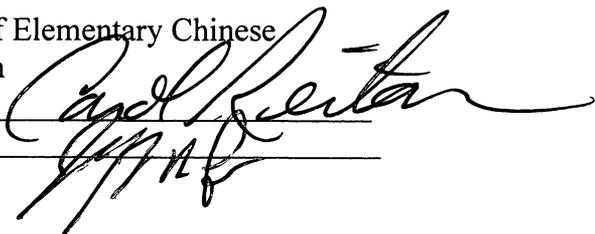


City College of San Francisco
Course Outline of Record

I. GENERAL DESCRIPTION

A. Date	August 2014
B. Department	Foreign Languages
C. Course Number	CHIN 2A
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 – 3 (52.5 total) Laboratory – 1 (17.5 total)
B. Units	3
C. Prerequisites	CHIN 1 or 1B or demonstration of CHIN 1/1B exit skills
Corequisites	None
Advisories	None
Course Justification	Standard foundation course for transfer to CSU/UC
D. Field Trips	No
E. Method of Grading	Letter, Pass/No Pass
F. Repeatability	0

III. CATALOG DESCRIPTION

Continuation of the study of grammar, composition, and reading. Practice in speaking and understanding Mandarin.

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 450 characters and write a coherent composition of 150-200 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

D. Syntax

1. Use proper word order for statements and questions using who, when, when, how (by what means), and what

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.

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
 - 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
- 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 、 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. c. Comprehensive written final examination on topics/materials covered in class such as vocabulary, grammar and themes presented during the semester

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 and Tsui, 2010.
中文聽說讀寫
OR
Liu, Yao, Bi, Shi, and Ge. *Integrated Chinese, Level 1 Part 1 Textbook*, 3rd Edition (Simplified). Boston: Cheng and 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 and 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 and 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))