



UCC Document # _____

College Document # COAS 119

Review Type: Edit Exp Full

CATALOG YEAR 2012-2013

COLLEGE/SCHOOL/SECTION: College of Arts and Sciences

Course: Add: Delete:
(check all that apply) Change: Number Title SCH Description Prerequisite

Response Required: New course will be part of major minor as a required or elective course

Response Required: New course will introduce , reinforce , or apply concepts

If new, provide Course Prefix, Number, Title, **Measurable** Student Learning Outcomes, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current online catalog, provide change and attach text with changes in red and provide a brief justification.

Course Prefix: MAND

Number: **1312**

Title: **Introductory Mandarin Chinese for Non-Native Speakers II**

This second level course is designed for students with an introductory knowledge of the language. The course emphasizes oral language skills in real-life contexts and reading and writing skills with Hanzi characters. Chinese history and culture are an integral part of the course. Prerequisite: MAND [1311](#) or equivalent course, or departmental placement exam.

SCH Value: **3**

Prerequisite: **None**

Lecture/lab hours: **10 hours**

Program: Delete: Add: Change: Attach new/changed Program of Study description and 4-year plan. If in current online catalog, provide change and attach text with changes in red.

Minor: Add: Delete: Change: Attach new/changed minor. If in current online catalog, provide change and attach text with changes in red.

College Introductory Pages: Add information: Change information:
Attach new/changed information. If in current online catalog, provide change and attach text with changes in red.

Other: Add information: ___ Change information: ___ Attach new/changed information. If in current online catalog, provide change and attach text with changes in red.

Justification:

The International Language Institute has offered two, non-credit Mandarin Chinese courses for several semesters. Student interest has increased to the point that two, for-credit Chinese courses should be added to the world language program. Since the foreign language classes currently offered (i.e., French and Portuguese) quickly reach their cap each semester, new language courses will help to meet this increased student demand. New Mandarin courses will provide students with a means to fulfill their foreign language requirement while they also broaden students' worldviews and advance their future employment opportunities.

Approvals:	Signature	Date
Chair Department Curriculum Committee	_____	_____
Chair Department	_____	_____
Chair College Curriculum Committee	_____	_____
Dean	_____	_____

04/2011

TEXAS A&M INTERNATIONAL UNIVERSITY

Department of Languages and Literature

Introductory Mandarin Chinese for Non-Native Speakers II

Prof. Xiaohu Zhou

Spring 2012

Class: TR 7:30pm – 8:45PM

Office hours: By appointment

I. Introduction:

China is now the world's most populous country. It is a world player economically, and its influence on the international economy is increasing every year. The Chinese language is becoming increasingly important in world business and diplomacy. Chinese characters have a history stretching back over two thousand years, and they influenced Japanese, Korean and Vietnamese language and culture. As China opens up to the world, westerners who are familiar with the Chinese language and culture will be prepared to seize these 21st century cross-cultural opportunities.

II. Course materials:

- a. *New Practical Chinese Reader, Text Book 2; ISBN: 978-7-5619-1129-7*
Publisher: Beijing Language and Culture University Press
- b. e-mail account
- c. Access to newspapers and magazines

III. Course Descriptions:

Level 2 Mandarin Chinese is the continuation of previous Level 1 studies. In this level, the students will continue to build more skills of understanding, speaking, reading, and writing Chinese. Transitions from Pinyin (phonetic symbols) to Hanzi (characters) will continue to take place. As the listening and speaking skills are continuously developed, students are expected to learn more Hanzi (characters) in both reading and writing. More elements of syntax, grammar and other language structures will be studied in this level. More topics about Chinese history and society will be discussed throughout this level.

IV. Course Learning Outcomes:

By the end of this course students will be able to advance even more about:

- a. Communicate by using more vocabulary, key terms, and grammatical structures in real-life situation conversations.
- b. Read and understand more comprehensive conversations written in Mandarin Chinese. Demonstrate the use of more language skills to assist in written material at a higher-novice level of Mandarin Chinese.
- c. Demonstrate more understanding and appreciation of the cultural values found in Chinese-speaking communities.
- d. Demonstrate more knowledge of different national cultures where Mandarin Chinese is spoken.

V. Course Grading Policy:

1. Final Exam	30%
2. Quizzes	20%
3. Oral Presentations	20%
4. Homework	20%
5. Attendance and Participation	10%

A.- 90-100 B.- 80-89 C.- 70-79 D.- 60-69 F.- 0-59

VI.

