

**Course Outline for:** CHIN 2200 Intermediate Chinese 2**A. Course Description:**

1. Number of credits: 5
2. Lecture hours per week: 5
3. Prerequisites: None
4. Corequisites: None
5. MnTC Goals:       Goal 6 Humanities and the Fine Arts  
                          Goal 8 Global Perspective

Students review and extend their competency in speaking, listening, reading, and writing. Students analyze cultural products and practices of the Chinese-speaking world and identify the values that underlie them. Students investigate the art, music, history, literature, and lived experience of Chinese-speaking peoples. This builds intercultural competency and increases global awareness. Major grammatical focus includes the passive structure, compound sentences, causative constructions, and tone/mood. This course is intended for students who have successfully completed CHIN 2100 or the equivalent.

**B. Date last reviewed/updated:** March 2024**C. Outline of Major Content Areas:**

1. Listening: Students interpret and reframe aural material such as newscasts, podcasts, film, and authentic conversations about contemporary and historical issues, as a means of furthering development of listening comprehension. Students draw inferences and make connections with minimal context.
2. Speaking: Students discuss and present a variety of topics with the ability to integrate rich vocabulary and more complex grammatical structures. Students are able to share their own lived experience, as well as describe social and political issues, film, art, etc., from the Chinese-speaking world.
3. Reading: Students interpret and analyze primary texts such as short stories, poems, media articles, and song lyrics from a textual, historical, and social perspective. Students draw inferences and make connections with minimal context.
4. Writing: Students write original essays, compositions, presentations, and journals, integrating rich vocabulary and more complex grammatical structures with an awareness of register and cultural context.
5. Grammar: Topics include indefinite pronoun 某 *mou*, comparative structure Adjective + 于 *yu*, reduplication of measure words, reduplication of verbs with V 的 *de* V, structure and V 着 *zhe* + V 着 *zhe* structure, reduplication of adjectives, prepositions 与 *yu* and 以 *yi*, particles 嘛 *ma* and 啊 *a*, complement 过来 *guolai*, conditional structures, numeric idioms, attributives; causal verbs 使 *shi*, 让 *rang* and 叫 *jiao*; noun phrases with 之一 *zhiyi*, intensifier 越...越... *yue...yue...*, extension on preposition

把 *ba*, : repetitive states with 着 *zhe*, and experiential aspect 过 *guo* used with complements.

6. Vocabulary: Topics include descriptors for various environments, folk customs, domestic travel methods, health and wellness, gender equality, environmental conservation, economic behaviors, Chinese dynasties and historical figures, professional interactions, party planning, and networking.
7. Culture: Students explore cultural products and practices of the target culture and identify the underlying values and beliefs that shape that world view. Topics include traditional Chinese holidays, urban development, Chinese tourism, health perspectives, changing gender roles, China's environmentalism movement, perspectives on investment, Chinese history, job interviews, and living as an expat in China.

#### **D. Course Learning Outcomes:**

Upon successful completion of the course, the student will be able to:

1. Discuss a range of personal, societal, and cultural topics at an intermediate high level of proficiency. (Goal 2b)
2. Write compositions on a wide variety of topics in the past, present and future tenses in reflective, advisory, narrative, argumentative, expository, and topic-material composition styles.
3. Interpret and respond to contemporary and traditional works of literature, film, and visual arts in the target language with an awareness of social, political, and historical context. (Goal 2d, 6a, 6c, 6e)
4. Examine the history, politics, art, and music of the target culture with an emphasis on the context of cultural behavior, ideas, and values. (Goal 2a, 6a, 6b)
5. Analyze specific issues in a global context, focusing on alternative ways of considering problems and proposing solutions. (Goal 2b, 8c)
6. Compare and contrast the target culture with the student's own culture in the target language to explore the way culture informs individual identity and to develop insight into the global implications of cultural practices. (Goal 2b, 2d, 8a)
7. Investigate the artistic and philosophical contributions of individuals in the target culture in the context of their impact on collective human imagination and thought. (Goal 6b)
8. Create and present original written and artistic works in the target language. (Goal 6d)
9. Use the language beyond the school setting for lifelong learning and for participating in the global community. (Goal 8d)

#### **E. Methods for Assessing Student Learning:**

Methods for assessment may include, but are not limited to, the following:

1. Written and oral tests and quizzes
2. Class participation
3. Homework
4. Compositions
5. Final exam

#### **F. Special Information:**

None