

Descriptions of Target Student Abilities: First-Year Chinese

Chinese Language Objectives, 2017

OVERVIEW	CHINLANG 1 (First-Year Modern Chinese, 1st quarter)	CHINLANG 2 (First-Year Modern Chinese, 2nd quarter)	CHINLANG 3 (First-Year Modern Chinese, 3rd quarter)
<p>During the first year of language study, students begin to develop interpersonal, interpretive, presentational and intercultural sensitivities.</p>	<p>During the first quarter, students acquire basic skills involved in oral and written production. They acquire familiarity with pronunciation of the Mandarin sound system (22 initial sounds; 37 final sounds; 4 major tones and neutral tone) and learn to apply tone change rules (3rd tone; <i>yi</i>; <i>bu</i>) in speaking. They become familiar with the pinyin system and can transcribe a given sound to pinyin. Students learn to use basic grammar such as SVO and S + adjective sentence structures, position of time phrases, adverbial phrases, and prepositional phrases to produce words, short lists, memorized phrases and sentences. Students learn to respond to simple, direct questions and ask a few formulaic questions.</p>	<p>During the second quarter, students gain greater control of proficiency skills developed in the previous course while learning new tasks and grammatical structures, such as aspect marker <i>le</i>, verbal complements (e.g. resultative complements verb + <i>wan</i>/to have finished doing something), progressive marker (<i>zai/zheng zai</i>), <i>ba</i> construction, basic comparisons, rhetorical questions (<i>bushi...ma</i> / isn't it true that...) and connectors such as causal conjunction (<i>yinwei...suoyi... / because...thus...</i>). They increase their capacity to understand oral questions and texts as well as written passages, based on character recognition. They expand in their ability to present information orally and to write in characters about themselves and their community. Students learn to answer a greater number of direct questions reactively and to ask a few appropriate questions.</p>	<p>During the third quarter, students practice and gain greater control of skills developed in previous courses. New grammatical structures include experiential marker (<i>guo</i>), resultative complements (verb + <i>hao</i>/to have finished doing something properly), passive voice (<i>bei</i>), continuous aspect particle (<i>zhe</i>) and connectors such as correlative conjunction (<i>budan...erqie/not only...but also...</i>) and concession conjunction (<i>suiran...danshi... / although...but...</i>). Students increase in both breadth and length of expression when presenting information orally and in writing. They learn to ask and answer a variety of direct questions. Supplementary learning materials cover a variety of topics that highlight cultural behavior or practices (e.g. relationships; traditional medicine; holidays; courtesy/etiquette, an American student's life in Beijing). These texts reinforce students' understanding of the functions, content, and grammar structures in the textbook. Further, they expand the "me" world to "community", and introduce beginning formal Chinese writing to students. The texts serve as models for students to imitate simple paragraph-level discourse in speaking and writing. Thus, by the end of the third quarter, students demonstrate an emerging ability to produce strings of sentences, using simple connectors, on rehearsed topics.</p>

