

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: CHIN

Course Title: Intermediate Chinese II

Year: 2025

Course and Section #: 202G - 001

Credits: 4

Course Description

Emphasizes increased communicative ability as well as grammatical accuracy; adds more complex, literary grammatical structures, as well as discussion of contemporary cultural and political themes. Includes reading of basic 1000 characters and writing of basic 450-600 characters. Uses diglot weave (mixture of English and Chinese) and character-romanization mix to ease learning of characters. Lab access fee of \$12 applies.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Ye Jin

Student Learning Outcomes

1. Show comprehension of spoken Chinese at the intermediate level.
 2. Demonstrate increased speaking ability through guided and spontaneous conversation about contemporary cultural and political topics.
 3. Give a demonstration of a basic familiarity with written Chinese.
 4. Display awareness of some of the complexities of everyday culture in the Chinese-speaking world, as manifested in both verbal and non-verbal behavior.
 5. Interrelate knowledgeable and respectfully within the context of Chinese-speaking society.
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Course Materials and Texts

1. Yuehua Liu, Tao-chung Yao, Nyan-Ping Bi, Yaohua Shi, & Liangyan Ge, *Integrated Chinese, Volume 3, Textbook*, 4th Edition, Cheng & Tsui, 2018. Available at UVU bookstore.
(Required)

2. Yuehua Liu, Tao-chung Yao, Nyan-Ping Bi, Yaohua Shi, & Liangyan Ge, *Integrated Chinese, Volume 3, Workbook*, 4th Edition, Cheng & Tsui, 2018. Available at UVU bookstore.
(Required)
3. Yuehua Liu, Tao-chung Yao, Nyan-Ping Bi, Yaohua Shi, & Liangyan Ge, *Integrated Chinese, Volume 3, Character Workbook*, 4th Edition, Cheng & Tsui, 2018. Available at UVU bookstore.
(Optional)

Course Requirements

Course Assignments, Assessments, and Grading Policy

- Attendance and Class participation (10% of overall grade)
- Homework assignments: weekly practice problems related to topics under study. (20% of overall grade)
- Discussions: weekly class discussions related to topics under study. (15% of overall grade)
- Written and Oral Quizzes: short assessments administered periodically in class and with the tutors on materials covered in the course. (25% of overall grade)
- Projects: group presentations, discussions and reports on key topics covered in the course. (10% of overall grade)
- Final Paper and Final exam: Comprehensive exams that cover all course topics. (20% of overall grade)

Final grades are rounded to the nearest whole number and assigned the corresponding letter grade.

A = 95-100	B =80-84	C =65-69
A- =90-94	B- =75-79	C- =60-64
B+ =85-89	C+ =70-74	F = 0-59

Required or Recommended Reading Assignments

1. Chapters and reading assignments from the course textbook and workbook
2. Additional reading assignments:
 - a. 中国人的姓名
 - b. 不同的中美校园文化
 - c. 中国的节日
 - d. 理财与投资
 - e. 父母在，不远游
 - f. 关于爱情和婚姻的对话
 - g. 男女平等

General Description of the Subject Matter of Each Lecture or Discussion

Jan. 6	<ul style="list-style-type: none"> • Course introduction
Jan. 7, 8, 9 Jan. 13, 14, 15	<ul style="list-style-type: none"> • Lesson 1 开学（介绍自己的中文姓名；讨论大学生住在校内和住在校外的好处与坏处；连接词的用法；“是……的”句子结构；“了”的用法） • Reading & Discussion 中国人的姓名（探讨中西方取名的差异，分析其文化根源）

Jan. 16 Jan. 21, 22, 23 Jan. 27, 28, 29	<ul style="list-style-type: none"> • Lesson 2 宿舍生活（存在句；描述和评价自己的居住环境） • Reading & Discussion 中美校园文化差异（分析中国高考和美国高考的异同、讨论中国和美国校园学习和生活的差异，举例、分享并分析其文化根源）
Jan. 30 Feb. 3, 4, 5, 6 Feb. 10, 11, 12	<ul style="list-style-type: none"> • Lesson 3 在饭馆儿（学习中国饮食文化；四大菜系；在餐馆点餐；食物评价；比较句“没有……好”；主题评论句；“一……就”句型） • Group Project: 中国传统节日（分组讨论、演讲和分享中国四大传统节日；讨论传统节日在现代的存在形式和意义）
Feb. 13 Feb. 18, 19, 20 Feb. 24, 25, 26, 27	<ul style="list-style-type: none"> • Lesson 4 买东西（表达购物习惯，个人购物标准和喜好；“无论……都”和“非……不可”的用法） • Survey & Discussion: 中国人的消费观（全班问卷调查和讨论） • Reading and Discussion 理财与投资（比较和分析中国传统和现代消费观念的异同、中西方消费观念的异同，分享对消费成瘾现象的看法）
Mar. 3, 4, 5, 6 Mar. 17, 18, 19, 20	<ul style="list-style-type: none"> • Lesson 5 选课（描述自己的专业、所选课程、学业规划、毕业后的计划和职业规划；结果补语） • Reading & Discussion: 常回家看看（讨论中国子女跟父母的关系） • Reading & Discussion: 中国式家长（讨论中国父母对子女的爱和教育） • To Live Project Starts（看电影“活着”，学习和了解其历史和文化背景）
Mar. 24, 25, 26, 27 Mar. 31 Apr. 1, 2, 3	<ul style="list-style-type: none"> • Lesson 6 男朋友女朋友（描述一个人的性格、兴趣和爱好；表达找男女朋友的标准；道歉和安慰） • Reading & Discussion: 爱情和婚姻（讨论中国传统的爱情婚姻观和现代的、和西方的差异，并探究其文化根源） • Reading & Discussion: 男女平等（讨论中国男女社会和家庭地位的传统和历史、发展和改变、并探究其文化根源） • To Live Project – take notes（电影“活着”的事件和人物分析）
Apr. 7, 8, 9, 10 Apr. 14, 15, 16, 17	<ul style="list-style-type: none"> • Lesson 7 电脑和网络（讨论网络的好处和坏处；讨论“网瘾”；表达自己的不满情绪；发现和安抚别人的不满情绪） • To Live Project – class discussion（通过电影“活着”深入讨论历史事件对中国家庭的影响以及中国传统文化在中国家庭中的体现）
Apr. 21, 22	<ul style="list-style-type: none"> • Final Review and Final Paper Due
Apr. 28	<ul style="list-style-type: none"> • Final Exam

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Required Course Syllabus Statements

Generative AI

The use of artificial intelligence is not prohibited in itself. There are many beneficial uses, and you will do well to learn how to use AI tools effectively. We will discuss this during the semester. Just keep in mind, that it is not appropriate to have an AI tool produce work that you submit as your own. It is appropriate to use AI tools to help you develop ideas, explore counter arguments, get feedback on areas your work might improve, and for many other uses.

If you find that you are using AI to help you learn (e.g., to take full advantage of your educational opportunity) rather than to do work for you so you can turn something in (e.g., educational obligation), you are probably doing it right. When you see school as an opportunity rather than as an obligation, you open the door to the full benefits.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.