

Chinese 2B, Spring 2023 (tentative)

老師: Steve Liu

上課教室/時間: Mariposa 1010, 12:00pm-12:50pm (M-Th)

老師辦公室: Mariposa 2050

辦公室時間: 11am-11:50am (Mondays, and by appointment)

電子信箱: s.liu@csus.edu

課本: *Integrated Chinese* (traditional character text), Level 1 Part 1 (Lesson 6-10)

Course Description:

Welcome to 2B at CSUS. This is a 5-unit beginning level, integrated course which focuses on daily conversational and written Chinese language development. It is designed to improve four language skills in listening, speaking, reading and writing and building up your vocabulary. Includes an introduction to elements of Chinese culture that pertains to language, such as mode of thinking, inter-human relations, and aesthetic expressions.

Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- demonstrate an ability to read and write basic Mandarin in both Pinyin and Chinese character formats;
- translate Mandarin into English and vice versa, both orally and in writing;
- analyze the grammatical structure of a Chinese sentence;
- apply principles of Pinyin romanization to the pronunciation of new vocabulary words;
- identify correct and idiomatic usage and sentence structure;
- distinguish elements of Chinese culture through readings, lectures, and the application of the Chinese language in a variety of cultural contexts;
- make appointments by phone;
- discuss various aspects of learning Chinese;
- keep a diary and write a simple letter;
- use money and shop;
- discuss transportation options;
- introduce oneself to a greater extent.

Student Assessment:

- Vocab Quizzes (15%): Two quizzes will be conducted with each lesson.
- Lesson Tests (20%): One comprehensive test at the end of each lesson.
- Homework Assignments (15%)
The due date for each lesson's homework will be announced in class. It is your responsibility to know when homework is due.
- Two Oral Tests (15%)

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Catholic Reading Circle Review, 1897 **Reading Acquisition of Chinese as a Second/Foreign Language, Volume II** Linjun Zhang, Zaizhu Han, Yang Zhang, 2023-10-26 *The Catholic Reading Circle Review*, 1897 **The Modern Review**, 1908 **Immigration legislation. 1. Federal immigration legislation. 2. Digest of immigration** United States. Immigration Commission (1907-1910), 1911 **The Socialist Review**, 1913 **Millard's China National Review** Thomas Franklin Fairfax Millard, John Benjamin Powell, John William Powell, 1919 Vol 34 includes Special tariff conference issue Nov 6 1925 **China Review**, 1922 **Handbook of Educational Reform Through Blended Learning** Ming Li, Xibin Han, Jiangang Cheng, 2023-10-31 This open access book provides related theories methods strategies and practical cases for implementing education reform through blended learning in curriculum program and institutions in the digital age It sums up the research and practice achievements of blended learning from different research teams involving more than 20 experts from educational technology higher education vocational education and education management over the past 20 years This book recommends relevant policies of blended learning to international organizations and governments in various countries provides systematic solutions for administrators in institutions to promote educational reform via blended learning and serves as a reference book for instructors researchers and relevant enterprise practitioners **Interests of Chinese Students** James Benjamin Webster, 1932 The Weekly Review of the Far East, 1922 **Assessment, Testing and Evaluation in English-Medium Education from a Global Perspective** Jack Pun, Samantha Curle, Pramod K. Sah, 2025-06-26 This book examines assessment testing and evaluation within English medium education contexts globally It explores how assessments can effectively measure learning outcomes integrating both content mastery and language proficiency in multilingual and multicultural classrooms It features contributions from diverse experts worldwide and offers a comprehensive analysis of assessment practices emerging trends and their implications for teaching and learning The authors emphasise inclusivity equity and effectiveness in English medium instruction EMI assessment The chapters address a range of topics within assessment including designing assessments for both content and language goals addressing challenges in EMI assessment and incorporating emerging practices such as formative

assessments and translanguaging The book also discusses policy influences on EMI assessment teacher assessment literacy and the role of innovative technologies like AI in EMI assessments It provides practical examples and strategies aiming to enhance EMI assessment practices and bridge the gap between theory and classroom implementation

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