

# Chinese

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## (Asian Studies)

Chinese puts you in touch with 1.3 billion people and with a culture still vital after more than 3,000 years. Already the second-largest economy in the world, with an annual economic growth rate more than double that of the U.S., China is also a nuclear-armed military power playing an increasingly large role in Asia. Our country critically needs proficient speakers of Chinese, not only in government service, but also in business, law, journalism, and technology. But with few exceptions, Americans visit China unable to speak the language. St. Olaf has taught Chinese since 1973 and is one of only a few colleges in the Midwest that offers four years of language study, an active study abroad program, and a broad selection of related courses in art, economics, history, literature, philosophy, and religion.

## Special Programs

Since 1984, St. Olaf has had a sister-school relationship with East China Normal University (ECNU) in Shanghai, China, a city that has been the focus of China's trade and cultural exchange with the West for 150 years. Students with two years of study of Chinese language are encouraged to spend either the fall semester or spring semester on the Term in China program at ECNU.

## Courses

For information about the China studies concentration and the Asian studies major, see Asian Studies (<http://catalog.stolaf.edu/academic-programs/asian-studies>).

### CHIN 111: *Beginning Chinese I*

First of two elementary courses that helps students with no prior background to develop basic Mandarin skills, such as pronunciation, pinyin, grammar, and handwriting along with knowledge of Chinese culture and society. Students should achieve the Novice Mid level on the ACTFL proficiency scale and identify about 150 characters in areas of daily life and immediate needs upon completion of this course. Class meets four times weekly.

### CHIN 112: *Beginning Chinese II*

Second semester of the two elementary courses, designed for those who have completed CHIN 111 or with equivalent backgrounds. It aims to further develop basic Mandarin skills, such as speaking, listening, reading, writing, and knowledge of Chinese culture and society. Students should achieve the Novice High to Intermediate Low level on the ACTFL proficiency scale, identifying about 300 characters upon completion of this course. Class meets four times weekly.

**Prerequisite:** CHIN 111 or placement.

### CHIN 231: *Intermediate Chinese I*

This course is for students who have successfully completed CHIN 112 or students who have had at least one year of Chinese learning experience. It aims to enhance students' proficiency in all four language skills (speaking, listening, reading, and writing) as well as knowledge of various Chinese communities and cross-cultural communications. Students should achieve the Intermediate Low/Medium level on the ACTFL proficiency scale. Class meets four times weekly.

**Prerequisite:** CHIN 112 or placement.

### CHIN 232: *Intermediate Chinese II*

This course is for students who have successfully completed CHIN 231 or students with equivalent previous Chinese learning experiences. It aims to further enhance students' proficiency in all four language skills (speaking, listening, reading, and writing) as well as knowledge of various Chinese communities and cross-cultural communications. Students should achieve the Intermediate Medium/High level on the ACTFL proficiency scale. Class meets four times weekly. Counts toward management studies concentration.

**Prerequisite:** CHIN 231 or placement.

### CHIN 294: *Academic Internship*

### CHIN 298: *Independent Study*

### CHIN 301: *Third-Year Chinese I*

This course provides continued practice in speaking, reading, and writing at the third-year-level. Our text introduces students to Chinese geography and history and modern written style. Conducted entirely in Chinese. This course is required for students seeking a concentration in China studies. Counts toward management studies concentration.

**Prerequisite:** CHIN 232 or equivalent.

### CHIN 302: *Third-Year Chinese II*

This course provides continued practice in speaking, reading, and writing at the third-year-level. Our text introduces students to Chinese geography and history and modern written style. Conducted entirely in Chinese. This course is required for students seeking a concentration in China studies. Counts toward management studies concentration.

**Prerequisite:** CHIN 301 or equivalent.

### CHIN 320: *Special Topics in Chinese*

In this fourth-year-level Chinese course, students explore a specified topic or theme in language, in various text/media (literature, newspaper, television, and film), in culture/civilization, or in a combination of these, through close examination of texts (written or visual), discussion, analysis, and interpretation of selected materials. Specific topics vary by instructor and semester. May be repeated if topic is different. Taught in Chinese. Counts toward management studies concentration.

**Prerequisite:** CHIN 302 or equivalent.

### CHIN 351: *Chinese Language and Society through the Media*

This advanced Chinese language course aims to develop students' language proficiency and introduce students to various aspects of contemporary Chinese social life and culture. Course materials include films with excerpts of written scripts, newspapers, television, and essays related to the unit topics. Classroom activities include lectures, language drills, discussions, debates, presentations, and performances. Taught in Chinese.

**Prerequisite:** CHIN 302 or permission of instructor.

**CHIN 394: *Academic Internship***

**CHIN 398: *Independent Research***

## **Faculty**

### **Hui Bi**

Instructor in Asian Studies

Chinese language instruction

### **Hsiang-Lin Shih**

Visiting Assistant Professor of Asian Studies

Chinese literature; classical and modern eras

### **Ka F. Wong**

Associate Professor of Asian Studies

language pedagogy; cultural studies; Asian American studies; visual culture

### **Ying Zhou**

Assistant Professor of Asian Studies

second language acquisition and language pedagogy