

CHIN 201 Intermediate Chinese-CrsRvs-2018-11-21

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS**" (*not EDIT*) and start completing the template. When exiting or when done, click "**SAVE**" (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

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Proposing Department/Unit*	Foreign Languages	Contact Phone*	724-357-2325

Course Level*	undergraduate-level
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Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	<p>Category B:</p> <p>course_revision liberal-studies</p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section</i> <i>If already approved - you DO NOT need to do a DE proposal</i></p>
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Rationale for Proposed Changes (All Categories)

<p>(A) Why is the course being revised/deleted:*</p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p>	<p>This course was last revised long before the curricular procedures required information about how each outcome is specifically assessed. This proposal is being submitted to provide that assessment information so that this course can continue to be listed as a Liberal Studies elective.</p> <p>The course title, description, and outcomes remain unchanged but are listed here just for reference.</p> <p>Small additions are being made to the outline to better reflect the course content.</p>
<p>(B) University Senate Summary of Rationale*</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course was last revised long before the curricular procedures required information about how each outcome is specifically assessed. This proposal is being submitted to provide that assessment information so that this course can continue to be listed as a Liberal Studies elective.</p> <p>The course title, description, and outcomes remain unchanged but are listed here just for reference.</p> <p>Small additions are being made to the outline to better reflect the course content.</p>
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>The change will not affect this nor any other program.</p>

Current Course Information*	
Category A	
(D) Current Prefix*	CHIN
(D) (D)	

<p>(K) Current Course Student Learning Outcomes (SLOs)</p>	<p>At the completion of CHIN 201, students will be able to...</p> <ol style="list-style-type: none"> 1. identify main ideas or significant information from spoken or recorded Chinese on a variety of topics; 2. pronounce Chinese phonemes and tones with consistent accuracy while discussing a variety of topics, so as to be understood by a native speaker used to dealing with second-language learners; 3. communicate effectively in any of the three modes (interpersonal, interpretive, and presentational) in the following ways: <ol style="list-style-type: none"> a) discuss a variety of topics such as sports, health, and housing by combining and recombining known elements and conversational input; b) negotiate social situations such as dating, seeing a doctor, and looking for housing; c) ask a variety of questions to negotiate meaning and obtain additional information, such as driving directions, medical instructions, and rental services; d) give instructions on what to do or not to do (e.g., in dating, giving gifts), using commands in the appropriate social register; 4. identify and write approximately 750 Chinese characters that make up the vocabulary learned; 5. communicate effectively in written form on a variety of topics and use the correct formats for practical writing tasks; 6. recognize the relationships among selected products, practices, and perspectives of Chinese cultures; 7. compare and contrast selected aspects of Chinese cultures with their own culture.
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Unit 2: Attending a party (8 hours)

- Vocabulary: fruits, gifts, parties, zodiac animals, physical appearance, personality traits
- Grammar: time duration, verb phrases and subject-predicate phrases as attributives, indicating an action in progress, ..., ...
- Communicative skills: asking someone to go to a party and suggesting things to take; offering someone a ride and arranging a time and place to meet; discussing the Chinese zodiac sign; giving and receiving gifts; describing the duration of an action time; giving a simple description of a person's physical appearance and personality traits
- Culture: customs of giving and receiving gifts in Chinese culture and popular activities at a Chinese party

Unit 3: Seeing a doctor (9 hours)

- Vocabulary: body parts, common illnesses, medical treatments, health issuance, clinics
- Grammar: indicating an extreme degree, to indicate the beginning of an action; ...to indicate progressive change over time, the marker to indicate disposal of an object; times of actions
- Communicative skills: talking about health and about reasons for seeing or not seeing a doctor ; discussing causes for stomachache; talking about symptoms of colds and allergies; discussing treatment options and instructions for taking medications
- Culture: differences between health care system in China and the United States, and different procedures of seeing a doctor in China and the United States

Unit 4: Dating (6 hours)

- Vocabulary: dating-related activities
- Grammar: descriptive complements, potential complements, directional complements
- Communicative skills: inviting someone to go on a date; accepting or declining a date; making necessary arrangements to go out with friends; ending a phone conversation without hurting the other person's feelings
- Culture: nightlife in China, the legend related to the double seventh day, which is considered the Chinese Valentine's Day, and related celebration activities

Unit 5: Renting An Apartment (9 hours)

- Vocabulary: floor plan of a house, household items, surroundings, living condition, housing and renting related business and activities
- Grammar: verb ++ numeral + measure word + noun+ to indicate continuation of action; potential complements with verb + ; indicating an approximate number; question pronouns with and
- Communicative skills: describing current and ideal living quarters; discussing the suitability of various living arrangements; discussing and negotiating rent, utilities, and security deposits
- Culture: student housing in Chinese universities, housing conditions in modern China

Unit 6: Sports (8 hours)

- Vocabulary: names of popular sports, athletic equipment and activities
- Grammar: verb + to indicate continuation of action, duration of actions, the particle, // in passive-voice sentences
- Communicative skills: talking about sports and exercise; discussing feelings about various sports; making simple comparison between soccer and American football
- Culture: popular sports, morning and evening group exercises in China

Course Review and Oral Exam Practice: 2 hours

Final Oral Exam: 1 hour

Cumulative Activity: Final Written Exam

(N) Brief Course Outline

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.

Each unit includes homework assignments, in-class activities, quizzes, and a unit exam. All outcomes may be goals for all units. **In each unit, students will learn approximately 40 new (not previously learned) characters for vocabulary and grammar related to the theme of the unit.** (The number of words noted in the outcomes is cumulative and includes those learned in CHIN 101 and 102.) This outline notes the particular communicative skills that are specifically stressed in the units due to their themes. Individual instructors may select from a variety of cultural topics; cultural topics listed here are examples.

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	<ul style="list-style-type: none">• the ability to work within complex systems and with diverse groups	
	<ul style="list-style-type: none">• critical thinking skills including analysis, application and evaluation	
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	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p>File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>