

Chabot College
Statement of Rationale

Standard II A1.13a
Mandarin Chinese Curriculum
packet

TO: Curriculum Committee
FROM: Language Arts Division
DATE: 8/20/08
SUBJECT: Chinese 1A - Beginning Chinese

A. PROPOSAL CONTENT (Please check all that apply)

- Degree/Certificate***:
 Proposed New Course
 Revision of Existing Course
 Title Change
 Rubric Change*
 Number Change*
 Hours/Units Change
 Minor Format Change
 Articulation Request
 Request to Remove from Catalog
 Other: Add a lab hour for students.
- Prerequisite/Co-requisite/Advisory
Addition, Deletion, Change
 Catalog Description Change
 Below-the-Catalog-Description
change

B. PROPOSAL RATIONALE

We are adding a lab hour to the course.

C. GRADING OPTION: OP

D. CONSULTATIONS: Consultations are *strongly recommended*; consultation on courses shared with LPC is required.*

- Consulted with colleagues in my discipline. Date: 5/30/08
 Consulted with colleagues in other disciplines/divisions.
List: Rick Moniz, History Date: 5/30/08

E. DIVISION DEAN INPUT (Please respond as applicable)

Has this new or revised course/program been through the division's curriculum approval process and formally approved by the division? [Yes]

When do you expect the new or revised course/program to be implemented? Fall 2009

Are there expected costs for new facilities, faculty, equipment, etc.? [No] What are the costs? _____ Has the college indicated an ability to meet new costs? [Yes/No]

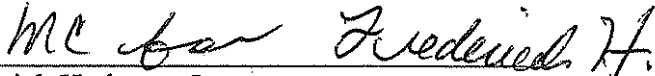
Can this course/program be accommodated within the discipline plan? [Yes]

Are there other areas that need to be involved in the implementation, such as ITS, etc.? [No]


If so, who? _____

If this proposal requires state approval before the course/program can be implemented, will the submission to the state be ready to mail in one week after Curriculum Committee approval? [N/A]

Please include any additional relevant information below:



Frederick Hodgson, Instructor



Marcia Corcoran, Dean

ABBREVIATED COURSE DESCRIPTION FOR THE CLASS SCHEDULE

CHIN 1A Beginning Chinese

Introduction to the Chinese cultures of the world featuring the study and practice of the four language skills (listening, speaking, reading, and writing) of Mandarin Chinese. Strongly recommended: eligibility for English 1A.

**Course Outline for Chinese 1A
BEGINNING CHINESE****Catalog Description:**

1A – Beginning Chinese

5 units

Introduction to the Chinese cultures of the world featuring the study and practice of the four language skills (listening, speaking, reading, and writing) of Mandarin Chinese. Strongly recommended: eligibility for English 1A. 5 hours lecture, 1 hour laboratory.
[Typical contact hours: lecture 87.5, laboratory 17.5]

Prerequisite Skills:

None

Expected Outcomes for Students:

Upon completion of the course the student should be able to:

1. compare and contrast Chinese and American cultural practices in relation to speech, social attitudes, and values;
2. demonstrate an understanding and appreciation of the culture of Chinese-speaking people, including formative historical events and relevant geographical information;
3. demonstrate understanding of the basic principles of writing the simplified version of characters as practiced in mainland China;
4. demonstrate proficiency in using the Hanyu pinyin phonetic system to spell and pronounce Chinese words;
5. demonstrate an understanding of the four-tone system of Mandarin;
6. demonstrate the ability to comprehend a short conversation composed chiefly of the vocabulary and grammar studied;
7. apply the sentence patterns and grammar structures presented in the course to create new sentences in culturally appropriate ways both orally and in writing;
8. conduct a simple, culturally sensitive conversation in Mandarin on topics studied, using words and expressions in structurally correct sentences;
9. write a coherent and culturally appropriate paragraph of fifty characters or more on a topic studied and/or discussed in class;
10. make simple descriptions related to size, shape, and color orally and in writing

Course Content (Lecture):

1. Introduction to the history and geography of Chinese-speaking countries and cities of the world
2. Social and cultural information necessary to be able to understand important differences between Chinese and American cultural practices
3. Basic principles of writing simplified characters practiced on mainland China
4. Introduction to the Hanyu pinyin system of spelling and pronouncing Chinese characters
5. Fundamentals of Mandarin phonetics, including the four tones
6. Functional vocabulary, grammar, and writing to allow students to:
 - a. identify themselves in the target language (name, age, nationality, place of birth, profession or occupation) orally and in writing
 - b. order food and drink in restaurants, buy food in shops and markets, read menus, and write shopping lists
 - c. greet others, make introductions, take leave, thank, and write simple culturally appropriate expressions of thanks
 - d. be able to express spatial relationships (far, near, right, left, etc.) orally and in writing
 - e. be able to ask for, read, understand, and write simple street directions

2. Methods of Evaluating Student Progress
 - a. Tests, quizzes, and interviews to evaluate the four language skills and cultural sensitivity in relation to material presented
 - b. Student participation in class activities
 - c. Graded homework assignments
 - d. Recordings from the language laboratory to evaluate pronunciation skills
 - e. Final examination

Typical Textbook(s):

Integrated Chinese, Tao-Chung Yao, 2nd edition, Chen & Tsui Company: Boston, 2008.
Workbook/Character Workbook/Audio CDs Lab Version, 3rd edition, Level 1, Part 1, to accompany *Integrated Chinese*.

Special Student Materials:

None

2. Methods of Evaluating Student Progress
 - a. Tests, quizzes, and interviews to evaluate the four language skills and cultural sensitivity in relation to material presented
 - b. Student participation in class activities
 - c. Graded homework assignments
 - d. Recordings from the language laboratory to evaluate pronunciation skills
 - e. Final exam

Typical Textbook(s):

Integrated Chinese, Tao-Chung Yao, 2nd edition, Chen & Tsui Company: Boston, 2008.
Workbook/Character Workbook/Audio CDs Lab Version, 3rd edition, Level 1, Part 1, to accompany *Integrated Chinese*.

Special Student Materials:

None

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OLD
Course Outline for Chinese 1A
BEGINNING CHINESE

Catalog Description:

1A – Beginning Chinese

5 units

Introduction to the Chinese cultures of the world featuring the study and practice of the four language skills (listening, speaking, reading, and writing) of Mandarin Chinese. Strongly recommended: eligibility for English 1A. 5 hours

Prerequisite Skills:

None

Expected Outcomes for Students:

Upon completion of the course the student should be able to:

1. compare and contrast Chinese and American cultural practices in relation to speech, social attitudes, and values;
2. demonstrate an understanding and appreciation of the culture of Chinese-speaking people, including formative historical events and relevant geographical information;
3. demonstrate understanding of the basic principles of writing the simplified version of characters as practiced in mainland China;
4. demonstrate proficiency in using the Hanyu pinyin phonetic system to spell and pronounce Chinese words;
5. demonstrate an understanding of the four-tone system of Mandarin;
6. demonstrate the ability to comprehend a short conversation composed chiefly of the vocabulary and grammar studied;
7. apply the sentence patterns and grammar structures presented in the course to create new sentences in culturally appropriate ways both orally and in writing;
8. conduct a simple, culturally sensitive conversation in Mandarin on topics studied, using words and expressions in structurally correct sentences;
9. write a coherent and culturally appropriate paragraph of fifty characters or more on a topic studied and/or discussed in class;
10. make simple descriptions related to size, shape, and color orally and in writing

Course Content:

1. Introduction to the history and geography of Chinese-speaking countries and cities of the world
2. Social and cultural information necessary to be able to understand important differences between Chinese and American cultural practices
3. Basic principles of writing simplified characters practiced on mainland China
4. Introduction to the Hanyu pinyin system of spelling and pronouncing Chinese characters
5. Fundamentals of Mandarin phonetics, including the four tones
6. Functional vocabulary, grammar, and writing to allow students to:
 - a. identify themselves in the target language (name, age, nationality, place of birth, profession or occupation) orally and in writing
 - b. order food and drink in restaurants, buy food in shops and markets, read menus, and write shopping lists
 - c. greet others, make introductions, take leave, thank, and write simple culturally appropriate expressions of thanks
 - d. be able to express spatial relationships (far, near, right, left, etc.) orally and in writing
 - e. be able to ask for, read, understand, and write simple street directions

- f. identify clock time, the date, and the weather, and be able to read and write them as well
- g. count, understand, and write numbers
- h. use vocabulary related to weights and measures orally and in writing
- i. make descriptions related to size, shape, and color orally and in writing
7. Syntax and grammar that allow students to:
 - a. identify correct word order in a Chinese sentence
 - b. read, enunciate, and write simple descriptive sentences (Wo lei./Ta hen mang)
 - c. read, enunciate, and write ascriptive sentences using the verbs "shì" and "xíng "
 - d. read, enunciate, and write verbs-of-action to describe habit or action (Ta kàn bào./Wo bùhé chà.)
 - e. read, enunciate, and write verbs-of-existence (zhù, zài, zhùzài) to indicate location of subject
 - f. use adverbs of time in proper sentence position orally and in writing
 - g. combine verbs-of-motion and verbs-of-action to describe motion, destination, and purpose (Wo qù shàngdiàn mai bǐ) orally and in writing
 - h. ask grammatically affirmative and negative questions orally and in writing
 - i. create sentences with "you" and its negative form "méiyǒu" to indicate possession or existence and their negative equivalents orally and in writing
 - j. use the verb "zài" to indicate the location of an event orally and in writing
 - k. use the verb "gei" to indicate favor or offering orally and in writing
 - l. use expressions of quantity and measure orally and in writing
 - m. use "de" to indicate ownership, condition, or color orally and in writing
 - n. use the "co-verb" for the verb of motion "lái/qù" to describe movement orally and in writing

Methods of Presentation:

1. Lecture/discussion and question/answer in target language
2. Choral/individual repetition of model speech
3. Re-creation of dialogues and improvisation
4. Small group activities leading to skits, dialogues, etc.

Assignments and Methods of Evaluating Student Progress:

1. Typical assignments
 - a. Demonstrate greeting skills in a skit taking place in an airport, train station, etc.
 - b. Write a brief paragraph that includes biographical information, such as nationality, place of birth, birthday, and current residence
 - c. Practice writing the characters learned in a given class
2. Methods of Evaluating Student Progress
 - a. Tests, quizzes, and interviews to evaluate the four language skills and cultural sensitivity in relation to material presented
 - b. Student participation in class activities
 - c. Graded homework assignments
 - d. Final exam

Typical Textbook(s):

Integrated Chinese, Tao-Chung Yao, 2nd edition, Boston: Chen & Tsui Company, 2005.

