

City College of San Francisco  
Course Outline of Record

I. GENERAL DESCRIPTION

A. Date	January 2015
B. Department	Foreign Languages
C. Course Number	CHIN 32
D. Course Title	Chinese Grammar and Chinese Culture
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)
B. Units	3
C. Prerequisites	Completion of CHIN 14A or CHIN 14B or CHIN 14C OR CHIN 31A or CHIN 31B, or demonstration of equivalent language skills
Corequisites	None
Advisories	Recommended for students who have oral fluency in at least one Chinese regional language including Mandarin and an intermediate high reading and writing comprehension in Chinese
D. Course Justification	This course provides a capstone Chinese grammar and its relationship to Chinese culture for heritage learners
E. Field Trips	No
F. Method of Grading	Letter, Pass/No Pass
G. Repeatability	0

III. CATALOG DESCRIPTION

Advanced review of grammatical structures and discussions on various aspects of Chinese culture and customs as manifested through the Chinese language.

IV. MAJOR LEARNING OUTCOMES

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

- Discuss the principles of Chinese syntax.
- Compare and contrast Chinese spoken languages and Chinese written language.
- Compare and contrast traditional and simplified characters and their uses.
- Analyze grammatical structures and sentence patterns.
- Discuss, with examples, how Chinese culture and customs are manifested through the Chinese language.

V. CONTENT

- Principles of Chinese syntax
  - The Chinese perspective from “big/broad” to “small/specific” for personal name, place, time, etc.

2. The use of points of compass for Chinese place names, such as names of the country historically, regions, cities
  3. The noticeable predilection for evenly balanced phrase in Chinese poetry, written language and spoken language
- B. Chinese spoken languages and Chinese written language
1. The etymology of “China”, “Chinese” and “Mandarin”
  2. The differences between Chinese written language and spoken languages
  3. The stylistic evolution of Chinese written languages from antiquity to the present
- C. Simplified and traditional characters
1. Unification and simplification of Chinese characters during the Qin dynasty (221-206 BCE) and during the Chinese Cultural Revolution (1966-1976)
  2. The difference between “hua” 話, “yu” 語, and “wen” 文 for language
  3. The current use of traditional characters and simplified characters in China, Taiwan, Hong Kong, and overseas Chinatowns such as San Francisco
- D. Grammatical structures and sentence patterns
1. Stative verbs (SV) and classificatory verbs (CLV)
  2. Use “shi” 是 as a stative verb (SV)
  3. Questions using particles “ma” 嗎, “ne” 呢, and “ba” 吧
  4. Questions using various question words (QW) for who, when, where, how, how come, how much, etc.
  5. Use of question words “ji” 幾 and “duoshao” 多少
  6. Use of tail-end questions, such as “OK?”, “can do?”, “how’s that?”, “all right?” Use of “haishi ... ba” 還是...吧 for “had better” signifying making a selection after considering two or more options
  7. 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
  8. Dates (year, month, day), days of the week, and clock time
  9. Monetary system
  10. Verb-object (V-O) constructions – e.g. eating, reading, speaking, writing, singing, dancing, sleeping
  11. Use of measure words (M) for various objects or items
  12. Verb “you” 有 (have, there/is/are) and its negative form “meiyou” 沒有 (do not have, there is/are no)
  13. Use of “duo” 多 (many) and “shao” 少 (few)
  14. Over a certain amount and odds using “duo” 多
  15. Use of “de” 的 as subordinating marker and its use as nominalization
  16. Use of “yidianr” 一點兒 (a little bit) and “yixiar” 一下兒 (a little while/briefly)
  17. Use of “ye” 也 as “also” and “still”
  18. Use of co-verbs, e.g. “gei” 給 (“for” and “to”), “yong” 用 (use), “ti” 替 (on behalf of), “wei” 為 (for the sake of), “zai” 在 (be located), and “gen” 跟 (be with)

