

Skyline College Official Course Outline

Date: August 2007

1. TITLE:

CHIN 121 – Advanced Elementary Chinese I
3 Units. Three hours lecture per week; 1 hour by arrangement.
Prerequisites: CHIN 112, Elementary Chinese II, or equivalent.

2. COURSE CLASSIFICATION:

Credit course applicable to the Associates Degree

3. COURSE DESCRIPTIONS:

Catalog Description:

This course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills: listening, speaking, reading, and writing. Content-appropriate social and cultural information will be presented to promote the students' understanding of the Mandarin Chinese-speaking world.

Schedule of Classes Description:

First part of a two-part Advanced Elementary Chinese course. Students practice and develop further competence in listening, speaking, reading and writing Mandarin Chinese.

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 second part of Advanced Elementary Chinese course is required to complete the one year advanced elementary study and to prepare students for continuation to 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. Read Chinese texts written with approximately 500 characters.
- III. Use the grammar from the first half of the text.
- IV. Participate in casual conversations with covered topics.
- V. Understand and compare different values, customs, food, and life styles in the Chinese-speaking world, such as China, Taiwan, Hong Kong and Southeast Asia.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Advanced Elementary Chinese I continues to build and strengthen students' foundation in all aspects of modern standard Mandarin Chinese, including speaking, listening,

reading, and writing through structured lessons. Oral and written proficiency is built upon accuracy and is enhanced through the functions such as narration, description, comparison, explanation, and direction. Character writing and translations exercises are routine. Dramatization and visualization of the texts through situational conversations are the primary approaches in the classroom. Students will develop an appreciation of the cultural contributions and influences of the Chinese-speaking world, both globally and locally.

7. COURSE CONTENT:

- I. Reading complex Chinese texts at an advanced elementary level
 - A. Texts with advanced elementary level sentences dealing with basic personal and social needs.
 - B. Texts written in both narrative and conversational style.
 - C. Approximately 175 single and compound Chinese words in Pinyin, Mandarin and correct tones.
 - D. Basic instruction in the culture and traditions of the Chinese-speaking world to develop a greater understanding and awareness of
 - i. attitudes and values, social heritage, and economic, cultural, and community perspectives;
 - ii. the contributions and influences of the Chinese-speaking world, both globally and locally.
- II. Understanding utterances pertaining to topics covered in the course
 - A. Personal life, such as dining, and seeing a doctor.
 - B. Social life, such as birthday party and dating.
 - C. Daily life, such as at the library and asking for directions.
- III. Conversing in Mandarin on subject matters covered in the course
 - A. Presenting short prepared speeches based on task-oriented and social functions relating to such topic areas as those mentioned above.
 - B. Verbally composing mostly short sentences related to learned topics.
 - C. Narrating, describing, asking directions, questioning.
- IV. Writing approximately 175 active & passive vocabularies with correct stroke order.
- V. Demonstrating mastery of Chinese grammar at the advanced elementary level by identifying and using the following accurately in speaking and writing
 - A. Adjectives:
 1. Describing food taste: sù, suān, là, tián, hǎochí,
 2. Describing look or condition or something: kě ài, hǎo, huài, tóng
 3. Describing environment: ān jìng, gān jìng
 4. Describing distance: jìn
 5. Describing state of mind: kuàilè, kǎi, lèilè
 6. Describing health: jiàn kāng
 7. Describing situation or distance: cuò, gòu, qí tāde, yuǎn, zhòng
 8. Describing opinion: yí dìng

B. Adverbs:

1. Indicating the time is early (not until; only then): cái
2. Using as an emphatic expression (both; all): dōu
3. Indicating “very”; “extraordinarily”: fēi cháng
4. Indicating the immediate past (just): gāng
5. Indicating timing (right away; quickly; hurriedly): gǎn kuài
6. Indicating extremely: jí (le)
7. Indicating physical immediacy (just; only): jiù
8. Indicating “that; so”; “so much”; “to that degree”: nàme
9. Indicating “certainly”; “definitely”: yí dìng
10. Indicating “continuously”: yìzhí
11. Indicating “then” and “only then”: zài
12. Indicating “long since”; “long ago”: zǎojiù
13. Indicating “have to”; “forced to”: zhǐ hǎo
14. Indicating “finally”; “the last”; “final”: zuì hòu

