

City College of San Francisco
Course Outline of Record

I. GENERAL DESCRIPTION

A. Date	August 2014
B. Department	Foreign Languages
C. Course Number	CHIN 2
D. Course Title	Continuation of Elementary Chinese
E. Course Outline Preparer	Doris Sze Chun
F. Department Chairperson	Carol Reitan
G. Dean	Jeffrey Lamb

II. COURSE SPECIFICS

A. Hours	Lecture – 5 (87.5 total) Laboratory – 2 (35 total)
B. Units	5
C. Prerequisites	CHIN 1 or 1B or demonstration of CHIN 1/1B exit skills
Corequisites	None
Advisories	None
D. Course Justification	Standard foundation course for transfer to UC, CSU
E. Field Trips	No
F. Method of Grading	Letter, Pass/No Pass
G. Repeatability	0

III. CATALOG DESCRIPTION

Second semester course. Continuation of the study of grammar, composition, and reading. Practice in speaking and understanding Mandarin Chinese. CSU/UC

IV. MAJOR LEARNING OUTCOMES

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

- Identify the basic sounds and tones of Mandarin Chinese, and reproduce them as accurately.
- Demonstrate understanding of the principles of character composition, stroke order, and radicals, and elements of each character.
- Compare and contrast simplified and traditional characters .
- Demonstrate understanding of a conversation or a story composed chiefly of vocabulary, grammar, and syntax studied.
- Analyze and synthesize the principles of syntax introduced at this level, and apply these principles when creating new sentences for speaking and writing
- Demonstrate ability to carry on a simple conversation in Mandarin on topics studied using structurally correct sentences, including yes/no, who, when, where, what and how questions.
- Recognize 600 characters and write a coherent composition of 250-300 characters on topics studied/discussed in class.
- Compare and contrast aspects of Chinese speaking culture to that of American culture.

V. CONTENT

A. Sound system

1. Mastery of Pinyin pronunciation system
2. Reinforcement of tones and tonal changes
3. Correct reproduction of Mandarin Chinese sounds and tones

B. Writing system

1. Recognition of frequently used radicals
2. Mastery of the principles of stroke order
3. Recognition of characters and words
4. Mastery of writing Chinese characters with proper stroke order

C. Grammar

1. Statements and questions using who, when, where, what, how, and how come
2. Expressions “for” and “to” using “*gei*” 給
3. Verbs “like” 喜歡, “would like” 想 and “want/have a desire to” 要
4. Using “*yao*” 要 indicating a future action/commitment
5. Making question sentences using “if” or “*yaoshi*” 要是
6. Making expressions using “if” or “*yaoshi*” 要是 for being flexible and accommodating
7. Dates (year, month, day), days of the week, and clock time
8. Modal verb “*dei*” 得 for “must/has to”
9. Directional complements “*lai/qu*” 來/去
10. Descriptive complements using “*de*” 得 to comment on an action
11. Adverbs “*jiu*” 就 and “*cai*” 才 indicating a time is “sooner” or “later” than usual or expected
12. Adverb “*jiu*” 就 indicating the second action happens as soon as the first action is completed
13. Ordinal numbers
14. Using “*you yidianr*” 有一點兒 to express “somewhat or a little bit”
15. Using “*yibian ...yibian*” 一邊...一邊 to denote the simultaneity of two ongoing actions
16. Using aspect particle “*le*” denoting change of status, situation or circumstances
17. Using aspect particle “*le*” 了 indicating a completion of an action
18. Using “*jiu(yao)...le*” 就要...了 structure to indicate that an action will be achieved in the future
19. Using adverb “*zhengzai*” 正在 to denote an ongoing or progressive action at a certain point in time
20. Adverbs “*neng*” 能 for “can/to be capable/to be allowed in a circumstance”, “*hui*” 會 for “can/know how”, and “*keyi*” 可以 for “can/to be permitted”
21. Use of “*chule...yiwai, hai/ye*” or “除了...以外, 還/也” for “besides/in addition to... and also”
22. Use of “*yong*” 用 for the means in an action

23. Monetary system
 24. Measure words for various objects or items
 25. Use of “*duo*” 多 for asking questions regard degree or extent
 26. Use of “*suran ... keshi/danshi*” or “雖然... 可是/但是” for “although ... and yet”
 27. Colors and clothing
 28. Use of “*haishi ... ba*” 還是...吧 for “had better” signifying making a selection after considering two or more options
 29. Use of “*huozhe*” 或者 for “either...or” in a statement in contrast to the use of “*haishi*” 還是 for “or” in a question
 30. Use of “*mei... dou*” 每...都 to indicate “each and every”
- D. Syntax
1. Use proper word order for statements and questions using who, when, when, how (by what means), and what
 2. Use “*xian...zai...ranhou*” or “先...,再...,然後...” to indicate a sequence of actions/events
 3. Express similarity or dissimilarity between objects, persons, or actions using “*gen/he ... (bu) yiyang*” 跟/和...不一樣
- E. Culture & Language function
1. Make telephone calls and phone etiquette
 2. Request someone to return a call
 3. Make or set up appointments
 4. Ask for favor or help with studies
 5. Comment on one’s performance in an exam
 6. Comment on one’s Chinese character writing
 7. Talk about one’s experience in learning Chinese, e.g. vocabulary, grammar, Chinese characters
 8. “Four Treasures of the Studio” – writing brushes, ink sticks, paper, and ink stone
 9. Describe the routine of a student’s life on campus
 10. Describe a sequence of events or happenings (e.g. travel, daily routine or schedule)
 11. Write a diary entry
 12. Write a letter to wish someone well or a happy birthday
 13. Invite friends to go on an outing – eating at a restaurant, having tea/coffee, dancing, watching a ball game, seeing a movie, etc.
 14. Express one’s modesty in reference to his/her language ability
 15. Shop for clothes and shoes
 16. Request for an exchange of an item in a store
 17. Speak about color, size and price of clothing or shoes
 18. Recognize Chinese currency in Mainland China and Taiwan
 19. Properly address a salesperson in a Chinese shop or a service person in a restaurant
 20. Traditional attire for Chinese men, women, and children
 21. Talk about various means of transportation

