

CITY COLLEGE OF SAN FRANCISCO
COURSE OUTLINE

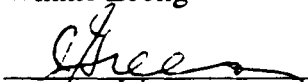
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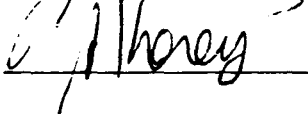
DEPARTMENT: Foreign Language

COURSE & NUMBER: Chinese 17

COURSE TITLE: Continuation of Chinese Characters for Beginners

COURSE OUTLINE PREPARED BY: Winnie Leong

DEPARTMENT CHAIR SIGNATURE: 

DEAN'S SIGNATURE: 

I. COURSE SPECIFICS

- A. TITLE:** Continuation of Chinese Characters for Beginners
- B. HOURS/WEEK:** 3 hours per week
- C. UNITS:** 3 units
- D. PREREQUISITES:** Chinese 16 or demonstration of the exit skills required upon completion of Chinese 16
- E. COURSE DESCRIPTION:** A continuation course, taught in English. Open to all students with limited or no background in written characters. An intensive study of additional 300 commonly used characters to enhance reading and writing Chinese.
(Recommended to be taken concurrently with Chinese 1, Chinese 2A/2B, or Chinese 12 series, or Chinese 10 series)
- F. FIELD TRIPS:** N/A
- G. METHOD OF GRADING:** Option of Letter grades or Credit/No Credit grades

II. CATALOGUE DESCRIPTION

Same as I. above

III. COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Develop sufficient strategies to memorize characters.
2. Compare and contrast subtle differences among similar characters.
Example: 使便, 竟意
3. Identify the common radicals, and components of the characters.
4. Identify the difference between commonly used written style expression ("Shumiànyu" 書面語) and the spoken language ("koutóuyu" 口頭語)
Example:

<u>written</u>	<u>spoken</u>	<u>meaning</u>
勿	不要	don't
此	這	this
5. Demonstrate the ability to read for basic survival and social needs, and can puzzle out pieces of certain authentic material, such as advertisements, and invitations.
6. Interpret the meaning of additional 300 single characters and apply the knowledge to the meaning of compound characters.
7. Demonstrate ability to skim the Chinese written materials.
8. Interpret the content of the reading material through translation in English.
9. Apply the learned vocabulary in writing sentences of personal communication. Write messages or take notes in some detail on familiar topics.
10. Use a Chinese-English dictionary effectively.

IV. COURSE CONTENT

The reading material is written in traditional characters. Simplified characters are available as reference.

1. Development of cognitive skills in character recognition, analysis and memorization.
2. Practice reading and writing of characters in sentences & paragraphs.

3. Development of strategies in reading skills; ability to skim a text.
4. Explanation of grammar to assure the understanding of sentence structure.
5. Utilization of authentic materials such as signs, place names, invitations, greeting cards, travel documents, to stimulate learning and to integrate culture elements.
6. Development of skills to look up words in a Chinese dictionary.

V. INSTRUCTIONAL METHODOLOGY

In Chinese, each written character has a symbol of its own which can be understood without worrying about its pronunciation. The purpose of this course is to build reading skills through the learning of written characters. The class will be conducted in English. Students will be encouraged to participate actively in class.

A. Assignments

1. Reading and writing exercises
 - a. Class time is primarily devoted to the activities that contribute to the learning of reading and writing in Chinese characters
 - b. Students often work in pairs and in small groups
 1. matching words and meanings
 2. unscrambling words to make sentences
 3. writing and exchanging written messages
 4. writing a weekly group journal
 5. interpreting sentences and passages by translations into English
2. Cultural content
 - a. the course should foster an awareness and appreciation of culture
 - b. authentic materials are used for cultural enrichment
3. Homework
 - a. matching words and meanings
 - b. matching questions with answers
 - c. filling in the blanks
 - d. answering questions from the reading
 - e. writing ones' thoughts in simple sentences

B. Evaluation

1. Attendance and classroom performance
 - a. regular class attendance
 - b. class preparation and readiness
 - c. active participation in class activities

2. Successful completion of all assignments on time
3. Quizzes
 - a. identification of the radicals and phonetic elements
 - b. comparison and contrast of the “look-alike” characters
 - c. recognition and writing of characters and compounds
 - d. translation into English: signs, labels, sentences and narratives
 - e. writing of simple sentences
4. Midterm and final examinations

C. Textbooks and other materials

1. Instructor handouts
2. Some instructors may adapt existing texts for this course
3. Supplemental texts:
 - a. Tao-chung Yao, Reading Chinese for Proficiency: An Introduction to Signs.
 - b. Cornelius Kubler, Reading Chinese Signs.
4. Visual aids where appropriate and available
5. Recommended computer software:
 - a. Chinese Radical Exam by Lighthouse Computer Consultant
 - b. Chinese Character Tutor for Windows by Andy Ferguson
6. Recommended references:
 - a. Julie M. Sussman, I Can Read That!
 - b. Tan Hay Peng, Fun with Chinese Characters
 - c. Ping-gam Go, What Character is That?
 - d. Rita Mei Wah Choy, Understanding Chinese
 - e. A Chinese English Dictionary

VI. REQUESTED CREDIT CLASSIFICATION

Credit/Degree applicable [meets all standards of Title V., Section 55002 (2)].