Special Student Materials:

None

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Appendix C
 Transfer-Baccalaureate and Chabot College General Education Advisory

Consultation with the Chabot Articulation Officer is necessary if the course(s) is/are being proposed to meet Chabot College AA/AS General Education requirements, CSU Transfer, UC Transfer, CSU General Education Breadth, or IGETC (Intersegmental General Education Transfer Curriculum) requirements. Information regarding the Title V, CSU and UC criteria is contained within Appendix C. It is advisory to read though this information at the initial stages of the course proposal process. You must meet with the Articulation Officer for review and advice in completing this section of the course proposal process. You will need to include this signed form with your course proposal.

TITLE of Proposed Course:

Rubric CHAN Title: Beginning Chinese Units 5

Is the proposed course:
 NEW Course: Yes Fall 08 submit.
 REVISED Course: see below information regarding Revised courses

<input type="checkbox"/>	Course not being proposed for any of these areas.
This course is being proposed for the following areas:	
<input checked="" type="checkbox"/>	Chabot AA/AS General Education: Area: <u>C</u>
<input checked="" type="checkbox"/>	CSU (California State University) Transferable Course List
<input checked="" type="checkbox"/>	CSU/General Education Breadth List Area: <u>CD</u>
<input checked="" type="checkbox"/>	UC (University of California) Transferable Course List
<input checked="" type="checkbox"/>	IGETC (Intersegmental General Education Transfer Curriculum) Area: _____

REVISED COURSE. Additional information about Revised courses. *new course already approved has added this is a resubmit.*

Are the changes considered

TECHNICAL CHANGES:
 Technical changes include: Changes to course title, rubric change, number, minor format changes. Technical changes do not require re-articulation.

SUBSTANTIVE CHANGES:
 Substantive changes include, but are not limited to, units (increase or decrease), substantive additional or deletions to course content or expected outcomes/objectives, lab unit or content changes and changes in course prerequisites or corequisites. (CIAC Handbook, pg 21) *not necessary*

Changes are substantial enough to necessitate re-articulation as a new course. If this is the case the course number, title and/or rubric will need to be changed. *not necessary*

Does this course currently is appear on:

AA/AS GE-Area C

CSU Transfer List (Flyer #100)

CSU/GE Breadth List (Flyer #101) Area: _____ *check on*

UC Transferable Course List (Flyer # 102) JUNE

IGETC (Intersegmental General Education Transfer Curriculum)

Articulation Officer: Jane Church Date: 5-16-05

Comments: has added

**Chabot College
Statement of Rationale**

TO: Curriculum Committee
FROM: Language Arts Division
DATE: 8/20/08
SUBJECT: Chinese 1B - Elementary Chinese

A. PROPOSAL CONTENT (Please check all that apply)

- Degree/Certificate***:
 Proposed New Course
 Revision of Existing Course
- | | |
|--|---|
| <input type="checkbox"/> Title Change | <input type="checkbox"/> Prerequisite/Co-requisite/Advisory |
| <input type="checkbox"/> Rubric Change* | Addition, Deletion, Change |
| <input type="checkbox"/> Number Change* | <input type="checkbox"/> Catalog Description Change |
| <input checked="" type="checkbox"/> Hours/Units Change | <input checked="" type="checkbox"/> Below-the-Catalog-Description |
| <input type="checkbox"/> Minor Format Change | change |
- Articulation Request
 Request to Remove from Catalog
 Other: Add a lab hour for students.

B. PROPOSAL RATIONALE

We are adding a lab hour to the course.

C. GRADING OPTION: OP

D. CONSULTATIONS: Consultations are *strongly recommended*; consultation on courses shared with LPC is required.*

- Consulted with colleagues in my discipline. Date: 5/30/08
 Consulted with colleagues in other disciplines/divisions.
 List: Rick Moniz, History Date: 5/30/08

E. DIVISION DEAN INPUT (Please respond as applicable)

Has this new or revised course/program been through the division's curriculum approval process and formally approved by the division? [Yes]

When do you expect the new or revised course/program to be implemented? Fall 2009

Are there expected costs for new facilities, faculty, equipment, etc.? [No] What are the costs? _____ Has the college indicated an ability to meet new costs? [Yes/No]

Can this course/program be accommodated within the discipline plan? [Yes]

Are there other areas that need to be involved in the implementation, such as ITS, etc.? [No]

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If so, who? _____

If this proposal requires state approval before the course/program can be implemented, will the submission to the state be ready to mail in one week after Curriculum Committee approval? [N/A]

Please include any additional relevant information below:



Frederick Hodgson, Instructor



Marcia Corcoran, Dean

ABBREVIATED COURSE DESCRIPTION FOR THE CLASS SCHEDULE

CHIN 1B Elementary Chinese

Further study of the Chinese cultures of the world featuring the acquisition of the four language skills (listening, speaking, reading, and writing) of Mandarin Chinese begun in Chinese 1A. Prerequisite: Chinese 1A (completed with a grade of "C" or higher).

**Course Outline for Chinese 1B
ELEMENTARY CHINESE**

Catalog Description:

1B – Elementary Chinese

5 units

Further study of the Chinese cultures of the world featuring the acquisition of the four language skills (listening, speaking, reading, and writing) of Mandarin Chinese begun in Chinese 1A. Prerequisite: Chinese 1A (completed with a grade of "C" or higher). 5 hours lecture, 1 hour laboratory. [Typical contact hours: lecture 87.5, laboratory 17.5]

Prerequisite Skills:

Before entering the course the student should be able to:

1. compare and contrast Chinese and American cultural practices in relation to speech, social attitudes, and values;
2. demonstrate an understanding and appreciation of the culture of Chinese-speaking people, including formative historical events and relevant geographical information;
3. demonstrate understanding of the basic principles of writing the simplified version of characters as practiced in mainland China;
4. demonstrate proficiency in using the Hanyu pin-yin phonetic system to spell and pronounce Chinese words;
5. demonstrate an understanding of the four tone system of Mandarin;
6. demonstrate the ability to comprehend a short conversation composed chiefly of the vocabulary and grammar studied;
7. apply the sentence patterns and grammar structures presented in Chinese 1A to create new sentences in culturally appropriate ways both orally and in writing;
8. conduct a simple, culturally sensitive conversation in Mandarin on topics studied in Chinese 1A, using words and expressions in structurally correct sentences;
9. write a coherent and culturally appropriate paragraph of fifty characters or more on a topic studied and/or discussed in Chinese 1A;
10. make simple descriptions related to size, shape, and color orally and in writing.

Expected Outcomes for Students:

Upon completion of the course the student should be able to:

1. demonstrate well-informed awareness of the similarities and differences in Chinese and American cultural practices in relation to speech, social attitudes, and values;
2. demonstrate a detailed understanding and appreciation of the culture of Chinese-speaking people, including the most formative historical events and the most important geographical features;
3. demonstrate proficiency in the basic principles of writing the simplified version of characters as practiced in mainland China, stroke order, radical-phonetic combination, and the fundamental differences between simplified and traditional characters;
4. demonstrate proficiency in the Hanyu pinyin phonetic system to spell and pronounce Chinese words;
5. demonstrate high proficiency in the four-tone system of Mandarin;
6. demonstrate the ability to comprehend an authentic conversation of native speakers composed chiefly of the vocabulary and grammar studied;
7. show proficiency in applying the sentence patterns and grammar structures presented in the course to create new sentences in culturally appropriate ways both orally and in writing;
8. converse on topics studied with some degree of fluency and with accurate pronunciation and intonation;
9. apply the principles of syntax and grammar introduced at this level in both speech and writing;
10. write a well-constructed and culturally appropriate paragraph of one hundred characters or more on a topic studied and/or discussed in class.

Course Content (Lecture):

1. Review, "recycling," and extension of content of Chinese 1A
2. Functional vocabulary and grammar to allow students to:
 - a. extend, accept, or refuse invitations in culturally appropriate ways orally and in writing
 - b. gather and/or request information with a variety of interrogative strategies orally and in writing
 - c. gather information by reading schedules, advertisements, announcements of cultural events, etc., and transmit that information orally
 - d. use culturally authentic maps and timetables with the help of phonetic symbols
 - e. make purchases in stores and perform transactions in culturally appropriate ways
 - f. function successfully in basic cultural interactions that involve buying tickets
 - g. discuss in simple terms their likes and dislikes and inquire in culturally sensitive terms into the likes and dislikes of others orally and in writing
 - h. describe, orally and in writing, simple physical ailments to pharmacists and doctors
 - i. narrate simple events in past, present, and future orally and in writing
 - j. make physical descriptions of people and things orally and in writing
 - k. be sufficiently comfortable with Chinese numbers for simple financial transactions, demonstrating the ability to identify Chinese bills and coins
3. The following syntactical aspects of Mandarin:
 - a. complex sentences with modifying clauses
 - b. reduplication of verbs
 - c. progressive aspect of verbs
 - d. two actions with one in progress
 - e. manner of action
 - f. complement of degree
 - g. using auxiliary verbs to indicate possession
 - h. using "le" to indicate a completion of action
 - i. narrative sentences of sequential actions
 - j. using "jiù, jìuyào, kùaiyào . . . le" to indicate imminent action
 - k. statement of geographic distance
 - l. time/measure complement
 - m. using "guo" to indicate experience
 - n. modal expressions of possibility, probability, necessity, and obligation

Course Content (Laboratory):

1. Activate lecture content using interactive audio and audiovisual programs on CDs, DVDs, CD ROMS, target language websites, etc., featuring culturally authentic and contextual guided speaking, reading, and writing activities such as cued repetition of native speech, dictations, cued oral responses, listening comprehension, and interactive realia (culturally authentic texts).
2. Organized laboratory activities including conversation groups
3. Hanyu Pinyin pronunciation drill:
 - a. Review consonants, and single and compound vowels
 - b. Review tone marks for four different intonations and the neutral tone
 - c. Practice reading sentences and paragraphs written in Hanyu Pinyin

Methods of Presentation:

1. Lecture/discussion and question/answer in target language
2. Choral/individual repetition of model speech
3. Re-creation of dialogues and improvisation
4. Small group activities leading to skits, dialogues, etc.

