

Common Course Outline

WLCH 201

Intermediate Chinese I

3 Credits

The Community College of Baltimore County

Description

WLCH 201 – 3 credits – Intermediate Chinese I develops cross-cultural communication and global citizenship through the acquisition of reading, writing, listening, and speaking skills in Chinese at an intermediate level. It provides connections to other disciplines and cultures through the study of Chinese and develops an awareness of the cultural contributions and socio-political contexts of diverse, often underrepresented groups throughout the Chinese-speaking world. Topics related to local and global diversity provide the context through which language skills are taught and learned. Communicative competence at an intermediate level is emphasized through production in the Chinese language, and learning is supported by instructional technologies.

3 Credits

Prerequisites: WLCH 102 or placement according to the World Language Placement Guidelines

Overall Course Objectives

Upon completion of this course, students will be able to:

1. apply basic to intermediate grammatical structures in Chinese;
2. recognize simple, sentence-length speech related to familiar personal and social situations in spoken Chinese;
3. use intermediate level vocabulary from familiar material to perform routine tasks in a variety of straightforward social situations;
4. derive meaning from a range of short written texts that convey basic information about familiar topics or contexts;
5. write sentences about familiar, diverse topics that accurately use basic to intermediate grammatical structures;
6. communicate orally using words and phrases related to straightforward social situations in Chinese;
7. engage in ongoing conversations in class to name and describe objects, complete transactions and express preferences;
8. identify the major countries where Chinese is spoken, both by dominant and underrepresented groups, as a result of conquest, colonization and immigration;
9. analyze the histories, traditions, practices, aesthetics and perspectives of diverse, often underrepresented Chinese-speaking groups throughout the world;

10. evaluate the experiences of diverse Chinese-speaking groups, including immigrants and indigenous groups, who have faced discrimination both in historical and contemporary contexts;
11. analyze social and ethical issues related to cultural differences in Chinese-speaking contexts;
12. interpret other disciplines through the study of the Chinese language and the cultures and diverse experiences of its speakers;
13. demonstrate proficiency in the use of instructional technologies for the study of the Chinese language and communication in the Chinese language at an intermediate level, and the study of the cultures of Chinese-speaking groups; and
14. locate, evaluate, use and cite research sources when completing written assignments.

Major Topics

At an intermediate level, students will study the following topics in the Chinese language:

- I. The Chinese alphabet
- II. Listening
- III. Speaking
- IV. Pronunciation
- V. Reading
- VI. Vocabulary
 - A. Descriptions of environments
 - B. Personal information
 - C. Basic exchanges
- VII. Grammar including the present and past tenses
- VIII. Writing
 - A. Basic sentence structure
 - B. Information literacy
- IX. Diversity and Culture
 - A. Language as a fundamental category of diversity
 - a. Language variation
 - b. Language and ethnicity
 - c. Chinese as a dominant and minority language
 - B. Immigration
 - a. Stereotypes and discrimination faced by immigrants
 - b. The role of immigration in multicultural societies where Chinese is spoken
 - C. Relationships between language and culture
 - a. Cultural sensitivity, awareness of one's own culture in the process of studying another culture, and cultural relativism
 - D. Identities, values, traditions and experiences of diverse Chinese-speaking groups in multiple geographic, cultural, political and historical contexts
 - a. The Chinese-speaking diaspora
 - b. Conquest and colonization in the Chinese-speaking world
 - E. Significant elements of the societies and cultures of Chinese-speaking groups (to include the arts, histories, politics, religions and other achievements)
 - a. Multi-disciplinary contributions

Course Requirements

Grading/exams: Grading procedures will be determined by the individual faculty members but will include the following:

- Exams: All faculty members will administer a minimum of four exams, including a midterm and a final exam. Each exam will assess reading, writing, listening, and awareness of topics related to culture and diversity. The final and midterm exams will assess speaking. In face-to-face classes, all exams will be administered in the classroom.
- Oral Communication: Oral proficiency in Chinese will be developed daily through communicative activities. Students will be required to develop and deliver at least one oral presentation on a cultural-diversity related topic using multimedia technology in Chinese at an intermediate level.
- Writing: At least two specific writing assignments related to culture and diversity are required:
 1. The approved GREATS project, which must assess at least 5 of the 7 general education outcomes, is worth at least 10% of the total course grade. This writing assignment is a research project that emphasizes culture and diversity as they relate to the experiences of underrepresented groups in Chinese-speaking contexts. It will be written in English, and it must be 4 pages. The writing assignment must demonstrate:
 - clear communication in written academic English
 - awareness of culture and diversity
 - the ability to select pertinent sources and information
 2. At least one other writing assignment must be written in Chinese, using vocabulary and grammar at a mid-novice level on a topic related to culture and diversity, and should be 1-1.5 pages. This writing assignment must demonstrate:
 - clear communication at an intermediate level in Chinese
 - awareness of culture and diversity (as appropriate at the mid-novice level)
- Instructional Technology for Language Learning: This course is technologically enhanced by language learning technology.

Students are required to utilize appropriate academic resources.

Other Course Information

This course is an approved General Education course in the Arts and Humanities category. Please refer to the current CCBC Catalog for General Education course criteria and outcomes. This course also satisfies the General Education Diversity requirement.

World Language Common Course Outlines are developed with guidance from the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines:

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

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