

CITRUS COMMUNITY COLLEGE DISTRICT CREDIT COURSE OUTLINE

DEPARTMENT Foreign Language

COURSE NUMBER CHIN 102

TITLE Chinese II

COURSE PURPOSE(check all that apply)

Degree Applicable

UNIT VALUE 5

LECTURE HOURS 90

LAB HOURS 0

HOURS ARRANGED 0

Transfer Options:

CSU Transferable

UC Transferable

ENTRANCE SKILLS, PREREQUISITES, OR CO-REQUISITES

Prerequisite

CHIN 101: Chinese I or

Other

Two years of High School Chinese.

MINIMUM QUALIFICATIONS

Foreign Language

REPEATABILITY: Student may receive credit for this course up to (1) time(s).

MAXIMUM ENROLLMENT: 30

GRADING METHOD: Grade or Pass/No Pass .

FEES

None

CATALOG COURSE DESCRIPTION

Chinese 102 continues to present the fundamentals of Chinese grammar. Students are further trained to pronounce Mandarin correctly, to build their conversational and written vocabulary, and to read and write approximately 300 more Chinese characters.

COURSE CONTENT

Course Content

- A. Introduction to class
 - 1. Explanation of procedures
 - 2. Review content of Chinese 101
 - 3. Clothes vocabulary
 - 4. Measure words and expressions
 - 5. Characters for tiáo, qún, liang, zhang, piào, jing, jù, wan, shàng, tài, cóng, zhao, jiù, chuan, jiàn, chèn, shan, lù, bái
- 6. Culture: Family structure - hierarchy
- B. Making appointments
 - 1. Telling time
 - 2. Words of accompanying
 - 3. Characters for dian, shí, táng, cha, , kè, ke, yi, hòu, shì, huí, gen, qì, diàn, ying, ka fei, bàn, deng, zou
- 4. Culture: Role of men and women
- 5. Culture: Marriage – wedding ceremony
- C. Getting up, resting
 - 1. Subject, predicate, object, attributive, and adverbial adjunct
 - 2. Attributives and the structural particle
 - 3. Character analysis
 - 4. Culture: children – attitude toward
 - 5. Culture: Birthdays, One Hundred Day parties
- D. In a restaurant
 - 1. Tag questions
 - 2. Verbs or verb-object constructions as attributives
 - 3. Alternative questions, pivotal sentences
 - 4. Sense group stress
 - 5. Characters for yào, fú, wù, yuán, xiao, xi, hua, hóng, jú, shui, bei, píng, pí, jiu, ting, mín, ge, gu, yin, yuè, dài, chang, ràng, bié
- 6. Culture: Classical education, traditional attitudes toward education
- E. The lunar calendar
 - 1. Order of the year, month, day, and hour
 - 2. Sentences with anominal predicate
 - 3. Characters for yuè, rì, fu, dao, kòng, jìn, nián, suì, zhù, hè, wu, huì, can, jia, ban, tóng, dīng, yì, sì, xing, qì, zhì, dào, zhì
- 4. Culture: role of food

F. Gift-giving holidays

1. Modal particles, adjectival predicates
 2. Reduplication of verbs
 3. Verbs, verbal construction of disyllabic adjectives as attributives
 4. Characters for shù, sòng, zhen, fei, gan, gao, xìng, quíng, tiào, ba, gu, niáng, piào, liàng, gèng, xiàng, kai, mén
5. Culture: overview of Chinese holidays

G. Houses

1. Describing rooms, furniture, location
 2. Sentences indicating existence
 3. Position words
 4. Characters for bian, yuan, fang, ting, li, pang, yi, zhuo, zong, zheng, chu, mian, bang, zhu, can, zuo, jian, wo, xi, zao, zen, yang
5. Culture: Chinese folklore – habits, symbols, superstitions

H. Television, telephone, photography

1. Progressive aspect of an action
 2. Elliptical questions
 3. Subject-predicate construction as the attributive
 4. Characters for zhèng, shì, jiè, huà, fù, wén, biao, tuán, guan, chang, fang, zhào, piàn, da, míng, chéng, wán, chu, fa
5. Culture: Chinese proverbs

I. Visiting

1. The six types of questions
 2. Attributives and structural particles
 3. Word order of a series of attributives
 4. Characters for xin, nóng, huo, duàn, liàn, dá, xié, nán, niàn, liàn, dòng
5. Culture: introduction to classical Chinese literature

J. Outdoor activities

1. Indefinite measure words
 2. Complement of degree
 3. Preposed object
 4. Characters for de, tíng, yóu, yong, qián, hé, zhun, bèi, diào, yú, tang, wei, kuài, màn, cuò, bao, tui, nai, lào, kuàng, quán
5. Culture: introduction to modern Chinese literature