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IINTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	CHINLANG 1 (First-Year Modern Chinese, 1st quarter)	CHINLANG 2 (First-Year Modern Chinese, 2nd quarter)	CHINLANG 3 (First-Year Modern Chinese, 3rd quarter)
<p>Students learn to interact with their classmates and teachers, as well as with other Chinese speakers in their community for a variety of purposes and in a variety of contexts.</p>	<p>Students will be able to use socially and culturally appropriate forms to participate in conversations, and to imitate some simple patterns of behavior in familiar settings in the Chinese culture. They begin to be aware of the cultural beliefs and values underlying interpersonal communication in Chinese.</p>	<p>By the end of the quarter, students use memorized and formulaic expressions in Mandarin to:</p> <ul style="list-style-type: none"> • Greet and say goodbye to people, apologize, and express gratitude, in both formal and casual occasions. • Participate in simple exchanges such as making acquaintances; giving and asking for given names and last names in a culturally appropriate manner (last name + title; ni/you in regular form vs. nin/you in polite form); and initiating and responding to a proposed activity (time, activity, location). • Apply an understanding of age patterns and social and cultural norms of respecting the elderly, e.g. <i>Ni ji sui?</i> vs. <i>Ni duo da?</i> vs. <i>Nin duo da nianji?</i> (“How old are you?”). • Ask and answer questions with regard to one’s own age correspondence in the Chinese zodiac year. • Name their immediate environment: family, pets, nationality, dorm, school facilities, occupation, likes and dislikes. 	<p>By the end of the quarter, students use new vocabulary and mostly memorized phrases or simple sentences to:</p> <ul style="list-style-type: none"> • Participate more actively in simple exchanges (who, what, when, where, how) regarding their immediate environment: daily routines, homes and schools, major, studies, and future plans. • With respect to topics and vocabulary presented in course materials, <ul style="list-style-type: none"> ◦ Use monetary terms. ◦ Count numbers from 1000 to 100000. ◦ List items in a wider array of categories (e.g. modes of transportation , school vacations, colors, clothing, some popular sports and musical instruments). ◦ Give a simple description (e.g. of weekend activities). • Make simple comparisons (e.g. more expensive, less expensive) to describe discrete items such as shirts or shoes. • Interact in simple situations based on contexts presented in course material (e.g. shopping; understanding Chinese currency; selecting courses for a new semester; expressing interest and simple opinions about one’s Chinese class; discussing classroom situations; giving and receiving directions). 	<p>By the end of the quarter, students begin to adapt learned materials and create longer utterances (sentences of varying length with simple connectors) to:</p> <ul style="list-style-type: none"> • Initiate, sustain and conclude exchanges with a classmate on familiar as well as new topics, such as one’s living environment, weather conditions of the four seasons, being sick, relationships and break-ups, internships, a part-time job, Chinese and Western holidays and Chinese courtesy practices. • With respect to topics and vocabulary presented in course material, <ul style="list-style-type: none"> ◦ Indicate a brief sequence of events (e.g. someone’s break-up experience). ◦ Describe with some elaboration daily routine and lifestyle (e.g. that of a graduate student). • Compare and contrast familiar topics in more detail (e.g. weather in one’s hometown vs. in another city, Chinese vs. Western medicine). • Begin to compare/contrast cultural topics such as American and Chinese holidays, Chinese and Western courtesy practices .

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<i>continued</i>		<ul style="list-style-type: none"> • Count numbers from 1 to 999 and use numbers with days and dates. • Name several popular Chinese dishes, inquire and express preference when ordering food and drink at a Chinese restaurant. • Name furniture and rooms in a house and describe relative locations . • Participate in very simple scenarios such as talking about one's family, introducing friends, making simple comments on some foods at a Chinese restaurant, engaging in a basic phone exchange. 	<ul style="list-style-type: none"> • Initiate, sustain and conclude simulated exchanges between a customer and a shop assistant on item availability and cost, price negotiation and payment method, using culturally appropriate courtesy practices. • Engage in peer exchanges on topics such as hobbies, sports, leisure activities and future travel plans. 	<ul style="list-style-type: none"> • Participate actively in a wider variety of simulated situations, e.g. seeing a traditional Chinese medical doctor and describing cold or allergy symptoms; talking about how to find an internship position, chatting online about one's experience in Beijing. • Demonstrate awareness of culturally appropriate behavior and assumptions in the above scenarios.

