

KINGSBOROUGH COMMUNITY COLLEGE  
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT Foreign Languages DATE 9/28/15

Title of Course or Degree: CH 200, Elementary Chinese II

Change(s) Initiated: (Please check)

- Closing of Degree
- Closing of Certificate
- New Certificate Proposal
- New Degree Proposal
- New Course
- New 82 Course
- Deletion of Course
- Other (please describe): Pathways Submission
- Change in Degree or Certificate Requirements
- Change in Degree Requirements (adding concentration)
- Change in Pre/Co-Requisite
- Change in Course Designation
- Change in Course Description
- Change in Course Titles, Numbers, Credits &/or Hours
- Change in Academic Policy
- Flexible Core, Group A; World Cultures and Global Issue

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved 9/28/15 Signature, Committee Chairperson: \_\_\_\_\_

Signature, Department Chairperson: \_\_\_\_\_

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved
- B. Returned to department with comments

Recommendations (if any): \_\_\_\_\_

Signature, Provost: \_\_\_\_\_ Date: \_\_\_\_\_

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved
- B. Tabled  (no action will be taken by Curriculum Committee)

Recommendations (if any): \_\_\_\_\_

Signature, Sub-Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved  (forwarded to Steering Committee)
- B. Tabled  (Department notified)
- C. Not Approved  (Department notified)

Signature, Chairperson of Curriculum Committee: \_\_\_\_\_ Date: \_\_\_\_\_

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<b>College</b>	Kingsborough Community College
<b>Course Number</b>	CHI 00200
<b>Course Title</b>	Elementary Chinese II
<b>Department(s)</b>	Foreign Languages
<b>Discipline</b>	World Languages and Literature
<b>Subject Area</b>	Chinese
<b>Credits</b>	3
<b>Contact Hours</b>	4
<b>Pre-requisites</b>	Elementary Chinese I, or Permission of Instructor.
<b>Catalogue Description</b>	A second semester of introductory Mandarin Chinese. Further development of proficiency in spoken Chinese vocabulary and grammar. Emphasis on literacy in written Chinese through the recognition of Chinese characters and reading of prepared texts. Extensive practice in writing Chinese characters in form and in context, in diaries, letters, and essays. The <i>Pinyin</i> romanization system will continue to be used as a pronunciation aid, but reading and writing are taught in Simplified Chinese characters.
<b>Syllabus</b>	(Syllabus attached).
<p><b>Waivers for 4-credit Math and Science Courses</b></p> <p>All Common Core courses must be 3 credits and 3 hours.</p> <p>Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.</p>	
<b>If you would like to request a waiver please check here:</b>	<input type="checkbox"/> Waiver requested
<b>If waiver requested:</b> Please provide a brief explanation for why the course will be 4 credits.	
<b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Indicate the status of this course being nominated:

current course    revision of current course    a new course being proposed

**CUNY COMMON CORE Location**

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

**Required**

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

**Flexible**

- World Cultures and Global Issues
- US Experience in its Diversity
- Creative Expression
- Individual and Society
- Scientific World

**Learning Outcomes**

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

**I. Required Core (12 credits)**

**A. English Composition: Six credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

**B. Mathematical and Quantitative Reasoning: Three credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

<b>C. Life and Physical Sciences: Three credits</b>	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a life or physical science.</li> </ul>
	<ul style="list-style-type: none"> <li>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> </ul>
	<ul style="list-style-type: none"> <li>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> </ul>
	<ul style="list-style-type: none"> <li>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>
<b>II. Flexible Core (18 credits)</b>	
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
<b>A. World Cultures and Global Issues</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
<p>Students will be placed into contact with the Chinese language through multiple media, including class instruction, textbooks, audiovisual clips, and Internet resources. In this way, they will experience the language in a variety of forms and learn how it is used in context.</p> <p>Unlike European languages, Chinese has no verb conjugations or tenses, and it uses tones to convey different meanings for words with the same pronunciation. Students will therefore experience a new and unfamiliar way of communication. Not only will they be able to explain the differences between Chinese and English, but they will be able to use these new concepts and linguistic structures to converse on everyday topics.</p> <p>In Chinese 2, the students are also exposed to the two systems of writing-- they are taught to read and write using simplified Chinese characters, but they are also permitted to work with traditional Chinese characters. Naturally attention will be paid to contrasting the two systems, thus helping students see the origin of the simplified character and memorize the strokes of that character.</p>	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<p>There are grammatical structures and lexical concepts that are crucial for expression in Chinese, but that do not exist in English. Students must be able to critically analyze these structures and apply the grammatical rules in order to express themselves in the Chinese language.</p> <p>Students in Chinese 2 build on the structures they learned in Chinese 1, acquiring new concepts and gaining further insights into the development of the Chinese language in the form of Chinese characters.</p>	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>Students will be expected to demonstrate their knowledge of grammatical structures through oral and written exams. They must interact with the teacher and with peers in classroom oral discussion, supporting their</p>	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

