

# Skyline College

## Official Course Outline

Date: August 2007

### 1. TITLE:

CHIN 112 – Elementary Chinese II  
3 units. Three lecture hours plus one lab hour by arrangement per week  
Prerequisite: CHIN 111 or equivalent

### 2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree.

### 3. COURSE DESCRIPTIONS:

#### Catalog description

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

#### Schedule of classes Description

CHIN 112- Elementary Chinese II

Prereq: CHIN 111 or equivalent. A continuation of CHIN 111 with further development of the skills of understanding, speaking, reading, and writing. 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 second part of this Elementary Mandarin Chinese course is required to complete the one year elementary study of Mandarin Chinese and to prepare students for the Advanced Elementary Chinese (CHIN 120= CHIN 121+ CHIN 122) course. Transfer credit: UC; CSU.

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

After successfully completing Chinese 112, students will be able to:

- Demonstrate pronunciation of characters in the pinyin system with the right tones in Mandarin Chinese.
- Construct a foundation in the four basic skills: reading, writing, speaking and listening comprehension.
- Read a small text passage with guessing and inferences.
- Write and recognize about 200 to 250 basic Chinese characters and know their meaning.
- Speak longer using more complex sentences such as the ones with an adjective modified by a noun in subject position.
- Compare different values, customs, philosophy, mentality 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 also the teacher.
  
- III. Reading comprehension
  - A. Read sentences.
  - B. Read sentences the instructor provides; answer questions.
  - C. Translate statements.
  
- IV. Writing
  - A. Writing or reading 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. Vocabulary quizzes.

- E. Writing 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.

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

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

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

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