

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

CHIN 2 - Second Semester Chinese

4 Unit(s)

Prerequisite(s): CHIN 1

Recommended Prep: Reading Level III; English Level III

Transfer Status: CSU/UC

68 hours Lecture

This course is the second half of beginning Chinese, which further develops the skills of understanding, speaking, reading, and writing Chinese. It continues to introduce students to various aspects of Chinese culture. Students who have completed at least two, but fewer than three years of high school Chinese (or equivalent) with a letter grade of "A" or "B" within one year of the present date, should consult the appropriate language instructor before enrolling.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. recognize and imitate Chinese pronunciation with greater clarity.
- B. comprehend basic Chinese at the introductory level.
- C. speak basic Chinese with greater complexity than at the level one.
- D. write basic Chinese at the introductory level.
- E. formulate arguments supporting the importance of second language acquisition.
- F. identify and understand aspects of the Chinese culture presented in all the course topics.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Critical discussion of culture in Chinese-speaking communities shall be infused throughout the course: Family and Daily Life, Politics, Education, Healthcare System, Arts, Economy, and History.

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Pronunciation	6.00
2. Pinyin System	6.00
3. Reading and writing characters	10.00
4. Telephone expressions and etiquette	6.00
5. Chinese education and academic life	12.00
6. Diary entries and written correspondence	6.00
7. Chinese currency and business interactions	6.00
8. Customs and traditions	8.00
9. Friends and family	8.00
Total Hours	68.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Collaborative Group Work
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Discussion
- E. Reading Assignments
- F. Multimedia Presentations
- G. The class will be conducted in Chinese except when English is needed to explain structural elements and to give other important explanations

V. METHODS OF EVALUATION

- A. Quizzes
- B. Oral Presentation
- C. Class participation
- D. Exams

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Review and critique existing Chinese-American literature related to student topic areas of interest.
 - 2. Read sections of *The Chinese Mind: Understanding Traditional Chinese Beliefs and Their Influence on Contemporary Culture*; determine the author's thesis and evaluate the effectiveness of his arguments.
- B. Writing Assignments
 - 1. Analyze a journal article about the progress, involvement, and expansion of the Chinese economy and culture in the world at large, critically evaluating current events relating to China's global involvement.
 - 2. Write 3-5 pages, evaluating and identifying different Chinese customs and holidays, which possess cultural significance.
- C. Out-of-Class Assignments
 - 1. Research the influence of Chinese immigration in California (and specifically in Butte and Glenn counties).
 - 2. Read material from the textbook and, where appropriate, refer to other sources such as periodicals, videos, and online websites in order to answer questions and engage in discussions about the differences in perspectives (e.g. related to worldviews, time, as well as professional ambition) between the Chinese and American cultures.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Yuehua, Liu & Daozhong Yao. Integrated Chinese, Level 1, Part 2: Simplified character edition. 3rd Edition. Cheng & Tsui, 2008.