Typical Assignments and Methods of Evaluating Student Progress:

1. Typical assignments
 - a. Prepare a skit in which one person accepts an invitation and the other declines an invitation; both use culturally appropriate expressions

- b. Demonstrate competency in character-writing by writing the dialogue of the "invitation" skit
 - c. With the help of a dictionary, write a paragraph about a person you admire that includes a physical description of the person and what that person has done to earn your admiration
 - d. Laboratory assignment: Make a recording of the anonymous *Ballad of Mulan*.
2. Methods of Evaluating Student Progress
- a. Tests, quizzes, and interviews to evaluate the four language skills and cultural sensitivity in relation to material presented
 - b. Student participation in class activities
 - c. Oral reports (without notes) on geographical regions, Chinese holidays, art, etc.
 - d. Homework assignments, including practice writing sentences in characters
 - e. Recordings from the language laboratory to evaluate pronunciation skills
 - f. Final examination

Textbook(s) (Typical):

Integrated Chinese, Tao-Chung Yao, 2nd edition, Chen & Tsui Company: Boston, 2008.
Workbook/Character Workbook/Audio CDs Lab Version, 3rd edition, Level 1, Part 1, to accompany *Integrated Chinese*.

Special Student Materials:

None

OLD
Course Outline for Chinese 1B
ELEMENTARY CHINESE

Catalog Description:

1B – Elementary Chinese

5 units

Further study of the Chinese cultures of the world featuring the acquisition of the four language skills (listening, speaking, reading, and writing) of Mandarin Chinese begun in Chinese 1A. Prerequisite: Chinese 1A (completed with a grade of "C" or higher). 5 hours

Prerequisite Skills:

Before entering the course the student should be able to:

1. compare and contrast Chinese and American cultural practices in relation to speech, social attitudes, and values;
2. demonstrate an understanding and appreciation of the culture of Chinese-speaking people, including formative historical events and relevant geographical information;
3. demonstrate understanding of the basic principles of writing the simplified version of characters as practiced in mainland China;
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5. demonstrate an understanding of the four tone system of Mandarin;
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7. apply the sentence patterns and grammar structures presented in Chinese 1A to create new sentences in culturally appropriate ways both orally and in writing;
8. conduct a simple, culturally sensitive conversation in Mandarin on topics studied in Chinese 1A, using words and expressions in structurally correct sentences;
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7. show proficiency in applying the sentence patterns and grammar structures presented in the course to create new sentences in culturally appropriate ways both orally and in writing
8. converse on topics studied with some degree of fluency and with accurate pronunciation and intonation;
9. apply the principles of syntax and grammar introduced at this level in both speech and writing;
10. write a well-constructed and culturally appropriate paragraph of one hundred characters or more on a topic studied and/or discussed in class.

Course Content:

1. Review, "recycling," and extension of content of Chinese 1A
2. Functional vocabulary and grammar to allow students to:
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 - d. use culturally authentic maps and timetables with the help of phonetic symbols
 - e. make purchases in stores and perform transactions in culturally appropriate ways
 - f. function successfully in basic cultural interactions that involve buying tickets
 - g. discuss in simple terms their likes and dislikes and inquire in culturally sensitive terms into the likes and dislikes of others orally and in writing
 - h. describe, orally and in writing, simple physical ailments to pharmacists and doctors
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 - k. statement of geographic distance
 - l. time/measure complement
 - m. using "guo" to indicate experience
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Methods of Presentation:

1. Lecture/discussion and question/answer in target language
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Typical Assignments and Methods of Evaluating Student Progress:

1. Typical assignments
 - a. Prepare a skit in which one person accepts an invitation and the other declines an invitation; both use culturally appropriate expressions
 - b. Demonstrate competency in character-writing by writing the dialogue of the "invitation" skit
 - c. With the help of a dictionary, write a paragraph about a person you admire that includes a physical description of the person and what that person has done to earn your admiration
2. Methods of Evaluating Student Progress
 - a. Tests, quizzes, and interviews to evaluate the four language skills and cultural sensitivity in relation to material presented
 - b. Student participation in class activities
 - c. Oral reports (without notes) on geographical regions, Chinese holidays, art, etc.
 - d. Homework assignments, including practice writing sentences in characters
 - e. Final exam

Textbook(s) (Typical):

Integrated Chinese, Tao-Chung Yao, 2nd edition, Boston: Chen & Tsui Company, 2005.

Special Student Materials:

None

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Appendix C
 Transfer-Baccalaureate and Chabot College General Education Advisory

Consultation with the Chabot Articulation Officer is necessary if the course(s) is/are being proposed to meet Chabot College AA/AS General Education requirements, CSU Transfer, UC Transfer, CSU General Education Breadth, or IGETC (Intersegmental General Education Transfer Curriculum) requirements. Information regarding the Title V, CSU and UC criteria is contained within Appendix C. It is advisory to read though this information at the initial stages of the course proposal process. You must meet with the Articulation Officer for review and advice in completing this section of the course proposal process. You will need to include this signed form with your course proposal.

Fall 08 submit

TITLE of Proposed Course:

Rubric CHAN 1B Title: Elementary Chinese Units 5

Is the proposed course:

NEW Course: Yes

REVISED Course see below information regarding Revised courses

<input type="checkbox"/>	Course not being proposed for any of these areas.
This course is being proposed for the following areas.	
<input type="checkbox"/>	Chabot AA/AS General Education: Area: _____
<input type="checkbox"/>	CSU (California State University) Transferable Course List
<input type="checkbox"/>	CSU/General Education Breadth List Area: _____
<input type="checkbox"/>	UC (University of California) Transferable Course List
<input type="checkbox"/>	IGETC (Intersegmental General Education Transfer Curriculum) Area: _____

REVISED COURSE. Additional information about Revised courses.

Are the changes considered

TECHNICAL CHANGES:
 Technical changes include: Changes to course title, rubric change, number, minor format changes. Technical changes do not require re-articulation.

SUBSTANTIVE CHANGES:
 Substantive changes include, but are not limited to, units (increase or decrease), substantive additional or deletions to course content or expected outcomes/objectives, lab unit or content changes and changes in course prerequisites or corequisites. (CIAC Handbook, pg 21) *see reading*

Changes are substantial enough to necessitate re-articulation as a new course. If this is the case the course number, title and/or rubric will need to be changed. *not necessary*

Does this course currently is appear on:

AA/AS GE-Area _____

CSU Transfer List (Flyer #100)

CSU/GE Breadth List (Flyer #101) Area: ** need to follow up will be submitted June 08*

UC Transferable Course List (Flyer # 102)

IGETC (Flyer #129) Area: *LOTE*

Articulation Officer: Ann Miller Date: 5-16-08

Comments: *should have been submitted in Fall 08*

**Chabot College
Statement of Rationale**

TO: Curriculum Committee
FROM: Language Arts Division
DATE: 9/22/08
SUBJECT: Chinese 50A

A. PROPOSAL CONTENT (Please check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Degree/Certificate***: New | |
| <input type="checkbox"/> Proposed New Course | |
| <input checked="" type="checkbox"/> Revision of Existing Course | |
| <input type="checkbox"/> Title Change | <input type="checkbox"/> Prerequisite/Co-requisite/Advisory
Addition, Deletion, Change |
| <input type="checkbox"/> Rubric Change* | <input checked="" type="checkbox"/> Catalog Description Change |
| <input type="checkbox"/> Number Change* | <input checked="" type="checkbox"/> Below-the-Catalog-Description
Change |
| <input checked="" type="checkbox"/> Hours/Units Change | |
| <input type="checkbox"/> Minor Format Change | |
| <input checked="" type="checkbox"/> Articulation Request | |
| <input type="checkbox"/> Request to Remove from Catalog | |
| <input checked="" type="checkbox"/> Other: Please specify Add a lab hour for students | |

B. PROPOSAL RATIONALE

Program – Provide justification for core units over 18. Please include learning goals in the justification.

Course - In a brief paragraph, please describe the need for the course,

- based on the service area of the college, and/or
- as part of the continuing program or as a new course, and/or
- for students' academic benefit, and/or
- as a baccalaureate level course, which has been designed for lower-division community college students. (If the course is offered primarily in the upper division at CSU or UC, please state below how it has been adapted to meet the needs of lower-division community college students.)

We are adding a lab hour and one hour lecture to the course and changing the units from 2 to 3 units.

Minor changes in outline impact prerequisite skills for sequence.

C. GRADING OPTION: Letter Grade or CR/NC

D. **CONSULTATIONS:** Consultations are *strongly recommended*; consultation on courses shared with LPC is required.*

- Consulted with colleagues in my discipline. Date: 9/8/08
- Consulted with colleagues in other disciplines/divisions.
List: Mark Schaeffer Date: 9/22/08
- Consulted with LPC discipline colleagues.
Who? Catherine Suárez
Result? They are going through a similar review process of all their course outlines Date: 9/17/08

E. **DIVISION DEAN INPUT (Please respond as applicable)**

Has this new or revised course/program been through the division's curriculum approval process and formally approved by the division? Yes

When do you expect the new or revised course/program to be implemented? fall 2009

Are there expected costs for new facilities, faculty, equipment, etc.? _____ What are the costs? _____ Has the college indicated an ability to meet new costs? _____

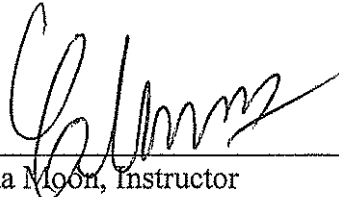
Can this course/program be accommodated within the discipline plan? Yes

Are there other areas that need to be involved in the implementation, such as ITS, etc.?

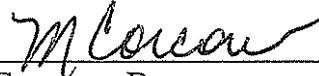
If so, who? _____

If this proposal requires state approval before the course/program can be implemented, will the submission to the state be ready to mail in one week after Curriculum Committee approval? Yes

Please include any additional relevant information below:



Cristina Moon, Instructor



Marcia Corcoran, Dean

ABBREVIATED COURSE DESCRIPTION FOR THE CLASS SCHEDULE

CHIN 50A Chinese Conversation and Culture I]

Development of a basic understanding of spoken Mandarin through pronunciation, vocabulary, and applied grammar. Introduction to the everyday culture of Chinese-speaking people.]

