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.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>Mathematics</th>
<th>Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>III: Language</td>
<td>VIII: Ethics &amp; Human Values</td>
</tr>
<tr>
<td></td>
<td>III Exception: Symbolic Systems *</td>
<td>IX: American &amp; European</td>
</tr>
<tr>
<td></td>
<td>IV: Expressive Arts</td>
<td>X: Indigenous &amp; Global</td>
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<td></td>
<td>V: Literary &amp; Artistic Studies</td>
<td>XI: Natural Sciences</td>
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<tr>
<td></td>
<td>VI: Historical &amp; Cultural Studies</td>
<td>w/ lab</td>
</tr>
</tbody>
</table>

* Require a Symbolic Systems Request Form.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Course Title</th>
<th>Course #</th>
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</thead>
<tbody>
<tr>
<td>Modern and Classical Lang. and Lits.</td>
<td>Elementary Chinese II</td>
<td>Chinese 102</td>
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</table>

Prerequisite: Chinese 101

Credits: Five (5)

II. Endorsement/Approvals

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

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Prof. Timothy Bradstock</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone/Email</td>
<td>X2602 <a href="mailto:timothy.bradstock@msu.edu">timothy.bradstock@msu.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Profs Ametsbichler and Montauban</td>
</tr>
<tr>
<td>Dean</td>
<td>Dean Chris Comer</td>
</tr>
</tbody>
</table>

III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>X</th>
<th>Change</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of change</td>
<td>Renewal</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
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 and 102 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. China’s impact on the future lives of our students will grow exponentially in the years to come: the fact that China’s economy by some calculations is already the world’s largest illustrates this nation’s importance. |

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.

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 translate these passages or answer 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, but their compositional skills also, in other words writing sentences and short paragraphs in Chinese. Daily written homework, as well as 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 102 - Elementary Chinese

Instructors:

Dr. Timothy Bradstock, Professor & Section Coordinator. Office: LA 319  Phone: 243-2602
Email: timothy.bradstock@mso.umt.edu  Office hours: TBA
Dr. Cao Zhen, Visiting Assistant Professor. Office: LA 438  Phone: 243-2154  Email: zhencao85@yahoo.com.cn  Office hours: TBA

General Introduction and Course Objectives:

Elementary Chinese is designed for people who have successfully completed Chinese 101 or an approved equivalent. 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.”) As with Chinese 101, 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 this semester will have progressed considerably from where you were at the end of Chinese 101: you will be better at conversing on simple topics and will have broadened the range of subjects and topics on which you can satisfactorily converse. You will have learned another 300 or so Chinese characters. As before, you will continue to acquire elements of Chinese culture through your study of the language, deepening your cultural literacy and positioning you to function effectively in a Chinese-speaking environment.

As you will have become aware, 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 bring your language competency to a higher level you will continue to need to depend upon good study habits, working consistently and on a daily basis rather than in fits and starts. 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 carrying an extremely heavy credit load or other onerous 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 for 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.

**Learning Goals and Learning Outcomes:**

Students who successfully complete (i.e. pass) Chinese 102 will have a basic functional knowledge of the language sufficient to perform at an elementary level all four skills, namely, speaking, aural comprehension, reading, and writing. By this time, students will have learned to write (from memory) close to 600 Chinese characters and be able to read simple sentences and paragraphs. They will also be able to conduct or participate in simple conversations in Chinese, communicating basic personal information and comprehending information conveyed verbally to them, asking and answering questions appropriately. In their speech they will be near perfect in their articulation of the four tones of spoken Mandarin. Their pronunciation will be error free and largely in conformity with standard Mandarin speech, clear and free of ambiguity.

By the end of this second semester students will have advanced a stage further in their progress toward acquiring basic functional competency in Chinese. 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 in addition devote at least a year to full-time language study in China.

**Course Procedures, Evaluation and Expectations:**

The course continues on from where Chinese 101 ends, finishing the textbook and then moving on to the next set of volumes in the Integrated Chinese series. To each lesson we devote approximately a week and a half, finishing the semester with a week of review.

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 mid-term. 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 cdes, 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. Please remember this when making any travel plans, plane reservations, etc.

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

4. Grading for this course is “Traditional,” and the option of CR/NCR is not permitted.

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 1 and Part 2)*, 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.