19. Verbs “*xihuan*” 喜歡 (like), “*xiang*” 想 (would like) and “*yao*” 要 (want/have a desire to)
20. Using “*yao*” 要 indicating a future action/commitment
21. Making question sentences using “if” or “*yaoshi*” 要是
22. “*Yaoshi*” 要是 for being flexible and accommodating
23. Question words, e.g. *shei* 誰 (who), *shenme* 什麼 (what), *nar* 哪兒 (where), *zenme* 怎麼 (how), *ji* 幾 (how many), *duoshao* 多少 (how many/how much), used in an indefinite sense for “whoever”, “whatever”, “wherever”, “however”, and “whatever the number”
24. Modal verb “*dei*” 得 and “*yao*” 要 for “must/has to”
25. Descriptive complements of degree using “*de*” 得 to comment on an action
26. Various verb complements: (a) resultative complements, (b) directional complements, (c) potential complements
27. Adverbs “*jiu*” 就 and “*cai*” 才 indicating a time is “sooner” or “later” than usual or expected
28. Adverb “*jiu*” 就 indicating the second action happens as soon as the first action is completed
29. Chinese mental division for numbers and the ordinal numbers using “*di*” 第
30. The experiential suffix “*guo*” 過
31. Highlighting the circumstance of past events using “*shi...de*” 是...的 pattern and for “the way things are”
32. The adverbial marker “- *de*” 地
33. The “*ba*” 把 construction
34. Duration and progression using “*zhe*” 着
35. Passive voice using “*bei*” 被, “*jiao*” 叫, “*rang*” 讓, or “*gei*” 給
36. Using “*yi*” 一 (one) or “*quan*” 全 (whole) to express “wholeness”
37. Using “*suo*” 所 to announce that what follows the verb is going to be an object
38. 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”
39. Verb complements relating to place, e.g., on, in, above, below, underneath, in front, behind, to the left, to the right, in the middle
40. Use of “*zai*” (again) and “*you*” 又 (again)
41. Modal particle “*le*” 了 used to show excessiveness
42. Using aspect particle “*le*” 了 denoting change of status, state, situation or circumstances
43. Using aspect particle “*le*” 了 indicating an imminent action
44. Using “*jiu(yao)...le*” 就要 ...了 structure to indicate that an action will be achieved in the future
45. Using adverb “*zhengzai*” 正在 to denote an ongoing or progressive action at a certain point in time
46. Use of “*duo*” 多 for asking questions regard degree or extent
47. Using “...*qilai*” 起來 to indicate the beginning of an action

48. Use of “*suran ... keshi/danshi*” or “雖然... 可是/但是” for “although ... and yet”
  49. Use of “*mei... dou*” 每... 都 to indicate “each and every”
  50. Construction of sentences using the who, time when, where (at, from...to...), how (means of conveyance), what events, and time how long
  51. Correlative conjunctions, such as “*suiran..., keshi...*” 雖然..., 可是 ... (although ..., but/still...), “*yaoshi..., jiu...*” 要是..., 就... (if..., then...), “*yinwei..., suoyi...*” 因為..., 所以... (because..., therefore...)
  52. Use of “*yue...yue...*” 越... 越... for “the more...the more...”
  53. Use of “*yi...jiu...*” 一...就... for “as soon as...then...”
  54. Use of “*yi...ye/dou...bu/mei...*” 一...也/都...不/沒... to make an emphatic negation meaning “not at all” or “not even one”
  55. Using “*you yidianr*” 有一點兒 to express “somewhat or a little bit”
  56. Using “*yibian ..., yibian ...*” 一邊 ..., 一邊 ... to denote the simultaneity of two ongoing actions
  57. Use of “*chule...yiwai, hai/ye*” or “除了... 以外, 還/也” for “besides/in addition to... and also”
  58. Use “*xian...zai...ranhou*” or “先 ..., 再 ..., 然後 ... ” to indicate a sequence of actions/events
  59. Comparisons using “*bi*” 比
  60. Express similarity or dissimilarity between objects, persons, or actions using “*gen/he ... (bu) yiyang*” 跟/和 ... 不一樣
  61. Using “*lian...dou*” 連...都 to represent an extreme case: the biggest or smallest, the best or worst, the most difficult or easiest, etc.
- E. Chinese culture and way of doing things as manifested through the Chinese language
1. Titles used to address a person
  2. Chinese family structure and kinship terms
  3. The difference between and history of family names *xing* 姓 and *shi* 氏 and the Hundred Surnames
  4. Naming of children within the family
  5. The “auspicious” and “inauspicious” numbers in Chinese
  6. Chinese regional cuisine, eating utensils, and the art of naming dishes in menus
  7. Shopping and bargaining in China
  8. The noticeable predilection for evenly balanced phrase in Chinese daily speech – such balance is also manifested in classical Chinese poetry, door couplets, as well as artistic, decorative and architectural designs
  9. Traditional attire for Chinese men, women, and children
  10. The significance and representation of colors
  11. The history and writing format of Chinese
  12. “Four Treasure of the Studio” - writing brushes, ink sticks, paper, ink stones
  13. Proper formats to write a letter or card in Chinese for various occasions and events, e.g. expressing gratitude after receiving a personal favor

