

CHIN 0160-680 Beginning Business Chinese I 初级商务中文  
Fall 2024

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

\*Please enroll in the language course that corresponds to your demonstrated proficiency level. Students will not receive credit for any courses taken at a level lower than that indicated by their placement score or prior coursework.

**Instructor**

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Office hours: TBD

**Course Description**

This course is designed to introduce students with little or no prior exposure to Mandarin Chinese to beginning-level business Chinese. Throughout this course, students will develop listening, speaking, reading, and writing/typing skills, with a primary emphasis on listening and speaking in Mandarin-speaking business contexts. This will be achieved by acquiring basic vocabulary and expressions related to business activities, such as visiting companies and making appointments. Furthermore, students will also be exposed to useful expressions for everyday life in China, including greetings, introductions, and navigating daily situations. The course places a strong emphasis on culture, considering it a critical component. Students will actively explore Chinese social and cultural norms, fostering an understanding of Chinese cultural products, practices, perspectives, and interpersonal behavioral culture. This knowledge equips students to communicate effectively across ethnic, cultural, ideological, and national boundaries. An additional objective of this course is to help students develop cross-cultural competence, enabling them to navigate and succeed in professional Chinese environments.

**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 *three* 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 speaking recording and grammar homework sheet). You are required to record your speaking and *type* your grammar assignment **in characters**, and then **turn in both assignments on Canvas by 11:59 pm 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.

### 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 an in-class discussion at the end of every other unit. The topic can be about business norms, cultural differences, social issues, etc. The purpose of the discussion is to allow students to acquire more knowledge and develop critical thinking regarding the Chinese business culture and social norms, and the intercultural relationship between Chinese-speaking countries and the US despite language ability restriction.

Before conducting the discussion, the students who lead (1) should choose a news article in English they find interesting or worth-discussing, and email it to the whole class at least two days in advance; (2) Prepare at least five vocabulary words from the article that you think are most relatable and useful, translate them into Chinese and introduce them to the class. Other students should read the article before coming to class. During the discussion, the leading students should be able to introduce the topic, provide insightful perspectives, prepare questions facilitate the discussion. Simple PPT slides are required. 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 15-20 minutes. Every student's performance will be evaluated depending on whether they are actively engaged, well-prepared, and contributing useful information.

### **Presentation & Project**

#### **Mid-term Presentation**

Students will be giving a 10-15-minute research project presentation conducted in English and Chinese before the Fall break (individually or in pairs). The purpose of this project is to enrich your general knowledge of contemporary Chinese economics, social issues, and cultural norms, as well as to develop critical thinking ability and making comparisons between cultures.

#### **Final Project**

By the end of the semester, you are expected to make a 5–8-minute video project to introduce and advertise the (imaginary) ideal company/business you have (or are going to start). The purpose of this project is to integrate the Chinese language learned in simulated business settings with your focused expertise regarding your future career.

### **Grading**

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

1. Attendance	5%
2. Participation	5%
3. Homework	25%
4. Written Test (4)	15%
5. Oral Test (4)	15%
6. Leading Discussion (leading)	5%
7. Lead Discussion (discussing)	5%
8. Mid-term Presentation	10%
9. Final Project	15%

**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.