C. Auxiliary verbs:

1. Indicating “must”: bì xū
2. Indicating “maybe”: kě néng
3. Indicating “should”: yīng gāi

D. Common expressions:

1. Indicating “it’s wrong”; “incorrect”: bú duì
2. Indicating “all out”; “to one’s heart’s content”: hǎo hāor
3. Indicating “see you soon”: huí jiàn; huí tóu jiàn
4. Indicating “two (people)”: liǎng
5. Indicating “see you tomorrow”: míngrì jiàn
6. Indicating “to go the same way”: tóng lù
7. Indicating “that settles it; that’s settled”: yì yán wéi dìng
8. Indicating “had know earlier”: zǎo zhīdao
9. Indicating “what’s the matter?”: zěnmē le

E. Conjunctions:

1. Indicating “if”: rú guǒ
2. Indicating “otherwise”: yàobu rán
3. Indicating “more and more”: yuè lái yuè

F. Measure words

1. A measure word meaning “pound”: bàng
2. A measure word for books: běn
3. A measure word meaning “foot”: chǐ
4. A measure word meaning “inch”: cùn
5. A measure word meaning “centimeter”: gōng fēn
6. A measure word meaning “kilogram”: gōng jīn
7. A measure word for unit of weight: liǎng

8. A measure word for plate; dish; coil: pán
9. A measure word for tablet; slice: pǎin
10. A measure word for bowl: wǎn
11. A measure word indicating some: xiē
12. A measure word indicating some kind: zhǒng

G. Particles:

1. Indicating past experience: gòu
2. Indicating an action is in progress: ne

H. Prepositions:

1. Indicating a thing is disposed of: bǎ
2. Indicating “from”: cóng
3. Indicating “from; away”: lí
4. Indicating “towards”: wàng

I. Verbs:

“to love”: ài	“to cough”: késòu
“to move”: bān	“to leave behind”: liú
“to shut; to close”: bì	“to flow; to shed”: liú
“illness; to become ill”: bìng	“to travel”: lǚ xíng
“to guess”: cāi	“to celebrate”: qìng zhù
“to take part in”: cān jiā	“to sweep”: sǎo
“to become”: chéng	“to go”: shàng
“to bring; come with”: dài	“to remain; to be left over”: shèng
“to clean up”: dǎ sào	“to try”: shì
“to starve”: è	“to belong to”: shǔ
“to fine; to punish”: fá	“to die”: sǐ
“to put in; to add”: fàng	“to play (a musical instrument)”: tán
“spend; take (effort)”: fèi	“to lie”: táng
“to give service to”: fú wù	“to be painful”: téng
“to have a cold”: gǎn mào	“to have a headache”: tóu téng
“to turn”: guǎi	“to finish; to run out of”: wán
“to close”: guān	“to forget”: wàng
“to pass; to celebrate”: guò	“to be like; to take after”: xiàng
“overdue”: guòqī	“to walk; to go”: xíng
“to seem; to be alike”: hǎo xiàng	“to study; to learn”: xué xí
“to return”: huán	“to renew”: xù jiè
“to live; to be alive”: huó	“to show a film”; to perform”: yǎn
“to see”: jiàn	“to itch”: yǎng
“to remember”: jǐde	“to stand”: zhàn
“overdue”: guòqī	“to grow”: zhǎng
“to meet; to receive”: jiē	“to put in order”: zhěng lǐ
“to borrow/lend”: jiè	“to live”: zhù

“to open”: kāi	“to turn”: zhuǎn
“to roast; to bake”: kǎo	

J. Verbs plus complement:

1. “get sick because of food”: chī huài
2. “to starve to death”: è sǐ
3. “unable to remember”: jì bu zhù
4. “sold out”: mài wán (le)
5. “to lie down”: tǎngxià
6. “to really hurt”: téngsǐ
7. “to remember; to recall”: xiǎng qilai
8. “to find”: zhǎo dào