*Per the 2000 agreement with LPC, if one college initiates a change and the other college does not choose to make the change, the college initiating the change must either change the rubric for the discipline of the shared course outline or change the number of the course.

**Course Outline for Chinese 50A
CHINESE CONVERSATION AND CULTURE I**

Catalog Description:

50A –Chinese Conversation and Culture I

3 units

Development of a basic understanding of spoken Mandarin through pronunciation, vocabulary, and applied grammar. Introduction to the everyday culture of Chinese-speaking people. 3 hours lecture, 1 hour laboratory.

[Typical contact hours: lecture 52.5, laboratory 17.5]

Prerequisite Skills:

None

Expected Outcomes for Students:

Upon completion of the course the student should be able to:

1. demonstrate a practical knowledge of basic sounds and tones of Mandarin;
2. ask and answer questions in Mandarin dealing with everyday situations in the present tense;
3. use active vocabulary, idiomatic expressions and basic grammar to engage in routine conversational interactions in the target language;
4. demonstrate a basic knowledge of the history, culture, and geography of the China;
5. demonstrate a basic understanding and an appreciation of the culture of the Chinese-speaking people.

Course Content (Lecture):

1. Introduction of the basic Mandarin conversation patterns using correct intonation and stress needed by students to talk about themselves, their family and work in the target language.
2. Introduction of the grammar and vocabulary that would allow students to: order food and drink in restaurants and buy food in shops and markets, greet others, make introductions, take leave, and express appreciation.
3. Introduction of Chinese character writing.
4. Introduction to the history, cultural topics such as Chinese traditions/customs and life in China, and geography of the Chinese-speaking regions.
5. Introduction of the social and cultural differences between Chinese and American cultural practices.

Course Content (Laboratory):

1. Activate lecture content using interactive audio and audiovisual programs on CDs, DVDs, CD ROMS, target language websites, etc., featuring culturally authentic and contextual guided speaking, reading, writing activities.
2. Organized laboratory activities including conversation groups.
3. Hanyu Pinyin pronunciation drill:
 - a. Practice pronunciation of the symbols for 23 consonants, 6 single vowels, and 18 compound vowels
 - b. Practice intonation of the different tone marks
 - c. Practice syllables formed by blending a consonant and a vowel or a compound vowel
 - d. Practice the exceptions to standard rules for Hanyu Pinyin.

Methods of Presentation:

1. Introduction and discussion of Chinese conversational methods
2. Choral/individual repetition of model speech
3. Simulation by instructor and re-creation of dialogues and improvisation
4. Small group activities leading to skits, dialogues, etc.
5. Use of supplementary materials such as audio and visual.

Assignments and Methods of Evaluating Student Progress:

1. Typical Assignments:
 - a. Prepare a 5-minute skit reflecting a social situation in a culturally appropriate manner for example, greetings and introductions.
 - b. Read and present a brief one-page newspaper or magazine article. Good examples of newspapers and magazines can be found at the library and for online articles you can find them at the World Languages department website.
 - c. Watch short 30-minute film clips or listen to audio material that can be found at our Learning Center and summarize to the class.
2. Methods of Evaluating Student Progress
 - a. Tests and quizzes on material presented, including oral proficiency interviews
 - b. Student participation in class activities
 - c. Homework assignments, such as preparation for brief oral presentations
 - d. Final examination

Textbook(s) Typical:

Integrated Chinese, Tao-Chung Yao, 2nd edition, Chen & Tsui Company: Boston, 2008.
Workbook /Character Workbook/Audio CDs Lab Version, 3rd edition, Level 1, Part 1, to accompany
Integrated Chinese, Chen & Tsui Company: Boston, 2008.

Special Student Materials:

None

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OLD
Course Outline for Chinese 50A
CHINESE CONVERSATION AND CULTURE

Catalog Description:

50A –Chinese Conversation and Culture

2 units

Development of an understanding of spoken Mandarin through pronunciation, vocabulary, and applied grammar. Introduction to the everyday culture of Chinese-speaking people. 2 hours.

Prerequisite Skills:

None

Expected Outcomes for Students:

Upon completion of the course the student should be able to:

1. demonstrate a practical knowledge of basic sounds and tones of Mandarin;
2. ask and answer questions dealing with everyday situations;
3. use active vocabulary, idiomatic expressions and basic grammar to engage in routine conversational interactions in the target language;
4. demonstrate an understanding and an appreciation of the culture of the Chinese-speaking people.

Course Content:

Functional vocabulary and grammar to allow students to:

1. speak on a basic level about themselves, their family, and work in the target language;
2. converse in Mandarin in areas of immediate needs and on familiar topics: greetings, introductions, taking a bus, riding the subway, asking directions, eating at a restaurant, asking the date and time, going shopping, buying tickets, giving and receiving gifts;
3. pronounce Mandarin words using correct intonation and stress;
4. discuss cultural topics, such as Chinese traditions/customs and life in China.

Methods of Presentation:

1. Lecture/discussion in target language
2. Simulation by instructor and re-creation of dialogues and improvisation
3. Choral/individual repetition of model speech
4. Re-creation of dialogues and improvisation
5. Small group activities leading to skits, dialogues, etc.

Typical Assignments and Methods of Evaluating Student Progress:

1. Typical Assignments
 - a. Prepare a skit reflecting a social situation in a culturally appropriate manner for example, greetings and introductions.
 - b. Read and present a brief newspaper or magazine article.
 - c. Watch short film clips or listen to audio material and summarize to the class.
2. Methods of Evaluating Student Progress
 - a. Tests and quizzes on material presented, including oral proficiency interviews
 - b. Student participation in class activities

- c. Homework assignments, such as preparation for brief oral presentations
- d. Final exam

Textbook(s) Typical:

New Chinese 300: A Beginning Language Course, by the Faculty of the Beijing Language Institute,
Pub. Cheng and Tsui Company, 1999, or latest edition.
Chinese English Dictionary

Special Student Materials:

None



Chabot College

Transfer-Baccalaureate and Chabot College General Education Advisory

Consultation with the Chabot Articulation Officer is necessary if the course(s) is/are being proposed to meet Chabot College AA/AS General Education requirements, CSU Transfer, UC Transfer, CSU General Education Breadth, or IGETC (Intersegmental General Education Transfer Curriculum) requirements. Information regarding the Title V, CSU and UC criteria is contained within Appendix C. It is advised to read through this information at the initial stages of the course proposal process. You must meet with the Articulation Officer for review and advice in completing this section of the course proposal process. You will need to include this signed form with your course proposal.

TITLE of Proposed Course:

Rubric: CHIN 50A Title: Chinese Conversation and Culture I Units: 3

Is the proposed course:

NEW Course: YES

REVISED: Course X see below information regarding Revised courses

<input type="checkbox"/>	Course not being proposed for any of these areas.
This course is being proposed for the following areas:	
	Chabot AA/AS General Education: Area: <u> </u>
<input type="checkbox"/>	CSU (California State University) Transferable Course List (Flyer #100)
	CSU/General Education Breadth List (Flyer #101) Area: <u> </u>
<input type="checkbox"/>	UC (University of California) Transferable Course List (Flyer #102)
<input type="checkbox"/>	IGETC (Intersegmental General Education Transfer Curriculum) (Flyer #129) Area: <u> </u>

REVISED COURSE: Additional information about Revised courses.

Check the appropriate box below.

TECHNICAL CHANGES:

Technical changes include: Changes to course title, rubric change, number, minor format changes. Technical changes do not require re-articulation.

SUBSTANTIVE CHANGES:

Substantive changes include, but are not limited to units (increase or decrease), substantive additional or deletions to course content or expected outcomes/objectives, lab unit or content changes and changes in course prerequisites or co-requisites.

REQUIRE RE-SUBMISSION AS NEW COURSE:

Changes are substantial enough to necessitate re-articulation as a new course. If this is the case the course number, title and/or rubric will need to be changed.

Does this course currently appear on:

- AA/AS GE-Area
- CSU Transfer List (Flyer #100)
- CSU/GE Breadth List (Flyer #101) Area:
- UC Transferable Course List (Flyer #102)
- IGETC (Flyer #129) Area:

Articulation Officer: Jane [Signature]

Date: 9-9-08

Comments:

* add unit
* add lecture hour
add lab hour

160

**Chabot College
Statement of Rationale**

TO: Curriculum Committee
FROM: Language Arts Division
DATE: 9/22/08
SUBJECT: Chinese 50B

A. PROPOSAL CONTENT (Please check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Degree/Certificate***: New | |
| <input type="checkbox"/> Proposed New Course | |
| <input checked="" type="checkbox"/> Revision of Existing Course | |
| <input type="checkbox"/> Title Change | <input checked="" type="checkbox"/> Prerequisite/Co-requisite/Advisory |
| <input type="checkbox"/> Rubric Change* | Addition, Deletion, Change |
| <input type="checkbox"/> Number Change* | <input checked="" type="checkbox"/> Catalog Description Change |
| <input checked="" type="checkbox"/> Hours/Units Change | <input checked="" type="checkbox"/> Below-the-Catalog-Description |
| <input type="checkbox"/> Minor Format Change | Change |
| <input checked="" type="checkbox"/> Articulation Request | |
| <input type="checkbox"/> Request to Remove from Catalog | |
| <input checked="" type="checkbox"/> Other: Please specify Add a lab hour for students | |

B. PROPOSAL RATIONALE

Program – Provide justification for core units over 18. Please include learning goals in the justification.

Course - In a brief paragraph, please describe the need for the course,

- based on the service area of the college, and/or
- as part of the continuing program or as a new course, and/or
- for students' academic benefit, and/or
- as a baccalaureate level course, which has been designed for lower-division community college students. (If the course is offered primarily in the upper division at CSU or UC, please state below how it has been adapted to meet the needs of lower-division community college students.)

We are adding a lab hour and one hour lecture to the course and changing the units from 2 to 3 units.

Minor changes in outline impact prerequisite skills for sequence.