22. Describe how to get to a place using different forms of transportation
23. Express gratitude after receiving a personal favor
24. Express New Year wishes

VI. INSTRUCTIONAL METHODOLOGY

A. Assignments

1. In-class assignments
 - a. Pronunciation exercises
 - b. Practice of stroke order for new characters
 - c. Discussion of cultural stories using Chinese characters
 - d. Introduction and application of sentence patterns
 - e. Oral reading of texts
 - f. Question and answer exercises
 - g. Conversational practice in pairs and groups
 - h. Translation of Chinese into English and vice versa
 - i. Discussion of cultural information in a lesson
 - j. Language laboratory listening and speaking exercises
2. Out-of-class assignments
 - a. Practice of writing new Chinese characters
 - b. Practice and memorization of vocabulary
 - c. Written assignments from the workbook including (a) reading comprehension with questions and answers, (b) rearranging words to make grammatically correct sentences, (c) fill-ins, (d) translation exercises, (e) matching exercises, (f) making sentences using given words, and (g) compositions on topics such as:
 - i. Describing a person's typical school day
 - ii. Writing an e-mail message to a friend asking for help to prepare for a Chinese test
 - iii. Planning and inviting a friend for a date
 - iv. Writing a diary entry about a person's daily routine
 - v. Describing one's experience of learning Chinese
 - vi. Describing what a person wears, and the size and color
 - vii. Describing a shopping experience
 - viii. Commenting on a person's fashion sense
 - ix. Describing a person's plan to get to the airport from home
 - x. Describing how to get around San Francisco using different forms of transportation
 - xi. Commenting on how people drive in the city
 - d. Oral assignments – preparation for role play or presentation - on topics such as:
 - i. Making an appointment with a teacher
 - ii. Talking about the experience of learning Chinese
 - iii. Discussing how one can do to learn Chinese well
 - iv. Making inquiries about a classmate's daily routine
 - v. Discussing class schedules at the college
 - vi. Describing study and work schedules

- vii 、 Describing what a person wears for a particular event
- viii 、 Commenting on a person's fashion sense
- ix 、 Shopping for birthday gifts for a family member
- x 、 Making inquiries as how to get to places in the city
- xi 、 Discussing the various forms of transportation to get to the San Francisco airport
- e. Readings of cultural information on topics such as:
 - i 、 Chinese calligraphy
 - ii 、 Commonly used Chinese proverbs
 - iii 、 The simplification of Chinese characters
 - iv 、 Educational system in China
 - v 、 Major cities in China and Taiwan
 - vi 、 Shopping in China
 - vii 、 Transportation in China
 - viii 、 Beijing's subway system and freeways
 - ix 、 Famous historical sites in China

B. Evaluation

1. Performance:
 - a. Consistent, punctual, and active classroom participation
 - b. Class preparation and readiness
 - c. Completion of written and oral assignments on time
 - d. Regular laboratory participation
2. Quizzes/Tests:
 - a. Oral tests: Students speak in Mandarin Chinese individually or in pairs/groups. The instructor will assess the student's recall of learned vocabulary, mastery of sentence structures, pronunciation and tones/intonation
 - b. Written tests: Tests for each chapter to evaluate each student's mastery of stroke order, vocabulary, and sentence patterns which may include questions and answers in Chinese, fill ins, and translations
3. Comprehensive final examination

C. Textbooks and Other Instructional Materials

1. Liu, Yao, Bi, Shi and Ge. *Integrated Chinese, Level 1 Part 1 Textbook*, 3rd Edition (Traditional). Boston: Cheng & Tsui, 2010.
中文聽說讀寫
- Liu, Yao, Bi, Shi and Ge. *Integrated Chinese, Level 1 Part 1 Textbook*, 3rd Edition (Simplified). Boston: Cheng & Tsui, 2010.
中文听说读写
2. Liu, Yao, Bi, Shi and Ge. *Integrated Chinese, Level 1 Part 1 Workbook*, 3rd Edition (Traditional). Boston: Cheng & Tsui, 2010.
中文聽說讀寫

OR

Liu, Yao, Bi, Shi and Ge. *Integrated Chinese, Level 1 Part 1 Workbook*, 3rd Edition (Simplified). Boston: Cheng & Tsui, 2010.

中文听说读写

3. Liu, Yao, Bi, Shi and Ge. *Integrated Chinese, Level 1 Part 1 Character Workbook*, 3rd Edition (Simplified and Traditional). Boston: Cheng & Tsui, 2010.

中文听说读写 / 中文聽說讀寫

VII. Title 5 CLASSIFICATION

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