

CHIN C180: ELEMENTARY CHINESE 1

| Item | Value |
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| Curriculum Committee Approval Date | 09/23/1994 |
| Top Code | 110700 - Chinese |
| Units | 5 Total Units |
| Hours | 90 Total Hours (Lecture Hours 90) |
| Total Outside of Class Hours | 0 |
| Course Credit Status | Credit: Degree Applicable (D) |
| Material Fee | No |
| Basic Skills | Not Basic Skills (N) |
| Repeatable | No |
| Grading Policy | Standard Letter (S), • Pass/No Pass (B) |
| Local General Education (GE) | • CL Option 1 Arts and Humanities (CC2) |
| Global Society Requirement (CGLB) | Yes |
| California General Education Transfer Curriculum (Cal-GETC) | • Cal-GETC 6A Language Other Than English (6A) |
| Intersegmental General Education Transfer Curriculum (IGETC) | • IGETC 6A Lang other than Engl (6A) |
| California State University General Education Breadth (CSU GE-Breadth) | • CSU C2 Humanities (C2) |

Course Description

This course is designed to develop pronunciation, grammar, vocabulary, and common idioms through listening, speaking, reading, and writing in Mandarin Chinese. Additionally, students are introduced to culture and social linguistic knowledge appropriate to Chinese-speaking societies. ADVISORY: Students who have completed two years of high school Chinese with a grade of C or better should enroll in CHIN C185 or C185A. Transfer Credit: CSU; UC.

Course Level Student Learning Outcome(s)

1. Given oral or written input by a native or near-native speaker of Chinese, demonstrate oral/aural or written competency at the elementary level by communicating in comprehensible language on topics related to self, immediate environment, courtesy requirements, and personal needs.
2. Given reading passages in Chinese at the elementary level, demonstrate reading comprehension by responding appropriately to questions regarding the passage.
3. Demonstrate an emerging awareness of significant differences in culture-specific behaviors between the cultures of the Chinese-speaking world and the United States by identifying the culture in which the variant is practiced (personal space, non-verbal behavior, treatment of opposite sex, treatment of elders, etc.)

Course Objectives

- 1. Read, write, and speak Chinese at the early elementary level on topics related to self, immediate environment, courtesy requirements, and personal needs.
- 2. Compare and contrast differences in culture-specific behaviors between the cultures of the Chinese-speaking countries and those of the United States.

Lecture Content

Pinyin writing system. Exhibit a general understanding of the rules of phonetic spelling and accentuation of tones of the Pinyin system—the official Romanization system used in China. Vocabulary Basic vocabulary of 450 words and expressions (335 from the formal list and 115 in the supplementary list Greetings Nationalities Introduction Finding places Family Invitations Calendar, Numbers, Birthday, Chinese Zodiac Shopping Seeing a doctor Grammar Sentences: with a verbal predicate: the shi sentence the you sentence, the pivotal sentence. with an adjectival predicate Ta hen mang with a nominal predicate with a subject-predicate phrase. Prepositional construction with zai, gei, gen, cong, dao, and gei. Important uses of the attributives: showing possession numeral-measure words as attributives demonstrative pronouns as attributives the structural particle de Numbers under 1000 and the most frequently used measure words: ge, wei, ben, jian, tiao, ding, fu, shuang, zhi, ba, zhang, shan, kuai, tai, and zhan. Position of the adverbs like ye and dou. Culture Some important aspects of the civilization and culture of Chinese-speaking countries and countries of Chinese linguistic background.

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

A variety of activities, (including lecture employing current technology and/or handouts, video and/or audio presentations, pair and group work) will be employed. Intensive and extensive listening and reading in the target language is directed toward raising learners awareness of the lexical nature of language. Activities will be structured to enable the learners to comprehend lexical phrases as unanalyzed "chunks" and to use whole phrases without necessarily having to analyze their constituent parts.

Reading Assignments

Rules of phonetic spelling and accentuation of tones of the Pinyin system, the official Romanization system used in China. Countries with a Chinese linguistic background. Important aspects of the civilization and culture of Chinese-speaking countries.

Writing Assignments

Research and write a short paragraph using elementary-level Chinese on a Chinese-speaking country, including information on agriculture, geography, population, ethnic groups, and history.

Out-of-class Assignments

Homework to test comprehension of: vocabulary written materials grammar oral skills

Demonstration of Critical Thinking

Activities that require learners to become more active and questioning critical thinkers such as group work; project-based work; and presentations that involve comparing and contrasting, classifying, evaluating, determining cause and effect, ranking, identifying right from wrong and facts from opinion, and summarizing will be employed.

Required Writing, Problem Solving, Skills Demonstration

#NAME.

Eligible Disciplines

Foreign languages: Masters degree in the language being taught OR bachelors degree in the language being taught AND masters degree in another language or linguistics OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Zun, Liu. New Practical Chinese Reader, Vol. 1: Textbook 1, 3rd ed. Beijing Language Culture University Pre, 2015 Rationale: - Legacy Textbook Transfer Data: Legacy text 2. Required Zun, Liu. New Practical Chinese Reader, Vol. 1: Workbook, 3rd ed. Beijing Language Culture University Pre, 2015 Rationale: - Legacy Textbook Transfer Data: Legacy text

Other Resources

1. Coastline Library