Eastern Illinois University  
New Course Proposal  
FLC 1102, Elementary Chinese II

Please check one:  X New course

PART I: CATALOG DESCRIPTION

1. Course prefix and number: FLC 1102
2. Title (may not exceed 30 characters, including spaces): Elementary Chinese II
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: Spring 2011
7. Course description (not to exceed four lines): The course continues the introduction of students to the official Chinese language (Mandarin) in its five aspects: listening, speaking, reading, writing and culture begun in FLC 1101.
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: FLC 1101 or equivalent.
   c. Who can waive the prerequisite(s)? FLC 1101 or the equivalent.
      Department Chair in consultation with course instructor
   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 and discussion
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   Elementary Chinese II will meet the American Council on the Teaching of Foreign Languages (ACTFL) Standards for Foreign Language Learning. It targets the following areas: communication, culture, connection, comparison and communities. By the end of the semester, students are expected to be able to do the following:

   A. Respond to short, learned utterances and some sentence-length utterances;
   B. Produce short statements and ask simple questions, and carry out some simple conversations on everyday topics.
   C. Master the 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; names, numbers, dates, 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: It should be noted that the following outline is a sample and that final course format and content may vary.
The course will be delivered in a 75-minute lecture, three times a week for 15 weeks.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course; the people in the class; Chinese language and culture. Review of Initials &amp; Finals Review of key expressions from Intro. – Lesson 4. Useful classroom expressions, tones and radicals</td>
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<tr>
<td>Week 2</td>
<td>Lesson 5: Visiting Friends 看朋友 Vocabulary/ Texts Functional Expressions</td>
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<td>Week 3</td>
<td>Lesson 5 (Cont.) Vocabulary for texts (Cont.) Narrative Grammar: 一下 和 一点儿 Adjectives Used as Predicates Etc…</td>
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<tr>
<td>Week 4</td>
<td>Review; Unit test (1) on Lesson 5 Lesson 6: Making Appointments 约时间 Vocabulary for texts</td>
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<tr>
<td>Week 5</td>
<td>Lesson 6 (Cont.) Vocabulary for texts (Cont.) Grammar: The Preposition 给 (gei) The Auxiliary Verb 要 (yao) Etc…</td>
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<tr>
<td>Week 6</td>
<td>Review; Unit test (2) on Lesson 6 Lesson 7: Studying Chinese: 学中文 Vocabulary for dialogue I &amp; II Functional Expressions</td>
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Week 7  Lesson 7 (Cont.)
Vocabulary for dialogue I & II (Cont.)
Grammar: Descriptive Complements
太，真，就 (I)
Ordinal Numbers 第一，二….
一点儿 ….

Week 8  Review; Unit test (3) on Lesson 7
Lesson 8: School Life: 学校生活
Vocabulary for texts
Reading the texts

Week 9  Lesson 8 (Cont.)
Vocabulary review
Grammar: 就 (II), 一边…一边…
Serial Verbs/Verb Phrases
Double objects
Etc…

Week 10 Review; Unit test (4) on Lesson 8
Lesson 9: Shopping 买东西
Vocabulary for dialogues I & II

Week 11 Lesson 9 (Cont.)
Color expressions and supplementary Vocabulary
Grammar: The Auxiliary Verb 要 (yao) (II)
Measure Words (II), 的 structure; 多;
Amounts of Money
Etc…

Week 12 Review; Unit test (5) on Lesson 9
Lesson 10: Talking about the weather
Vocabulary for dialogues I & II

Week 13 Lesson 10 (Con.tt)
Supplementary vocabulary
Grammar: Comparative Sentences with 比 (bi)
The particle: 了(le);
The Auxiliary Verb: 会(hui)
The Adverb: 又 (you)
Etc…

Week 14 Review; Unit test (6) on Lesson 10
Final Review
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 the personal and professional needs of our students. This course in conjunction with FLC 1101 is a 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 second semester beginning level course for students with no more than one semester of experience with 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 this 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:

Supplementary Books and Audio CD set:

2. Integrated Chinese Character workbook, Level 1, Part 1.

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 1102.

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: 2/18/2010

*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).