



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CHIN 1 _____ (2) Beginning Chinese _____ (3) 4 _____
 Number Title Units

(4) Lecture / Lab Hours:				(8) Classification:			
Total Course Hours							
	Total Lec hours:		4.00		Degree applicable:		X
	Total Lab hours:		1.00		Non-degree applicable:		
	Total Contact hours:		90.00		Basic skills:		
	Lec will generate <u>0</u> hour(s) outside work.				(9)RC	Fulfills AS/AA degree requirement: (area)	
	Lab will generate <u>0</u> hour(s) outside work.					General education category:	
(5) Grading Basis:	Grading Scale Only				Area C Humanities		
	Pass/No Pass option		X		Major:	FOREIGN LANGUAGE	
	Pass/No Pass only				Certificate of:		
(6) Advisories:					Certificate in:		
Eligibility for English 125				(10)CSU	Baccalaureate:		X
Eligibility for English 126				(11)Repeatable: (A course may be repeated three times)			0
(7) Pre-requisites(requires C grade or better):							
Corequisites:							

(12) Catalog Description:
 Beginning course in conversational and written Mandarin Chinese for non-native speakers; intended for students without previous exposure to Chinese. Introduction to pronunciation, vocabulary, idioms, grammar, and exploration of Chinese culture and Chinese-American culture.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. comprehend basic spoken Chinese within the limited range of contexts covered in classroom instruction.
- II. orally produce comprehensible sentences and phrases in Chinese to respond appropriately to questions, initiate and sustain simple conversations, or describe people, places and activities within the contexts covered in classroom instruction.
- III. read, identify and comprehend specific pieces of information from selected short readings and authentic, graphically represented text such as ads or short magazine articles.
- IV. construct simple sentences and compose basic paragraphs applying correct usage of basic grammatical structures to express ideas within the contexts covered in classroom instruction.
- V. show an appreciation of the diversity of Chinese cultures and the products of these cultures.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. comprehend and interact in simple spoken Chinese within the range of contexts and themes covered in this course.
- II. recognize and employ new vocabulary and grammatical structures in order to communicate ideas, both orally and in writing, in the present tense.
- III. use cognate recognition and contextual clues to learn new vocabulary and to decode text written on familiar topics.
- IV. review, recall and use previously learned vocabulary and grammatical structures while continuing to augment and expand this base of knowledge.
- V. compare and contrast the target language and culture with the language and culture of the U.S.
- VI. demonstrate a low beginner level of proficiency in the five skills as mandated by the competency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL): listening comprehension, speaking, reading, writing and an understanding of the people and cultures of Chinese-speaking countries.

IV. COURSE OUTLINE:

Lecture Content:

A. Oral

1. Chinese sound system including tones
2. Communicative activities: Paired and group work
3. Student video presentation
4. Pattern drills and student dialogues
5. Oral presentations and tests

B. Vocabulary

The presentation of new vocabulary is generally organized thematically in textbooks; therefore vocabulary will vary according to the selected textbook. Following is a list of vocabulary topics covered in Chinese 1:

1. Greetings and salutations
2. Personal description and identification
3. Numbers
4. Family and occupations
4. Dates and time
5. Food and Dining
6. Pastimes, sports, activities and preferences
7. Social life

C. Grammatical Concepts and Structures

1. Nouns
2. Pronouns: regular forms and plurals
3. Questions: yes/no questions, and questions that require specific information
4. Negation
5. Adjectives and adverbs
6. Verbs and aspect particles
7. Context determined adverb locations in sentence order

D. Reading and Writing

1. Write lists from material read and heard.
2. Take dictation of learned material.
3. Fill in forms of missing information based on listening or reading.
4. Write and arrange simple sentences on learned materials.
5. Write simple role-plays or story inventions using familiar vocabulary
6. Chinese Character book writing

E. Chinese Civilization and Culture

1. Geography and demographics
2. Introduction to cultural diversity within the Chinese world
3. Introduction to linguistic diversity within the Chinese language

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:

1. Recommended - Yao, Tao-chung , and Yuehua Liu *Integrated Chinese Level I Part I*, Cheng and Tsui Co., Boston, 2008,
2. Recommended - Yao, Tao-chung , and Yuehua Liu *Integrated Chinese Level I Part I Workbook*, Cheng and Tsui Co., Boston, 2008,
3. Recommended - Yao, Tao-chung , and Yuehua Liu *Integrated Chinese Level I Part I, Character book*, Cheng and Tsui Co., Boston, 2008,

