



**Fall 2026 CHIN 1002 A Elementary Chinese II 92411 Syllabus**  
(24-August---17 December 2026)

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Office Hours: **Tue, Thu** 11:00am – 12:30pm  
( By appointment )

Class hours: Tue, Thu 12:30pm - 13:45pm

Classroom: Swann 325

**This is a Core IMPACTS course that is part of the Humanities area.**

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

### **General Information**

CHIN 1002, Elementary Chinese II, aims to build oral and written communication skills in Chinese at the elementary level and improve cultural awareness and literacy of the Chinese - speaking world. CHIN 1002 contributes to students' education in the humanities by introducing both the Chinese language and the humanistic cultures of the Chinese -speaking world.

### **Learning Objectives:**

*Upon successful completion of this course student will be able to:*

1. Use Chinese to communicate with peers and instructor both orally and in writing to create a shared community experience.
2. Employ strategies to comprehend texts (in written, aural, and video form) written by and for Chinese speakers.
3. Employ strategies to express ideas orally and in writing related to familiar topics in presentational contexts.
4. Employ strategies to express ideas in interpersonal contexts in culturally appropriate ways, including identifying and signaling comprehension breakdown, asking and answering questions, and requesting information.
5. Understand and communicate the basics of Chinese-speaking cultures, modes of life, and customs.
6. Develop intercultural awareness through the study of the similarities and differences among and the relationships between language and culture systems.
7. Be prepared to continue developing Chinese language skills and cultural understanding in CHIN 2001.

## Evaluation Criteria

### Description of Graded Components

Class participation & dictation (4)	20%	Mid-term exam (Oral & Written)	25%
Quizzes (4)	20%	Final exam (Oral & Written)	25%
Assignments	10%		

### Attendance (10%) ( dictation )

Regular attendance is crucial for success in language class, as it ensures consistent learning and participation. Students are expected to attend all scheduled class meetings punctually and participate actively in the drills, conversational practices, discussions, and other class activities. Each absence afterward will cause ONE point to be taken from your final grade. Students have insufficient attendance (lower than 1/3) and without any documentation provided before Week Seven can not take Oral Exam, Final Project. A student with full attendance during the semester will receive ONE point of the total score.

### Participation (10%) ( dictation )

Active participation in class discussions and activities is essential for deepening your understanding of the language and culture. Students are encouraged to engage actively both in and outside of class to earn extra credits. You can participate in conversational practices with the Chinese Student Association, share Chinese podcasts, write weekend journals, or join cultural events throughout the semester. Equally important is your commitment to completing assignments, practicing regularly, and engaging in independent study, as these activities reinforce your learning and prepare you for future lessons.

### **Assignments (10%)**

The homework is required to help you grasp the new vocabulary and grammar better from each lesson. It's also a good way to practice your character writing. Students are expected to finish the Workbook tasks after each lesson; submit your assignment on Canvas.

Mid-term Oral exam 5%

In the 8<sup>th</sup> Week of the semester, you will participate in an instructor-graded Oral Examination. During this assessment, your listening and speaking skills, as well as your understanding of the course content, will be evaluated through an interview on selected topics.

Mid-term Written exam 20%

**After students have completed the first four lessons, they need to review and reinforce their understanding of the approximately 250 new words and 21 grammar points they have learned. A midterm exam will be used to assess their mastery of the content from these four lessons.**

### **Test (20%) ( 4 Quizzes )**

Tests are given at the end of **every two** lessons; there will be 4 tests. The final test will be a comprehensive exam covering the lessons taught in the textbook.

### **Final Presentation(5%)**

Individual or pair presentation (5-8 minutes). Select listed topics and use the vocabulary and grammar you have accumulated throughout this semester as much as possible. You will provide written comments and feedback on the presentations of all peers.

**Fina** Written exam 20%

**After completing the eight lessons, students will review and reinforce what they have learned, including nearly 500 new vocabulary words and 58 grammar points. A final exam will be used to assess their mastery of the seven lessons and to help prepare them for a smooth transition into the CHIN2001 next semester.**

### **Grading Scale**

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

### **Course Materials**

**Course Text: Integrated Chinese Volume One 4rd Edition (Simplified) Boston: Cheng & Tsui Co., 2010.**

Information on how to purchase *Contraseña* is available on our Canvas site.

All course materials (discussions, assignments, grades etc.) will be hosted in Canvas.

## Week-by-Week Schedule

### Weeks 1-3 - Unit 8-9 (School Life and Shopping)

#### School Life:

Learning Objectives:

- Describe a student's daily routine.
- Write a simple diary entry or blog post.
- Culture Lesson (In your own culture/community):
  - How do people connect with friends?
  - How do you think people will communicate about their daily lives and connect with Others in the future?

The grammar points for this lesson:

- 1) subject + 除了 NP/VP + 以外, 还 + VP
- 用 + tool/method/means + VP 'to use sth. to do sth.