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INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	CHINLANG 1 (First-Year Modern Chinese, 1st quarter)	CHINLANG 2 (First-Year Modern Chinese, 2nd quarter)	CHINLANG 3 (First-Year Modern Chinese, 3rd quarter)
<p>Students begin to understand and interpret a range of written and oral information.</p> <p>Texts increase in length throughout the sequence.</p> <p>Students will be able to interpret simple authentic materials as they learn more Chinese characters.</p>	<p>Students will be able to identify and interpret a range of cultural products and practices, and to restate in Chinese, using their own words, a variety of culturally related topics.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Understand the basic writing system of characters including basic strokes, stroke order and some basic radicals. • Recognize the basic structures of Chinese characters and apply such understanding to facilitate character learning. • Understand the association between sound, meaning and form (character). • Understand all characters in simple written dialogues presented in each chapter of the textbook. • Pick out the main ideas of short reading passages created for this level. • Understand simple conversations presented in textbook video clips. • Understand the common use of chopsticks in Chinese dining . • Identify and learn about popular Chinese food items, e.g. <i>jiaozi</i> (dumplings), <i>mifan</i> (steamed rice), <i>suanlatang</i> (hot and sour soup), <i>qingcai</i> (green leaf vegetables), <i>shaoyi</i> (roast chicken). 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Practice and gain more comprehension of characters. • Begin to use online Chinese-English / English-Chinese dictionaries. • Understand all characters in written dialogues from each chapter of the textbook . • Understand supplementary readings in power point materials provided for each chapter. • Answer a variety of data-based and some fact-based oral questions on course materials. • Understand simple conversations of the type they themselves can carry out (i.e. on topics of personal interest, daily interactions) such as: <ul style="list-style-type: none"> ◦ Using cash or credit card to make a purchase. ◦ Making plans for the near future. ◦ Talking about using different modes of transportation. ◦ Talking about weekend activities. ◦ Making simple comparisons. ◦ Making comments on one’s talents. • Understand the key values of modesty and humbleness in interpersonal communication, e.g. (<i>nali nali</i> “No, no, you are flattering me” in response to compliments). 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Continue to practice and broaden comprehension of more characters. • Recognize topic-specific vocabulary presented in supplementary readings created for this level, e.g. relationships; weather in one’s hometown; a graduate student’s life at the university; internships in China; major Chinese traditional holidays, Chinese courtesy practices. • Understand all written characters in dialogues from each chapter of the textbook, as well as in supplementary and cultural readings included in textbook ancillaries. • Understand and restate extended and more comprehensive oral and written textbook dialogues about: <ul style="list-style-type: none"> ◦ Seeing a traditional Chinese medical doctor and taking Chinese medicine. ◦ Dating and break-ups. ◦ Chinese traditional holidays and holiday activities. ◦ Working part-time as a college student and applying for an internship in China. ◦ Differences between Chinese and Western courtesy practices. ◦ Use of the computer, Internet and city lifestyles.

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<i>continued</i>		<ul style="list-style-type: none"> • Understand Chinese time concepts and the order of year, month, date and day of the week. • Follow directions and commands related to classroom tasks. • Follow directions and commands related to classroom tasks. 	<ul style="list-style-type: none"> • Identify and learn about culturally significant historical scenic spots (e.g. <i>changcheng</i>/The Great Wall, <i>gugong</i>/The Forbidden City) and local delicacies (e.g. Peking duck) in Beijing. 	<ul style="list-style-type: none"> • Understand the importance of connections (<i>guanxi</i>) in Chinese business practices. • Learn about face culture (<i>mianzi</i>), i.e. maintaining a person's public image and social status.

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PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	CHINLANG 1 (First-Year Modern Chinese, 1st quarter)	CHINLANG 2 (First-Year Modern Chinese, 2nd quarter)	CHINLANG 3 (First-Year Modern Chinese, 3rd quarter)
<p>Students will be able to present to an audience or a reader on a variety of topics in oral or in written form.</p>	<p>Students learn to conduct oral and written presentations in a socially appropriate manner and format. At the end of the sequence, they will begin to compare the cultural products, practices, beliefs, and values in their oral and written reports, using both memorized phrases and their own words in Chinese.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Give brief oral messages about home and family, school activities, daily routines. • Restate and rephrase simple information from materials presented orally and visually in class • Respond orally to questions on topics related primarily to their own lives and to those of their classmates. • Write in Chinese characters most of what they can say, e.g. ask/answer simple questions about their families and daily life, formulaic expressions expressing gratitude, apologies, etc. (~200 characters). 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Create simple dialogues on topics related to course materials, such as shopping for clothes and gifts, asking/giving directions, talking about one's daily activities, talking about the challenges and interesting learning experiences in one's Chinese language class. • Present a 3-minute rehearsed oral skit with a classmate on one of the above topics. • Type the skit script using Chinese word processing and submit hard copy. • Write in Chinese characters most of what they can say (~400 characters). • Use a computer to type some assignments in Chinese. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Create more complex dialogues on familiar topics from previous levels as well as on new topics related to course materials, e.g. visiting a friend's home, describing one's exciting experience and sad experience, talking about one's part-time job, describing a graduate student's life. • Present a 5-minute rehearsed skit with classmates on the above topics. • Type the skit script using Chinese word processing and submit hard copy. • Give summaries of textbook dialogues independently in class. • Present 4 rehearsed reports (15-sentence minimum) during the instructor's office hours on selected topics such as campus life, first date, a break-up story, one's favorite season and Chinese traditional holidays. • Write in Chinese characters most of what they can say (~550 characters).