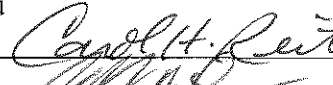



City College of San Francisco  
Course Outline of Record

I. GENERAL DESCRIPTION

A. Date	October 2013
B. Department	Foreign Languages
C. Course Number	CHIN 31B
D. Course Title	Continuation of Intermediate Mandarin Chinese for Bilinguals
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) <del>Laboratory</del> – 2 (35 total)
B. Units	3
C. Prerequisites	None
Corequisites	None
Advisories	CHIN 31A or demonstration of CHIN 31A exit skills. Open to students who have oral fluency in at least one Chinese dialect other than standard Mandarin and have learned ca. 600-800 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. This course is the second of two courses in Intermediate Mandarin Chinese for Bilinguals.
Course Justification	
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, 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. Advanced training in written and spoken Mandarin.

IV. MAJOR LEARNING OUTCOMES

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

A. Compose and/or translate with level-appropriate vocabulary and correct idiomatic expressions.

- B. Create a coherent, well constructed essay of about 900 characters with the aid of a dictionary or other reference book about a number of selected topics.
- C. Analyze and evaluate the ideas contained in cultural and/or literary readings (poems, short stories).

## V. CONTENT

- A. Linguistics
  - 1. Standard Mandarin pronunciation, the Pinyin system and the tone sandhi phenomenon
  - 2. Chinese structural patterns such as the *bǎ* vs. *bèi* structures
  - 3. Grammars focus on areas such as the potential, non-potential and resultative structures
- B. Auditory Comprehension and oral production
  - 1. Attitude and hidden meaning of speaker
  - 2. Topics related to the learned materials (e.g. the diversity of overseas Chinese)
- C. Reading Analysis
  - 1. Appreciation of Chinese literature, classical poetry (e.g. poems, short stories and fables "*Zhuangzi yǔ yú lè* <Zhuangzi on the happiness of the fish>")
  - 2. Analysis of expository essays (e.g. newspaper editorial and literary prose) on philosophical and societal issues
- D. Culture
  - 1. Chinese traditions and customs (e.g. Chinese New Year and Chinese Taboos)
  - 2. Chinese history and historical landmarks (e.g. Tang Dynasty, the golden age of China)
  - 3. Chinese philosophy (e.g. Confucianism and Daoism)
  - 4. China's current issues (e.g. air pollution 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 response to a lecture and reading assignment (e.g. studying abroad)
    - 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 (e.g. Palace Museums in Beijing and Taipei)
    - d. Language laboratory listening and oral exercises of the textbook/workbook accompanied sound materials and lesson topic-related online materials (e.g. Youtube video clips on Chinese traditions and customs)
    - e. Small Group cultural project (e.g. current societal issues in China)
    - f. Oral presentation (e.g. Chinatowns and the overseas Chinese)

2. Out-of-class Assignments:
  - a. Language laboratory listening and oral exercises of the textbook/workbook accompanied sound materials and lesson topic-related online materials (e.g. Youtube video clips on Chinese traditions and customs)
  - 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. environmental pollution and destruction)
  - d. Several short essays and/or composition (900 characters) on topic such as "metropolitan cities in China"

#### 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 workbook homework assignments (e.g. exercises and take-home essays and compositions consisting of 900 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 current societal and environmental issues in China

#### 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))