**I. ASCRC General Education Form** (revised 3/19/14)

Use to propose new general education courses (except writing courses), to change or renew existing gen ed courses and to remove designations for existing gen ed courses. Note: One-time-only general education designation may be requested for experimental courses (X91-Previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

| Group (submit separate forms if requesting more than one general education group designation) | II. Mathematics | VII: Social Sciences |
| X III: Language | VIII: Ethics & Human Values |
| IV: Exception: Symbolic Systems * | IX: American & European |
| V: Expressive Arts | X: Indigenous & Global |
| VI: Historical & Cultural Studies | XI: Natural Sciences w/ lab □ w/out lab □ |

* Require a Symbolic Systems Request Form.

| Dept/Program | Modern and Classical Langs. and Lits. | Course # | Chinese 101 |
| Course Title | Elementary Chinese I |
| Prerequisite | None |
| Credits | Five (5) |

**II. Endorsement/Approvals**

Complete the form and obtain signatures before submitting to Faculty Senate Office

| Please type / print name | Signature | Date |
| Instructor | Prof. Timothy Bradstock | [Signature] 2/2015 |
| Phone / Email | X2602 timothy.bradstock@mso.umt |
| Program Chair | Profs Ametsbichler and Montauban |
| Dean | Dean Chris Comer |

**III. Type of request**

| New | One-time Only | Renew | X | Change | Remove |
| Reason for Gen Ed inclusion, change or deletion | Renewal |
IV. **Description and purpose of the general education course:** General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble.

Acquiring competency in Chinese fits right in with the University’s General Education objectives, providing an important thread in the overall mission of developing competent and humane individuals who are informed and literate citizens of the global community. After successfully completing Chinese 101, students have achieved a basic functional competency in Mandarin; this is reinforced even further by the end of the sequence (i.e. after Chinese 102.) The course follows a rigorous and pedagogically sound methodology and practice, squarely emphasizing development of the four basic language skills, so that students will be able to function adequately in a Chinese-speaking environment.

V. **Criteria:** Briefly explain how this course meets the criteria for the group.

| The course is introductory and foundational, presuming no prior knowledge of the subject. Culture and language are inseparable, and as students learn Chinese they naturally acquire much knowledge about Chinese society and civilization along the way. Language learning plays a key role in developing cultural literacy. This nation’s impact on the future lives of our students will grow exponentially in the years to come: the fact that China’s economy may already be the world’s largest surely illustrates this. |

VI. **Student Learning Goals:** Briefly explain how this course will meet the applicable learning goals.

1. This is not a classical language but a modern language, and one with a written tradition. Students learn to perform all four skills: speaking, aural comprehension, reading and writing. Upon completion of the MCLL sequence, students will have a basic functional knowledge of Chinese (Mandarin) sufficient to perform at an elementary level in these four skills.

2.

3.

VII. **Assessment:** How are the learning goals above measured? Please list at least one assignment, activity or test question for each goal.
1. Speaking – progress toward achieving basic oral competency is measured by daily assessment of each student’s oral performance in class, gauging their mastery of new material, including expressions and phrases, vocabulary, and structural patterns. An oral exam (15 minutes long) is given to each student individually toward the end of the semester and the grade for this event constitutes part of his/her overall course grade. Early speaking tasks include learning to introduce oneself in Chinese, saying where one is from, hobbies and interests, what one is studying, talking about family members, and so on.

2. Aural comprehension – chapter tests and daily quizzes all include a significant aural comprehension component, as does the final exam.

3. Reading – quizzes, chapter tests, the final exam and the daily written homework continually test (and advance) students’ reading abilities. Reading exercises range from phrases and sentences to extended passages of Chinese; students variously read these passages aloud, translate them, and reply (either orally or in writing) to questions about the content.

4. Writing – for students, acquisition of writing skills in Chinese is the greatest challenge of all. We continually test students’ mastery of individual Chinese characters, i.e. their ability to write these from memory. We also test their compositional skills, meaning their ability to write sentences and short paragraphs in Chinese. Daily written homework, quizzes, chapter tests, and the final exam all assess students’ writing skills.

VIII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

N/A

IX. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe learning outcomes related to the above criteria and learning goals.