<p>opinions with relevant examples. Students will also demonstrate that they understand the reasoning behind a particular grammatical structure or lexical expression by applying it correctly in context. In Chinese 2, these outcomes are now achieved through the use of Chinese characters.</p>	
<p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul>
<p>Language is a carrier of culture, and students will be provided with a broad perspective on Chinese culture. They will explore important cultural features as they come up through topical vocabulary. Students will also engage in discussions in class about the important role that China and the Chinese language are playing in the global arena in areas such as business, international relations, and investment. They will recognize and evaluate the cultural differences between China, the US, and other countries.</p>	<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
<p>In Chinese 2, students will learn to write the characters that reflects the multidimensional Chinese system for referring to kinship relations. For example, students learn that the concept of "grandmother" translates to two different Chinese terms, depending on whether the paternal or maternal grandmother is being referenced. Students make connections between the characters they learn, e.g., discovering that the characters for the term "奶奶" for the paternal grandmother connotes closeness and endearment on the part of the grandchildren, with the use of the 女 radical to denote a female. This is because of the important social role that the paternal grandmother plays in the children's upbringing.</p> <p>In discovering the cultural connotation of Chinese kinship terms and the background of language features, students come to learn about important concepts in social interactions in a major world culture and to appreciate the values and beliefs it entails.</p>	<ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>
<p>This outcome is the primary goal of this course. Students further develop their aural and oral skills; they learn to read and write Chinese characters. They will be able to interact with native speakers with newly acquired vocabulary and structures to discuss more complex issues and meet their immediate needs, with topics such as school life, the learning of Chinese, and transportation. They will also be expected to take advantage of the resources that the Internet provides, for example to find talking buddies and join text-message chat groups to engage directly with speakers of Chinese.</p>	<ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>

**B. U.S. Experience in its Diversity**

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

**C. Creative Expression**

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.

**D. Individual and Society**

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

**E. Scientific World**

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

**KINGSBOROUGH COMMUNITY COLLEGE**  
**of**  
**THE CITY UNIVERSITY OF NEW YORK**

Chinese 200 Syllabus

1. Chi 200: Elementary Chinese II
2. Group and Area: Group II, Foreign Languages Area.
3. Bulletin Description of Course: A second semester of introductory Mandarin Chinese. Further development of proficiency in spoken Chinese vocabulary and grammar. Emphasis on literacy in written Chinese through the recognition of Chinese characters and reading of prepared texts. Extensive practice in writing Chinese characters in form and in context, in diaries, letters, and essays. The *Pinyin* romanization system will continue to be used as a pronunciation aid, but reading and writing are taught in Simplified Chinese characters.
4. Number of Weekly Hours: 4 hours.
5. Number of Credits: 3 credits
6. Pre-requisite: Chi 100 or by permission of instructor
7. Brief Explanation to justify course:
  - A.
  - B. Projected enrollment in this course is 15 - 30 students.
  - C. Course is to be offered every semester

Rationale:

There are over 1.4 billion Chinese speakers in the world, not only in mainland China and Taiwan, but also in Singapore, Malaysia, Indonesia, and across a wide diaspora. China is the world's most populous country and second-largest economy, and it has become the top trading partner of the United States. In recent years, ties between China and the U.S. have grown greatly, encompassing the economic, political, and cultural realms. The U.S. Department of State has designated Mandarin Chinese as a "language critical to U.S. national security." It is very important for KCC to offer a full Chinese course sequence so that our graduates can participate in the growing ties between the two countries and the two peoples.

In addition, enrollment of students with Chinese heritage has been increasing at Kingsborough. Among these students, some are not literate in Mandarin Chinese although they may be able to speak a regional dialect. In fact, about half of the course's enrollment are Chinese-American students who want to "not only look Chinese, but also be able to speak Chinese." There are also students who are interested in learning and understanding the culture and language of the Chinese immigrants with whom they



interact in their daily lives. A course in Chinese will meet the needs of our students as well as those of the business community.

