

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT Foreign Languages DATE 9/28/15

Title of Course or Degree: CH 100, Elementary Chinese I

Change(s) Initiated: (Please check)

- Closing of Degree
- Closing of Certificate
- New Certificate Proposal
- New Degree Proposal
- New Course
- New 82 Course
- Deletion of Course
- Other (please describe): Pathways Submission: Bible Core, Group A: World Cultures and Global Issues
- Change in Degree or Certificate Requirements
- Change in Degree Requirements (adding concentration)
- Change in Pre/Co-Requisite
- Change in Course Designation
- Change in Course Description
- Change in Course Titles, Numbers, Credits &/or Hours
- Change in Academic Policy

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved 9/28/15 Signature, Committee Chairperson: 

Signature, Department Chairperson: 

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved
- B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved
- B. Tabled (no action will be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved (forwarded to Steering Committee)
- B. Tabled (Department notified)
- C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee: _____ Date: _____

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	Kingsborough Community College
Course Number	CHI 00100
Course Title	Elementary Chinese 1
Department(s)	Foreign Languages
Discipline	World Cultures and Global Issues
Subject Area	Enter one Subject Area from the attached list. <i>Chinese</i>
Credits	3
Contact Hours	4
Pre-requisites	None
Catalogue Description	A beginning course in Mandarin Chinese for students with no or minimal previous instruction in the language. The course focuses on the development of verbal fluency and the acquisition of grammatical concepts. Students will learn and practice basic conversational patterns, reading and writing the language using the Pinyin system of romanization. Simplified Chinese characters will be introduced towards the end of the course to prepare students for Chinese 2.
Syllabus	(See attached)
<p>Waivers for 4-credit Math and Science Courses</p> <p>All Common Core courses must be 3 credits and 3 hours.</p> <p>Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.</p>	
If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested
If waiver requested: Please provide a brief explanation for why the course will be 4 credits.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

FORM 1006 OF 12/15/09 (0/0)

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
 Mathematical and Quantitative Reasoning
 Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
 US Experience in its Diversity Scientific World
 Creative Expression

Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a life or physical science.
- Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
- Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
- Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

Students will be placed into contact with the Chinese language through multiple media, including class instruction, textbooks, audiovisual clips, and Internet resources. In this way, they will experience the language in a variety of forms and learn how it is used in context.

Unlike European languages, Chinese has no verb conjugations or tenses, and it uses tones to convey different meanings for words with the same pronunciation. Students will therefore experience a new and unfamiliar way of communication. Not only will they be able to explain the differences between Chinese and English, but they will be able to use these new concepts and linguistic structures to converse on everyday topics.

There are grammatical structures and lexical concepts that are crucial for expression in Chinese, but that do not exist in English. Students must be able to critically analyze these structures and apply the grammatical rules in order to express themselves in the Chinese language.

Students will be expected to demonstrate their knowledge of grammatical structures through oral and written exams. They must interact with the teacher and with peers in classroom oral discussion, supporting their opinions with relevant examples. Students will also demonstrate that they understand the reasoning behind a particular grammatical structure or lexical expression by applying it correctly in context.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

<p>Language is a carrier of culture, and students will be provided with a broad perspective on Chinese culture. They will explore important cultural features as they come up through topical vocabulary. For example, the Chinese <i>lǎobǎixìng</i>, "the old hundred surnames," is used as a collective noun to refer to "the common people." The reason is that the top 100 most common surnames in China cover 85% of the population.</p> <p>Students will also engage in discussions in class about the important role that China and the Chinese language are playing in the global arena in areas such as business, international relations, and investment. They will recognize and evaluate the cultural differences between China, the US, and other countries.</p>	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
<p>In the Elementary Chinese I course, students are taught the Chinese system for referring to family members. For example, students learn that the English kinship term for "uncle" translates to multiple terms in Chinese, depending on whether the person comes from the paternal or maternal side of the family, and very importantly, the person's age in relation to the father.</p> <p>All this stems from the traditional Chinese ideal of family living arrangements, which brought many branches of the family together in one compound and made it necessary to distinguish between many people who could be called "uncle." The phrase "Si Shi Tong Tang", four generations living together, describes an ideal form of happiness, well-being, and security. In addition, the large number of kinship terms exhibits the Chinese respect for family.</p> <p>In discovering the cultural connotation of Chinese kinship terms and the background of language features, students come to learn about important concepts in social interactions in a major world culture and to appreciate its values and beliefs.</p>	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
<p>This outcome is the primary goal of this course. Students learn to listen, speak, read, and write Chinese using elementary vocabulary and grammatical structures. They will demonstrate their capability to use that language to respond to situations in Chinese through classroom interactions with the instructor and other learners.</p> <p>The Chinese language is spoken in mainland China, Taiwan, the Chinese Special Administrative Regions, as well as in ethnic Chinese communities in Singapore, Malaysia, and in Chinatowns throughout the world. The ability to speak Chinese will allow students to communicate and interact with over 1.4 billion other Chinese speakers throughout the world, from a variety of cultural and geographical backgrounds.</p>	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

KINGSBOROUGH COMMUNITY COLLEGE
of
THE CITY UNIVERSITY OF NEW YORK

Chinese 100 Syllabus

1. Department, Course Number and Title:
Foreign Languages; Chinese 100; Elementary Chinese I
2. Group and Area: Group II, Foreign Languages Area.
3. Bulletin Description of Course: A beginning course in Mandarin Chinese for students with no or minimal previous instruction in the language. The course focuses on the development of verbal fluency and the acquisition of grammatical concepts. Students will learn and practice basic conversational patterns, reading and writing the language using the *Pinyin* system of romanization. Simplified Chinese characters will be introduced towards the end of the course to prepare students for Chinese 2.
4. Number of Weekly Class Hours: 4 hours.
5. Number of Credits: 3 credits
6. Pre or Co-requisite: None
7. Brief Explanation to justify course:
 - A.
 - B. Projected enrollment in this course is above twenty-five (25) students.
 - C. Course is to be offered every semester