C. GRADING OPTION: Letter Grade or CR/NC

D. **CONSULTATIONS:** Consultations are *strongly recommended*; consultation on courses shared with LPC is required.*

- Consulted with colleagues in my discipline. Date: 9/8/08
 Consulted with colleagues in other disciplines/divisions.
List: Mark Schaeffer Date: 9/22/08
 Consulted with LPC discipline colleagues.
Who? Catherine Suárez
Result? They are going through a similar review process of all their course outlines Date: 9/17/08

E. **DIVISION DEAN INPUT (Please respond as applicable)**

Has this new or revised course/program been through the division's curriculum approval process and formally approved by the division? Yes

When do you expect the new or revised course/program to be implemented? Fall 2009

Are there expected costs for new facilities, faculty, equipment, etc.? No What are the costs? _____ Has the college indicated an ability to meet new costs? _____

Can this course/program be accommodated within the discipline plan? Yes

Are there other areas that need to be involved in the implementation, such as ITS, etc.? No

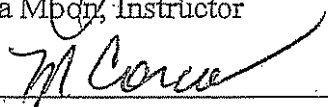
If so, who? _____

If this proposal requires state approval before the course/program can be implemented, will the submission to the state be ready to mail in one week after Curriculum Committee approval? Yes

Please include any additional relevant information below:



Cristina Mboon, Instructor



Marcia Corcoran, Dean

ABBREVIATED COURSE DESCRIPTION FOR THE CLASS SCHEDULE

CHIN 50B Chinese Conversation and Culture II

Development of an understanding of spoken Mandarin through pronunciation, vocabulary, and applied grammar. Further study of the life and culture of the Chinese-speaking people.

Prerequisite: Chinese 50A (completed with a grade of "C" or higher).]

*Per the 2000 agreement with LPC, if one college initiates a change and the other college does not choose to make the change, the college initiating the change must either change the rubric for the discipline of the shared course outline or change the number of the course.

**Course Outline for Chinese 50B
CHINESE CONVERSATION AND CULTURE II**

Catalog Description:

50B – Chinese Conversation and Culture

3 units

Development of an understanding of spoken Mandarin through pronunciation, vocabulary, and applied grammar. Further study of the life and culture of the Chinese-speaking people. Prerequisite: Chinese 50A (completed with a grade of "C" or higher). 3 hours lecture, 1 hour laboratory. [Typical contact hours: lecture 52.5, laboratory 17.5]

Prerequisite Skills:

Before entering the course students should be able to:

1. demonstrate a practical knowledge of basic sounds and tones of Mandarin;
2. ask and answer questions in Mandarin dealing with everyday situations;
3. use active vocabulary, idiomatic expressions and basic grammar to engage in routine conversational interactions in the target language;
4. demonstrate a basic knowledge of the history, culture, and geography of the China;
5. demonstrate a basic understanding and an appreciation of the culture of the Chinese-speaking people.

Expected Outcomes for Students:

Upon completion of the course the student should be able to:

1. recognize and apply conversational patterns and vocabulary presented;
2. increase their pronunciation and reading skills;
3. narrate, describe, and explain not only current but also past activities;
4. carry on a conversation in Mandarin on topics studied by applying their knowledge of vocabulary and idiomatic expressions;
5. demonstrate a deeper understanding and appreciation of the culture, the geography, and the history of the Chinese-speaking people.

Course Content (Lecture):

1. Development of correct Mandarin syntax in sentences and questions.
2. Development of conversation skills using correct intonation and stress.
3. Application of the past tense and the different uses for narrating past events.
4. Application of the past and present tense in everyday situations, common personal and family news, well-known current events, and routine matters involving the home and workplace.
5. Further study of the customs, values, attitudes, relationships, civil institutions, families, geography and history of the Chinese-speaking countries.

Course Content (Laboratory):

1. Activate lecture content using interactive audio and audiovisual programs on CDs, DVDs, CD ROMS, target language websites, etc., featuring culturally authentic and contextual guided speaking, reading, writing activities.
2. Organized laboratory activities including conversation groups.
3. Hanyu Pinyin pronunciation drill:
 - a. Practice pronunciation of the symbols for 23 consonants, 6 single vowels, and 18 compound vowels
 - b. Practice intonation of the different tone marks
 - c. Practice syllables formed by blending a consonant and a vowel or a compound vowel
 - d. Practice the exceptions to standard rules for Hanyu Pinyin.

Methods of Presentation:

1. Lecture/discussion in target language
2. Choral/individual repetition of model speech
3. Re-creation of dialogues and improvisation
4. Small group activities leading to oral presentations, skits, and dialogues on topics of interest such as their favorite Chinese city, celebrity, film, television program, and artist.
5. Reading and discussion of newspaper and magazine articles on topics such as current news, film, television, and art.
6. Use of supplementary materials such as audio and visual.

Assignments and Methods of Evaluating Student Progress:

1. Typical Assignments:
 - a. Bring a newspaper or magazine article in Chinese and present the most important idea to the class.
 - b. Prepare a skit reflecting a social situation in a culturally appropriate manner, for example, asking instructions to the doctor's office.
 - c. Bring a favorite object and present it to the class in Mandarin.
2. Methods of Evaluating Student Progress
 - a. Tests and quizzes on material presented, including oral proficiency interviews
 - b. Student participation in class activities
 - c. Homework assignments, such as preparation for brief oral presentations
 - d. Final examination

Textbook(s) Typical:

Integrated Chinese, Tao-Chung Yao, 2nd edition, Chen & Tsui Company: Boston, 2008.
Workbook /Character Workbook/Audio CDs Lab Version, 3rd edition, Level 1, Part 1, to accompany
Integrated Chinese, Chen & Tsui Company: Boston, 2008.

Special Student Materials:

None

OLD
Course Outline for Chinese 50B
CHINESE CONVERSATION AND CULTURE

Catalog Description:

50B – Chinese Conversation and Culture

2 units

Development of an understanding of spoken Mandarin through pronunciation, vocabulary, and applied grammar. Introduction to the everyday culture of Chinese-speaking people. Prerequisite: Chinese 50A completed with a grade of "C" or higher. 2 hours.

Prerequisite Skills:

1. Demonstrate a practical knowledge of basic sounds and tones of Mandarin;
2. Ask and answer questions dealing with everyday situations;
3. Use active vocabulary, idiomatic expressions and basic grammar to engage in routine conversational interactions in the target language;
4. Demonstrate an understanding and an appreciation of the culture of the Chinese-speaking people.

Expected Outcomes for Students:

Upon completion of the course students should be able to:

1. recognize and apply conversational patterns and vocabulary presented;
2. narrate, describe, and explain not only current but also past activities;
3. carry on a conversation in Mandarin on topics studied by applying their knowledge of vocabulary and idiomatic expressions;
4. increase their pronunciation and reading skills;
5. demonstrate a deeper insight into Chinese life and customs;
6. demonstrate a deeper understanding and appreciation of the culture, the geography, and the history of the Chinese-speaking people.

Course Content:

1. Review and "recycling" of content of Chinese 50A:
 - a. use correct Mandarin syntax in sentences and questions
 - b. further practice of correct intonation and stress in Mandarin
2. Converse in Mandarin in areas of needs and on familiar topics: making a toast, checking into a hotel, making a request, going to the doctor, visiting someone's home, leaving someone's home, offering congratulations, seeing someone off
3. Discuss cultural topics, such as Chinese politics and business, China and the world

Methods of Presentation:

1. Lecture/discussion in target language
2. Choral/individual repetition of model speech
3. Re-creation of dialogues and improvisation
4. Small group activities leading to oral presentations, skits, and dialogues on topics of interest such as their favorite Chinese city, celebrity, film, television program, and artist.
5. Reading and discussion of newspaper and magazine articles on topics such as current news, film, television, and art
6. Use of supplementary materials such as audio and visual

Typical Assignments and Methods of Evaluating Student Progress:

1. Typical Assignments
 - a. Bring a newspaper or magazine article in Chinese and present the most important idea to the class
 - b. Prepare a skit reflecting a social situation in a culturally appropriate manner, for example, asking instructions to the doctor's office
 - c. Bring a favorite object and present it to the class in Mandarin
2. Methods of Evaluating Student Progress
 - a. Tests and quizzes on material presented, including oral proficiency interviews
 - b. Student participation in class activities
 - c. Homework assignments, such as preparation for brief oral presentations
 - d. Final exam

Textbook(s) Typical:

New Chinese 300: A Beginning Language Course, by the Faculty of the Beijing Language Institute, Pub. Cheng and Tsui Company, 1999, or latest edition.
Chinese English Dictionary

Special Student Materials:

None

CONTENT REVIEW FORM A PREREQUISITE COURSE

TARGET COURSE: Chinese 50B

PREREQUISITE COURSE: Chinese 50A

Instructions:

1. List exit competencies (skills) from Prerequisite Course. These skills are listed in the "Expected Outcomes for Students" section of the course outline of record ("Upon completion of the course the student should be able to...").
2. Indicate which of the listed exit competencies (skills) are necessary "entering skills" probably needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entering skill for course success using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

SKILLS ANALYSIS

Exit Skills Prerequisite Course:	Entering Skills Needed for Success Target Course	Degree of Importance
demonstrate a practical knowledge of basic sounds and tones of Mandarin	√	1
ask and answer questions in Mandarin dealing with everyday situations	√	1
use active vocabulary, idiomatic expressions and basic grammar to engage in routine conversational interactions in the target language	√	1
demonstrate a basic knowledge of the history, culture, and geography of the China	√	1
demonstrate a basic understanding and an appreciation of the culture of the Chinese-speaking people	√	1



Chabot College

Transfer-Baccalaureate and Chabot College General Education Advisory

Consultation with the Chabot Articulation Officer is necessary if the course(s) is/are being proposed to meet Chabot College AA/AS General Education requirements, CSU Transfer, UC Transfer, CSU General Education Breadth, or IGETC (Intersegmental General Education Transfer Curriculum) requirements. Information regarding the Title V, CSU and UC criteria is contained within Appendix C. It is advised to read through this information at the initial stages of the course proposal process. You must meet with the Articulation Officer for review and advice in completing this section of the course proposal process. You will need to include this signed form with your course proposal.

TITLE of Proposed Course:

Rubric: CYN 50B Title: Chemical Conservation and Culture II Units: 3

Is the proposed course:

NEW Course: YES

REVISED: Course see below information regarding Revised courses

<input type="checkbox"/>	Course not being proposed for any of these areas.
This course is being proposed for the following areas:	
<input checked="" type="checkbox"/>	Chabot AA/AS General Education: Area: <u> </u>
<input type="checkbox"/>	CSU (California State University) Transferable Course List (Flyer #100)
<input checked="" type="checkbox"/>	CSU/General Education Breadth List (Flyer #101) Area: <u> </u>
<input type="checkbox"/>	UC (University of California) Transferable Course List (Flyer #102)
<input type="checkbox"/>	IGETC (Intersegmental General Education Transfer Curriculum) (Flyer #129) Area: <u> </u>

REVISED COURSE: Additional information about Revised courses.

