

Syllabus for
CHI 302—Chinese Composition
3 Credit hours
Spring 2019

I. COURSE DESCRIPTION

A course to develop writing skills using applied stylistic analysis and practical compositional exercises. (Taught in Chinese.)

Prerequisite: CHI 301

Lab fee: none

II. COURSE GOALS

The student will not only have an opportunity to read with understanding and to gain deeper insight into the Chinese language, but will also identify and acquaint themselves with ideas and aspects of the life and the views of modern writers on such themes as love, sports, nature, daily life, adventure, war, and humor. This will provide opportunities for a greater appreciation and deeper understanding of diverse peoples, customs, ideas—and the universal preoccupations of man.

The course is conducted at 90% in Chinese and the student will be encouraged to actively participate in class. The rapid acquisition of vocabulary and Chinese Poems is of great importance at this advanced level since the student is expected to have good control of the basic structure of the language.

Much attention is given to written expression. Course content is primarily cultural in nature, with the introduction of some well-known literary works.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, through class participation and assigned oral and written reports, the student will be able to do the following:

1. Demonstrate both orally and in writing a progressive development in the control of basic language skills.
2. Read without translation into English the more appealing classics that have been carefully selected to approximate the intellectual and emotional level of the students.
3. Use basic structural grammar patterns and familiarity with advanced syntactical combinations met within material read but not specifically drilled as grammar.
4. Demonstrate in writing a knowledge of the cultural topics covered in text content.

B. Unit Objectives

As a result of successfully completing the unit objectives, the student will be able to do the following:

1. Prepare lessons in advance so that they can participate in the discussion without having to refer to the material.
2. Use fast vocabularies and idiomatic phrases presented in the text.
3. Explain and use correctly the grammatical principles presented in each unit.

4. Serve as leader in the presentation of unit content to the class for one lesson.
5. Write several compositions in Chinese on assigned topics. Credit may be reduced for late compositions.
6. Memorize and recite Bible verses and songs in Chinese.

C. Objectives for Students in Teacher Preparation Programs

The Course Goals for the Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies:

1. Listening
 - a. Understands main ideas and supporting details of oral presentations and conversations (e.g., prepared speeches, news broadcasts, interviews, short lectures).
 - b. Understands spontaneous speech on a variety of basic topics.
 - c. Comprehends sustained conversation or narrative of general topics.
2. Speaking
 - a. Initiates, sustains, and closes a general conversation.
 - b. Narrates and describes events, objects and activities with supporting details.
 - c. Participates in spontaneous, face-to-face conversation involving more complicated skills and social situations, such as elaborating, apologizing, and debating.
 - d. Displays some ability to support opinions, explain in detail, and make assumptions.
 - e. Uses varied strategies, such as paraphrasing or restating, to facilitate communication in the language being studied.
3. Reading
 - a. Reads authentic (from the culture of the language studied) materials, such as selected short stories, poetry and other literary works, articles, personal correspondence and simple technical material written for the general reader.
 - b. Comprehends facts in authentic (from the culture of the language studied) texts and materials and make appropriate inferences.
 - c. Comprehends authentic (from the culture of the language studied) communications via various media and technology.
4. Writing
 - a. Communicates by writing simple facts and ideas.
 - b. Expresses narratives and descriptions of a factual nature.
 - c. Writes professional and social correspondence.
5. Culture
 - a. Is knowledgeable about the products of the culture of the language being taught.
 - b. Is knowledgeable about practices of the culture of the language being taught
 - c. Is able to compare and contrast local culture and cultures of the language being taught.
6. Second language acquisition

Is knowledgeable about first language development and its relation to second language learning.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Experiencing Chinese
Advanced Course 1
Higher Education Press
Author: Jiang Li Ping
ISBN: 978704035591890000

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Class Assignments**
 - a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
 - b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
 - b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken
 - c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.
4. **Attendance**
 - a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive

absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.

- b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - (3) Obtain information covered during an absence. All work must be completed as scheduled.
 - (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.
 - a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
6. **Incompletes**—As stated in the University catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.
7. **Whole Person Assessment**—If this course requires an ePortfolio assignment, it is listed in the next section (“Course Policies and Procedures”) and explained in the WPA Handbook at <http://eportfolio.oru.edu>. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbooks.

C. Course Policies and Procedures

1. **Grades**

The final grade is based on the following requirements:

- a. Assignments, quizzes/exams, compositions, attendance and participation in class and other assigned activities.
- b. The student should not expect extra credit to help raise a grade.

2. **Grading Scale**

A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below

3. **Evaluation Procedures**

a. Quizzes over chapter readings, grammar points, vocabulary, and idiomatic expressions are administered at any time (with or without notice).

The semester grade is made up of the following:

Homework & Class Participation	25%
Quiz	15%
Compositions	50%
WPA compliance	0% (noncompliance: -10%)
Final exam	<u>10%</u>
Total	100%.

4. **Late Exams**

If students do not have an excused absence, no make-up test will be offered—thus, they earn a 0 on the exam.

5. **Whole Person Assessment Requirements**

a. To be "compliant" the student will have correctly submitted electronically the artifact for assessment. To be "noncompliant" the student has either not submitted or incorrectly submitted the artifact electronically. Noncompliance will result in one letter grade reduction of the final grade for the course.

b. It is the student's responsibility to ensure that he or she is in compliance. Compliance is verified by checking for the assessment results in the student's WPA. If there is a problem, the student may receive notification by the professor/assessor through the student's **ORU email address**.

6. **Other Policies and/or Procedures**

Whereas participation in Chinese Culture Club, and Chinese Conversation Table is not mandatory, students are encouraged to attend in order to improve their knowledge of Chinese and Chinese culture.

VI. COURSE CALENDAR

<u>WEEK</u>	<u>WRITING ASSIGNMENT</u>
1	chapter 1
2	Chapter1
3	Chapter 2
4	Chapter 2
5	Chapter 3
6	Chapter 3
7	MIDTERM
8	Chapter 4
9	Chapter 4
10	Chapter 5
11	Chapter 5
12	Chapter 6
13	Chapter 6
14	Review 1-3
14	REVIEW4-6
15	FINAL EXAM

Course Inventory for ORU's Student Learning Outcomes

Chinese 302 – Chinese Composition Spring 2019

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior			X	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking			X	
2B	Analytical problem solving			X	
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship				X
4E	Leadership capacity				X

(Revised 1/15/04)