



LIBERAL ARTS DIVISION
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CHI101: ELEMENTARY CHINESE - MANDARIN SYLLABUS
LECTURE HOURS/CREDITS: 3/3

CATALOG DESCRIPTION

Prerequisite: RDG099 – Introduction to College Reading III

Introductory basic conversation and pronunciation form the basis of this course, designed to develop communication skills in Mandarin Chinese dialog. Listening and speaking exercises, oral conversation, and dictation are points of departure.

TEXTBOOK AND COURSE MATERIALS

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Please see current textbook prices at www.rcgc.bncollege.com

EVALUATION AND ASSESSMENT

Grading Distribution

<p>Individual instructors may include the following assessment(s):</p> <ul style="list-style-type: none"> • Quizzes • Exams • Written Assignments • Oral Presentation • Cultural Project • Class Participation 	<p>Grading to be determined by individual instructors</p>
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Grading Scale

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES

(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

RCGC Core Competencies	
1	Written and Oral Communication Students will communicate effectively in both speech and writing.
2	Quantitative Knowledge and Skills Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3	Scientific Knowledge and Reasoning Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4	Technological Competency Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5	Society and Human Behavior Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6	Humanistic Perspective Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7	Historical Perspective Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8	Global and Cultural Awareness Students will understand the importance of a global perspective and culturally diverse peoples.
9	Ethical Reasoning and Action Students will understand ethical issues and situations.
10	Information Literacy Students will address an information need by locating, evaluating, and effectively using information

CHI101 CORE COMPETENCIES

This course focuses on three of RCGC's Core Competencies:

- Written and Oral Communication
- Humanistic Perspective
- Global and Cultural Awareness

STUDENT LEARNING OUTCOMES: ELEMENTARY CHINESE - MANDARIN

(Revised 2011)

Successful completion of CHI101 will help students:	RCGC Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
1. Communicate at a basic literacy level, orally and in writing in Pinyin: a. Imitate the learned vocabulary and recite the information so that it is comprehensible to the sympathetic listener b. Comprehend and interpret basic learned written information c. Use correct grammar d. Develop conversational skills and use basic idiomatic expressions e. Read and translate level appropriate material	- Written and Oral Communication - Humanistic Perspective	Quizzes Exams Assignments Midterm Project Class Participation
2. Recognize and compare the customs of their own culture and culture of Chinese speaking countries: a. Discuss and contribute thoughts and ideas on education, the family and traveling in China b. Develop awareness of geography of China c. Develop a basic knowledge of relationships between the English and Chinese languages	- Written and Oral Communication - Humanistic Perspective - Global and Cultural Awareness	Assignments] Midterm Project Final Oral Presentation Class Participation
3. Apply technology to enhance language acquisition: a. Use the internet to complete assignments and projects online b. Use the internet to do research for a cultural project	- Written and Oral Communication - Humanistic Perspective - Global and Cultural Awareness	Assignments Midterm Project Final Oral Presentation Class Participation

TOPICAL OUTLINE

- Greetings and Describing Yourself and Others
wèn hòu tā rén hé miáo shù zì jǐ
问 候 他 人 和 描 述 自 己
- Food and the Culture that Relates to Certain Food
shí wù
食 物
- Counting Numbers, Time, and Calendar
shǔ shù, shí jiān hé rì lì
数 数, 时 间 和 日 历
- Family
jiā tíng
家 庭
- Shopping
gòu wù
购 物
- Writing Chinese Characters
qī zhōng bào gào: shū xiě zhōng wén zì
期 中 报 告: 书 写 中 文 字
- Weather
tiān qì
天 气
- Animals
dòng wù
动 物
- Street and Vehicle
jiē dào hé jiāo tōng gōng jù
街 道 和 交 通 工 具
- Recreations
yú lè huó dòng
娱 乐 活 动
- Home and Garden
jiā hé huā yuán
家 和 花 园
- School
xué xiào
学 校

ASSIGNMENT INSTRUCTIONS AND GRADING RUBRICS

Class Preparation and Participation Rubric:

- A:** Arrives fully prepared at almost every session; plays an active, ongoing role in discussions; comments advance the level and depth of the discussion.
- B:** Arrives mostly, if not fully, prepared; participates constructively in discussions; makes relevant comments based on the assigned material.
- C:** Preparation is inconsistent; when prepared, participates constructively; when prepared, makes relevant comments based on the assigned material.
- D:** Infrequently prepared and infrequently participates; comments are generally vague; demonstrates a noticeable lack of interest.
- F:** Rarely, if ever, prepared; rarely, if ever, participates; demonstrates a noticeable lack of interest; negatively affects discussion.

ORAL EVALUATION RUBRIC

Student: _____

Date: _____

Topic: _____

Interview

Role Playing

Other Format

Comprehension Ability to understand aural cues and respond appropriately	(poor)	1	2	3	4	(excellent)
Comprehensibility Ability to communicate ideas and be understood	(poor)	1	2	3	4	(excellent)
Syntax Ability to use structures correctly	(poor)	1	2	3	4	(excellent)
Fluency Ability to communicate clearly and smoothly	(poor)	1	2	3	4	(excellent)
Vocabulary Ability to use learned vocabulary correctly	(poor)	1	2	3	4	(excellent)

TOTAL POINTS

NOTES:

ORAL EVALUATION RUBRIC

COMPREHENSION:

- **4:** Speaker understands **all** of what is said to him or her.
- **3:** Speaker understands **most** of what is said to him or her.
- **2:** Speaker understands **some** of what is said to him or her.
- **1:** Speaker understands **little** of what is said to him or her.

COMPREHENSIBILITY:

- **4:** Listener understands **all** of what the speaker is trying to communicate, when language is spoken at a normal speed.
- **3:** Listener understands **most** of what the speaker is trying to communicate, when language is spoken at a normal speed.
- **2:** Listener understands **less than half** of what the speaker is trying to communicate. Errors make it difficult to understand.
- **1:** Listener understands **little** of what the speaker is communicating.

SYNTAX:

- **4:** Speaker demonstrates **high degree of control** of language, including grammar and word order. **Errors are self-corrected.**
- **3:** Demonstrates **moderate degree of control** of language. **Minor** grammatical **errors**, which do not interfere with comprehension.
- **2:** Demonstrates **inaccuracies in the control** of language. **Many errors** in agreement or verb forms; errors in basic grammar.
- **1:** Demonstrates **little control** of language. **Serious errors** hinder overall comprehensibility. Communication is inappropriate.

FLUENCY:

- **4:** Speaker speaks **clearly**; some self correcting; hesitates but communicates easily.
- **3:** Speaker has **few** problems; occasional halting and fragmentary delivery; is able to rephrase.
- **2:** Speaker has **some** problems; frequent halting; repeats the question word before responses.
- **1:** Speaker has **severe** problems; struggles with pronunciation and intonation; incomprehensible and inappropriate.

VOCABULARY:

- **4:** Uses **full range** of nouns, verbs and adjectives. Use of relevant words
- **3:** Uses a **variety** of appropriate vocabulary.
- **2:** Uses vocabulary that is **sometimes not appropriate or relevant.**
- **1:** Uses **limited** vocabulary, which is often incomprehensible and inappropriate.