OCH12: Chinese 2

Objectives
The primary course objective is to develop students’ abilities and confidence in the understanding and use of spoken and written Chinese in a variety of situations closely connected to everyday experiences. In this year, students greatly expand their range of vocabulary and grammar, and knowledge of Chinese characters. They also expand their cultural knowledge by reading and discussing traditional fables and legends as well as modern stories from leveled books.

Discussion and Tutorial Sessions
Class meets three times each week, 60 minutes/session, throughout the school year. In addition students attend a smaller tutorial session once each week for 20-30 minutes. All classes are focused on giving students opportunities to speak and interact using Chinese. Students are expected to participate orally in every class session, and are expected to prepare for discussion sections ahead of time by studying new lesson texts, audio files and vocabulary, and completing homework assignments.

Content Areas (include but are not limited to):
- Weather, seasons, and climate
- Ordering food at a restaurant
- Social gatherings, making and declining invitations
- Asking and giving directions
- Seeing a doctor, illness, and allergies
- Sports and fitness
- Houses, apartments, finding a place to rent
- Travel, planning, airports and train stations
- Computer use
- Chinese New Year and other holidays
- Selected Chinese fables, legends, and myths

Homework
We use the online version of the Integrated Chinese workbook. Most weekly homework will include listening comprehension, reading comprehension, speaking, vocabulary and grammar exercises from that workbook; this is supplemented by teacher-created exercises and short compositions when the primary material is from Tales and Traditions or other sources. While most homework is typewritten in Chinese, some will be submitted handwritten or as audio files.

Students must be committed to spending significant time every week on homework and on additional practice in listening, speaking, and vocabulary.
Tests

- 10-12 quizzes/semester
- One mid-term exam/semester (proctored)
- One final exam/semester (proctored)
- All mid-term and final tests include written, listening, and speaking components.

Projects

Fall semester:
- 2-3, based on traditional fables, legends, and historical figures

Spring semester:
- 3-4, based on myths, travel planning, apartment hunting, and advertisements

Most projects include both oral and written components in Chinese.

Materials

- Tales and Traditions, Readings in Chinese Literature (Vol. 1) Readings in Chinese Literature (Vol. 1)
- Y. Liu, T. Yao, et al.
- Yun Xiao, Hui Xiao, Ying Wang
- This is our basic text for foundation vocabulary, grammar, and sentence structures, connecting to daily communication and contemporary culture.
- This is a supplemental text to add vocabulary, discussion about traditional and modern cultures and cultural differences.

Additional authentic materials and internet resources: These may include such items as Chinese language advertisements, signs, menus, application forms, travel documents; photographs of daily life and well-known places; movies, music, songs.

Grading

Final grades are based on the following:
- 25-30% Online Homework
- 20-25% Final Exam
- 15-20% Mid-term Test
- 5-10% Handwritten Homework
- 5-10% Quizzes
- 5-10% Project(s)
- 5-10% Tutorials and Participation
Homework, quizzes, and written exams are scored according to points assigned to each exercise or question. Speaking homework is scored on a done/incomplete/not done basis. Oral (speaking and listening) exams are scored holistically (A-F scale).

Class activities, weekly homework, and projects are designed to include the five goal areas (communication, cultures, comparisons, connections, community) and three modes of communication (interpretive, interpersonal, and presentational) outlined in ACTFL Standards For Foreign Language Learning in the 21st Century.