Check the appropriate box below.

TECHNICAL CHANGES:

Technical changes include: Changes to course title, rubric change, number, minor format changes. Technical changes do not require re-articulation.

SUBSTANTIVE CHANGES:

Substantive changes include, but are not limited to units (increase or decrease), substantive additional or deletions to course content or expected outcomes/objectives, lab unit or content changes and changes in course prerequisites or co-requisites.

REQUIRE RE-SUBMISSION AS NEW COURSE:

Changes are substantial enough to necessitate re-articulation as a new course. If this is the case the course number, title and/or rubric will need to be changed.

Does this course currently appear on:

- AA/AS GE-Area
- CSU Transfer List (Flyer #100)
- CSU/GE Breadth List (Flyer #101) Area:
- UC Transferable Course List (Flyer #102)
- IGETC (Flyer #129) Area:

Articulation Officer: Janine Craven

Date: 9-9-08

Comments:

* add unit
* add 1 hr lecture
" 1 hr lab.

168

**Chabot College
Statement of Rationale**

TO: Curriculum Committee
FROM: Language Arts Division
DATE: 9/22/08
SUBJECT: Chinese 50C

A. PROPOSAL CONTENT (Please check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Degree/Certificate***: New | |
| <input type="checkbox"/> Proposed New Course | |
| <input checked="" type="checkbox"/> Revision of Existing Course | |
| <input type="checkbox"/> Title Change | <input checked="" type="checkbox"/> Prerequisite/Co-requisite/Advisory
Addition, Deletion, Change |
| <input type="checkbox"/> Rubric Change* | <input checked="" type="checkbox"/> Catalog Description Change |
| <input type="checkbox"/> Number Change* | <input checked="" type="checkbox"/> Below-the-Catalog-Description
Change |
| <input checked="" type="checkbox"/> Hours/Units Change | |
| <input type="checkbox"/> Minor Format Change | |
| <input checked="" type="checkbox"/> Articulation Request | |
| <input type="checkbox"/> Request to Remove from Catalog | |
| <input checked="" type="checkbox"/> Other: Please specify Add a lab hour for students | |

B. PROPOSAL RATIONALE

Program – Provide justification for core units over 18. Please include learning goals in the justification.

Course - In a brief paragraph, please describe the need for the course,

- based on the service area of the college, and/or
- as part of the continuing program or as a new course, and/or
- for students' academic benefit, and/or
- as a baccalaureate level course, which has been designed for lower-division community college students. (If the course is offered primarily in the upper division at CSU or UC, please state below how it has been adapted to meet the needs of lower-division community college students.)

We are adding a lab hour and one hour lecture to the course and changing the units from 2 to 3 units.

Minor changes in outline impact prerequisite skills for sequence.

C. GRADING OPTION: Letter Grade or CR/NC

D. CONSULTATIONS: Consultations are *strongly recommended*; consultation on courses shared with LPC is required.*

- Consulted with colleagues in my discipline. Date: 9/8/08
 Consulted with colleagues in other disciplines/divisions.
List: Mark Schaeffer Date: 9/22/08
 Consulted with LPC discipline colleagues.
Who? Catherine Suárez
Result? They are going through a similar review process of Date: 9/17/08
all their course outlines.

E. DIVISION DEAN INPUT (Please respond as applicable)

Has this new or revised course/program been through the division's curriculum approval process and formally approved by the division? Yes

When do you expect the new or revised course/program to be implemented? fall 2009

Are there expected costs for new facilities, faculty, equipment, etc.? _____ What are the costs? _____ Has the college indicated an ability to meet new costs? _____

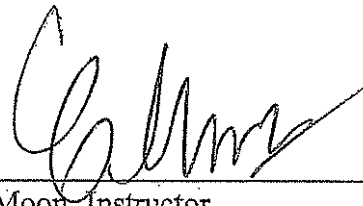
Can this course/program be accommodated within the discipline plan? Yes

Are there other areas that need to be involved in the implementation, such as ITS, etc.?

If so, who? _____

If this proposal requires state approval before the course/program can be implemented, will the submission to the state be ready to mail in one week after Curriculum Committee approval? Yes

Please include any additional relevant information below:



Cristina Moon, Instructor



Marcia Corcoran, Dean

ABBREVIATED COURSE DESCRIPTION FOR THE CLASS SCHEDULE

CHIN 50C Chinese Conversation and Culture III]

Continuation of skills developed in Chinese 50B. Continues to develop an understanding and application of conversational Chinese. Pronunciation, vocabulary, sentences and applied grammar will be covered. Introduces the everyday life and traditional culture of Chinese-speaking people. Prerequisite: Chinese 50B (completed with a grade of "C" or higher).

**Course Outline for Chinese 50C
CHINESE CONVERSATION AND CULTURE III**

Catalog Description:

50C – Chinese Conversation and Culture III

3 units

Continuation of skills developed in Chinese 50B. Continues to develop an understanding and application of conversational Chinese. Pronunciation, vocabulary, sentences and applied grammar will be covered. Introduces the everyday life and traditional culture of Chinese-speaking people. Prerequisite: Chinese 50B (completed with a grade of "C" or higher). 3 hours lecture, 1 hour laboratory.

[Typical contact hours: lecture 52.5, laboratory 17.5]

Prerequisite Skills:

Before entering the course the student should be able to:

1. recognize and apply conversational patterns and vocabulary presented;
2. increase their pronunciation and reading skills;
3. narrate, describe, and explain not only current but also past activities;
4. carry on a conversation in Mandarin on topics studied by applying their knowledge of vocabulary and idiomatic expressions;
5. demonstrate a deeper understanding and appreciation of the culture, the geography, and the history of the Chinese-speaking people.

Expected Outcomes for Students:

Upon completion of the course the student should be able to:

1. recognize 350 Chinese characters in either traditional or simplified forms;
2. phonetically spell and sound out a Chinese word by using Hanyu Pinyin and tones;
3. demonstrate communicative competency by carrying on a conversation in Mandarin on topics studied, such as travel, leisure life, and shopping;
4. translate and interpret with English/Chinese bilingual ability;
5. demonstrate a deep insight into the Chinese daily life and customs;
6. demonstrate an advanced understanding and appreciation of the traditional culture, the geography, and the history of the Chinese-speaking people.

Course Content (Lecture):

1. Introduce the meaning and pronunciation of new Chinese characters in both the traditional and simplified forms.
2. Reinforce the symbols, tones, and rules of spelling for Hanyu Pinyin.
3. Converse in Mandarin through personal and familiar topics: school life, hobbies, vacation, doctor visits, experiences studying Chinese, etc.
4. Translate and interpret Chinese words, sentences, paragraphs, and short stories into English.
5. Present cultural topics, such as, Chinese calligraphy, tea ceremony, Chinese opera, traditional clothing, features of the different festivals celebrated in the Chinese culture.
6. Compare Chinese and American lifestyles in regards to values, social life, school system, child rearing, celebration of festivals, etc.

Course Content (Laboratory):

1. Activate lecture content using interactive audio and audiovisual programs on CDs, DVDs, CD ROMS, target language websites, etc., featuring culturally authentic and contextual guided speaking, reading, writing activities.

2. Organized laboratory activities including conversation groups.
3. Hanyu Pinyin pronunciation drill:
 - a. Review consonants, and single and compound vowels
 - b. Review tone marks
 - c. Practice reading sentences and paragraphs written in Hanyu Pinyin

Methods of Presentation:

1. Lecture/discussion in target language
2. Choral/individual repetition of model speech
3. Re-creation of dialogues and improvisation
4. Small group activities including oral presentations, skits, and dialogues on topics of interest such as their favorite sports, art, movie, food, job, and vacation.
5. PowerPoint presentation for the comparison study and cultural topics.

Assignments and Methods of Evaluating Student Progress:

1. Typical assignments:
 - a. Complete exercises in Student Workbook
 - b. Develop oral presentations based on articles selected from a newspaper, magazine, or downloaded from a website.
 - c. Prepare a skit reflecting a social situation in a culturally appropriate manner, for example, asking directions to the public library.
 - d. Bring to class a favorite object and present it in Mandarin.
2. Method of Evaluating Student Progress:
 - a. Tests and quizzes on material presented, including oral proficiency interviews
 - b. Student participation in class activities
 - c. Homework assignments, such as exercise pages from workbooks
 - d. Final examination

Textbook(s) Typical:

Integrated Chinese, Tao-Chung Yao, 2nd edition, Chen & Tsui Company: Boston, 2008.
Workbook /Character Workbook/Audio CDs Lab Version, 3rd edition, Level 1, Part 1, to accompany
Integrated Chinese, Chen & Tsui Company: Boston, 2008.

Special Student Materials:

Cassette tapes or audio CD with prerecorded lessons from the textbook

OLD
Course Outline for Chinese 50C
CHINESE CONVERSATION AND CULTURE III

Catalog Description:

50C – Chinese Conversation and Culture III

2 units

Continuation of skills developed in Chinese 50B. Continues to develop an understanding and application of conversational Chinese. Pronunciation, vocabulary, sentences and applied grammar will be covered. Introduces the everyday life and traditional culture of Chinese-speaking people. Prerequisite: Chinese 50B completed with a grade of "C" or higher. 2 hours.

Prerequisite Skills:

Before entering the course the student should be able to:

1. recognize and apply conversational patterns and vocabulary presented;
2. narrate, describe, and explain not only current but also past activities;
3. carry on a conversation in Mandarin on topics studied by applying their knowledge of vocabulary and idiomatic expressions;
4. increase their pronunciation and reading skills;
5. demonstrate significant insight into Chinese life and customs;
6. demonstrate understanding and appreciation of the culture, the geography, and the history of the Chinese-speaking people.

Expected Outcomes for Students:

Upon completion of the course the student should be able to:

1. recognize 350 Chinese characters in either traditional or simplified forms;
2. phonetically spell and sound out a Chinese word by using Hanyu Pinyin and tones;
3. demonstrate communicative competency by carrying on a conversation in Mandarin on topics studied, such as travel, leisure life, and shopping;
4. translate and interpret with English/Chinese bilingual ability;
5. demonstrate a deep insight into the Chinese daily life and customs;
6. demonstrate an advanced understanding and appreciation of the traditional culture, the geography, and the history of the Chinese-speaking people.

