

**Eastern Illinois University  
New Course Proposal  
FLC 1101, Elementary Chinese I**

Agenda Item #10-37 Effective Fall 2010
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Please check one:             New course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number:** FLC 1101
2. **Title (may not exceed 30 characters, including spaces):** Elementary Chinese I
3. **Long title, if any (may not exceed 100 characters, including spaces):** n/a
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 4-0-4
5. **Term(s) to be offered:** Fall and Spring
6. **Initial term of offering:** Fall 2010
7. **Course description (not to exceed four lines):** The course introduces students to the official Chinese language (Mandarin) in its five aspects: listening, speaking, reading, writing and culture.
8. **Registration restrictions:**
  - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
None
  - b. **Prerequisite(s), including required test scores, courses, grades in courses, and technical skills.**  
**Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course:** No prerequisite.
  - c. **Who can waive the prerequisite(s)?** n/a
  - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): None
  - e. **Repeat status:** Course may not be repeated.
  - f. **Degree, college, major(s), level, or class to which registration in the course is restricted, if any:** None
  - g. **Degree, college, major(s), level, or class to be excluded from the course, if any:** None
9. **Special course attributes:**
10. **Grading methods** (check all that apply): Standard letter
11. **Instructional delivery method:** lecture/discussion

**PART II: ASSURANCE OF STUDENT LEARNING**

**1. List the student learning objectives of this course:**

Elementary Chinese I will meet the American Council on the Teaching of Foreign Languages (ACTFL) Standards for Foreign Language Learning. It targets the following areas: communication, culture, connections, comparison and communities. By the end of the semester, students are expected to do the following:

- A. Respond to short, learned utterances and some sentence-length utterances;
- B. Make short statements and ask simple questions, and carry out some simple conversations on everyday topics.
- C. Master Chinese phonetics (Chinese pinyin) and tones with satisfactory pronunciation; and to identify a limited number of character and high-frequency characters (about 240 characters and related compounds per semester).
- D. Write with the pinyin system and the learned Characters; and write simple expressions; your name, numbers, dates, your own nationality, and other short phrases and simple sentences.
- E. Identify and appreciate aspects of Chinese culture, its people and their way of life

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

**For objective A:** Practice on CDs/DVDs in and out of class; group/pair work in class; classroom conversation/practice; translation practice; oral exams which require students to answer questions in Chinese.

**For objective B:** Practice on CDs/DVDs in and out of class; group/pair work in class; classroom conversation/practice; interpretation practice in class; oral exams which require students to answer questions in Chinese.

**For objective C:** Frequent homework, written quizzes, and unit tests for every unit; final oral and written exams.

**For objective D:** Frequent homework, written quizzes, and unit tests for every unit; final oral and written exams.

**For objective E:** Frequent homework, written quizzes, and unit tests for every unit; final oral and written exams.

**3. Explain how the instructor will determine students' grades for the course:**

Frequent quizzes for each chapter	20%
Unit tests for each chapter	30%
Homework	20%
Oral exam	5%
Written final exam	20%
Participation	5%
Total	100%

Grading: The 10-point-scale will be used for the distribution of grades. That is, 100-90%=A; 89-80%=B; 70-70%=C; 69-60%=D; and 59 and below=F

**4. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.): n/a**

### **PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

**OUTLINE OF THE COURSE: The following course outline should be considered a sample. Final course format and content may vary.**

The course will be delivered in a 75-minute lecture, three times a week for 15 weeks.

