



Education and Humanities Division
1400 Tanyard Road, Sewell, NJ 08080
856-468-5000

CHI 101: Elementary Chinese – Mandarin

Syllabus

Lecture Hours/Credits: 3/3

Catalog Description

Prerequisite: RDG 099 or ENG 104

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 any other materials required for their specific course and section.

Click here to see current textbook prices at rcgc.bncollege.com.

Evaluation Assessment

Online Proctoring

All courses offered at RCSJ, whether they are web-enhanced, hybrid, or fully online, may include assessments that make use of Online Proctoring. To find out more about Online Proctoring, and to learn about the minimum technical requirements, visit rcsj.edu/elearning/online-proctoring.

Grading Evaluation

- Quizzes
- Exams
- Written Assignments
- Oral Presentation
- Cultural Project
- Class Participation

Grading

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

Rowan College of South Jersey Core Competencies

(Based on the NJCCC General Education Foundation - August 15, 2007; Revised 2011; Adopted 2014)

This comprehensive list reflects the core competencies that are essential for all RCSJ 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.

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.

CHI 101 Core Competencies

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

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

Student Learning Outcomes: Elementary Chinese – Mandarin

| Successful completion of CHI 101 will help students: | RCSJ's Core Competencies | Evaluation / Assessment (Additional means of evaluation may be included by individual instructors) |
|---|--|---|
| <p>Communicate at a basic literacy level, orally and in writing in Pinyin:</p> <ul style="list-style-type: none"> 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 | <p>Written and Oral Communication</p> <p>Humanistic Perspective</p> | <p>Quizzes</p> <p>Exams</p> <p>Assignments</p> <p>Midterm Project</p> <p>Class Participation</p> |
| <p>Recognize and compare the customs of their own culture and culture of Chinese speaking countries:</p> <ul style="list-style-type: none"> 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 | <p>Written and Oral Communication</p> <p>Humanistic Perspective</p> <p>Global and Cultural Awareness</p> | <p>Assignments</p> <p>Midterm Project</p> <p>Final Oral Presentation</p> <p>Class Participation</p> |
| <p>Apply technology to enhance language acquisition:</p> <ul style="list-style-type: none"> a. Use the internet to complete assignments and projects online b. Use the internet to do research for a cultural project | <p>Written and Oral Communication</p> <p>Humanistic Perspective</p> <p>Global and Cultural Awareness</p> | <p>Assignments</p> <p>Midterm Project</p> <p>Final Oral Presentation</p> <p>Class Participation</p> |

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

lǐ 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.

Affirmative Action Statement

The Board of Trustees is committed to providing a work and academic environment that maintains and promotes affirmative action and equal opportunity for all employees and students without discrimination on the basis of certain enumerated and protected categories. These categories are race, creed (religion), color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, or mental or physical disability, including AIDS and HIV related illnesses.

For questions concerning discrimination, contact Almarie J. Jones, Special Assistant to the President, Diversity and Equity/Title IX and Compliance, 856-415-2154 or ajones@rcsj.edu or (Cumberland) Nathaniel Alridge, Jr., JD, Director, Diversity and Equity/Title IX and Judicial Affairs, 856-691-8600, ext. 1414 or nalridge@rcsj.edu. For disability issues or any barriers in the learning or physical environment related to a document condition/disability please contact: Gloucester campus – Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or dcook@rcsj.edu; or Cumberland Campus – Meredith Vicente, Senior Director, Physical & Learning Disabilities, Center for Academic & Student Success (CASS) at 856-691-6900 ext. 1282 or mvicent1@rcsj.edu

Department of Special Services

The Department of Special Services is located in the Instructional Center, room 425A. The Special Services Department is committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments. If you are an eligible student with a documented disability please visit our website at RCSJ.edu/SpecialServices or call the office at 856-415-2265 or 856-415-2247 to speak to the Assistant Director Carol Weinhardt, cweinhar@rcsj.edu.

Reporting Allegations of Sexual Assault and Resource Referrals (8/2020) Gloucester Campus

There are multiple safe places for students to report allegations of sexual assault, both on and off campus. Reports of sexual assault can be made to any of the following offices listed in the chart below.

All students are encouraged to report alleged crimes on campus. Crimes that pose a threat to the campus community must be reported to 9-1-1, Security, the Sheriff's Office or the Deptford Township Police Department. All employees, including Security staff, must report incidents of discrimination, harassment or sexual misconduct to the Title IX Officer.

| Service | Resource | Phone Number/Location/Website |
|--|--|---|
| Non-Confidential Reporting Local Law Enforcement | Gloucester County Sheriff's Office Deptford Township Police Dept. Gloucester Co. Prosecutor's Office Sexual Assault Response Team | 856-681-2200 856-845-2220 856-384-5500 856-384-5555 |
| Non-Confidential Reporting 9-1-1 and Campus Security | 9-1-1 Gloucester County Emergency Management Dispatch Campus Security Blue Light Emergency Phones OR ext. 4444 from any campus desk phone | 9-1-1 or push RED button on Campus Blue Light Emergency Phones 856-681-6287 |
| Non-Confidential On-Campus Reporting Support Services | Almarie J. Jones Special Assistant to the President Diversity and Equity/Title IX and Compliance John F. Ryder Director Student and Veteran Affairs | 856-415-2154 College Center, Room 116 ajones@rcsj.edu 856-468-5000, ext. 6456 College Center, room 202 jryder@rcsj.edu |
| Confidential On-Campus Counseling and Support Services | Lois Y. Lawson-Bridgell, Ph.D. MSW, LSW, Director Counseling & Wellness Services Center William Leonard, Ph.D. Intervention Teams Consultant Crystal Noboa, LSW, MSW Director, The Center for People in Transition (PIT) Diane Mussoline, EdS, LMFT Director of Behavioral Services | 856-464-5236 l Lawsonb@rcsj.edu College Center, Room 206 856-415-2119 wleonard@rcsj.edu College Center, STEM Office C-168 856-415-2264 cnoboa@rcsj.edu Workforce Development Bldg., room 809 856-494-5665 dmussoli@rcsj.edu College Center, Room 200A |
| Confidential Off-Campus Full-Service Support | Center for Family Services/ Services Empowering Rights of Victims (SERV) | 1-866-295-7378 Camden and Gloucester counties centerffs.org/serv |
| Hospitals with Sexual Assault Nurse Examiners | Inspira Medical Center Jefferson Washington Township Hospital | 700 Mullica Hill Rd. Mullica Hill, NJ · 856-508-1000 435 Hurffville-Crosskeys Rd., Turnersville, NJ · 856-582-2500 |