

COURSE OUTLINE **Beginning Chinese I**

Course Description

FL 122. Beginning Chinese I. 5 hours credit. This course will enable the student to communicate using fundamentals of basic vocabulary and phrases, pronunciation, and reading and writing. The student will define cultural characteristics inherent to the target culture, study the relevance of the target language community as it reflects on the student's own life, and make connections to other disciplines. This course is designed for the student who is beginning basic language study and preparing to pursue foreign language credits that fulfill degree requirements.

Course Relevance

Studying another language and culture provides powerful keys for successful communication: "knowing how, when, and why, to say what to whom" (National Standards, 1996). "The organizing principle for language study is communication, which highlights the social, linguistic and cultural aspects of language. The approach to a second language ...is meaningful interaction with others, whether they are on another continent, across town, within the neighborhood, or in the classroom" (Kansas Initiative for State Standards – Foreign Language [KISSFL]).

Required Materials

Wu, S., (2006). *Chinese link: Simplified elementary Chinese level 1, part 1*. Upper Saddle, NJ: Pearson Prentice Hall.

Accompanying exercise/character workbook.

Learning Outcomes

The intention is for the student to be able to:

1. Communicate competently, at a beginning level, in Chinese.
2. Demonstrate a beginning knowledge and understanding of Chinese-speaking cultures.

Learning PACT Skills that will be DEVELOPED and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Analytical Thinking Skills

1. Critical thinking
 - Through the analysis of informational passages, course content, and class discussion, the student develops critical analysis of basic Chinese.

Communication Skills

1. Reception and interpretation of messages

- Through the production of written and spoken communication that expresses ideas and conveys needs, the student develops basic communication skills in the Chinese language.

Technology Skills

1. General computer use

- Through a variety of electronically-facilitated research and preparation of computer-generated assignments, the student develops basic computer skills.

Major Summative Assessment Tasks

These learning outcome(s) and Learning PACT skill(s) will be demonstrated by:

(Adapted from examples found in the KISS-FL Standards)

1. Using appropriate cultural greetings, leave-takings and gestures in a dialogue with a classmate or teacher (A skill).
2. Reading about and identifying Chinese-speakers, based on passages that utilize descriptive adjectives (C skill).
3. Creating a mini-book that describes how the student spends time during each of the four seasons (T skill).

Course Content

- I. Skills/Competencies – Actions that are essential to achieve the course outcome: (The following skills and competencies are taken from the KISS-FL Standards and incorporated into each specific course.)

Standard 1 -- The student communicates competently in languages other than English.

A. Benchmark 1.1 Conversational/Interpersonal Communication

The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

B. Benchmark 1.2 Receptive/Interpretive Communication

The student understands and interprets written and spoken language on a variety of topics.

C. Benchmark 1.3 Productive/Presentational Communication

The student conveys information, concepts, and ideas to listeners and readers for a variety of purposes.

Standard 2 -- The student gains knowledge and understanding of target language cultures.

A. Benchmark 2.1

The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

B. Benchmark 2.2

The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.

Standard 3 -- The student makes connections to other disciplines and to authentic sources through knowledge of a foreign language.

A. Benchmark 3.1

The student reinforces and furthers knowledge of other disciplines through foreign language.

B. Benchmark 3.2

The student uses authentic materials in the foreign language and within the culture to acquire information and perspectives.

Standard 4 -- The student develops insight into the nature of language and culture.

A. Benchmark 4.1

The student examines cultural differences and similarities in the target and native languages.

B. Benchmark 4.2

The student examines cultural differences and similarities in the target and the native cultures.

Standard 5 -- The student participates in multilingual communities at home and around the world.

A. Benchmark 5.1

The student applies language skills and cultural knowledge both within and beyond the school setting.

B. Benchmark 5.2

The student shows evidence of becoming a life-long learner by using the language for personal enjoyment and enrichment.

II. Themes – Key recurring concepts that run throughout this course:

A. Vocabulary areas

B. Grammatical structures

C. Culture

D. Communication

III. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:

A. Cultural differences

B. Overdependence on one's native language and its cultural connotations

C. Demographic diversity of students

D. Acceptance of trial and error in oral communication

IV. Concepts – Key concepts that must be understood to address the issues:

A. Understanding of one's own language

B. Addressing various learning styles

C. Egocentrism as natural but ineffective

D. Quality participation

E. Necessity for organization in the communication process

Learning Units

(The following benchmarks are taken from the KISS-FL Standards and incorporated into each specific course.)

Benchmark 1.1

I. Relate Basic Needs

II. Ask and Answer Simple Questions

Benchmark 1.2

I. Read and Respond to Developmentally Appropriate Material

Benchmark 1.3

- I. Give an Oral or Written Description
- II. Summarize the Main Idea of Selected Authentic, Contextualized Material
- III. Present Prepared Material to an Audience

Benchmark 2.1

- I. Identify Culturally Appropriate Customs
- II. Identify Commonly Held Stereotypes of the Target Language Culture
- III. Identify Social and Geographic Factors that Affect Cultural Practices

Benchmark 2.2

- I. Identify Objects, Images, and Symbols of the Target Language Culture
- II. Identify the Contributions, both Tangible and Intangible, of the Target Language Culture to One's Own Culture

Benchmark 3.1

- I. Identifies and Applies Familiar Information and Skills from Mathematics
- II. Identifies and Applies Familiar Information and Skills from Reading
- III. Identifies and Applies Familiar Information and Skills from Physical Education

Benchmark 3.2

- I. Extract Information from Sources Intended for Native Speakers of the Language

Benchmark 5.1

- I. Share Knowledge of Target Language with Others

Learning Activities

Learning activities will engage the student in the whole process of communication. Lecture, discussion, worksheets, small group projects, readings, viewing of various types of multimedia, in class and out-of-class speakers or cultural events, student participation, conversation practice, practice situations and paired activities in the target language, quizzes and tests equip the student to complete the assessment tasks.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: examinations and quizzes, various other learning activities, and participation (discussion).