8. Courses to be withdrawn when the new course is offered: NA
9. NA
10. This course meets CPA requirements in the following area: Foreign Languages.
11. NA
12. NA
13. Textbooks: *Integrated Chinese*. 《中文听说读写》 (*Simplified Characters, Level 1: Part 1*). Tao-chung Yao and Yuehua Liu. Boston, MA: Cheng & Tsui Company, 3rd Ed.
14. This is not a required course for majors. A major is not offered in this area.
15. Open to all students
16. Course Objectives: The course aims to help students develop proficiency in both spoken and written Chinese. Students will continue to develop conversational skills in Mandarin Chinese. In addition, they will learn to read and write simplified Chinese characters, increase vocabulary, and acquire grammatical rules for writing in Chinese.
17. Method of teaching: Classes will be conducted in Chinese where possible; however, grammatical points will be explained in English. Materials will be reinforced through oral practice, reading, and writing of essays and diaries. Collaborative learning is also encouraged in the format of group work for learning to read and write Chinese characters.
18. Assignments: Both oral and writing assignments will be given and graded regularly.
19. Method of Evaluation: There will be a mid-term and a final written exam. The grades students have earned during the semester for dictations, readings, and homework will also contribute to the final grade. The final grade will be based on: 30% for the mid-term; 30% for the final; 20% for homework; 10% for reading; and 10% for dictations.
20. Topical Course Outline:  
Week 1 Introduction to Chinese Writing System—formation of Chinese characters; basic Chinese radicals (Textbook p.11-14).

Internet Research on all the Chinese radicals, the origin and current meaning of the high-frequency radicals. Presentation of research by students.

The basic strokes for writing Chinese characters (Textbook, p. 15) and the stroke order (Internet resources).

Week 2-4 第一课 – 第六课 Lesson 1 – Lesson 6 of *Integrated Chinese*: texts and vocabulary in character ( p.19-173) ; workbook, p.16-110)

Recognizing, memorizing, and extensive practice in writing Chinese characters. Reading aloud the dialogues/passages appearing in each lesson, using the audio-clips as an aid.

Assignments: character practice sheets; Workbook (p. 16-110); essays about hobbies and entertainment

Mid-term examination

Week 5-6 第七课 (Lesson Seven, texts and cultural highlights, p.175-200): Studying Chinese; descriptive complements (I); 太 and 真; the adverb 就; ordinal numbers; 有点儿; 怎么 in questions.

Assignments: Workbook (p. 111-125); Essay writing on Chinese learning

Week 7-8 第八课 (Lesson Eight, texts and cultural highlights, p.201-224 ): School Life; the position of time—when expressions; the adverb 就; 一边…一边; serial verbs/verb phrases; double objects; more on the particle 了; …的时候, 正在…; 除了…以外, …还; comparing and contrasting 能 and 会.

Assignments: Workbook (p.127-146); Essay/Diary writing on school life and routine

Week 9-10 第九课 (Lesson Nine, texts and cultural highlights, p. 225-250): Shopping; the auxiliary verb 要; measure words for nouns; 的 structure; 多 used interrogatively; amounts of money; 跟/和…(不) 一样; 虽然…, 可是/但是….

Assignments: Workbook (p.147-163); Letter writing

Week 11-12 第十课 (Lesson Ten, texts and cultural highlights, p. 251-279): Transportation; topic-comment sentences; 或者; 先…再…; 还是; 每…都….

Assignments: Workbook (p.165-184); Reading Beijing Subway map (oral) and preparing a trip plan (in writing and for oral presentation)

Final written examination

21. Selected Bibliography:

Björkstén, Johan. *Learn to Write Chinese Characters*. Yale University Press, 1994.

Bolts, William G. *The Origin and Development of the Chinese Writing System*. Indiana: Eisenbrauns, 1994.

Chen, Ping. *Modern Chinese: its history and sociolinguistics*. New York, NY: Cambridge University Press, 1999.

Gao, Mobo C. F. *Mandarin Chinese: an introduction*. New York: Oxford University Press, 2000.

Makarsky, Ping. *Easy Learning: Chinese Characters*. CreateSpace Independent Publishing Platform, 2012.

Matthews, Alison & Laurence Matthews. *Tuttle Learning Chinese Characters: A Revolutionary New Way to Learn and Remember the 800 Most Basic Chinese Characters*. Tuttle Publishing, 2007.

Ross, Claudia. *Modern Mandarin Chinese Grammar: A Practical Guide* (Modern Grammars). Routledge, 2014.

Shi, Yuzhi. *The establishment of modern Chinese grammar: the formation of the resultative construction and its effects*. Philadelphia: John Benjamins Pub. Co., 2002.

Sun, Chaofen. *Chinese: A linguistic Introduction*. Cambridge University Press, 2006.

Teng, Wen-Hua. *Yufa! A Practical Guide to Mandarin Chinese Grammar*. Routledge, 2011