Rationale:

There are over 1.4 billion Chinese speakers in the world, not only in mainland China and Taiwan, but also in Singapore, Malaysia, Indonesia, and across a wide diaspora. China is the world's most populous country and second-largest economy, and it has become the top trading partner of the United States. In recent years, ties between China and the U.S. have grown greatly, encompassing the economic, political, and cultural realms. The U.S. Department of State has designated Mandarin Chinese as a "language critical to U.S. national security." It is very important for KCC to offer a full Chinese course sequence so that our graduates can participate in the growing ties between the two countries and the two peoples.

In addition, enrollment of students with Chinese heritage has been increasing at Kingsborough. Among these students, some are not literate in Mandarin Chinese although they may be able to speak a regional dialect. In fact, about half of the course's enrollment are Chinese-American students who want to "not only look Chinese, but also be able to speak Chinese." There are also students who are interested in learning and understanding the culture and language of the Chinese immigrants with whom they

interact in their daily lives. A course in Chinese will meet the needs of our students as well as those of the business community.

8. Courses to be withdrawn when the new course is offered: NA
9. NA
10. This course meets CPA requirements in the following area: Foreign Languages.
11. NA
12. NA
13. Textbook: *Integrated Chinese*. 《中文听说读写》 Simplified Characters (3rd ed.). Level 1: Part 1. Tao-chung Yao and Yuehua Liu. Boston, MA: Cheng & Tsui Company.
14. This is not a required course for majors. A major is not offered in this area.
15. Open to all students
16. Course Objectives: The student will learn to speak and read simple Chinese. The student will learn to speak Chinese through the *Pinyin* romanization system, an important vehicle for learning the pronunciation of the Chinese language; study basic grammar; and acquire vocabulary and phrasal expressions. In addition, the student will be introduced to the simplified characters that accompany the *Pinyin* texts.
17. Method of teaching: Classes will be conducted in Chinese where possible; however, grammatical points will be explained in English. Intensive rhythm drills, oral practices, and role play of conversations will be important activities for reinforcing learned lessons.
18. Assignments: There will be written homework assigned regularly from both the textbook and workbook. Oral exercises will also be assigned for both individual and group work.
19. Method of Evaluation: There will be a written mid-term exam as well as a final consisting of oral and written examination given separately. Dictations, quizzes, and tests will be given periodically during the semester. Homework and class participation will also contribute to the final evaluation.
20. Topical Course Outline:
 - Week 1 Introduction: Chinese pronunciation: simple finals and initials.
 - Week 2 Introduction: Chinese pronunciation: compound finals.
 - Week 3 Introduction: Chinese pronunciation: tones and tone drills.
Useful Expressions: Classroom and survival expressions, numerals.

Week 4 第一课: Greetings, the verb 姓, questions ending with 呢, the verb 叫, the verb 是, questions ending with 吗, the negative adverb 不, the adverb 也。

Week 5 第二课: Family, measure words, question pronouns, 有 in the sense of “to have” or “possess,” 有 in the sense of “existence,” the usage of 二 and 两, the usage of 都.

Mid-term examination

Week 6-7 第三课: Dates and time (year, months, dates, word order for dates, telling time), pronouns as modifiers and the usage of 的, pivotal sentences, alternative questions with the structure (是) … 还是, affirmative + negative questions (I), and the usage of 还有.

Week 7-8 第四课: Hobbies, affirmative + negative questions (II), word order in Chinese, 那 (么) as a cohesive device, 去 + V construction, the auxiliary verb 想, questions with 好吗.

Week 9-10 第五课: Visiting friends, using 一下 and (一)点儿 to moderate the tone of voice, adjectives used as predicates, the preposition 在, the particle of mood 吧, the particle 了, and the adverb 才.

Week 10-11 第六课: Making appointments, the preposition 给, the auxiliary verbs 要 and 得, the usage of 别, and directional complements (I).

Week 12 Review of characters learned, phrases, and grammatical points.
Oral examination (in class).

Final examination

21. Selected Bibliography:

Bolts, William G. *The Origin and Development of the Chinese Writing System*. Indiana: Eisenbrauns, 1994.

Chang, Raymond & Margaret Scrogin Chang. *Speaking of Chinese: A Cultural History of Chinese Language*. W.W. Norton & Company, 2001

Chen, Ping. *Modern Chinese: History and Sociolinguistics*. Cambridge University Press, 1999.

Dong, Hongyuan. *A History of the Chinese Language*. Routledge, 2014.

Herzberg, Qin Xue & Larry Herzberg. *Basic Patterns of Chinese Grammar: A Student's Guide to Correct Structures and Common Errors*. Stone Bridge Press; Bilingual edition, 2010.

Kate, Daniel. *The Chinese Language: Its History and Current Usage*. Tuttle Publishing, 2006.

Li, Charles N. & Sandra A Thompson. *Mandarin Chinese: A Functional Reference Grammar*. Berkeley: University of California Press, 1989.

Norman, Jerry. *Chinese*. Cambridge: Cambridge University Press, 1988

Ross, Claudia & Jing-heng Sheng Ma. *Modern Mandarin Chinese Grammar: A Practical Guide (Modern Grammars)*. Routledge, 2014.

Sun, Chaofen. *Chinese: A Linguistic Introduction*. Cambridge University Press, 2006