K. Verbs plus object:

1. “to sneeze”: dǎ pēnti
2. “to get a shot”: dǎ zhēn
3. “to order dishes”: diǎn cài
4. “to run a fever”: fā shāo
5. “to close door”: guān mén
6. “to celebrate a birthday”: guò shēng rì
7. “to get married”: jié hūn
8. “to see a doctor; (of a doctor) to see a patient”: kǎn bìng
9. “to get sick”: shēng bìng
10. “to be angry”: shēng qì
11. “to ask for directions”: wèn lù
12. “to miss home; to be homesick”: xiǎng jiā
13. “to walk”: zǒu lù
14. “to cook”: zuò fàn

VI. Demonstrating increased understanding of different cultures and human social relationships in the Chinese-speaking world, such as China, Taiwan, Hong Kong and Southeast Asia, through more variety of topics introduced in the text.

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Lecture, drill, discussion, reading, writing, translation, speech presentation, pair and group work.

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

II. Speaking

- A. Pinyin tone drills.
- B. Role-play in pairs or small groups.
- C. Describe in Mandarin an illustration or a picture provided by the teacher.
- D. Interview a classmate in Mandarin.
- E. Practice oral exercises with the teacher and classmates.

III. Reading comprehension

- A. Read and interpret a passage provided by the teacher; answer critical reading questions.
- B. Read selections provided by the teacher and participate in classroom discussion.
- C. Read and translate a skit written by a classmate.

IV. Writing

- A. Write a diary in Chinese characters.
- B. Demonstrate new vocabulary in correct strokes.
- C. Take short vocabulary quizzes weekly.
- D. Write a skit of similar topic covered in the lesson learned.
- E. Demonstrate correct usage of grammar in compositions and written exercises.

V. Cultural study

- A. Present two Chinese culture-related research projects, written and oral.
- B. Study and interpret Chinese poetry.
- C. Study and compare short passages on culture in Chinese-speaking world, such as China, Taiwan, Hong Kong and Southeast Asia.

<u>Student learning outcomes:</u> upon completion of this course, students should be able to develop the following competencies:	<u>Typical assignments</u>	<u>Evaluation of student performance</u>
Demonstrate improved pronunciation and tones in Mandarin Chinese.	Participate in Pinyin tone drills.	Demonstrate 80% mastery of tone drill exercises.
Read Chinese texts written with approximately 500 characters.	Read a passage with the 350 characters learned in the first year Chinese courses, and new characters learned in this course.	Demonstrate 80% mastery of the reading exercises.
Use the grammar from the	Demonstrate correct usage	Demonstrate 80% mastery

first half of the text.	of grammar in compositions and written exercises.	of grammar in compositions and written exercises.
Participate in casual conversations with covered topics.	<ul style="list-style-type: none"> • Participate in oral exercises with the teacher. • Role-play in pairs or small groups. 	Demonstrate 80% mastery of Mandarin conversational skills with covered topics.
Understand and compare different values, customs, food, and life styles in the Chinese-speaking world.	<ul style="list-style-type: none"> • Two cultural study oral and written presentations. • Study and interpret Chinese folk song lyrics. • Study and compare short passages on culture in Chinese-speaking world, such as China, Taiwan, Hong Kong and Southeast Asia. 	Demonstrate 80% mastery of the understanding of different values, customs, food, and life styles in the Chinese-speaking world taught in this course.

10. EVALUATION OF STUDENT PERFORMANCE:

Grade Option

- Students will be required to read, write, pronounce words, speak in public and form sentences at an advanced elementary level so that they are able to communicate ideas of their own, using grammatically correct forms.
- Oral and written quizzes, dictations, and small paragraphs interpreting passages will be given.
- A mid-term exam may be given and a final is required.
- Translation exercises and small dialogue writing exercises will also be assigned to evaluate students' critical thinking.
- Two-minute oral presentations will be delivered.
- Written and oral presentations will be composed on cultural issues.

11. RECOMMENDED or REQUIRED TEXT(S):

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