

Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages
Fall 2009
CHIN 120-01 Elementary Chinese II

I. Locator Information:

Instructor: Hongbing Zhang

Course # and Name: CHIN 120-01 Elementary Chinese II

Semester Credit Hours: 3.0

Day and Time Class Meets: 1:00-1:50pm, MWF

Total Contact Hours for Class: 8

Email address: hzhang1@uncfsu.edu

Teaching Assistant: Di Wu

Office Location: Butler 363B

Office hours: 10-11am, 12-1pm, 5-6pm, WF

Office Phone: 682-2224

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description:

This course introduces the basics of Chinese language—the pinyin, characters and grammar. Students are expected to learn about 150 single characters and 200 compound words of modern standard Chinese. The course emphasizes speaking and reading as well as writing. Prerequisite: None

III. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbooks:

New Practical Chinese Reader (textbook and workbook) ed. by Liu Xun (Beijing Language and Culture University Press, 2006)

V. Student Learning Outcomes:

Upon completion of this course:

- 1) The student will be able to comprehend spoken Chinese on an elementary level. S/he will understand spoken sentences, phrases and conversation based on the basic vocabulary, idioms and structures of the text.
- 2) The student will be able to speak Chinese on an elementary level. S/he will engage in conversation using various subjects to formulate orally simple sentences and deliver short oral compositions constructed from the basic vocabulary idioms and structures of the text.

- 3) The student will be able to write Chinese on an elementary level. S/he will be able to comprehend and demonstrate her or his comprehension of readings of moderate difficulty.
- 4) The student will be able to write Chinese on an elementary level. S/he will be able to formulate in written forms sentences constructed from the basic vocabulary, idioms, and structures of the text and to write guided compositions.
- 5) The student will be able to analyze grammatically Chinese sentences and discuss the morphology of Chinese in such a way as to demonstrate understanding of the relationship between the function of words in a given sentence and their forms.
- 6) The student will be knowledgeable of contemporary Chinese culture.
- 7) The student will have an appreciation of the breadth of the Chinese-speaking world.

VI. Course Requirements and Evaluation Criteria

Attendance

1. Class starts promptly as scheduled. Please be in the classroom on time so that you will neither miss any instruction and activity nor disrupt the class. A half point will be deducted for each absence.
2. If you have to miss a class for a school activity such as competition, submit an official letter from the person in charge so that your absence can be excused.
3. Absence due to personal reasons (e.g. illness, job interview, etc.) will not be excused. However, the first three absences will be penalty-free, and will not affect your attendance grade.
4. When you miss a class, it is your responsibility to make up for the class. If you have any questions regarding the materials covered on that day, see your instructor during the office hours or go over the materials with your classmate(s).

Language Lab

Students will have language lab class each week. In addition to the classes, students are strongly encouraged to go to the lab and use the audio materials on their own.

Homework

Homework provides an opportunity for a student to understand and digest what has been taught in class. It is an essential part of the learning process. Your professor can do a lot to help you, but real learning takes place only when you do your own learning. There is no shortcut to it.

1. You may discuss homework with other students, but it must be done independently.
Plagiarism, one type of academic dishonesty, will not be tolerated.
2. All homework must be completed outside of class. Doing homework in class distracts you from participation in class activities.

Homework is due at the beginning of class. If you arrive after the class has started, you must hand in your homework right away. Otherwise, no homework is accepted while class is in session.

Quizzes, Tests, Exams and Make-ups

There will be vocabulary quizzes on each chapter studied. Throughout the semester, there will be two written and oral tests in addition to the midterm exam and final exam.

.Final exam dates are set by the college. No early exams will be given before the final exam week.

.Make-ups for quizzes and tests (written and spoken) are not allowed except for serious illness, job interview, and #2 in the *Attendance* section above. Student must provide proof for the absence.

University Policy for Final Grades

Final grades are calculated on a four-point system and affect a student's grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

Grade	Credit Hours	Quality Points	Meaning
A	Hours attempted and earned	4 per credit hour	Exceptionally high
B	Hours attempted and earned	3 per credit hour	Good
C	Hours attempted and earned	2 per credit hour	Satisfactory

D	Hours attempted and earned	1 per credit hour	Marginally passing
F	Hours attempted – Not earned	0 per credit hour	Failing
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance (Student registered but never attended)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory – Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for the semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

FSU Policy on Disruptive Behavior in the Classroom (Optional)

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VII. Academic Support Resources – Language Lab in Butler Building

VIII. Course Outline and Assignment Schedule (subject to change)

Week	Date	Text & Unit	Tests, Quizzes & Exams
1		L8	
2		L8	Vocab Quiz (VQ) 1
3		L9	VQ 2
4		L9	Written Test 1
5		L10	VQ 3 & Oral Test 1
6		L10	
7		L11	Written Midterm
8		L11	Oral Midterm/Fall Break
9		L11, 12	VQ 4
10		L12	VQ 5
11		L12	
12		L13	VQ 6
13		L13	Written Test 2
14		L14	Oral Test 2
15		L14	
16		L14 & Review	VQ 7
17			Oral & Written Final Exams

IX. Teaching Strategies

Two regular class hours and one language lab hour are for pronunciation drills, analysis of sentence structure, sentence buildup, etymology of Chinese words, translation, conversation and dictation. In class, after explaining grammar and characters in English, the instructor will use Chinese for oral drills, sentence buildup, and conversation. Outside of class, the students should use the language lab regularly.

X. Bibliography

Alice Omaggio Hadley, *Teaching Language in Context*, Boston, MA.: Heinle & Heinle, 1993.
Beijing Language Institute, *Practical Chinese Reader Elementary Course: Book 1*, Boston, MA.: Cheng & Tsui Company, 2002.
Gale K. Crouse ed., *Broadening the Frontiers of Foreign Language Education*, Lincolnwood, IL.: National Textbook Company, 1995.
Sue-mei Wu et al, *Chinese Link: Elementary Chinese*, Upper Saddle River, New Jersey: Pearson Education, 2006.
Tao-chung Yao et al, *Integrated Chinese: Level 1*, Boston: Cheng & Tsui Company, 2006.