Course Content:

1. Introduce the meaning and pronunciation of new Chinese characters in both the traditional and simplified forms
2. Reinforce the symbols, tones, and rules of spelling for Hanyu Pinyin
3. Converse in Mandarin through personal and familiar topics: school life, hobbies, vacation, doctor visits, experiences studying Chinese, etc.
4. Translate and interpret Chinese words, sentences, paragraphs, and short stories into English
5. Present cultural topics, such as, Chinese calligraphy, tea ceremony, Chinese opera, traditional clothing, features of the different festivals celebrated in the Chinese culture
6. Compare Chinese and American lifestyles in regards to values, social life, school system, child rearing, celebration of festivals, etc.

Methods of Presentation:

1. Lecture/discussion in target language
2. Choral/individual repetition of model speech
3. Re-creation of dialogues and improvisation

4. Small group activities including oral presentations, skits, and dialogues on topics of interest such as their favorite sports, art, movie, food, job, and vacation.
5. PowerPoint presentation for the comparison study and cultural topics.

Typical Assignments and Methods of Evaluating Student Progress:

1. Typical assignments:
 - a. Complete exercises in Student Workbook
 - b. Develop oral presentations based on articles selected from a newspaper, magazine, or downloaded from a website.
 - c. Prepare a skit reflecting a social situation in a culturally appropriate manner, for example, asking directions to the public library.
 - d. Bring to class a favorite object and present it in Mandarin.
2. Method of Evaluating Student Progress:
 - a. Tests and quizzes on material presented, including oral proficiency interviews
 - b. Student participation in class activities
 - c. Homework assignments, such as exercise pages from workbooks
 - d. Final exam

Textbook(s) Typical:

Ni Hao – An Introduction to Chinese, Traditional or Simplified version, Shumang Fredlein and Paul Fredlein, Cheng & Tsui Company, Inc., 2002.
Chinese/English Dictionary

Special Student Materials:

Cassette tapes or audio CD with prerecorded lessons from the textbook

CONTENT REVIEW FORM A PREREQUISITE COURSE

TARGET COURSE: Chinese 50C

PREREQUISITE COURSE: Chinese 50B

Instructions:

1. List exit competencies (skills) from Prerequisite Course. These skills are listed in the "Expected Outcomes for Students" section of the course outline of record ("Upon completion of the course the student should be able to...").
2. Indicate which of the listed exit competencies (skills) are necessary "entering skills" probably needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entering skill for course success using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

SKILLS ANALYSIS

Exit Skills Prerequisite Course:	Entering Skills Needed for Success Target Course	Degree of Importance
recognize and apply conversational patterns and vocabulary presented	√	1
increase their pronunciation and reading skills	√	1
narrate, describe, and explain not only current but also past activities	√	1
carry on a conversation in Mandarin on topics studied by applying their knowledge of vocabulary and idiomatic expressions	√	1
demonstrate a deeper understanding and appreciation of the culture, the geography, and the history of the Chinese-speaking people	√	1



Chabot College

Transfer-Baccalaureate and Chabot College General Education Advisory

Consultation with the Chabot Articulation Officer is necessary if the course(s) is/are being proposed to meet Chabot College AA/AS General Education requirements, CSU Transfer, UC Transfer, CSU General Education Breadth, or IGETC (Intersegmental General Education Transfer Curriculum) requirements. Information regarding the Title V, CSU and UC criteria is contained within Appendix C. It is advised to read through this information at the initial stages of the course proposal process. You must meet with the Articulation Officer for review and advice in completing this section of the course proposal process. You will need to include this signed form with your course proposal.

TITLE of Proposed Course:

Rubric: CHN 50C Title: Chinese Conversation and Culture III Units: 3

Is the proposed course:

NEW Course: _____ **YES**

REVISED: Course see below information regarding Revised courses

<input type="checkbox"/>	Course not being proposed for any of these areas.
This course is being proposed for the following areas:	
	Chabot AA/AS General Education: Area: <u>C</u>
<input type="checkbox"/>	CSU (California State University) Transferable Course List (Flyer #100)
	CSU/General Education Breadth List (Flyer #101) Area: <u> </u>
<input type="checkbox"/>	UC (University of California) Transferable Course List (Flyer #102)
<input type="checkbox"/>	IGETC (Intersegmental General Education Transfer Curriculum) (Flyer #129) Area: <u> </u>

REVISED COURSE: Additional information about Revised courses.

Check the appropriate box below.

TECHNICAL CHANGES:

Technical changes include: Changes to course title, rubric change, number, minor format changes. Technical changes do not require re-articulation.

SUBSTANTIVE CHANGES:

Substantive changes include, but are not limited to units (increase or decrease), substantive additional or deletions to course content or expected outcomes/objectives, lab unit or content changes and changes in course prerequisites or co-requisites.

REQUIRE RE-SUBMISSION AS NEW COURSE:

Changes are substantial enough to necessitate re-articulation as a new course. If this is the case the course number, title and/or rubric will need to be changed.

Does this course currently appear on:

- AA/AS GE-Area _____
- CSU Transfer List (Flyer #100)
- CSU/GE Breadth List (Flyer #101) Area: _____
- UC Transferable Course List (Flyer #102)
- IGETC (Flyer #129) Area: _____

Articulation Officer: Jane Churser

Date: 9-9-08

Comments:

* add unit
* add lab hr
u lab hr

**Chabot College
Statement of Rationale**

TO: Curriculum Committee
FROM: Language Arts Division
DATE: 9/22/08
SUBJECT: Chinese 50D

A. PROPOSAL CONTENT (Please check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Degree/Certificate***: New | |
| <input type="checkbox"/> Proposed New Course | |
| <input checked="" type="checkbox"/> Revision of Existing Course | |
| <input type="checkbox"/> Title Change | <input checked="" type="checkbox"/> Prerequisite/Co-requisite/Advisory
Addition, Deletion, Change |
| <input type="checkbox"/> Rubric Change* | <input checked="" type="checkbox"/> Catalog Description Change |
| <input type="checkbox"/> Number Change* | <input checked="" type="checkbox"/> Below-the-Catalog-Description
Change |
| <input checked="" type="checkbox"/> Hours/Units Change | |
| <input type="checkbox"/> Minor Format Change | |
| <input checked="" type="checkbox"/> Articulation Request | |
| <input type="checkbox"/> Request to Remove from Catalog | |
| <input checked="" type="checkbox"/> Other: Please specify Add a lab hour for students | |

B. PROPOSAL RATIONALE

Program – Provide justification for core units over 18. Please include learning goals in the justification.

Course - In a brief paragraph, please describe the need for the course,

- based on the service area of the college, and/or
- as part of the continuing program or as a new course, and/or
- for students' academic benefit, and/or
- as a baccalaureate level course, which has been designed for lower-division community college students. (If the course is offered primarily in the upper division at CSU or UC, please state below how it has been adapted to meet the needs of lower-division community college students.)

We are adding a lab hour and one hour lecture to the course and changing the units from 2 to 3 units.

Minor changes in outline impact prerequisite skills for sequence.

C. GRADING OPTION: Letter Grade or CR/NC

D. CONSULTATIONS: Consultations are *strongly recommended*; consultation on courses shared with LPC is required.*

- Consulted with colleagues in my discipline. Date: 9/8/08
- Consulted with colleagues in other disciplines/divisions.
List: Mark Schaeffer Date: 9/22/08
- Consulted with LPC discipline colleagues.
Who? Catherine Suárez
Result? They are going through a similar review process of all their course outlines Date: 9/17/08

E. DIVISION DEAN INPUT (Please respond as applicable)

Has this new or revised course/program been through the division's curriculum approval process and formally approved by the division? Yes

When do you expect the new or revised course/program to be implemented? fall 2009

Are there expected costs for new facilities, faculty, equipment, etc.? _____ What are the costs? _____ Has the college indicated an ability to meet new costs? _____

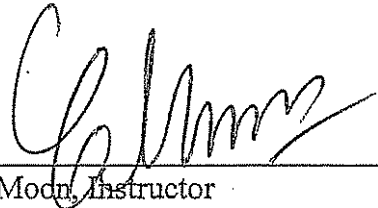
Can this course/program be accommodated within the discipline plan? Yes

Are there other areas that need to be involved in the implementation, such as ITS, etc.?

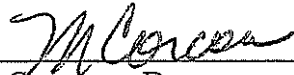
If so, who? _____

If this proposal requires state approval before the course/program can be implemented, will the submission to the state be ready to mail in one week after Curriculum Committee approval? Yes

Please include any additional relevant information below:



Cristina Modri, Instructor



Marcia Corcoran, Dean

ABBREVIATED COURSE DESCRIPTION FOR THE CLASS SCHEDULE

CHIN 50D Chinese Conversation and Culture IV]

Continuation of skills developed in Chinese 50C. Continues to develop and apply conversational Chinese skills. Pronunciation, vocabulary, sentences and applied grammar will be covered. Introduces the daily life and cultural traditions of Chinese-speaking people. Prerequisite: Chinese 50C (completed with a grade of "C" or higher).

**Course Outline for Chinese 50D
CHINESE CONVERSATION AND CULTURE IV**

Catalog Description:

50D – Chinese Conversation and Culture IV

3 units

Continuation of skills developed in Chinese 50C. Continues to develop and apply conversational Chinese skills. Pronunciation, vocabulary, sentences and applied grammar will be covered.

Introduces the daily life and cultural traditions of Chinese-speaking people. Prerequisite: Chinese 50C (completed with a grade of "C" or higher). 3 hours lecture, 1 hour laboratory.

[Typical contact hours: lecture 52.5, laboratory 17.5]

Prerequisite Skills:

Before entering the course students should be able to:

1. recognize 350 Chinese characters in either traditional or simplified forms;
2. phonetically spell and sound out a Chinese word by using Hanyu Pinyin and tones;
3. demonstrate communicative competency by carrying on a conversation in Mandarin on topics studied, such as travel, leisure life, and shopping;
4. translate and interpret with English/Chinese bilingual ability;
5. demonstrate a deep insight into the Chinese daily life and customs;
6. demonstrate an advanced understanding and appreciation of the traditional culture, the geography, and the history of the Chinese-speaking people.