ACADEMIC CALENDAR

1st Week:

January 19 *Introduction*
Class syllabus
Review materials from Level 1

2nd Week:

January 24
Lesson 15
New Words; Pronunciation Drills; Notes
January 26
Lesson 15
Lecture; Writing Chinese Characters; Grammar; Cultural Note

3rd Week:

January 31
Lesson 16
New Words; Pronunciation Drill; Notes
February 2
Lesson 16
Form structure in Questions
Lecture; Writing Chinese Characters; Grammar; Culture Notes

4th Week:

February 7
*Quiz Lesson 15 & 16
Lesson 17
New Words; Pronunciation Drill; Notes
February 9
Lesson 17
Lecture; Conversation Practice; Writing Chinese Characters; Grammar;
Cultural Note: Chinese Traditional Dresses

5th Week:

February 14
Lesson 18
New Words; Pronunciation Drill; Notes
Shopping in China; Measure words
February 16
Lesson 18
Lecture; Conversation Practice; Writing Chinese Characters

6th Week:

February 21
*Quiz Lesson 17 & 18
Lesson 19
New Words; Pronunciation Drill; Notes
More measure words; Compare things
February 23
Lesson 19
Lecture; Conversation Practice; Writing Chinese Characters; Grammar

7th Week:

February 28
Lesson 20
New Words; Pronunciation Drill; Notes
Review: Ask Questions in Chinese
March 2
Lesson 20
Lecture; Writing Chinese Characters
Cultural Note: Chinese New Year

8th Week: *Mid Semester*

March 7

Quiz Lesson 19 & 20; * Presentations

March 9

Lesson 21

New Words; Pronunciation Drill; Lecture; Writing Chinese Characters

Cultural Note: Sports in Chinese

9th Week:

March 14 -19

Spring Break (No classes)

10th Week:

March 21

Lesson 22

New Words; Pronunciation Drill; Notes; Past experience

Introduce: Chinese Drama

March 23

Lesson 22

Lecture; Writing Chinese Characters; Drills and Practices; Grammar

11th Week:

March 28

Lesson 23

New Words; Pronunciation Drill; Notes

Talking plans; Making suggestions

March 30

Lesson 23

Lecture; Writing Chinese Characters; Grammar

Expressing the plans

Cultural Note: Great Wall

12th Week:

April 4

* Quiz Lesson 21, 22 & 23

Lesson 24

New Words; Pronunciation Drill; Notes

Introduce: Family in china

April 6

Lesson 24

Lecture; Writing Chinese Characters; Grammar

Cultural Note: Family relation in China

13th Week:

April 11

Lesson 25

New Words; Pronunciation Drill; Notes; Incidents & visit friends

April 13

Lesson 25

Lecture; Writing Chinese Characters

Review: Expressing questions

Cultural Note: Visit friends

**** April 15 Last day to drop a course or withdraw University**

14th Week:

April 18

*Quiz Lesson 24 & 25

Lesson 26

New Words; Pronunciation Drill; Notes
April 20
Lesson 26
Lecture; Writing Chinese; Cultural Note

15th Week:

April 25
Review Lesson 15 – Lesson 20
April 27
Review Lesson 21 – Lesson 26

16th Week:

May 2
*Presentations
May 4
*Presentations

17th Week: May 7-13 *Final Examination Period*

VII. Policies of the College of Arts and Sciences

Classroom Behavior

The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Plagiarism and Cheating

Plagiarism is the presentation of someone else's work as your own. **1)** When you borrow someone else's facts, ideas, or opinions and put them entirely in your own words, you must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism. **2)** When you also borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism. **3)** When you present someone else's paper or exam (stolen, borrowed, or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2010, sixth edition of the *Manual of The American Psychological Association* (APA):

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (pp. 15-16)

Consult the Writing Center or a recommended guide to documentation and research such as the *Manual of the APA* or the *MLA Handbook for Writers of Research Papers* for guidance on proper documentation. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

Penalties for Plagiarism: Should a faculty member discover that a student has committed plagiarism, the student will receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, has the right to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade. This option is not available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an

excuse.

Penalties for Cheating: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student will receive a “zero” for the assignment and not be allowed to make the assignment up. The incident must be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”

A new grade to denote academic dishonesty is now available, a “M” for “Academic Misconduct.” It has the same effect as an “F” but will indicate on the transcript that the failure was due to academic misconduct.

Student Right of Appeal: Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 3 business days of the faculty member’s e-mail message to the student. The Student Handbook provides details.

UConnect, TAMIU E-Mail, and Dusty Alert

Personal Announcements sent to students through TAMIU’s UConnect Portal and TAMIU E-mail are the official means of communicating course and university business with students and faculty – not the U.S. Mail and not other e-mail addresses. Students and faculty must check UConnect and their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or UConnect message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action. Students, faculty, and staff are encouraged to sign-up for Dusty Alert (see www.tamtu.edu). Dusty Alert is an instant cell phone text-messaging system allowing the university to communicate immediately with you if there is an on-campus emergency, something of immediate danger to you, or a campus closing.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student’s responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a “W.” To qualify for an “incomplete” and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a “W”, and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an “Incomplete Grade Contract” and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the “I” to automatically be converted to a “F”; extensions to this deadline may be granted by the dean of the college.

This is the general policy regarding the circumstances under which an “incomplete” may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

Student Responsibility for Dropping a Course

It is the responsibility of the STUDENT to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue

through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the *Student Handbook* and the *Faculty Handbook*.

Final Examination

Final Examination must be comprehensive and must contain a written component. The written component should component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.