

Chinese 2

Description

Chinese 2 is a rigorous academic course that takes an integrated communicative approach to empower students to speak Chinese (by continuing to master the Pinyin system, communicating through accurate pronunciation and intonation), to listen to Chinese (understand everyday narratives and dialogues and ideas), to read Chinese (comprehend diverse medium and texts on personal topics and everyday social interactions, history, culture, and Chinese society), and to write Chinese (in various forms – interpretive, argumentative, and persuasive modes).

Objective

The objective of the class is to speak in a way that a Mandarin speaker can understand and interpret your intent without difficulty in everyday survival situations using major verb tenses (on topics including personal identity, home and family, getting acquainted, describing people and places, activities and leisure, dining and cuisine, transactions in a store or restaurant); Comprehend the main points of standard discourse and authentic material in Mandarin spoken at a beginner level speed. Build proficiency in reading and writing Chinese characters in simplified and traditional forms. Write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames. Read with understanding authentic written material in Chinese on a variety of topics related to daily life in the target-language world.

Traditional/Simplified Characters

Chinese characters currently may either be written in the simplified (简体) or the traditional system (繁体). The simplified system is used in Mainland China, while the traditional style is used in Hong Kong, Taiwan, and overseas Chinatowns.

For Chinese 2, all students write both traditional and simplified Chinese characters. Textbooks will be printed in both simplified and traditional Chinese and the character workbooks are in both traditional and simplified Chinese. Whenever writing characters, we write both sets of characters in all examples, text materials, and handouts. The aim is for all students in the first and second years to learn, recognize and write both character sets. This is important from a number of perspectives. For instance, from a linguistic perspective, many sounds are linked to radicals and characters in both traditional and simplified scripts and also since our students come from a variety of backgrounds, we hope to encourage a variety of heritage and Chinese-character (like students who have taken Japanese) learners. Finally, our curriculum follows the standards recommended by a majority of colleges and universities in the United States including the UC/CSU systems.