



CREDIT COURSE OUTLINE

I. COVER PAGE

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

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
	Total Lec hours:	4.00	Degree applicable:		
	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:		
<i>No defined advisories.</i>					
(7) Pre-requisites (requires C grade or better):			(10)CSU	Baccalaureate:	X
CHIN 1			(11)Repeatable: (A course may be repeated three times)		
Corequisites:			0		

(12) Catalog Description:
 Second-semester course in conversational and written Mandarin Chinese for non-native speakers. Development of grammatical structures and expansion of vocabulary. Further study of Chinese and Chinese-American cultures.

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. recognize and 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, feelings 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 sentences and compose basic paragraphs applying correct usage of basic grammatical structures and appropriate vocabulary 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 vocabulary, structures and themes covered in this course.
- II. recognize and employ new vocabulary and grammatical structures in order to communicate ideas, both verbally and in writing, in the present, past and future tenses.
- III. comprehend and convey information and feelings in a given situation for a particular purpose.
- IV. comprehend basic written texts using contextual clues, vocabulary recognition, grammar knowledge, cognates and inference.
- V. review, recall and use vocabulary and grammatical structures and concepts from Chinese 1 and 2.
- VI. compare and contrast the target language and culture with the language and culture of the U.S. and other countries.
- VII. consistently demonstrate sentence level proficiency in speaking and writing, and show signs of readiness to move on to the discourse level.

IV. COURSE OUTLINE:

Lecture Content:

A. Oral

1. Communicative activities: Paired and group work
2. Student video presentation
3. Pattern drills and student dialogues
4. 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 typically covered in Chinese 2:

1. Daily routine and schedule
- > 2. Study and school life
3. Making an appointment and extending an invitation
4. Describing past events
5. Shopping and negotiating
6. Weather
7. Travel and Transportation
8. Holiday celebrations
9. Correspondence: writing a letter and thank-you card

C. Grammatical Concepts and Structures

1. Negation of future and past tense: mei you, bu, bie
3. Interrogatives: you mei you, ma
4. Interrogatives soliciting specific information: shei, na er, etc.
5. Prepositions and post-positions
6. Auxiliary verb: yao
7. Descriptive verb complements using de
8. Exclamations: tai, zhen
9. Comparisons: yiyang, bi
10. Complex sentence patterns:
 - a. Time clause (de shihou)
 - b. Conditions: ru guo, yao shi
11. Compound sentence patterns:
 - a. Additional information: budan....erqie....
 - b. Simultaneous actions: yi bian....yi bian....

D. 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. Student weekly journal entries

E. Chinese Civilization and Culture

1. Geography, history and ethnicity
2. Chinese culture and its diversity, Chinese-American culture

3. Linguistic diversity and history 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 Liu, Yuehua *Integrated Chinese Level I Part I*, Cheng & Tsui Co., Boston, 2008,
2. Recommended - Yao, Tao-chung, and Liu, Yuehua *Integrated Chinese Level I Part I, Workbook*, Cheng & Tsui Co., Boston, 2008,
3. Recommended - Yao, Tao-chung, and Liu, Yuehua *Integrated Chinese Level I Part I Character Book*, Cheng & Tsui Co., Boston, 2008,

II. Other Readings

- 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
X	b) term or other paper(s)	X	e) reading reports
X	c) laboratory report(s)	X	f) other (specify) weekly journals 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 appropriate language to use in a video presentation assignment.

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

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

I. Comprehension

A. Listening

1. Watch assigned films in class, at home or in the lab and complete work sheet assignments.
2. Listen to taped materials and complete exercises.
3. Watch videos and respond to questions.

B. Listening and Speaking

1. Respond to multiple choice or true-false questions.
2. Answer questions, paraphrase, or write short summaries in English and in Chinese.

C. Reading and Comprehension

Read authentic, thematically linked materials in text, workbook, lab book, and handouts.

D. Reading and Speaking

1. Answer true/false multiple choice questions.
2. Answer questions, paraphrase, and write short summaries in English and Chinese.

II. Production

A. Vocabulary, Grammar, and Speaking

1. Work with partner on simple dialogues, interviews, and role-playing.
2. Respond to multimedia materials. Exercises consist of true-false, multiple choice, sentence completion, making questions, answering simple questions.

B. Vocabulary, Grammar, and Writing

1. Complete exercises in text book and handouts on material covered in class.
2. Write lists from material read or heard.
3. Answer short questions.
4. Complete sentences.
5. Write simple sentences.
6. Complete "fill-in" exercises.
7. Write more detailed journal entries (emphasis on content rather than grammatical accuracy).

III. Cultural Awareness

A. Read materials and view films in Chinese and English.

B. Attend cultural events, such as weddings, concerts, theater, art exhibits, etc.

C. Complete culturally-specific exercises in text, workbook, lab book, handouts.

D. Write short summaries of Chinese cultural concepts and events.

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):

Textbook

Reference materials

Instructor-prepared materials

Audio-visual materials

College-Level Criteria Met

YES

NO

X

X

X

X

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)

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

List of Reading/Educational Materials
 Recommended - Yao, Tao-chung, and Liu, Yuehua *Integrated Chinese Level I Part I*, Cheng & Tsui Co., Boston, 2008,
 Recommended - Yao, Tao-chung, and Liu, Yuehua *Integrated Chinese Level I Part I, Workbook*, Cheng & Tsui Co., Boston, 2008,
 Recommended - Yao, Tao-chung, and Liu, Yuehua *Integrated Chinese Level I Part I Character Book*, Cheng & 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.

Check the appropriate spaces.

- Eligibility for Math 101 is advisory for the target course.
- Eligibility for English 126 is advisory for the target course.
- Eligibility for English 125 is advisory for the target course.

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.

REQUISITES

Subject Prerequisite -- CHIN 1 Beginning Chinese

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|---|--|
| <ul style="list-style-type: none"> • comprehend basic spoken Chinese within the limited range of contexts covered in classroom instruction. • 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. • read, identify and comprehend specific pieces of information from selected short readings and authentic, graphically represented text such as ads or short magazine articles. • construct simple sentences and compose basic paragraphs applying correct usage of basic grammatical structures to express ideas within the contexts covered in classroom instruction. • show an appreciation of the diversity of Chinese cultures and the products of these cultures. | <ul style="list-style-type: none"> • comprehend and interact in simple spoken Chinese within the range of vocabulary, structures and themes covered in this course. • recognize and employ new vocabulary and grammatical structures in order to communicate ideas, both verbally and in writing, in the present, past and future tenses. • comprehend and convey information and feelings in a given situation for a particular purpose. • comprehend basic written texts using contextual clues, vocabulary recognition, grammar knowledge, cognates and inference. • review, recall and use vocabulary and grammatical structures and concepts from Chinese 1 and 2. • compare and contrast the target language and culture with the language and culture of the U.S. and other countries. • consistently demonstrate sentence level proficiency in speaking and writing, and show signs of readiness to move on to the discourse level. |
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ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

1. The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers:
2. The health or safety of the students in this course requires the prerequisite.
Justification: Indicate how this is so.
3. The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Indicate how this is so.
4. The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.
Justification: Indicate how this is so.
5. Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.
Justification: Cite the statistical evidence from the research.
6. The prerequisite course is part of a sequence of courses within or across a discipline.
7. Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course:
UC Berkeley-Chinese 1B-Chinese 1A
UC Davis - Chinese 2 - Chinese 1
CSU Fresno - Chinese 1B - Chinese 1A