

CHI 2220 Intermediate Mandarin Chinese 1

Course Description

In this course, the student will be able to develop socially and culturally appropriate proficiency in interpersonal, interpretive, and presentational modes at the intermediate mid-level in Mandarin Chinese. Note: Student must pass this course with a C or better to continue to CHI 2221. (Four-hour lecture) Prerequisite: CHI 1121 or equivalent

Course Competency	Learning Outcomes
Competency 1: The student will engage in interpersonal communication on a variety of topics handling social and professional interactions by:	1. Communication
<ol style="list-style-type: none"> 1. Initiating a conversation and participating in discussions, such as asking for information, details, and explanations during a conversation. 2. Giving information about activities, such as daily routines, interests and hobbies, and preferences in various time frames. 3. Asking for information during an interview. 4. Communicating about real-life situations, such as scheduling an appointment or inquiring about membership in an organization. 5. Exchanging information about work and special interest subjects. 	
Competency 2: The student will engage in presentational speaking on familiar topics using connected sentences by:	1. Communication
<ol style="list-style-type: none"> 1. Presenting about personal and social experiences, such as describing a childhood experience, reporting on a social event, and plans for the future. 2. Presenting something learned or researched, such as a current event, an 	

<p>academic subject, or a famous person, landmark, or cultural event in various time frames.</p> <p>3. Providing personal viewpoints, such as discussing a favorite movie or song, a famous person or historical figure, and sharing reactions about a current event.</p>	
<p>Competency 3: The student will engage in presentational writing on a wide variety of familiar topics using connected sentences by:</p>	<p>1. Communication</p>
<p>1. Writing messages and announcements, such as common events, daily routines, autobiographical statements, job applications, invitations, and flyers.</p> <p>2. Writing short reports about something learned or researched, such as articles on current events, minutes, and debriefings.</p> <p>3. Composing communication for public distribution, such as upcoming events, reviews in general, discussion forums, and some limited publication materials related to school or work.</p>	
<p>Competency 4: The student will engage in interpretive listening related to a variety of topics on everyday life, personal interest, and studies by:</p>	<p>1. Communication</p>
<p>1. Interpreting basic information in ads, announcements, and other simple recordings, such as TV and radio advertisements, greetings, and movie previews.</p> <p>2. Explaining the main idea of recorded material for personal enjoyment, such as video conferences, YouTube clips, and peer recorded descriptions.</p> <p>3. Articulate messages related to everyday life, such as voice messages and box office recordings.</p>	
<p>Competency 5: The student will engage in interpretive reading to identify the main idea of texts related to everyday life, personal interests, or studies by:</p>	<p>1. Communication</p>

<ol style="list-style-type: none"> 1. Answering questions asked on career preferences. 2. Explaining personal questions in the completion of profiles. 3. Discussing information in written announcements. 4. Explaining information in ads, travel brochures, and on food labels. 5. Indicating updates, postings, and post cards on personal and familiar topics. 	
<p>Competency 6: The student will be exposed to traditions, customs, and the arts through the use of interpersonal, presentational, and interpretive communication by:</p>	<ol style="list-style-type: none"> 1. Communication 2. Cultural / Global Perspective
<ol style="list-style-type: none"> 1. Differentiating between products and practices in order to help gain perspectives. 2. Recognizing products related to everyday life, personal interest, or studies. 3. Interacting at a functional level in some familiar contexts. 4. Conversing with peers from the target culture in situations related to school, work, or play, and showing interest in basic cultural similarities and differences. 5. Recognizing that significant differences and behaviors exist among cultures using appropriate learned behaviors and avoiding some social blunders. 	

Updated: FALL TERM 2022