#### Shopping:

Learning Objectives:

- Describe the color, size, and price of a purchase .
- Recognize Chinese currency.
- Culture Lesson (In your own culture/community):
  - Do people haggle over prices in stores?
  - Can merchandise be returned or exchanged?
- The grammar points for this lesson:
  - The modal verb 要 Review: meaning 1 - will; be going to (talking about schedule, plan, etc.)
  - 虽然..., 可是/但是... although...yet...

### Weeks 4-6 - Unit 10-11 (Transportation and Weather)

#### Transportation:

Learning Objectives:

- Discuss different means of transportation .
- Explain how to transfer from one subway or bus line to another navigate public transit .
- Culture Lesson (In your own culture/community):
  - How often do people use public transportation?
  - Do people hail taxi or do they order rider on their phone?
- The grammar points for this lesson:
  - Typically: Subject + (Time/Location) + Verb + Object Topic sentences: **Topic** + Comment  
寒假你回家吗? (time expression as the topic) ; 飞机票你买了吗? (object as the topic)
  - How 每...都... every ;When you use 每, usually 都 is expected immediately before the verb.

#### Weather

Learning Objectives:

- Talk about the weather in basic terms.
- Compare whether in two places.
- Culture Lesson (In your own culture/community):

- what is the typical weather in spring ,summer, autumn and winter?
  - where do people get weather information?
  - How do people feel about rain or snow?
- The grammar points for this lesson:
- 了: sentence-final particle , indicates a change or the occurrence of a new situation.
  - 会 vs. 要;
  - 要 indicates the speaker's strong will; 会 indicates an anticipated event or action.

### **Week 7-9 – Unit 12 (Dining)**

#### **Dining:**

Learning Objectives:

- Ask if there are seats available at a restaurant.
  - Order some Chinese dishes.
  - Pay for your meal and get change.
- Culture Lesson (In your own culture/community):
- Do people order and eat their own dishes , or do they share their dishes with others?
  - Do people prefer hot or cold beverages with their meals?
- The grammar points for this lesson:
- 一...也/都... 不/没 not... at all
  - Reduplication of adjectives monosyllabic adjectives such as 甜、酸、辣、慢

### **Week 10-12 – Unit 13-14 (Asking directions and Birthday party )**

#### **Asking directions**

Learning Objectives:

- Ask for and give directions.
  - Identify locations by using landmarks as references.
  - State where you are heading and the reason for going there.
- Culture Lesson (In your own culture/community):
- Besides “hello,” “how are you,” and “what's up,” what are some common greetings?
  - What phrases do people often use when giving directions?
- The grammar points for this lesson:
- A + 不比 + B + adj. ‘A is no ADJ. than B’  
e.g. 今天不比昨天冷。 Today is no colder than yesterday.
  - 一.....就..... as soon as...e.g. 他一上课就想睡觉。

#### **Birthday party:**

Learning Objectives:

- Ask a friend to go to a party with you.
  - suggest things to bring to a get-together.
  - Thank people for gifts.
  - Describe a duration of time.
- Culture Lesson (In your own culture/community):
- How are birthdays usually celebrated.
  - What do people bring to a birthday party?

- Are there any gift-giving taboos?  
The grammar points for this lesson:
- How 呢 indicating an action in progress  
similar to (正)在; can be used together with (正)在
- 是……的  
used to describe or inquire about the time, place, manner, etc. of a past action/event.

### **Week 13-14 – Unit 15 (Seeing a doctor)**

#### **Seeing a doctor**

Learning Objectives:

- Describe common cold and allergy symptoms.
- Understand instructions on when and how often to take medications.

Culture Lesson (In your own culture/community):

- Can you see a doctor without an appointment?
- Do you have to pay an office visit fee before seeing a doctor?
- Is everyone covered by health insurance?

The grammar points for this lesson:

- Times of action 次 is the measure word most frequently used to indicate an action is performed a certain number of times. e.g. 他每个星期去三次 CRC。
- 越来越 more and more; e.g. 天气越来越冷。

### **Week 15-16 – Review Unit 8-15**

- Review all grammar covered from Unit 8-15.
- Review all vocabulary covered from Unit 8-15.
- Cultural Lesson on the Chinese family value, Lunar New Year traditions of Chinese, Chinese feasting, Chinese hospitality. Discuss issues related to Chinese culture such as: What do Chinese people say to each other on New Year's Day? How do most Chinese people pay for their meals in cash or a credit card? How do Chinese people celebrate birthdays?

## **Course Expectations & Guidelines**

### **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>. Any student suspected of cheating or plagiarizing on an assignment, project or exam will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

### **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain accommodations.

letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

### **Attendance /or Participation**

Although an online course offers greater flexibility, please remember that your timely participation and online engagement is key to your success in this course, as well as that of your classmates.

