

WLCH 102
Introductory Chinese II
3 credits

Community College of Baltimore County
Common Course Outline

Description

WLCH 102 – Introductory Chinese II: develops cross-cultural communication and global citizenship through the acquisition of reading, writing, listening, and speaking skills in Chinese at a novice-mid 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 a novice-mid level is emphasized, and learning is supported by instructional technologies.

Pre-requisites: Completion of WLCH 101 with a C or better, or contact the coordinator for placement.

Co-requisites: none

Overall Course Objectives

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

1. reproduce characters from the Chinese alphabet with accuracy;
2. recognize familiar words with phrases in context in spoken Chinese;
3. use novice-mid level vocabulary from familiar material to perform routine tasks in simple social situations;
4. derive meaning from short, predictable written texts that convey basic information about familiar topics or contexts;
5. write short sentences about familiar, well-practiced topics that accurately use novice-mid level grammatical structures;
6. communicate orally using simple, high-frequency words and phrases related to predictable topics in Chinese;
7. engage in ongoing conversations in class to obtain basic information, exchange simple greetings, and name and describe concrete objects;
8. deliver a short oral presentation on a culture-related topic using multimedia technology in Chinese at a novice-mid level;
9. identify the major countries where Chinese is spoken, both by dominant and underrepresented groups;
10. compare and contrast the histories, traditions, practices, and perspectives of diverse Chinese-speaking groups throughout the world;
11. explore the experiences of diverse Chinese-speaking groups in relation to speakers of other languages, including English, in historical and contemporary contexts;

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12. describe social and ethical issues related to cultural differences in Chinese-speaking contexts;
13. convey knowledge of other disciplines through the study of the Chinese language;
14. demonstrate proficiency in the use of instructional technology for the study of the Chinese language at a novice-mid level and the cultures of Chinese-speaking groups; and
15. locate, evaluate, use and cite research sources when completing written assignments.

Major Topics

- I. The Chinese alphabet
- II. Listening
- III. Speaking
- IV. Pronunciation including sound system
- V. Reading
- VI. Vocabulary
 - a. Routines
 - b. Descriptions of places and objects
 - c. Daily activities
- VII. Grammar
 - a. Present tense
 - b. Pronouns
- VIII. Writing and information literacy
- IX. Language as a fundamental category of diversity
 - a. Language variation
 - b. Language and ethnicity
 - c. Chinese as a dominant and minority language
- X. Immigration
 - a. Stereotypes and discrimination faced by immigrants
 - b. The role of immigration in multicultural societies where Chinese is spoken.
- XI. Relationships between language and culture
 - a. Cultural sensitivity, awareness of one's own culture in the process of studying another culture, and cultural relativism.
- XII. 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
- XIII. 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 will be determined by the individual faculty member, but shall include the following, at minimum:

- Assessments: All faculty members will administer a minimum of four assessments, which could include a midterm and a final assessment. These assessments will include reading, writing, listening, speaking and awareness of topics related to culture and diversity.

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- 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 a novice-mid level.
- Writing: At least two specific writing assignments related to culture and diversity are required.
- 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 3 pages. 2. At least one other writing assignment must be written in Chinese, using vocabulary and grammar at a novice-mid level on a topic related to culture and diversity, and must be 1-2 pages. This writing assignment must demonstrate clear communication at a novice-mid level in Chinese.
- Language Learning Software: This course is technologically enhanced by language learning software.

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Other Course Information

This course is an approved 3–credit General Education course in the Arts and Humanities. One or more assignments will infuse CCBC General Education Program outcomes and will account for a minimum of 10% of the total course grade. The assignment(s) will allow students to demonstrate at least 5 of the 7 General Education program outcomes. This course is approved for General Education Diversity and Global Education programs.

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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