14. Celebrations, holidays, festivals and their special food, e.g. lunar new year, Dragon Boat Festival, Moon Festival, expressing New Year wishes, expressing good wishes on birthday celebration, expressing condolences for the passing of loved one
15. Traditional and popular pastimes, e.g. Mahjong, Chinese chess, game of encirclement (Go)
16. Popular Chinese forms of exercise, e.g. tai-chi boxing, basketball, soccer
17. Chinese leisure activities, e.g. concert, movie, sing karaoke, museum, social dance, sightseeing
18. Tea culture
19. Chinese zodiac animals and their characteristics
20. Commonly used loan words (Chinese→English, English→Chinese)
21. Symptoms of illness and seeing a Chinese doctor and herbalist in a clinic or hospital
22. Chinese concern about “saving face”
23. Appropriate gift giving for various occasions and events

## VI. INSTRUCTIONAL METHODOLOGY

### A. Assignments

1. In-class assignments
  - a. Discuss the principles of Chinese syntax
  - b. Introduction and application of sentence patterns
  - c. Analyze Chinese sentences from reading the text in the lessons
  - d. Discussion of cultural stories using Chinese characters
  - e. Question and answer exercises
  - f. Group discussions of topics such as the significance of family, holidays, celebrations, Chinese language, and symbolism of numbers and colors
  - g. Translation of Chinese into English and vice versa
  - h. Discussion of cultural information in a lesson
2. Out-of-class assignments
  - a. Reading comprehension with questions and answers
  - b. Rearranging words to make grammatically correct sentences
  - c. Fill-ins
  - d. Translation exercises
  - e. Making sentences using given words
  - f. Compositions on topics, including writing letters and cards for various occasions and events
  - g. Readings of cultural information on topics such as Chinese calligraphy and Chinese cuisine
  - h. Final written report on topics such as demonstrate the ability to discuss, by giving examples, how Chinese culture and way of doing things are manifested through the Chinese language, such as the Chinese perspective from “big/broad” to “small/specific”, the significance and representation of colors, or the “auspicious” and “inauspicious” numbers in Chinese

B. Evaluation

1. Consistent and active classroom participation including class preparation and readiness
2. Completion of written and oral assignments on time
3. End of chapter quizzes to evaluate each student's understanding of grammatical structure and sentence patterns. The tests may include questions and answers in Chinese, fill ins, and translations
4. Oral presentations on topics such as the analysis, explanation of grammatical structures of an essay or discussions of the elements of culture in a lesson
5. Final written report

C. Textbooks and Other Instructional Materials

1. HUANG Wenjia and AO Qun, *Chinese Language and Culture, an Intermediate Reader*. The Chinese University Press, bilingual edition, 2003. Reprint: Columbia University Press
2. P. C. T'ung and D. E. Pollard, *Colloquial Chinese*. University of London, 1982. Reprint: Routledge, 2012
3. Supplemental materials provided by instructor, such as songs, poems, short stories, and cultural information
4. Library databases such as EBSCO

VII. Title 5 CLASSIFICATION

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