

City College of San Francisco
Course Outline of Record

I. GENERAL DESCRIPTION

A. Date	January 2015
B. Department	Foreign Languages
C. Course Number	CHIN 30B
D. Course Title	Continuation of Advanced Intermediate Chinese
E. Course Outline Preparer	Hsin-Yun Liu
F. Department Chairperson	Carol Reitan 
G. Dean	Jeffery Lamb 

II. COURSE SPECIFICS

A. Hours	Lecture – 3 (52.5 total) Laboratory – 1 (17.5 total)
B. Units	3
C. Prerequisites	CHIN 30A or demonstration of CHIN 30A exit skills. Recommended for students who have either completed CHIN 4, or have oral fluency in at least one Chinese dialect other than standard Mandarin and have learned ca. 550 Chinese characters.
Corequisites	None
Advisories	None
D. Course Justification	This course is the second of two courses in Intermediate Mandarin Chinese for Bilinguals.
E. Field Trips	No
F. Method of Grading	Letter, Pass/No Pass
G. Repeatability	0

III. CATALOG DESCRIPTION

Continued intermediate training in written and spoken Mandarin with emphasis on reading, speaking and composition. Increased linguistic ability in both English and Chinese are used as a basis for increasing vocabulary and enhancing reading and writing skills through short stories, poems, essays and compositions.

IV. MAJOR LEARNING OUTCOMES

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

- Compose and/or translate with level-appropriate vocabulary and correct idiomatic expressions.
- Create a coherent, well-constructed essay of about 650 characters with the aid of a dictionary or other reference book about a number of selected topics.
- Analyze and evaluate the ideas contained in cultural and/or literary readings (poems, short stories).
- Use Mandarin to analyze the Chinese culture and current issues in China.

V. CONTENT

- Linguistics

1. Standard Mandarin pronunciation, the Pinyin system and the tone sandhi phenomenon
2. Chinese phrases and structural patterns such as
 - a. V 得出來 dechūlai (be able to tell)
 - b. 氣氛 qì fēn
 - c. 完全 wán quán
 - d. 的確 dí què
 - e. 從來 cóng lái
 - f. 儘可能 jǐn kě néng
 - g. 從...做起 cóng ...zuòqǐ
 - h. 不堪設想 bù kān shèxiǎng
 - i. 引起 yǐnqǐ
 - j. 接著 jiēzhe
 - k. ...以來 yǐlái
 - l. 拿 ná...來說 láishuō
 - m. 在 zài ...基礎上 jīchǔ shàng
 - n. 在 zài ...方面 fāng miàn
 - o. 善於 shàn yú
 - p. 往往 wǎng wǎng
 - q. 而已 éryǐ
 - r. 其中 qízhōng
3. Grammar points
 - a. Adj/V + 著 zhe + V
 - b. Reduplication of Measure Words
 - c. Preposition 以
 - d. 以 yǐ A 為 wéi B
 - e. Comparative sentences
 - f. Numerals in Idioms
 - g. Multiple Attributes
 - h. Conjunction and Preposition 與 yǔ
 - i. 使 shǐ and Pivotal Sentences
 - j. pronoun 某 mǒu
 - k. Adverb 畢竟 bìjìng

l. V1 的 de V1, V2 的 de V2

m. Adj + 於 yú

n. V 著 zhe V 著 zhe

o. 一向 yí xiàng vs. 一直 yì zhí

p. 把 bǎ sentences

q. 越 yuè ... 越 yuè

r. Conjunction 既然 jìrán

B. Auditory comprehension and oral production

1. Attitude and hidden meaning of speaker

2. Topics related to the learned materials (such as Traditional preference for boys)

C. Reading Analysis

1. Appreciation of Chinese literature, classical poetry, short stories (such as poem "Yuán Rì <On January first of the Lunar Calendar>")

2. Analysis of expository essays (such as newspaper editorial and literary prose) on current Chinese societal issues

D. Culture

1. Chinese traditions and customs (such as Chinese New Year and Chinese Taboos)

2. Chinese history and historical landmarks (such as The Silk Road)

3. Chinese philosophy (such as Confucius and Confucianism)

4. China's current issues (such as Housing in Beijing)

VI. INSTRUCTIONAL METHODOLOGY

A. Assignments

1. In-class assignments

a. Oral exercises which require that students analyze, compare, contrast, and in general apply the phonetic and syntactic principles introduced in class

b. Short well-written responses in Chinese in response to a lecture and reading assignment (such as Morning Exercises in Chinese Cities)

c. Participation in group activities such as a discussion and/or debate on assigned reading materials and/or textbook topics and delivery of an oral summary (such as China's Four Great Inventions)

d. Small Group cultural project (such as Confucius and the Analects)

e. Oral presentation (such as Traditional Chinese holidays) in Chinese

f. Language laboratory listening and oral exercises of the textbook/workbook accompanied sound materials and lesson topic-related online materials (such as Youtube video clips on Chinese traditions and customs)

2. Out-of-class assignments

a. Exercises in textbook and workbook both oral and written in Chinese

b. Take-home reading assignments on topics chosen and prepared by the instructor (such as Terms for husband and wife in Chinese)

c. Several short essays and/or composition (650 characters) on topics such as "The Spring Festival in China"

B. Evaluation

1. Successful completion of in-class assignments (such as preview of lesson texts and reading assignments)
2. Successful completion of out-of-class assignments, such as exercises and take-home essays and compositions consisting of 650 characters
3. Comprehensive final examination on topics/materials covered in class such as grammar, syntax and themes presented during the semester and translation requiring the correct use of idiomatic expressions
4. Oral presentations on topics such as major traditional Chinese holidays and Confucius and Analects.

C. Textbooks and Other Instructional Materials

1. Liu, Yuehua et al, *Integrated Chinese Zhōng Wén Tīng Shuō Dú Xiě*, Level 2, Part 1, 2009, 3rd Edition, Cheng & Tsui Company.
2. Liu, Yuehua et al, *Workbook: Level 2, Part 1*, 2009, 3rd Edition, Cheng & Tsui Company.
3. Liu, Yuehua et al, *Character Workbook. Level 2, Part 1*, 2009, 3rd Edition, Cheng & Tsui Company.
4. Other supplemental materials prepared by the instructor including online materials and library databases such as Baidu Baike (<http://baike.baidu.com/view/614410.htm>), and EBSCO.

VII. Title 5 CLASSIFICATION

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