

# Skyline College

## Official Course Outline

Date: August 2007

### 1. TITLE:

CHIN 130 – Intermediate Chinese

3 Units. Three lecture hours per week plus one hour per week by arrangement.

Prerequisite: CHIN 122, or equivalent.

### 2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree

### 3. COURSE DESCRIPTIONS:

#### Catalog Description:

Intermediate Chinese follows Advanced Elementary Chinese (CHIN 122) or equivalent. The materials covered in this course are structures to practice conversation and composition, to acquire new vocabulary, to review and reinforce grammar, and to initiate discussions about Chinese history, literature, and culture. Formal written-style expressions which are used in news broadcasts and formal speeches will be introduced in this course.

#### Schedule of Classes Description:

Conversation and composition, acquisition of new vocabulary, review and reinforcement of grammar, reading of Chinese history and literature, introduction of formal written expressions.

### 4. COURSE JUSTIFICATION:

This course is designed to meet G.E. requirements in the Humanities for the A. A. degree and IGETC requirements, and for transfer to the CSU and UC. This Intermediate Chinese course is required to prepare students for continuation to advanced intermediate Chinese course. Transfer credit: UC; CSU (C2)

### 5. STUDENT LEARNING OUTCOMES (SLO'S):

Upon completion of this course, students should be able to develop the following competencies:

- I. Demonstrate improved pronunciation and tones in Mandarin Chinese.
- II. Demonstrate ability to read progressively more difficult texts written in Chinese characters (approximately 1000).
- III. Demonstrate correct usage of grammar covered by the course.
- IV. Demonstrate ability to recognize and understand formal written-style expressions, which are used in news broadcasts and formal speeches.
- V. Demonstrate ability to participate in casual conversations related to culture and contemporary issues in the Chinese-speaking region.
- VI. Demonstrate ability to estimate and compare different values, customs and the life styles in Chinese-speaking region.

### 6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- Continue to build and strengthen students' foundation in all aspects of modern standard Mandarin Chinese, including speaking, listening, reading, and writing.
- Continue to build oral and written proficiency based upon correctness in rhetorical modes such as narration, description, comparison, explanation, and persuasion.
- Continue to develop proficiency in character writing and translations.
- Dramatize and visualize texts through situational conversations.

## **7. COURSE CONTENT:**

### I. Reading complex Chinese texts at an intermediate level:

- A. Texts with intermediate-level sentences dealing with basic personal and social needs, and more abstract subject matter.
- B. Texts written in narrative, conversational, and formal written style.
- C. Approximately 300 single and compound Chinese words in Pinyin, Mandarin and correct tones.

### II. Learning various elements and different aspects of culture in the Chinese-speaking world.

### III. Understanding utterances pertaining to topics covered in the course:

- A. Personal life, such as campus and family life.
- B. Social issues, such as the effect of media on the Chinese-speaking region.

### IV. Conversing in Mandarin on subject matters covered in the course with intermediate-level vocabulary and sentence patterns:

- A. Presenting short prepared speeches based on task-oriented and social functions relating to such topic areas as those mentioned above.
- B. Verbally composing intermediate-level sentences related to learned topics.
- C. Narrating, describing, asking directions, questioning, and debating.

### V. Writing approximately 900 active and passive vocabulary words with correct stroke order.

### VI. Demonstrating mastery of Chinese grammar at the intermediate level.

## **8. REPRESENTATIVE METHODS OF INSTRUCTION:**

Methods of instruction include:

- Lecture presentation.
- Reading and interpretation of written material and in-class exercises, including discussion using that material.
- Oral repetition to refine pronunciation.
- Listening comprehension with tapes.
- In-class writing and translation drills.
- Speech presentation, pair and group work.
- Film viewings and discussions.
- Debates.

Students will be required to read from assigned text(s) as well as other written material and to interpret what they read. Reading selections in both Mandarin and English, especially on cultural components, may supplement lecture; students will be asked to comprehend, evaluate, interpret and critique these selections. Students will be required to propose, plan, and prepare their own written and oral presentations based on what they have learned. They will be asked to evaluate the presentations of their classmates.

## **9. ASSIGNMENTS:**

Typical assignments:

### I. Listening

- A. Listen to dialogues and literature pieces and answer questions.
- B. Listen to statements and questions. First translate them into English; then respond in Pinyin or Mandarin.

II. Speaking

- A. Role-play in pairs or groups.
- B. Paraphrase and summarize passages.
- C. Interview the instructor and other classmates in Mandarin.
- D. Make oral presentations, including debate.

III. Reading comprehension

- A. Read and interpret a passage provided by the instructor; answer questions.
- B. Read selections provided by the instructor and participate in classroom discussion.
- C. Read and translate short paragraphs provided by the instructor.

IV. Writing

- A. Write compositions reflecting or comparing different values, customs and the life styles in Chinese-speaking region.
- B. Write short paragraphs in formal written-style.
- C. Demonstrate new vocabulary in correct strokes.
- D. Demonstrate knowledge of meaning of new vocabulary through quizzes.
- E. Write a skit of similar topic covered in the lesson learned.
- F. Demonstrate correct usage of grammar in compositions and written exercises.

**10. EVALUATION OF STUDENT PERFORMANCE:**

Letter grade

<u>Student learning outcomes:</u> Upon completion of this course, students should be able to develop the following competencies:	<u>Typical assignments</u>	<u>Typical methods of evaluation of student performance might include:</u>
Demonstrate improved pronunciation and tones in Mandarin Chinese.	Participate in Pinyin tone drills.	Demonstrate 80% mastery of tone drill exercises.
Demonstrate ability to read progressively more difficult texts written in Chinese characters (approximately 1000).	Read a passage with the 700 characters learned in the Elementary Chinese courses, and new characters learned in this course.	Demonstrate 80% mastery of the reading exercises.
Demonstrate correct usage of grammar covered by the course.	Demonstrate correct usage of grammar in compositions and written exercises.	Demonstrate 80% mastery of grammar in compositions and written exercises.
Demonstrate ability to recognize and understand formal written-style expressions, which are used in news broadcasts and formal speeches.	<ul style="list-style-type: none"> <li>• Read selections in formal written-style expressions, and participate in class discussion.</li> <li>• Write short paragraphs</li> </ul>	Demonstrate 80% mastery in recognizing and understanding the Chinese formal written style taught in the class.

	in formal written-style.	
Participate in casual conversations with covered topics.	<ul style="list-style-type: none"> <li>• Participate in oral exercises with the teacher.</li> <li>• Role-play or debate in pairs or groups.</li> </ul>	Demonstrate 80% mastery of Mandarin conversational skills with covered topics.
Demonstrate ability to estimate and compare different values, customs and the life styles in the Chinese-speaking region.	<ul style="list-style-type: none"> <li>• Role-play in pairs or groups.</li> <li>• Write compositions reflecting or comparing different values, customs and life styles in the Chinese-speaking region.</li> </ul>	Demonstrate 80% mastery of the understanding of different values, customs and life styles in the Chinese-speaking region.

**11. RECOMMENDED or REQUIRED TEXT(S):**

*Integrated Chinese*, Level 2 (textbook, workbook, character workbook, audio CDs) by Tao-Chung Yao et al, Cheng & Tsui Company, 2006.