

CHIN 0260 Beginning Business Chinese II 初级商务中文 II
Spring 2024
(Subject to change)

Time & Location
TBA
MW 3:30 PM-5:00 PM

Instructor

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Office hours: TBD

Course Description

This course is a continuation of Beginning Business Chinese I and is the second course of a two-semester sequence. By completing both semesters, students will fulfill Wharton's undergraduate foreign language requirement. This course is designed for those wishing to improve their language skills in a business setting, as well as an understanding of Chinese social development since 1976. The emphasis is on correct pronunciation, accurate tones and mastery of basic grammatical structures. The main focus is on speaking and listening, reading, typing with minimal handwriting. Upon completion of this course, students are expected to be able to converse and interact with people in a variety of business traveling settings and company visits. Topics include meeting people, talking about family, introducing companies, making inquiries and appointments, visiting companies, introducing products, initiating dining invitations and practicing dining etiquette. Culture is a critical component of this course. Through active exploration of Chinese social and cultural norms, students will develop an understanding of Chinese cultural products, practices and perspectives, as well as Chinese interpersonal behavioral culture to communicate across ethnic, cultural, ideological and national boundaries. An additional goal of this course is for students to develop cross-cultural competence in order to function successfully in professional Chinese environments. ***This course fulfills Wharton's foreign language requirement.***

Objectives

By completing this course, students will be able to:

- 1) Communicate with professionals orally and in writing with simple Chinese language skills in business occasions.
- 2) Develop the awareness of cross-cultural differences and insight into the cultural behavior of Chinese-speaking societies and professional environments.
- 3) Develop critical thinking and cultural empathy by comparing linguistic as well as cultural differences and similarities between Chinese and one's native language.

Class Materials

All class materials will be provided and available on Canvas

Course Requirements and Evaluation

Attendance and Participation

1) It is essential to attend all classes, actively participate in class activities, and keep up with all coursework to learn the language. You are expected to come to every class and arrive on time. Poor attendance, frequent lateness, and early departure will negatively affect your attendance grade. You are responsible for all material and work covered on days that you are absent.

For the first two times you are absent (for any reason), your grade will not be affected, but for each unexplained and undocumented subsequent absence, your final grade will be lowered one percent. Three late arrivals (over 10 minutes) equal one absence.

2) The participation grade is based on the student's active engagement in class activities and discussions, including speaking, answering questions, etc. Familiarize yourself with the course materials before coming to class. Class participation is assessed based on the following criteria: preview, language production, and contribution to class discussion.

Homework

You are expected to complete the homework assignment at the end of each unit. Homework assignment is consisted of selected workbook parts (hardcopy workbook) and speaking recordings (on Canvas). Please handwrite all your homework assignments in characters and turn it in before class starts on the due day. You will lose 10% for each day (including weekends) the work is overdue. No credit will be given after one week.

Individual Tutorial

Three Individual Tutorial sessions will be conducted at the end of every two units. Each tutorial will be twenty minutes and the format is one-on-one individual speaking with the teacher. The tutorial topic is chosen by the students ahead of time and students are required to submit a list of questions of the chosen topic and prepared answers in Chinese to the instructor ahead of time.

Written & Oral Assessments

At the end of every two units, a unit assessment that includes both written and oral tasks will be given to test students' knowledge of the content covered in the previous two units. The written assessment will be a comprehensive test which may contain reading, typing, multiple choice, answering questions, complete the dialogues, etc. The oral assessment will require students to perform in the target language (in pairs or individual interview).

Leading discussion

Students will take turns leading a discussion regarding the relationship between Chinese-speaking countries and the US. The topic can be about business relationships, cultural differences, social issues, etc. During the discussion, the leading student should be able to introduce the topic, ask other students' opinions, give feedback, facilitate the discussion, and provide an insightful perspective. Simple PPT slides are suggested. Others should be able to provide their perspectives or arguments as well. The discussion can be conducted in English, but some Chinese expressions and/or vocabulary words are expected. The estimated time for the discussion is 30 minutes. Every student's performance will be evaluated depending on whether they are actively engaged, well-prepared, and contributing useful information. The purpose of the discussion is to allow students to acquire more knowledge and develop critical thinking regarding international relationships despite language ability restriction.

Presentation & Project

Mid-term Presentation

Each student will select a traditional festival in any country, learn the information about this festival and introduce it to your classmates.

In class, you need to listen to your classmates' presentations, learn about at least two festivals in details, and submit the festival information sheet on Canvas afterwards. (More details will be announced later)

Final Project

Students will present a video clip (or a PowerPoint Presentation with an automatically-played recorded narration) as their final project. In this project, students are expected to explore, discuss, and comment on a cultural or social phenomenon in business setting in China, Hong Kong or Taiwan of their choice. (More details will be announced later)

Grading

Your grades in this course will be decided by the following categories of performance:

| | |
|---------------------------------|-----|
| 1. Attendance | 5% |
| 2. Participation | 5% |
| 3. Homework (6) | 15% |
| 4. Individual Tutorial (3) | 5% |
| 5. Written Test (3) | 10% |
| 6. Oral Test (3) | 10% |
| 7. Leading Discussion (leading) | 10% |
| 8. Lead Discussion (discussing) | 5% |
| 9. Mid-term Presentation (1) | 15% |
| 10. Final Project (1) | 20% |

A: 94-100, **A-:** 90-94, **B+:** 87-90, **B:** 83-87, **B-:** 80-83,
C+: 77-80, **C:** 73-77, **C-:** 70-73, **D+:** 65-70, **D:** 60-65,
F: Less than 60

GETTING HELP:

Student Disabilities Services

In compliance with Penn policy and equal access laws, the instructors are available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first two weeks of the semester, except under unusual circumstances, to arrange reasonable accommodations. Students must register with Student Disabilities Services (SDS) for disability verification and for determination of reasonable academic accommodations. Visit SDS's website for information: <https://weingartencenter.universitylife.upenn.edu/disability-services/>

Weingarten Learning Resources Center

The Office of Learning Resources at the Weingarten Learning Resources Center offers individualized instruction and a variety of workshops to guide Penn students towards more efficient and effective academic study skills and strategies. Professional staff provides free and confidential instruction in areas such as time/project management, academic reading and writing, exam preparation and test-taking strategies, and study strategies. The office is located in Stouffer Commons, 3702 Spruce Street. They are also offering online advising at this time. Stop by to use the study lounge or computer lab or to pick up self-help brochures and semester calendars. To schedule an appointment with a Learning Instructor, call (215) 573-9235, visit in person, or consult their website. To learn more about Weingarten's services, visit (<https://weingartencenter.universitylife.upenn.edu>)

Course Action Notices

The instructors will use this function in Path@Penn to send a notice to students who seem to be having trouble in the course. These notices also go to the appropriate advising office. This is *not* intended to be a disciplinary or punitive measure; it is there to make sure that no one falls behind, and students get appropriate help and attention.

Counseling & Psychological Services (<http://www.vpul.upenn.edu/caps/>)

Students with concerns of a personal, emotional, social, or educational nature may visit CAPS for help and guidance free of charge. CAPS will also consult with faculty and TAs (within the limits of a students' privacy) on students for whom they are concerned.

Tutoring

The university offers tutoring options as well; see (<https://plc.sas.upenn.edu/requesttutor>) for details.