### **Collaboration and Group Work**

Language learning occurs in a community of people. This semester, you will participate in multiple small group activities both oral and written.

However, the following forms of assistance are not allowed for doing any of the work in this course: copying (from someone else's assignments or from another source [a reading in a textbook, the Internet, etc.]) without clear attribution of the source; having another student, a tutor, or a friend suggest changes or correct the work you are to turn in; completing assignments in consultation with other students ("working together") unless specified by your instructor; translating directly from another source; and especially **using electronic translation programs**. These restrictions apply to any work turned in for this course, even daily homework assignments. The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. GT subscribes to a digital plagiarism detection program called Turnitin, which may be used to check assignments submitted in this course.

### **Extensions, Late Assignments, & Re-Scheduled/Missed Exams**

No late assignments or extensions will be granted. Please plan accordingly. Contact your instructor in the case of extenuating circumstances.

### **Student-Faculty Expectations Agreement**

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

### **Campus Resources for Students**

**The Center for Academic Success** ([success.gatech.edu/](http://success.gatech.edu/)) offers a variety of academic support services to help students succeed academically at Georgia Tech (e.g. tutoring, peer-led study groups, study skills, etc.).

**The Office of Disability Services** ([disabilityservices.gatech.edu/](http://disabilityservices.gatech.edu/)) ensures that students with disabilities have equal access to all programs and activities offered at Georgia Tech. They provide documentation and officially sanctioned requests for accommodation for students, and serve as a resource for instructors as they build learning environments to meet the needs of all students.

**OMED: Educational Services** ([omed.gatech.edu/](http://omed.gatech.edu/)) is the unit charged by Georgia Tech with the retention, development, and performance of the complete student learner who is traditionally

underrepresented: African American, HiCHINic, and Native American. OMED’s programming and academic support services are aimed at equipping all students with strategies to navigate the Georgia Tech environment.

**Support for Students in Distress**

Counseling Center [counseling.gatech.edu/](http://counseling.gatech.edu/) 404-894-2575

Dean of Students (Student Life) [studentlife.gatech.edu/](http://studentlife.gatech.edu/) 404-385-8772

GT Police [police.gatech.edu/](http://police.gatech.edu/) 404-894-2500

Stamps Health Services [health.04-894-1420](http://health.04-894-1420)

PREPARATION

IN-CLASS ACTIVITIES

Week 1 8/25 8/27	Preview L. 8  Review L. 8	Course Introduction L. 8 School Life dialogue I & II L. 8 Grammar & Exercise
Week 2 9/1 9/3	Preview L. 9 dialogue I & II  Review L. 9	L. 9 Shopping dialogue I & II  L. 9 Grammar & Exercise
Week 3 9/8  9/10	<b>Happy Holiday! (Labor Day)</b>  Review L. 8 & 9  Review L. 8 & 9	<b>Dictation#1</b>  <b>Quiz #1</b>
Week 4 9/15  9/17	Preview L.10 dialogue I & II  Review L.10	L. 10 Transportation dialogue I & II  L. 10 Grammar & Exercise
Week 5 9/22 9/24	Preview L.11 dialogue I & II  Review L. 11	L. 11 Weather dialogue I & II  L. 11 Grammar & Exercise
Week 6 9/29  10/1	Review L. 10 & 11  Review L. 10 & 11	<b>Dictation#2</b>  <b>Quiz #2</b>

Week 7 9/6 10/8		Preview L. 12 dialogue I & II Review L. 12	L. 12 Dining dialogue I & II L. 12 Grammar & Exercise
Week 8 ???? 10/13 10/15		Happy Fall Break! Mid-term Oral review	Happy Fall Break! Mid-term Oral
Week 9 10/20		Mid term Written review Mid term Written review	Mid term Written review Mid term Written
Week 9 10/22		Review L. 13	L. 13 Grammar & Exercise
Week 10 10/27 10/29		Review L. 13 Review L. 13	Dictation#3 Quiz #3
Week 11 10/3 10/5		Preview L. 14 dialogue I & II Review L. 14	L. 14 Birthday party dialogue I & II L. 14 Grammar & Exercise
Week 12 11/10 11/12		Review L. 14 Review L. 14	Dictation#4 Quiz #4
Week 13 11/17 11/19		Preview L. 15 dialogue I & II Review L. 15	L. 15 Seeing a doctor dialogues I & II L. 15 Grammar & Exercise
Week 14 11/24 11/25-26-27		Final Oral & written exam review Holiday	Final Oral & written exam review Thanksgiving break
Week 15 12/1 12/3		Oral; written exam review Oral review	Oral; written exam review Oral exam
Week 16 12/8 (Final Instructional Days)		Final review	Questions and Answers
Final Week 12/8 Monday	Final	Final exam	Monday, Dec 8 11:20 AM - 2:10 PM (Clough UG Learning Commons 325)

