

CHIN 101 – First Year Chinese 1  
Department of Foreign Languages  
West Virginia University

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### **REQUIRED TEXTS**

1. Yao, Tao-chung *et al.* 2005. *Integrated Chinese Level 1 Part 1*. Second Edition. Simplified Character Edition. Boston: Cheng & Tsui Company.
2. Yao, Tao-chung *et al.* 2005. *Integrated Chinese Level 1 Part 1 Workbook*. Second Edition. Simplified Character Edition. Boston: Cheng & Tsui Company.
3. Yao, Tao-chung *et al.* 2005. *Integrated Chinese Level 1 Part 1 Character Workbook*. Second Edition. Simplified Character Edition. Boston: Cheng & Tsui Company.
4. Go to the CHIN 101 course page on eCampus for the audio materials that accompany the textbooks.

### **COURSE DESCRIPTION**

Chinese 101 is the first course in a series of Chinese language courses (Chinese 101, 102, 203, 204) and is designed for students who have NO previous knowledge in spoken or written Chinese. This course introduces elementary Mandarin Chinese pronunciation, grammar, characters, as well as Chinese culture and computing to students. CHIN 101 consists of one lecture and two recitation sections per week. This course is a part of WVU's General Education Curriculum and focuses on the knowledge and critical perspectives in the areas of contemporary society (Objective 4) and non-western culture (Objective 9).

### **OBJECTIVES**

This course aims to enable students to communicate effectively in Chinese and to understand the contemporary social/cultural differences between the Greater China region and western countries through the study of the Chinese language. This course will cover the first five lessons of the textbook, including the introduction on *pinyin*. Students will learn greetings, numbers, how to introduce oneself and one's family, how to tell dates and time, how to talk about one's hobbies and the way to entertain/receive guests in contemporary Chinese cultural settings. Students will also learn about politeness in Chinese culture.

### **EXPECTED LEARNING OUTCOMES**

Successful completion of this course will enable the students to:

- PRONOUNCE any mandarin Chinese character accurately with the help of *pinyin*.
- RECOGNIZE approximately 180 Chinese characters by knowing their pronunciation and meaning.

- SPEAK Mandarin Chinese well enough to greet people and take leave in formal and informal contexts; ask and answer basic information questions such as telling time, talking about one's self, family, likes and dislikes.
- COMPREHEND spoken Chinese by listening to contextualized short conversations or narrations using learned vocabulary and structures regarding daily activities.
- READ and understand simple pedagogical materials in short conversations or essays using learned vocabulary and structures.
- WRITE simple Chinese sentences using learned vocabulary and sentence structures to ask and answer questions, and to communicate ideas.
- UNDERSTAND the importance of Chinese culture when interacting with Chinese native speakers.
- APPLY learned knowledge to solve intercultural communication problems by using proper Chinese.
- PERFORM adequately and efficiently in a Chinese cultural setting using learned vocabulary and sentence structures.
- USE computer programs to type Chinese characters and send email messages in Chinese.

## **REQUIREMENTS**

**1. In-class Performance (35%) – Participation (15%) and Preparation (20%).** Classes meet three times a week. New materials, such as vocabulary and grammar points will be introduced and explained in the lecture section (once a week). The "recitation" sections (twice a week) are to put the new materials into practice. The students will be required to recite dialogues, perform drills, role play, reading and writing tasks during the recitation periods. Only Chinese will be used in the recitation sections. Daily preparation is critical to this course and students' preparation efforts will be evaluated in **EVERY** class. Students are required to attend all classes, and prepare for every class according to the "Before Class Preparation" stated on the Class Schedule. Students will be evaluated and graded in **EVERY CLASS** for In-class Performance on a 10-point scale (see Daily In-class Performance Grading Criteria below). The weekly average of the In-Class Performance score will be posted on eCampus.

Daily In-class Performance Grading Criteria:

Preparation	Participation				
	0	1	2	3	4
0 – 6					
Actual score from quick quiz, which can be either oral or written.	Absent from class without proper documentation	Passive participation and unsatisfactory performance	Passive participation but satisfactory performance	Active Participation and satisfactory performance	Active participation and good performance

\*\*There will be **no make-up** for the quick quizzes. Students who are more than 10 minutes late for class will only receive partial credit for attendance. Disturbing in-class manners, including eating, talking, napping, and cell phone ringing will also result in point-deductions from the student's in-class performance grade. Students who miss more than 8 classes without proper documentation will receive an "F" as the final grade.

**2. Review Quizzes + Final exam (30%)** - There will be four (4) lesson review tests scheduled throughout the semester. Make-up tests can only be permitted with proper documentation (e.g. official University memo). The request for the make-up test needs to be made **PRIOR TO** the event date. The review tests include assessments of the students' listening, speaking, reading, writing, as well as cultural knowledge. All the tests will be cumulative.

**3. Homework (30%)** – Homework will be assigned for each lesson. Written homework must be handed in at the beginning of the class on each due day. Oral recording emails need to be sent before class on the

due day. Except for special circumstances where written proofs are required, late homework will **NOT** receive any credit. NOTE: You need a microphone for Wimba voicemail recording homework.

**4. Skit (5%)** - Towards the end of this quarter (see Class Schedule), students will be divided into groups (2-3 students in a group). Each group will be required to develop and perform a 4 to 5-minute skit in Chinese using learned vocabulary and sentence structures. Details on the instructions of the skit performance will be announced in Week 12. Possible bonus points will be given to students who produce an excellent skit performance.