II. Other Readings

1. Recommended - *Other materials may include textbook web page.*

- Global or international materials or concepts are appropriately included in this course
 Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Students gain multicultural understanding and appreciation through language study and analytic thought involved in comparing and contrasting languages and cultures. As students learn Mandarin Chinese, particularly Chinese characters, the character symbols will reveal to them Chinese culture and history through their symbolism and meaning. When students study topics such as personal introductions and family life, they gain understanding of social relationships pertaining to levels of formality, family bonds and kinship. Such social rules vary in different cultures and represent the values and significance attached to them. In the study of Chinese sentence order, students learn that Chinese, unlike English, is a context-dependent language and depends heavily on underlying assumptions; therefore, in language and communication, it is listener and reader dependent. Finally, Chinese holidays and celebrations are incorporated during the semester through picture and artifact presentations, and students have the opportunity to make connections between what they learn in the classroom with what they observe in their communities or see in the media.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a) essay exam(s)	X	d) written homework
	b) term or other paper(s)	X	e) reading reports
X	c) laboratory report(s)	X	f) other (specify) typing in Chinese

Required assignments may include but are not limited to the following:

Students will complete workbook assignments based upon each lesson. These assignments include but are not limited to reading comprehension, question and answers, sentence creation, etc. Students are also required to complete character book assignments based on each lesson. In addition, students will also type dialogues in Chinese from PCs.

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)	X	d) laboratory reports
	b) quizzes		e) field work
X	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:

The instructor will give students certain tasks to perform. For examples, the instructor will ask students to extend an invitation, or schedule an interview. The students will write the scripts or perform the role-play to complete these tasks. For lab assignments, students can search the Internet for language on how to get out of the situation of being lost in China

C. Skill demonstrations, including:			
	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

D. Objective examinations including:			
X	a) multiple choice	X	d) completion

X	b) true/false		e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

- 20% Homework
- 15% Summary and video presentation
- 40% Quizzes and tests
- 20% Final exam
- 5% Lab

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u> X </u>	<u> </u>
Reference materials	<u> X </u>	<u> </u>
Instructor-prepared materials	<u> X </u>	<u> </u>
Audio-visual materials	<u> X </u>	<u> </u>

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher)
- Text is used in a college-level course X
- Used grading provided by publisher
- Other: (please explain; relate to Skills Levels)

<i>Computation Level</i> (Eligible for MATH 101 level or higher where applicable)	<u> </u>	<u> X </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u> X </u>	<u> </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u> X </u>	<u> </u>
Requires independent thought and study	<u> X </u>	<u> </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u> X </u>	<u> </u>

List of Reading/Educational Materials

- Recommended - Yao, Tao-chung , and Yuehua Liu *Integrated Chinese Level I Part I*, Cheng and Tsui Co., Boston, 2008,
- Recommended - Yao, Tao-chung , and Yuehua Liu *Integrated Chinese Level I Part I Workbook*, Cheng and Tsui Co., Boston, 2008,
- Recommended - Yao, Tao-chung , and Yuehua Liu *Integrated Chinese Level I Part I, Character book*, Cheng and Tsui Co., Boston, 2008,

Comments:

- This course requires special or additional library materials (list attached).
- This course requires special facilities:

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

<p>(eligibility for English 126) (as outcomes for English 262)</p> <p><input checked="" type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><input checked="" type="checkbox"/> Applying word analysis skills to reading in context.</p> <p><input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills.</p> <p><input checked="" type="checkbox"/> Using textbook study skills and outlining skills.</p> <p><input checked="" type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<ol style="list-style-type: none"> 1. Ability to use textbooks. 2. Ability to understand vocabulary, parts of speech and sentence order concepts and structures. 3. Ability to comprehend and analyze short readings.
<p>(eligibility for English 125) (as outcomes for English 252)</p> <p><input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time.</p> <p><input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><input checked="" type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification.</p> <p><input type="checkbox"/> Combining sentences using coordination, subordination, and phrases.</p> <p><input type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<ol style="list-style-type: none"> 1. Ability to employ basic grammatical structures in writing 2. Ability to understand and use correct terms when referring to present and past verb tenses. 3. Ability to write, recognizing patterns and selecting appropriate vocabulary and syntactic forms for meaning and effect.
<p><u>Check the appropriate spaces.</u></p> <p><input type="checkbox"/> Eligibility for Math 101 is advisory for the target course.</p> <p><input checked="" type="checkbox"/> Eligibility for English 126 is advisory for the target course.</p> <p><input checked="" type="checkbox"/> Eligibility for English 125 is advisory for the target course.</p> <p><i><u>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</u></i></p>	

<p>REQUISITES</p>
<p>No requisites</p>