

grammar to give flexibility to the spoken language. The Pinyin phonetic system is used to represent the sounds in Mandarin, and substitute for the characters as in writing. Course designed to extend basic skills in spoken Mandarin Chinese. (AA: Area E5c, CSU)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

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

1. use the phonetic system of Mandarin in pronunciation and tone discrimination efficiently
2. reproduce basic sentence structures in simple task-oriented social functions
3. demonstrate suitable oral proficiency in handling the topics covered in the course
4. write paragraphs, dialogues and short stories using Pinyin.
5. identify and recognize Chinese cultural norms and customs, comparing and contrasting them with mainstream norms and customs in the United States

7. Course Objectives (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. In this case, "Same as Student Learning Outcomes" is appropriate here.*)

Same as Student Learning Outcomes.

8. Course Content (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, a sample course syllabus with timeline may be attached.)

This is an oral proficiency-oriented language course. Students must master all vocabulary, idiomatic expressions and syntax involved in the following topics covered in the semester:

1. to practice Mandarin pronunciation and tone discrimination
2. to implement basic Chinese syntax and grammar for oral proficiency
3. to express feelings and needs
4. to talk about field of studies and classes
5. to talk about the school life and facilities
6. to conduct phone conversations and make appointments
7. to ask and negotiate prices in shopping situations
8. to discuss and order food in restaurants
9. to talk about different transportations
10. to identify and describe Chinese cultural norms and customs, comparing and contrasting them with mainstream norms and customs in the United States

9. Representative Instructional Methods (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. **If hours by arrangement are required, please indicate the additional instructional activity which will be provided during these hours, where the activity will take place, and how the activity will be supervised.**)

1. Instructor lecture supported by using whiteboard and computer power point presentations.
2. Class activities, small group or paired partner practices throughout the instruction.
3. Use of DVD and audio CD of native speakers' dialogues, narratives, short plays and movies.
4. Student creation of sentences using specific grammatical structures and vocabulary.
5. Student productions of oral presentations, e.g. short dialogues and storytelling, etc.
6. Use of visual materials to reinforce instruction and to give insight into the Chinese culture.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

1. Class participation and performance
 - a. class preparation and participation
 - b. active involvement in various class communicative activities
2. Timely completion of all assignments
 - a. oral presentations
 - b. group projects
 - c. oral and written (phonetic alphabet) homework
3. Periodic oral and written quizzes
4. Comprehensive mid-term and final examinations

A possible measurement of students' progress toward course objectives is as follows:

| | |
|---------------------------|-----|
| Class participation | 20% |
| Homework/Class Activities | 30% |
| Quizzes/Tests | 15% |
| Mid-Term Exam | 15% |
| Final Exam | 20% |

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

1. *Integrated Chinese Level 1 Part 1*. 3rd ed. By Yuehua Liu, Tao-chung Yao, Nyan-Ping Bi. Cheng & Tsui Inc. 2008 (ISBN: 9780887276453)
2. *Success with Chinese Listening & Speaking Level 1*. 1st ed. By Chen & Tsui Inc. 2005 (ISBN: 9780887274251)

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