Expected Outcomes for Students:

Upon completion of the course the student should be able to:

1. recognize 500 Chinese characters in either traditional or simplified forms.
2. read Chinese articles fluently with the aid of Hanyu Pinyin and tones system.
3. demonstrate communicative competency by carrying on a conversation in Mandarin on topics studied, such as daily routine, places of interest, and hospitality.
4. translate and interpret with English/Chinese bilingual ability on present, past, and future activities.
5. discuss a range of topics that reflect Chinese culture and aspects daily life: personal/social, interests, customs, job, relationship, and technology.
6. introduce ideas related to traditional Chinese art, favorite cities and cultural events.

Course Content (Lecture):

1. Continue learning new Chinese characters in both the traditional and simplified forms .
2. Reinforce the symbols, tones, and rules of spelling for Hanyu Pinyin in order to read Chinese articles with a degree of fluency.
3. Converse in Mandarin through a variety of topics: my favorite city in China, climate, planning a trip to China using a travel agency.
4. Translate and interpret Chinese words, sentences, paragraphs, and short stories into English on present, past, and future activities.
5. Compare Chinese and American lifestyles such as understanding the proper etiquette at social and business meetings/encounters/events .
6. Present cultural topics, such as famous Chinese artists and their art work, Chinese cities and their socio-economical importance, the role and importance of sports in the Chinese culture, etc.

Course Content (Laboratory):

1. Activate lecture content using interactive audio and audiovisual programs on CDs, DVDs, CD ROMS, target language websites, etc., featuring culturally authentic and contextual guided speaking, reading, writing activities.
2. Organized laboratory activities including conversation groups.
3. Hanyu Pinyin pronunciation drill:
 - a. Review consonants, and single and compound vowels
 - b. Review tone marks
 - c. Practice reading sentences and paragraphs written in Hanyu Pinyin

Methods of Presentation:

1. Lecture/discussion in target language.
2. Choral/individual repetition of model speech
3. Re-creation of dialogues and improvisation
4. Small group activities including oral presentation, skits, and role play on a variety of topics, such as Chinese poems and legends, features of major cities, and study in China.
5. PowerPoint presentation for the comparison study and cultural topics.

Assignments and Methods of Evaluating Student Progress:

1. Typical assignments:
 - a. Complete exercises in Student Workbook
 - b. Develop oral presentations based on articles selected from a newspaper, magazine, or downloaded from a website.
 - c. Prepare a skit reflecting a social situation in a culturally appropriate manner, for example, asking directions to the public library.
 - d. Bring to class a favorite object and present it in Mandarin.
2. Method of Evaluating Student Progress:
 - a. Tests and quizzes on material presented, including oral proficiency interviews
 - b. Student participation in class activities
 - c. Homework assignments, such as exercise pages from workbooks
 - d. Final examination

Textbook(s) Typical:

Integrated Chinese, Tao-Chung Yao, 2nd edition, Chen & Tsui Company: Boston, 2008.
Workbook /Character Workbook/Audio CDs Lab Version, 3rd edition, Level 1, Part 1, to accompany
Integrated Chinese, Chen & Tsui Company: Boston, 2008.

Special Student Materials:

Cassette tapes or audio CD with prerecorded lessons from the textbook

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OLD
Course Outline for Chinese 50D
CHINESE CONVERSATION AND CULTURE IV

Catalog Description:

50D – Chinese Conversation and Culture IV

2 units

Continuation of skills developed in Chinese 50C. Continues to develop and apply conversational Chinese skills. Pronunciation, vocabulary, sentences and applied grammar will be covered. Introduces the daily life and cultural traditions of Chinese-speaking people. Prerequisite: Chinese 50C completed with a grade of "C" or higher. 2 hours.

Prerequisite Skills:

Before entering the course the student should be able to:

1. recognize 350 Chinese characters in either traditional or simplified forms;
2. phonetically spell and sound out a Chinese word by using Hanyu Pinyin and tones;
3. demonstrate communicative competency by carrying on a conversation in Mandarin on topics studied, such as travel, leisure life, and shopping;
4. translate and interpret with English/Chinese bilingual ability;
5. demonstrate a deep insight into the Chinese daily life and customs;
6. demonstrate an advanced understanding and appreciation of the traditional culture, the geography, and the history of the Chinese-speaking people.

Expected Outcomes for Students:

Upon completion of the course the student should be able to:

1. recognize 500 Chinese characters in either traditional or simplified forms.
2. read Chinese articles fluently with the aid of Hanyu Pinyin and tones system.
3. demonstrate communicative competency by carrying on a conversation in Mandarin on topics studied, such as daily routine, places of interest, and hospitality.
4. translate and interpret with English/Chinese bilingual ability on present, past, and future activities.
5. discuss a range of topics that reflect Chinese culture and aspects daily life: personal/social, interests, customs, job, relationship, and technology.
6. introduce ideas related to traditional Chinese art, favorite cities and cultural events.

Course Content:

1. Continue learning new Chinese characters in both the traditional and simplified forms
2. Reinforce the symbols, tones, and rules of spelling for Hanyu Pinyin in order to read Chinese articles with a degree of fluency
3. Converse in Mandarin through a variety of topics: my favorite city in China, climate, planning a trip to China using a travel agency
4. Translate and interpret Chinese words, sentences, paragraphs, and short stories into English on present, past, and future activities
5. Compare Chinese and American lifestyles such as understanding the proper etiquette at social and business meetings/encounters/events
6. Present cultural topics, such as famous Chinese artists and their art work, Chinese cities and their socio-economical importance, the role and importance of sports in the Chinese culture, etc.

Methods of Presentation:

1. Lecture/discussion in target language
2. Choral/individual repetition of model speech
3. Re-creation of dialogues and improvisation
4. Small group activities including oral presentation, skits, and role play on a variety of topics, such as Chinese poems and legends, features of major cities, and study in China
5. PowerPoint presentation for the comparison study and cultural topics.

Typical Assignments and Methods of Evaluating Student Progress:

1. Typical assignments:
 - a. Complete exercises in Student Workbook
 - b. Develop oral presentations based on articles selected from a newspaper, magazine, or downloaded from a website.
 - c. Prepare a skit reflecting a social situation in a culturally appropriate manner, for example, asking directions to the public library.
 - d. Bring to class a favorite object and present it in Mandarin.
2. Method of Evaluating Student Progress:
 - a. Tests and quizzes on material presented, including oral proficiency interviews
 - b. Student participation in class activities
 - c. Homework assignments, such as exercise pages from workbooks
 - d. Final exam

Textbook(s) Typical:

Ni Hao – An Introduction to Chinese, Traditional or Simplified version, Shumang Fredlein and Paul Fredlein, Cheng & Tsui Company, Inc., 2002.
Chinese/English Dictionary

Special Student Materials:

Cassette tapes or audio CD with prerecorded lessons from the textbook

CONTENT REVIEW FORM A PREREQUISITE COURSE

TARGET COURSE: Chinese 50D

PREREQUISITE COURSE: Chinese 50C

Instructions:

1. List exit competencies (skills) from Prerequisite Course. These skills are listed in the "Expected Outcomes for Students" section of the course outline of record ("Upon completion of the course the student should be able to...").
2. Indicate which of the listed exit competencies (skills) are necessary "entering skills" probably needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entering skill for course success using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

SKILLS ANALYSIS

Exit Skills Prerequisite Course:	Entering Skills Needed for Success Target Course	Degree of Importance
recognize 350 Chinese characters in either traditional or simplified forms	√	1
phonetically spell and sound out a Chinese word by using Hanyu Pinyin and tones	√	1
demonstrate communicative competency by carrying on a conversation in Mandarin on topics studied, such as travel, leisure life, and shopping	√	1
translate and interpret with English/Chinese bilingual ability; demonstrate a deep insight into the Chinese daily life and customs	√	1
demonstrate an advanced understanding and appreciation of the traditional culture, the geography, and the history of the Chinese-speaking people	√	1



Chabot College

Transfer-Baccalaureate and Chabot College General Education Advisory

Consultation with the Chabot Articulation Officer is necessary if the course(s) is/are being proposed to meet Chabot College AA/AS General Education requirements, CSU Transfer, UC Transfer, CSU General Education Breadth, or IGETC (Intersegmental General Education Transfer Curriculum) requirements. Information regarding the Title V, CSU and UC criteria is contained within Appendix C. It is advised to read through this information at the initial stages of the course proposal process. You must meet with the Articulation Officer for review and advice in completing this section of the course proposal process. You will need to include this signed form with your course proposal.

TITLE of Proposed Course:

Rubric: CHN 50D Title: Chinese Conversation and Culture IV Units: 3

Is the proposed course:

NEW Course: _____ YES

REVISED: Course see below information regarding Revised courses

<input type="checkbox"/>	Course not being proposed for any of these areas.
This course is being proposed for the following areas:	
<input type="checkbox"/>	Chabot AA/AS General Education: Area: _____
<input type="checkbox"/>	CSU (California State University) Transferable Course List (Flyer #100)
<input checked="" type="checkbox"/>	CSU/General Education Breadth List (Flyer #101) Area: _____
<input type="checkbox"/>	UC (University of California) Transferable Course List (Flyer #102)
<input type="checkbox"/>	IGETC (Intersegmental General Education Transfer Curriculum) (Flyer #129) Area: _____

REVISED COURSE: Additional information about Revised courses.

Check the appropriate box below.

TECHNICAL CHANGES:

Technical changes include: Changes to course title, rubric change, number, minor format changes. Technical changes do not require re-articulation.

SUBSTANTIVE CHANGES:

Substantive changes include, but are not limited to units (increase or decrease), substantive additional or deletions to course content or expected outcomes/objectives, lab unit or content changes and changes in course prerequisites or co-requisites.

REQUIRE RE-SUBMISSION AS NEW COURSE:

Changes are substantial enough to necessitate re-articulation as a new course. If this is the case the course number, title and/or rubric will need to be changed.

Does this course currently appear on:

- AA/AS GE-Area _____
- CSU Transfer List (Flyer #100)
- CSU/GE Breadth List (Flyer #101) Area: _____
- UC Transferable Course List (Flyer #102)
- IGETC (Flyer #129) Area: _____

Articulation Officer: John Churton

Date: 9-9-08

Comments:

* add unit
* add lab fee
u be in

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