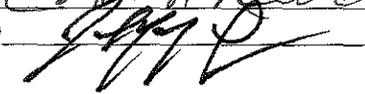


City College of San Francisco
Course Outline of Record

I. GENERAL DESCRIPTION

- A. Date of Approval October 2013
B. Department Foreign Languages
C. Course Number CHIN 14C
D. Course Title Intermediate Conversational Mandarin for Chinese Speaking Students
E. Course Outline Preparer Xue-Guang Lian
F. Department Chairperson Carol Reitan 
G. Dean Jeffrey Lamb 

II. COURSE SPECIFICS

- A. Hours Lecture-3 (52.5 total)
Laboratory-2 (35 total)
B. Units 3
C. Prerequisites CHIN 14B with a grade of C or higher, or exit skills of CHIN 14B.
Open to all students who can speak at least one Chinese dialect.
Corequisites None
Advisor(ies) Not open to native speakers of Mandarin
D. Course Justification Intermediate course in Mandarin stressing aural and oral skills. Elective course for the Certificate of Accomplishment in Chinese (Mandarin) and Major in Chinese (Mandarin)
E. Field Trips No
F. Method of Grading Letter, Pass/No Pass
G. Repeatability 0

III. CATALOG DESCRIPTION

Continuation of extensive oral training in Mandarin. Emphasis on practical vocabulary, pronunciation and idiomatic usage. Designed for students who wish to continue acquiring skills of spoken Mandarin rather than formal grammar and literature.

IV. MAJOR LEARNING OUTCOMES

Upon completion of this course a student will be able to:

- A. Demonstrate mastery of vocabulary and colloquial expressions introduced in this course and integrate them into their speech.
B. Reproduce all the Mandarin sounds with proper stress and intonation.
C. Process information learned in the course in a creative manner.
D. Use complex structures when interacting orally.
E. Demonstrate ability to carry on an extensive conversation or discussion in Mandarin on various topics related to materials studied in class using words and

expressions in socially as well as linguistically proper context and using structurally correct sentences.

IV. CONTENT

- A. Various polite registers and their proper usage
 - 1. Formal and informal ways of making requests
 - 2. Formal and informal ways of asking for favors
 - 3. Expression of opinions at various situations
- B. Correct usage of various idioms originating in classical literature
 - 1. Basic understanding of various idioms originating in classical literature
 - 2. Famous poems from the Han and Tang Dynasties
 - 3. “Song of Tomorrow” by Quian HeTan of the Qing Dynasty
 - 4. Other pieces of classic literature such as “Turtle” of the Three Kingdom Period, passages from “Life”
- C. Linguistic and social strategies to comprehend the elocution of native speakers at normal speed and to interact freely with them in formal social situations
 - 1. Vocabulary and grammar in order to give model speeches through guest speakers/authentic speech situation
 - 2. Vocabulary and grammar in order to give individual and group presentations on topics/themes from the textbook, such as religion, culture, election, etc.
 - 3. Vocabulary and grammar in order to participate in intensive discussions and interviews with native speakers on current events and issues

V. INSTRUCTIONAL METHODOLOGY

- A. Assignments
 - 1. In-class assignments:
 - a. Daily oral exercises which require that students practice the structures and vocabulary learned in class
 - b. Sentence completion and transformation exercises, question and answer exercises, and paraphrasing exercises, on themes from classical literature covered in class, such as “Song of Tomorrow”
 - c. Language Laboratory listening and speaking assignments
 - 2. Out-of-class assignments:
 - a. Language Laboratory listening and speaking assignments
 - b. Written assignments helping students move from other dialects of Chinese to Mandarin on themes from classical literature read in class such as poems from the Han and Tang Dynasties
 - c. Watching authentic Chinese TV programs, such as “Gun gun Hong Chen” and give an coherent account of the stories
- B. Evaluation
 - 1. Classroom performance: preparation and participation.
 - 2. Assignments and exercises on topics such as vocabulary, grammar, and themes from classical literature studied
 - 3. Quizzes given regularly on topics in classic literature read in class, such as passages from “Life”, poems, etc.

4. Comprehensive oral final examination on topics such as vocabulary, themes and structures studied
- C. Textbooks and Other Instructional Materials
1. Bai et al., *Beyond the Basics*, Boston: Cheng and Tsui, 2009.
 2. Instructor prepared materials as provided by instructor for classroom exercises and discussions such as classical texts.

VI. Title 5 CLASSIFICATION

CREDIT/DEGREE APPLICABLE (meets all standards of Title 5. Section 55002 (2))