

Skyline College

Official Course Outline

Date: August 2007

1. TITLE:

CHIN 111 – Elementary Chinese I
3 units. Three lecture hours plus one lab hour per week.
Prerequisite: None

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog description

The first course of a basic two-course sequence covering the same course materials as a university-level first semester Mandarin Chinese course. Students will acquire the ability to understand, speak, read, and write elementary Mandarin Chinese and will learn about the customs, culture and history of the Chinese world. Transfer credit UC; CSU.

Schedule of classes Description

CHIN 111- Elementary Chinese I

Introductory course in the Mandarin Chinese language. Students will acquire the ability to speak and write Chinese at an elementary level. Plus one hr/.wk by arrangement. Transfer: UC; CSU.

4. COURSE JUSTIFICATION:

This course is designed to meet G. E. requirements in the Humanities for the A.A. degree and for transfer to the CSU and UC. This first part of this Elementary Mandarin Chinese course is required to complete the one year elementary study of Mandarin Chinese and to prepare students for continuation of the elementary Chinese II (CHIN 112) course that is followed by advanced elementary Chinese (CHIN 120= CHIN 121+ CHIN 122) course. Transfer credit: UC; CSU.

5. STUDENT LEARNING OUTCOMES (SLO'S):

After successfully completing Chinese 111, students will be able to:

- Demonstrate pronunciation of characters in the pinyin system and four tones in Mandarin Chinese.
- Construct a foundation in the four basic skills: reading, writing, speaking and listening comprehension.
- Write and recognize about 100-150 basic Chinese characters and know their meaning.
- Participate in casual conversation in basic Mandarin Chinese, i.e., know greetings, ask where to go, talk about family, food, daily activities and the weather.
- Compare different values, customs, philosophy and the life styles of the various regions and communities of the Mandarin Chinese-speaking-world.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- Build and strengthen students' foundation in all aspects of language acquisition: speaking, listening, reading and writing.
- Build oral and written proficiency based upon correctness in rhetorical modes such as narration, description, comparison, explanation, and direction.

- Develop proficiency in producing statements in Mandarin-Chinese and translate them, to drill the vocabulary learned in every chapter.
- Dramatize small dialogues and real-life situation simulations.

7. COURSE CONTENT:

- Introduction to basic Mandarin Chinese texts dealing with basic personal needs.
- Acquisition of a clear pronunciation.
- Acquisition of a basic vocabulary.
- Identification of characters.
- Exposure to various elements of many cultures within the Chinese-speaking-world and its traditions.

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 and DVDs.
- In-class writing and translation drills.
- Research project on cultural aspects of the Chinese-speaking-world.
- Speech presentation, pair and group work about cultural aspects of China and other Mandarin-Chinese-speaking places and communities.
- Film viewings and cultural discussions.

9. ASSIGNMENTS:

Typical assignments:

- I. Listening, practicing and creating oral and written statements and questions regarding basic needs in Mandarin Chinese.

- II. Speaking:
 - A. Role-playing in pair or group.
 - B. Describe in Chinese an illustration or a picture focusing on vocabulary and cultural aspects of the language.
 - C. Interview the instructor and other classmates in Mandarin Chinese.
 - D. Oral exercises with a partner and the teacher.

- III. Reading comprehension
 - A. Read sentences.
 - B. Read sentences the instructor provides; answer questions.
 - C. Translate statements.

- IV. Writing
 - A. Write and read basic dialogues emphasizing cultural aspects of the Mandarin-Chinese-speaking world.
 - B. Practice conversations orally.
 - C. Write statements based on information given in class by the instructor or induced by audio and audio-visual materials.
 - D. Demonstrate comprehension of vocabulary through quizzes.

- E. Write dialogues with a partner about Chinese culture.
- F. Demonstrate correct character writing.
- G. Present one project related to Chinese culture.

10. EVALUATION OF STUDENT PERFORMANCE:

Grade option.

- Students will be required to read, write, pronounce words, speak in public and form sentences in a basic level so that they are able to communicate basic elementary ideas of their own.
- Students will take oral and written quizzes and dictations.
- Students will give oral presentations and write short compositions, interpreting passages on culture.
- A mid-term exam may be given and a final is required.
- Translation exercises and small dialogue writing exercises will evaluate students' critical thinking.

11. RECOMMENDED or REQUIRED TEXT(S):

Chang, Meter, Mackerras, Alyce, Hsiu-Chang, Yu. Han Yu (beginner). Pearson Education, Australia: Cheng and Tsui Co Inc., 2005. ISBN# 0-582-87003-8.

Cua, Antonio S., ed. Han Yu Encyclopedia of Chinese Philosophy. New York, 2003.

Wang, Peggy. 100 Situations. Montreal : McGill University Press, 2001.

Yao, Tao-Chung, et.al. Integrated Chinese, Level 1 Part II (textbook, workbook, character workbook, audio CDs). Cheng & Tsui Company, 2005. ISBN: 9780887274626.

Zhong Wen (Level 1, Volume 1, 2). China: Jinan University.