and real purpose. By the end of the course, the students will be able to:

- **Read and understand** simple texts on basic topics. Understand detailed grammatical explanations, conversations on familiar topics, and cultural information.
- **Converse** about course readings, facts, personal experience and opinions. Students will give two presentations/interviews.

- **Write** about course readings, facts, personal experience and opinions. The chapter homework assignments will be all written in Chinese.

Course format:

This course is designed to assist students in increasing their vocabulary and grammar understanding as well as immerse students in Chinese daily life through the texts. The students will give two presentations to integrate his or her conversation skills on the topics of dating, TV, movie, traveling and correspondence.

Objectives for the semester:

Listening: 90% of what you hear in class will be in Chinese. The instructor will use some English to describe some difficult grammar or concept. Your ability to understand Chinese spoken at a native pace should improve greatly.

Speaking: You will improve your ability to initiate or carry conversation in Chinese on a variety of topics.

Reading: You will read a variety of material for the second language learner. You will also learn to read local ads, menus, TV and movie programs. Some short stories will also help you understand the origins of certain expressions.

Writing: The homework assignments not only provide grammar drills, but also ask you to write essays on various topics. It requires an increased ability in elaborating your ideas.

Culture: We will learn about several aspects of the Chinese culture through movies, TV programs, fables and other short stories.

“**The 5 C’s: National Standards for Foreign Language learning. Communication** is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides **connections** to additional bodies of knowledge that may be unavailable to the monolingual English speaker. Through **comparisons** and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways. “Knowing how, when, and why to say what to whom” All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the how (grammar) to say what (vocabulary). While these components of language are indeed crucial, the current organizing principle for foreign language study is communication, which also highlights the why, the whom, and the when. So, while grammar and vocabulary are essential tools for

communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today's foreign language classroom."

http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLexecsumm_rev.pdf

Attendance, homework, and grading policies:

- There is no make-up for the quizzes, one on ones or exams.
- Late homework will be deducted 5 points a day.
- Class participation is paramount in the success for the whole class. There will be occasional pop quizzes to ensure your attendance.

Evaluation:

- Quizzes; 25% (one will be dropped)
- Interviews with language partner: 5%
- Workbook: 15%
- Reports: 15%
- Midterm: 15%
- Final: 25%

Plus/minus grading:

A+ 97-100 B+ 87-89 C+ 77-79
 A 93-96 B 83-86 C 73-76
 A- 90-92 B- 80-82 D 60-72 F Below 60

ORAL PROFICIENCY--RUBRIC

	"4" POINTS	"3" POINTS	"2" POINTS	"1" POINT	"0" POINTS
Pronunciation	Completely comprehensible to a native speaker	Mostly comprehensible to a native speaker	Partially comprehensible to a native speaker	Nearly incomprehensible to a native speaker	Incomprehensible to a native speaker

Grammatical Structure	Minimal errors (comprehension not affected)	Occasional errors (comprehension not affected)	Errors sometimes interfere with comprehension	Errors frequently interfere with comprehension	Grammar fails to communicate structurally
Vocabulary	Uses rich and varied vocabulary	Uses a moderate variety of vocabulary and descriptors	Uses limited vocabulary (minimal variety)	Vocabulary inconsistent with course level	Unfamiliar with thematic vocabulary
Communication	Able to understand and respond appropriately all of the time	Able to understand and respond appropriately most of the time	Able to understand and respond appropriately some of the time	Frequently is unable to understand or respond appropriately	Does not understand or respond appropriately
Requirements	Meets all requirements of the assignment	Meets most of the requirements of the assignment	Meets some of the requirements of the assignment	Meets few of the requirements of the assignment	Does not meet requirements of the assignment

WRITING RUBRIC

CONTENT	COMPLETE	GENERALLY COMPLETE	SOMEWHAT COMPLETE	INCOMPLETE
	Writer uses the appropriate functions and vocabulary for the topic.	Writer usually uses the appropriate functions and vocabulary for the topic.	Writer uses few of the appropriate functions and vocabulary for the topic.	Writer uses none of the appropriate functions and vocabulary for the topic.

COMPRHENSIBILITY	COMPREHENSIBLE	USUALLY COMPREHENSIBLE	SOMETIMES COMPREHENSIBLE	SELDOM COMPREHENSIBLE
	Reader can understand all of what the writer is trying to communicate	Reader can understand most of what the writer is trying to communicate	Reader can understand Less than half of what the writer is trying to communicate	Reader can understand little of what the writer is trying to communicate
ACCURACY	ACCURATE	USUALLY ACCURATE	SOMETIMES ACCURATE	SELDOM ACCURATE
	Writer uses grammar, spelling, word order, and punctuation correctly.	Writer usually uses grammar, vocabulary and functions correctly.	Writer has some problems with language usage	Writer makes significant number of errors in language usage.
ORGANIZATION	WELL-ORGANIZED	GENERALLY WELL-ORGANIZED	SOMEWHAT ORGANIZED	POORLY ORGANIZED
	Presentation is logical and effective.	Presentation is generally logical and effective with a few minor problems.	Presentation is somewhat illogical and confusing in places.	Presentation lacks logical order and organization.
EFFORT	EXCELLENT EFFORT	GOOD EFFORT	MODERATE EFFORT	MINIMAL EFFORT
	Writer exceeds requirements of the assignment and has put care and effort into the process.	Writer fulfills all of the requirements of the assignment.	Writer fulfills some of the requirements of the assignment.	Writer fulfills few of the requirements of the assignment.

学期时间表 主题

第一周 第十一课 中国的节日

第二周 第十一课 中国的节日

第三周 第十一课 美国的节日

第四周 第十二课 中国的变化

第五周 第十二课 中国的变化
第六周 第十二课 美国的变化

第七周 第十三课 去云南旅游
第八周 第十三课 去云南旅游
第九周 第十三课 去云南旅游

第十周 第十四课 生活与健康

第十一周 第十四课 生活与健康

第十二周 第十四课 生活与健康

第十三周 第十五课 男女平等
第十四周 第十五课 男女平等

第十五周 第十五课 男女平等

Final Exam， 期末考