K. Studying the arts

1. Painting – vocabulary
 2. Literature – vocabulary
 3. Optative words
 4. Characters for yán, jiu, zao, tán, fan, ui, róng, de, lia, gai, ying, jiù, zhe, huò, jie, shen, néng, yì, chéng, jìng
5. Culture: Chinese proverbs

L. Embassies, international relations

1. Perfect aspect of an action
 2. Diplomatic vocabulary
 3. Characters for shì, zhao, dai cháng, máo, tái, wèi, jiàn, kang, gan, yì, pú, táo, shì, cài, kuài, huà, zàn, yòu, dào, lóu
4. Culture: Chinese cinema

M. Sports

1. Sentence tunes
 2. Intonation
 3. Athletic vocabulary
 4. Characters for zú, qiú, sài, zuó, tí, qì, píng, gong, pàn, cái, bì, shu, híng, duì, zhèng, quian, bàn, dong, ding, xié, huá, bing, shung, mào, lì
5. Culture: Taiwanese, Hong Kong, Singaporean cinema

N. Travel

- 1. Optative verbs
- 2. Modal particles
- 3. Characters for fei, li, nu, bu, suo, bie, an, lu, ji, zhan, wang, li, yuan, qiu, xia, chang, ti, shen, zhu, jin, guo, fang

4. Culture: Chinese-American literature, theatre, cinema and television

O. Review

- 1. Request and prohibition
- 2. Intention and possibility
- 3. Invitation and acceptance
- 4. Compliments and responses
- 5. Past and future
- 6. Characters for xiao, dong, xi, ku, re, qing, zi, ji

LAB CONTENT

ARRANGED HOURS CONTENT:

STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to do the following:

1. Communication (personal expression and information acquisition)

A. OUTCOME: Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

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RATIONALE: in order to improve intermediate-level oral skills

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ASSESSMENT: as demonstrated by a final oral exam.

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2. Communication (personal expression and information acquisition)

A. OUTCOME: Understand and interpret written and spoken Chinese on a variety of topics

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RATIONALE: to gain intermediate level receptive skills

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ASSESSMENT: as demonstrated by a final comprehension exam.

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3. Communication (personal expression and information acquisition)

A. OUTCOME: Present information, concepts and ideas to an audience of listeners or readers on a variety of topics

RATIONALE: to gain intermediate-level productive skills

ASSESSMENT: as demonstrated by final class presentation given by students.

4. Community/Global Consciousness and Responsibility

A. OUTCOME: Examine Chinese practices, products, and perspectives

RATIONALE: in order to recognize and differentiate the viewpoints that are only available through China and its cultures

ASSESSMENT: as demonstrated by a cultural awareness project.

5. Community/Global Consciousness and Responsibility

A. OUTCOME: Use Chinese within and beyond the school setting

RATIONALE: in order to experience using Chinese for personal enjoyment and enrichment

ASSESSMENT: as demonstrated in journal entries.

OBJECTIVES

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
2. Understand and interpret written and spoken Chinese on a variety of topics
3. Present information, concepts and ideas to an audience of listeners or readers on a variety of topics
4. Examine Chinese practices, products, and perspectives

5. Use Chinese within and beyond the school setting

METHODS OF INSTRUCTION

1. Lecture
2. Laboratory
3. Demonstrations
4. Observation
5. Group Discussions
6. Learning Modules
7. Audio Visual Presentations
8. Internet Research
9. Collaborative Group Work
10. Computer-aided Presentation
11. Reading Assignments
12. Guided Instruction
13. Evaluation
14. Class Activities
15. Class Discussions
16. Lecture/Discussion

METHODS OF EVALUATION/ASSESSMENT

Typical classroom assessment techniques

Exams/Tests

Quizzes

Research Projects

Oral Presentation

Simulation

Required assignments

Group Projects

Class Work

Home Work

Lab Activities

Competency based written and practical tests which demonstrate the students' ability to apply skills and concepts learned to minimum standards established by the instructor

REQUIRED TEXTS AND MATERIALS

Required

Chih Ping, Chang *Beginning Chinese II* Boston Houghton Mifflin. (2006).

ADOPTED: 02/03/2009

Revised: 12/11/2008

Outside Assignments Suggested reading other than required textbook

Students will need to read articles and short stories that are level appropriate.

Examples of Outside Assignments Students will need to watch Chinese documentaries in the library. Students will conduct a series of on-line oral and listening comprehension exercises.

Examples of Required Writing Assignments

Students will have to write an essay describing what a typical day is like for them.