See below. Learning goals and outcomes are described on page 2 of the syllabus.

Please note: Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.
Department of Modern and Classical Languages and Literatures

Course Syllabus: Chinese 101 - Elementary Chinese

Instructors:

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General Introduction and Course Objectives:

Elementary Chinese is designed for people with no prior knowledge of the language. The dialect taught is Mandarin, known in China as putonghua (普通話 “the standard language”) and in Taiwan as guoyu (國語 “the national language.”) This is a five-credit course, with five fifty-minute classes per week. You are also required to spend two hours per week working with the language CDs for the current lesson in the textbook.

Our goal in first year is to develop beginning-level proficiency in speaking and understanding Chinese, as well as make progress with learning how to read and write the language. By the end of the semester you should be able to converse on a variety of simple topics related to daily life and know how to read and write close to 300 characters. A further objective will be to introduce you to elements of traditional and contemporary Chinese society/culture through the language. This will be done informally and not be part of the evaluation process.

Learning Chinese poses more challenges than most languages, because of the writing system, the general absence of loan and cognate words, and because Chinese is a tonal language. To succeed, you need to feel motivated and have good study habits: above all, you must be able to work consistently and on a daily basis rather than in fits and starts. A fair amount of rote learning and memorization is required, especially for learning the characters. Outside of class time you should plan on spending at least ninety minutes per day on homework, which will include preparation and review. This is not a good course for anyone with an extremely heavy credit load or many extra time commitments.

Besides first- through third-year Chinese, the Chinese Section offers various courses in Chinese literature and culture. These are taught in English and generally have no prerequisites or language requirement. A Chinese minor is offered, consisting of 20 language credits (four semesters of Chinese) and nine Chinese literature/culture credits. Please see us for further information if you would like to learn more. Remember that courses intended to count toward the minor may not be taken on a CR/NCR basis.

Opportunities for continuing your study of Chinese in China or Taiwan are plentiful and are relatively easy to arrange. Most Chinese language programs in these countries will admit you at any stage of your learning experience and most offer summer and January courses as well as their regular year- or semester-long programs. Anyone planning on a career using Chinese should spend 1-2 years in China or Taiwan, preferably enrolled full-time in language courses. The strategy of acquiring proficiency by going and teaching English is less than ideal, because you may end up speaking more English than Chinese.
If you plan to go on to second-year Chinese, you should do so immediately after your first year. Students who interrupt their studies usually find they have forgotten most of their Chinese by the time they re-enter the program. Note also that Chinese 101 is only offered in the autumn semester, not also in the spring.

**Learning Goals and Learning Outcomes:**

Students who successfully complete (i.e. pass) Chinese 101 will have a basic functional knowledge of the language sufficient to perform at an elementary level in all four skills, namely, speaking, aural comprehension, reading, and writing. Students will have learned to write (from memory) some 275 Chinese characters and be able to read and write simple sentences and paragraphs. They will also be able to conduct simple conversations in Chinese, communicating basic information about themselves, and comprehending information communicated verbally to them, asking and answering questions appropriately. In their speech they will be able to articulate the four tones of spoken Mandarin by and large without error. They will have learned to pronounce individual words correctly and clearly, so that their speech will be comprehensible and free of ambiguity.

By the end of the semester students will have reached the first stage in the achievement of basic functional competency in Chinese. The same skills and competencies are built upon and deepened in the next course in the sequence, i.e. Chinese 102. While passing Chinese 102 with the appropriate grade may fulfill the General Education language requirement, students aspiring to master Chinese should plan to continue their studies through to the 302 level and ideally devote at least a year to full-time language study in China.

**Course Procedures, Evaluation and Expectations:**

We start with an introduction to the Chinese language, briefly covering its origins, history, and some general characteristics. From there, we move to foundation work, focusing on pronunciation, the four tones, and the pinyin system for romanizing Chinese. In the second week we begin with the individual numbered lessons in the textbook (see below), covering a lesson roughly every week and a half, including a test.

