

CHIN 2A INTERMEDIATE MANDARIN (four units)

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TEXTS

T'ung & Pollard, *Colloquial Chinese* (both *pinyin* and character texts)

CATALOG DESCRIPTION

Intermediate Mandarin focuses on the further development of reading, speaking, and writing skills. Emphasis will be placed on the shift from romanized script to Chinese characters. Introduction will also be made to simple prose reading. **Prerequisite:** CHIN 1B or instructor permission. (CAN CHIN 008)

METHOD OF INSTRUCTION

The two semesters of Intermediate Mandarin (CHIN 2A and CHIN 2B) are designed to complete the comprehensive introduction of the important grammatical structures of Mandarin Chinese begun in CHIN 1A and 1B (Elementary Mandarin). 70% of the course will be devoted to advancing literacy skills (reading and writing), and 30% will be devoted to communicative skills (listening comprehension and oral expression), though there will obviously be considerable overlap. In the first instance, we will be completing the second half of our basic text—*Colloquial Chinese* by P.C. T'ung and D.E. Pollard and *Character Text for Colloquial Chinese* by P.C. T'ung, starting with lesson 12. In the second instance, we will play games, tell stories, perform short skits simulating real-to-life situations. Daily attendance is mandatory.

STUDENT LEARNING OBJECTIVES & OUTCOMES

In this course the student will learn to use the experiential suffix for indefinite past, ways of highlighting circumstances of past events, time spent doing something versus time elapsed wherein something does not happen, spatial ascending/descending, equal and unequal comparisons, including complements of degree—both predicative and intensifying—to indicate degrees of comparison, as well as a range of verbal complements (resultative, directional, potential, etc.). Some structures to be taken up more fully in CHIN 2B will be introduced for oral practice, such as the pre-transitive *ba*-construction and the passive voice markers *bei*, *gei*, *rang* and *jiao*. The student who can successfully perform all the assigned tasks will enjoy a proficiency in Chinese at the intermediate-low level for listening, speaking and reading, and a beginning-high level in writing. By the end of CHIN 2A, some full-form characters may be introduced as well, and *pinyin* will be used only for learning the pronunciations of new vocabulary items.

N.B.: Students with disabilities will be accommodated. Please alert the instructor.

STUDENT ASSESSMENT

The course grade is based, as outlined below, on lesson tests, vocabulary quizzes, homework assignments, oral presentations and class attendance. The grading scale is as follows: 100~90=A~A-, 89~80=B+~B-, 79~70=C+~C-, 69~60=D+~D- and below=F.

5 review quizzes based on material in CHIN 1A and 1B	25%
3 periodic tests (LL. 12, 13, 14)	30%
3 vocabulary tests (one per lesson)	15%
Weekly Oral Presentations*	15%
Small Group Project (original skit)*	15%

*Comprehensibility: Ability to deliver the message (story or skit) in a comprehensive manner to the audience of Intermediate-Low level, in terms of accuracy in grammar and utilization of learned expressions and vocabulary.

- A : Only a few errors in grammar. Completely comprehensible to the audience in terms of the expressions and vocabulary.
- A~B+ : Generally comprehensible. Some errors in grammar or vocabulary interfering occasionally with intelligibility.
- B : Somewhat comprehensible. Errors in grammar or vocabulary often interfering with intelligibility. Audience comprehends with some difficulty.
- B~C+ : Not comprehensible to a certain degree. Major errors in pronunciation, grammar or vocabulary very often interfering with intelligibility.
- C~C- : Comprehensible only occasionally.

*Effort/Creativity/Appropriateness: Ability to demonstrate originality/creativity in an appropriate manner; eagerness to put out effort to achieve the goal.

- A : The presenter is impressively well-prepared. Various creative and unique ideas are incorporated. The performance shows that the presenter has put forth exceptional effort to present.
- A~B+ : The presenter is well-prepared. Some creative and unique ideas were incorporated. The performance reflects a solid effort to present.
- B : The presenter was somewhat prepared. There were no creative or unique ideas. The performance shows that the presenter put forth some effort.
- B~C+ : The presenter was not so well-prepared. No creative or unique ideas were incorporated. The performance reflects very little effort to present.
- C~C- : The presenter was unprepared, reflecting almost no effort to present.

