

City College of San Francisco
Course Outline of Record

I. GENERAL DESCRIPTION

A. Date of Approval	April 2013
B. Department	Foreign Languages
C. Course Number	CHIN 16
D. Course Title	Chinese Characters for Beginners
E. Course Outline Preparer	Grace Yu
F. Department Chairperson	Thomas Blair
G. Dean	Bob Davis 

II. COURSE SPECIFICS

A. Hours	3 Weekly Lecture (52.5 total)
B. Units	3
C. Prerequisites	None
Corequisites	None
Advisories	None
D. Course Justification	For beginners in Chinese to better understand the derivation and evolution of characters.
E. Field Trips	No
F. Method of Grading	Letter, Pass/No Pass
G. Repeatability	0

III. CATALOGUE DESCRIPTION

An intensive study of 300 commonly used characters to enhance reading and writing Chinese.

IV. MAJOR LEARNING OUTCOMES

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

1. Develop sufficient strategies to memorize characters.
2. Compare and contrast subtle differences among similar characters.
3. Identify the most common radicals, and components of the characters.
4. Demonstrate ability to read signs and passages.
5. Interpret the meaning of 300 single characters and apply the knowledge to the meaning of compound characters.
6. Demonstrate ability to skim the Chinese written materials.
7. Interpret in English the content of the reading material.
8. Apply the learned vocabulary in writing sentences and short paragraphs for communication.

V. CONTENT

The reading material is written in traditional characters. Simplified characters are available as reference.

1. Introduction of the origins of written communication in pictograms and ideograms.
2. Introduction of the basic strokes and stroke orders. Emphasis on precision, balance, and accuracy of the numbers of strokes.
3. Introduction of the “radicals” and other components as a key to understand the structure and the meaning of the character.
4. Development of cognitive skills in character recognition, analysis and memorization.
5. Practice reading and writing of characters in sentences and paragraphs.
6. Development of strategies in reading skills; ability to skim a text.
7. Explanation of grammar to assure the understanding of sentence structure.
8. Utilization of authentic materials such as labels, signs, place names, calendars, dollar bills, menus to stimulate learning and to integrate cultural elements.
9. Development of skills to look up words in a Chinese dictionary.
10. Introduction of the pinyin phonetic system.

VI. INSTRUCTIONAL METHODOLOGY

A. Assignments

1. In-class assignments:
Class time is primarily devoted to the activities that would contribute to the learning of reading and writing in Chinese characters such as:
 - a. Matching words and meanings and unscrambling words to make sentences.
 - b. Writing and exchanging written messages.
 - c. Interpreting sentences and passages by translations into English.
2. Out-of-class assignments:
 - a. Matching words and meanings in Chinese.
 - b. Filling in the blanks from the book assignments.
 - c. Answering questions from the readings.
 - d. Writing ones’ thoughts in simple sentences.

B. Evaluation

1. Classroom performance
 - a. Successful completion of all assignments on time
 - b. Class preparation and readiness
 - c. Active participation in class activities
2. Comprehensive written final examination on topics such as comparison and contrast of the “look-alike” characters, recognition and writing of characters and compounds, translation into English: signs, labels, sentences and narratives and writing of simple sentences.

C. Textbooks and Other Instructional Materials

1. Kubler, *Basic Written Chinese Practice Essentials, 1st ed.*, North Clarendon, Vermont: Tuttle Publishing, 2012.

VII. Title 5 CLASSIFICATION

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