**Bonus Points** - Possible bonus points will be given to students who actively participate in Chinese-related activities, such as the Chinese Table, Chinese lectures, and the Chinese Club cultural activities.

**ATTENDANCE POLICY**

Attendance is mandatory and a “zero” will be recorded for participation for an unexcused absence. Consistent with WVU guidelines, students absent from regularly scheduled examinations because of authorized University activities will have the opportunity to take them at an alternate time. Students who will be absent from a class or a test due to authorized University events need to request in writing for the instructor’s approval or/and to arrange the make-up test with the instructor **PRIOR TO** the event date. Make-up exams for absences due to any other reason will be at the discretion of the instructor.

**FINAL GRADE DISTRIBUTION**

The final grade in Chinese 101 will be determined based on the following components:

In-Class Performance	35%	A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
Review Quizzes (x4) + Final exam	30%	A = 93-96	B = 83-86	C = 73-76	D = 63-66
Homework	30%	A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
Skit	5%				F = -60

**Explanation of grades:**

- A = Excellent (given only to students of superior ability and attainment)
- B = Good (given to students who are well above average, but not in the highest group)
- C = Fair (average for undergraduate students)
- D = Poor but passing
- F = Failure
- I = Incomplete (This grade is NOT to be assigned in lieu of an F or when the performance throughout the semester has been generally unsatisfactory.)

**POLICY STATEMENTS**

**Social Justice:** West Virginia University is committed to social justice. The instructor of this class concurs with that commitment and expects to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veterans status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700).

**Academic Integrity/Dishonesty Policy:** The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at <http://www.arc.wvu.edu/rightsc.html>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter.

### **CHIN 101 STUDY TIPS**

Learning any language requires a commitment of time and effort, even more so when there's a great difference between one's native language and the new one. Here are some suggestions and to maximum your effectiveness, minimize the time spent, and make learning Chinese easier.

- **Review within the first 15 minutes after class.** Studies have shown that students have much greater retention of learned material if they review briefly right after class.
- **Preview by reading out loud.** The Class Schedule tells you what to do each day to prepare for class. On the days when you are to read the textbook dialogue, do so by reading out loud, rather than silently. This way you can practice your speaking and find those words you haven't quite mastered yet. When it is time to read in class, you will be able to do so easily and smoothly.
- **Studying a little EVERY DAY** is more effective than studying for a long period just before a test. It's impossible to learn a language by studying only once a week, even if the study period is very long. Studying one to two hours each day throughout the term will make it easy for you to do well on tests without cramming at the end.
- To learn new vocabulary, using **several short sessions** (a few minutes at a time) is more effective than using one long session. You can use the time while riding the bus, eating breakfast, waiting for class to begin, waiting in line at the grocery store, and even walking across campus, to review new words.
- The only way to learn Chinese characters is to memorize them. Writing will enable you to use motor memory for recall, otherwise characters can be quickly forgotten. Rather than writing one word many times before doing the next one, **write each word once or twice then go through the whole list again** until you've done the required number of repetitions. Cover the characters you have written when you start writing a new one. This will put the new words more firmly in your memory.
- Reading Chinese means understanding by looking at the characters, so **cover up the pinyin while reading** the text. Write vocabulary notes on a separate page, not on the text. Developing these habits now will make your further study of Chinese much easier.

~~ Where there's a will, there's a way. 有志者事尽成. ~~

CHIN 101 Rubric

Oral Test

Vocabulary	Good use of the vocabulary; understand new voc	3
	Satisfactory use of the vocabulary with minor mistakes	2
	Inappropriate use of the vocabulary and problematic sentence structures; can't understand the new voc	1
Grammar	Few or no grammatical errors, understand the use of new structures	3
	Some grammatical errors; some attempts at complicated structures	2
	Frequent errors in grammatical structure; errors in key structures of the lesson; fail to understand the use of new structures	1
Fluency	Natural and continuous	2
	Frequent unnatural pauses; slow	1
Pronunciation	Native or near native pronunciation; correct tones	2
	Use of non-native vowels and consonants; wrong tones	1

Total 10

Writing Practice (Making Sentences)

Vocabulary	Good use of the vocabulary; wide variety of voc	4
	Satisfactory use of the vocabulary with minor mistakes	3
	Little variety of word choice, a few character errors	2
	Inappropriate use of the vocabulary; extremely limited voc; many character errors	1
Grammar	Few or no grammatical errors; wide variety in sentence structure	4
	Some grammatical errors; some attempts at complicated structures	3
	Frequent grammatical errors; little variety in sentence structure	2
	Frequent errors in grammatical structure; errors in key structures of the lesson	1
Organization	Sentences are coherent	2
	Sentences are not coherent	1

Total 10

Skit

Vocabulary and Grammar	Good use of the vocabulary and sentence patterns	3
	Satisfactory use of the vocabulary and sentence patterns with minor mistakes	2
	Inappropriate use of the vocabulary and problematic sentence structures	1
Content (Group)	Good content with coherent structures	2
	Problematic content	1
Fluency	Natural and continuous	3
	Some definite stumbling, but manages to rephrase or continue; some dependence on notes	2
	Frequent unnatural pauses; slow; totally dependence on notes	1
Pronunciation	Native or near native pronunciation; correct tones	2
	Use of non-native vowels and consonants; wrong tones	1

Total: 10