1. **Tests.** These will be held at the end of each textbook lesson. All test scores except the lowest one count toward your final grade. Note that each test covers not just the most recent lesson but earlier material as well, so please keep up with your reviewing! There will be a final examination but no midterm. Note that the final exam is on the entire semester’s work. **Makeups** are not permitted unless you have a note from Student Health Services or your physician. To protect your privacy, the note does not have to state the nature of your illness.

2. **Homework:** All written homework must be completed and given to your instructor by the specified deadline. Late work will only be accepted in special circumstances and when permission has been granted in advance.

3. **Attendance is taken daily,** and you are expected to attend all classes. Anyone absent eight times will be given a failing grade for the course. Classes begin at exactly ten minutes past the hour — we take a dim view of lateness, so please make sure you are always on time. If before Chinese you have another class at some distant part of the campus, making punctuality a problem, **let us know.** Unexcused late arrivals may be counted as absences.
4. Computer laboratory. (LA 102) One of the requirements for this course is that you do two hours of aural/oral work per week using the textbook CDs, which are available for use on the computers in the laboratory. Ideally, you should go 4-5 times a week, for about 30 minutes each time. Do not do your two hours all at once; you will likely burn out after about 40 minutes and the rest of the time will be wasted. Please sign in and out each time you visit. Your instructors will be checking the attendance register each week; anyone who neglects this requirement may be given a failing grade.

4. Grades. Your overall course grade will be calculated according to the following percentages:
Tests................................................................. 40%
Class participation and performance.....................15%
Homework.............................................................15%
Final Examination..................................................30%

Further Important Information:

1. If you are a student with a disability and wish to be granted reasonable accommodations for this course, please contact your instructor privately to discuss the specific accommodations you request. We may ask that you provide a letter from Disability Services (located in Lommasson 154) verifying your rights in this regard. For more information visit the DSS website at www.umt.edu/dss

2. University regulations strictly forbid giving exams prior to finals week, and no early exams will be given under any circumstances. Please remember this when making any travel plans, plane reservations, etc.

3. Auditors: Anyone auditing the class must formally enroll as an auditor.

4. You need to select the traditional grading option (giving you a letter grade) if you are planning to have this course count toward fulfillment of the Chinese Minor and/or General Education requirements.

5. This course uses pluses and minuses in its grading. The lowest credit-receiving grade is D minus, the highest possible final course grade a straight A, not A+.

6. This class is not open to native speakers of Chinese.

Class Textbook:

*Integrated Chinese (Level 1 Part I)*, published by Cheng & Tsui Co., Boston. Traditional Character edition. 3 vols. — *Textbook, Workbook, and Character Workbook (Third Edition)*. This series is used by many of the top Chinese programs in the United States. There are various helpful websites and electronic resources pertaining to this textbook and you are encouraged to make use of these: more on this later.
Class Schedule

1. Week of Monday, August 25:
   Introduction to the Chinese language. Foundation work and exercises on tones, pronunciation, the pinyin romanization system, and characters.

2. Week of Monday, September 1:
   (Monday is Labor Day, a holiday.)
   Foundation work continued. Begin Lesson 1 Wednesday

3. Week of Monday, September 8:
   Lesson 1 continued. Test Friday.

4. Week of Monday, September 15:
   Lesson 2

5. Week of Monday, September 22:
   Lesson 2   Test Wednesday
   Lesson 3

6. Week of Monday, September 29:
   Lesson 3   Test Friday

7. Week of Monday, October 6:
   Lesson 4

8. Week of Monday, October 13:
   Lesson 4   Test Wednesday
   Lesson 5

9. Week of Monday, October 20:
   Lesson 5   Test Friday

10. Week of Monday, October 27:
    Lesson 6

11. Week of Monday, November 3:
    Lesson 6
    Tuesday is Election Day – No Class
    Test Wednesday
    Lesson 7

12. Week of Monday, November 10:
    Lesson 7
    Tuesday is Veterans’ Day – No Class
    Test Friday
13. Week of Monday, November 17:
Lesson 8

14. Week of Monday, November 24:
Lesson 8 continued
Wed-Fri: *Gan’enjie* 感恩節 (Thanksgiving)
Don’t eat too much *huoji*. 火雞 (turkey)

15. Week of Monday, December 1:
Review

Week of Monday, December 8:
FINALS WEEK