Week 1	Introduction to the course; the people in class; Chinese language and culture. Initials & Finals Useful classroom expressions
Week 2	Introduction (continued) Initials & Finals (Cont.) Useful classroom expressions (Cont.) Tones and Basic Radicals
Week 3	Review of initials and Finals More of radicals More Common classroom expressions Common expressions for social interactions
Week 4	Test on tones, initials and finals, and radicals Review; Unit test (1) on Introduction chapter materials Lesson 1: Greetings 问好 Vocabulary for dialogue I & II Cultural bits: Chinese social interaction patterns
Week 5	Lesson 1: Greetings (Cont.) Vocabulary for dialogue I & II (Cont.) Grammar: verbs: 是, 叫。 Questions with: 呢, 吗。 Survival Expressions
Week 6	Pattern drills for lesson 1 Workbook exercises for lesson 1 Language application
Week 7	Review; Unit test (2) on Lesson 1. Lesson 2: Family 家庭 Vocabulary for dialogue I & II

Week 8	Lesson 2 (Cont) Vocabulary for dialogue I & II (Cont.) Grammar: measure words (1) Interrogative pronouns: 谁, 什么, 哪儿, 几 Chinese numerals
Week 9	Pattern drills for lesson 2 Workbook exercises for lesson 2 Language application
Week 10	Review; Unit test (3) on Lesson 2 Lesson 3: Dates and Time 时间 Vocabulary for dialogue I & II
Week 11	Lesson 3 (Cont) Vocabulary for dialogue I & II (Cont.) Grammar: Numbers, Dates and Time Pronouns as modifiers and the usage of 的 (de) Alternative Questions Etc...
Week 12	Pattern drills for lesson 3 Workbook exercises for lesson 3 Language application
Week 13	Review; Unit test (4) on Lesson 3 Lesson 4: Hobbies 爱好 Vocabulary for dialogue I & II
Week 14	Lesson 4 (Cont) Vocabulary for dialogue I & II (Cont.) Grammar: word order in Chinese Affirmative + Negative Questions (II) Etc...
Week 15	Pattern drills for lesson 4 Workbook exercises for lesson 4 Language application Unit test (5) on Lesson 4
Week 16	Final Exam

## **PART IV: PURPOSE AND NEED**

### **1. Explain the department's rationale for developing and proposing the course.**

To become a first class and first choice school, EIU needs to provide a well balanced foreign language curriculum in order to meet students' personal and professional needs. This course is the first step to introduce EIU students to a significant region of Asia and to an Asian language through Chinese language and culture studies. We have been offering this course for the past two years under the FLX prefix. Since it is our intention to make it a regular part of our curriculum, it is appropriate to move it from the FLX prefix to a permanent and more appropriate descriptive prefix.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

### **2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This is a beginning level course for students with no previous knowledge of Chinese language.

### **3. Impact on Program(s):**

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This course can be used within the Foreign Languages Major to meet partially the requirement to complete at least two semesters of a language other than the chosen language of concentration.

## **PART V: IMPLEMENTATION**

- 1. Faculty member(s) to whom the course may be assigned:** Initially the course will be assigned to Dr. Rose Gong who has been teaching it under the FLX prefix for the past two years.
- 2. Additional costs to students (Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

Students are required to purchase the workbook and the Chinese character book.

### **3. Text and supplementary materials to be used (Include publication dates):**

#### **Main textbook:**

**Integrated Chinese**, Level 1, Part 1 by Tao-chung Yao and Yuehua Liu et al, 2<sup>nd</sup> ed. (simplified character edition). Boston, MA: Cheng & Tsui Company, 2005.

#### **Supplementary Books and Audio CD set:**

- 1. Integrated Chinese** (simplified character edition). Workbook, Level 1, Part 1.

2. **Integrated Chinese** Character workbook, Level 1, Part 1.
3. **Integrated Chinese**, Textbook & workbook Audio CD set, Level 1, Part 1.
4. **Pocket Oxford Chinese Dictionary: English-Chinese Chinese-English**. 3<sup>rd</sup> ed. (Optional)

## **PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

A community college course may be judged equivalent to FLC 1101.

## **PART VII: APPROVALS**

**Date approved by the department or school: 4/20/2009**

**Date approved by the college curriculum committee: 4/29/09**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: 2/18/10**

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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