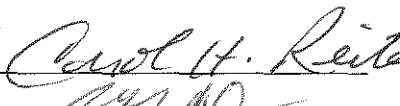
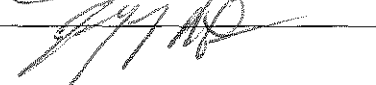


City College of San Francisco
Course Outline of Record

I. GENERAL DESCRIPTION

- | | |
|----------------------------|---|
| A. Date | October 2013 |
| B. Department | Foreign Languages |
| C. Course Number | CHIN 31A |
| D. Course Title | Intermediate Mandarin Chinese for Bilingual Students |
| E. Course Outline Preparer | Hsin-Yun Liu |
| 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 | None |
| Corequisites | None |
| Advisories | Open to students who have oral fluency in at least one Chinese dialect other than standard Mandarin and have learned ca. 600 Chinese characters. The course are designed for bilingual students who are effective in oral communication in at least one Chinese dialect other than standard Mandarin, but need formal training in both receptive and productive skills in Mandarin. |
| D. Course Justification | This course is designed for native speakers of Chinese dialects other than Mandarin to refine their speaking and writing skills in Mandarin Chinese. |
| E. Field Trips | No |
| F. Method of Grading | Letter, Pass/No Pass |
| G. Repeatability | 0 |

III. CATALOG DESCRIPTION

Intensive training in written and spoken Mandarin with emphasis on reading and composition. 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. Intermediate training in written and spoken Mandarin.

IV. MAJOR LEARNING OUTCOMES

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

- Demonstrate the ability to discuss and/or summarize in Mandarin using correct sentence patterns and near Mandarin pronunciation (using Pinyin System).
- Produce accurately written responses to questions about selected readings.
- Create a coherent, well constructed essay of about 700 characters with the aid of a dictionary or other reference book about a number of selected topics.

V. CONTENT

- A. Linguistics
 - 1. Standard Mandarin pronunciation and the Pinyin system
 - a. initials
 - b. finals
 - c. tones
 - 2. Chinese structural patterns (the passive and nominal passive constructions)
 - 3. Difficult areas of grammar (the V-*qǐlái* "inceptive" structure)
- B. Auditory Comprehension and oral production
 - 1. Mood, attitude or feeling of the speaker
 - 2. Implicit information of speaker
 - 3. Topics related to the learned materials (e.g. Poems, stories)
 - 4. Oral presentations (e.g. Chinese traditions)
- C. Reading Analysis
 - 1. Appreciation of Chinese literature, poems and songs (e.g. short stories and fables such as "杯弓蛇影 *bēi gōng shé yǐng*")
 - 2. Analysis of expository essays (e.g. newspaper editorial and literary prose) dealing with literature and/or current events
- D. Culture
 - 1. Chinese traditions and customs (e.g. Chinese Moon Festival)
 - 2. Chinese history and historical landmarks (e.g. Zhou Dynasty)
 - 3. Chinese philosophy (e.g. Confucius and Confucianism)
 - 4. China's current issues (e.g. the change of family and society in China)

VI. INSTRUCTIONAL METHODOLOGY

- A. Assignments
 - 1. In-class assignments:
 - a. Daily oral exercises which require that students analyze, transform, compare, contrast, and in general apply the phonetic and syntactic principles introduced in class
 - b. One paragraph in response to a lecture and/or reading assignment (e.g. an ideal university)
 - c. Participation in group activities such as a discussion and/or debate on an assigned reading and/or textbook topic and delivery of an oral summary (e.g. generation gap)
 - d. Small group cultural project (e.g. traditional Chinese education system, Confucianism)
 - e. Oral presentation (e.g. Confucianism and Chinese Family)
 - f. Language laboratory listening and oral exercises (e.g. listen to a phone message and leave a voice mail as a reply)
 - 2. Out-of-class assignments:
 - a. Language laboratory listening and oral exercises of textbook-accompanied sound files/materials and lesson topic-related online materials (e.g. video clip on university life in China and Taiwan)
 - b. Exercises in textbook and workbook both oral and written

- c. Take-home reading assignments on topics chosen and prepared by the instructor (e.g. Confucius and Confucianism)
- d. Several short essays and/or composition (700 characters) on topic such as "Internet and modern China society"

B. Evaluation

1. Successful completion of in-class assignments (e.g. preview of lesson texts and reading assignments)
2. Successful completion of out-of-class assignments, such as homework assignments (e.g. workbook exercises and take-home essays and compositions consisting of 700 characters)
3. Comprehensive final examination on topics/materials covered in class such as grammar, syntax and themes presented during the semester
4. Oral presentations on topics such as Chinese philosophy and Chinese poetry

C. Textbooks and Other Instructional Materials

1. Chen, Yea-Fen et al, *Chaoyue, Advancing in Chinese, A Textbook for Intermediate & Preadvanced Students*, New York: Columbia University Press, 2010.
2. Yeh, Meng et al., *Chaoyue Workbook, Advancing in Chinese, Practice for Intermediate and Preadvanced Students*, New York: Columbia University Press, 2010.
3. Anderson, Qin-Hong (compiled), *Masterworks Chinese Companion: Expressive Literacy through Reading and Composition*, Boston: Cheng & Tsui, 2004.
4. Other supplemental materials prepared by the instructor including online materials.

VII. Title 5 CLASSIFICATION

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