



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Chinese 22
Descriptive Title: Intermediate Conversational Chinese
Course Disciplines: Foreign Languages
Division: Humanities

Catalog Description:

This course is designed for the intermediate student to develop fluency in oral expression, to increase oral comprehension, and to improve pronunciation. Conversational topics are based upon the daily experiences and cultural life of the ethnic areas involved with the language.

Conditions of Enrollment:

Prerequisite: Chinese 2 AND Chinese 21 with a minimum grade of C in prerequisite or equivalent

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	2.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	2.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: 2/17/1998
Transfer UC: X Effective Date: Fall 1998

General Education:

El Camino College:

CSU GE:

IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

SLO #1 Upon completion of this course, students will converse with fluency in Mandarin Chinese within the limits of vocabulary and structures acquired in Chinese 2 and Chinese 3 levels.

SLO #2 Upon completion of this course students will comprehend questions on everyday topics and social situations (e.g., asking for help, apology, and planning a trip to China) and provide full responses to them in a culturally appropriate manner.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Employ relatively complex Chinese syntactical structures in conversation, using a vocabulary of 800 to 1,000 words.
 - Performance exams
2. Construct and answer questions with full comprehension and participate in conversations on topics beyond the most immediate needs, e.g., personal history, leisure time and social activities, and basic business transactions.
 - Class Performance
3. Demonstrate an ability to ask and respond to questions quickly with syntactical accuracy.
 - Oral exams
4. Demonstrate a strong knowledge of idiomatic Chinese in small group conversation.
 - Class Performance
5. Apply knowledge and skill to narrate, describe, compare/contrast, and explain familiar topics with details.
 - Performance exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	6	I	Pronunciation improvement through continued study for correct speaking in Mandarin Chinese, through reading exercises and conversational practice. A. Tones B. Fluency
Lecture	7	II	Grammar topics A. Complex sentence patterns 1. Subordination 2. Perfect tenses 3. Progressive tenses B. Use of complements 1. Action-measures 2. Quantity-measures
Lecture	6	III	Intermediate-level expressions and conversational forms A. Idiomatic expressions and proverbs 1. Historical context 2. Philosophical context
Lecture	10	IV	Conversations used in various social settings A. Traveling in China B. Dining with a friend from Taiwan C. Visiting a museum in Beijing D. Meeting a business client from Shanghai.
Lecture	7	V	Introduction to and discussion of A. Geography, B. Modern society C. History D. Philosophy.
Total Lecture Hours		36	
Total Laboratory Hours		0	
Total Hours		36	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Role play on the topic of "declining": make an oral presentation with a partner based on one of the following situations: a) A Chinese teacher and a student: The teacher invites the student to a Chinese New Year's party. The student politely declines the invitation and properly explains the reason to the teacher. b) A store clerk and a customer: The customer wants to return merchandise, but the store clerk cannot allow the return. The clerk properly explains the reason to the customer. c) A boyfriend and a girlfriend: One invites the other to dinner, but the other politely declines and gives an acceptable reason.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Collect library information from at least three different libraries (either by visiting the libraries or through internet research) and in Chinese, orally report the results to the class. In your oral presentation, you may also discuss library policies of other countries such as Japan, China, Mexico, or Korea. a) How many books are you allowed to check out? b) How long can you borrow the books? c) If you keep a book past the due date, how much is the fine? d) Can you pay the fine with your credit card? e) Are there any Chinese books in the library? f) Which library do you like the most? And why?
2. Imagine that you are a wine seller in a grocery store in Shanghai promoting California wines to local customers. Choose five Chinese adjectives to best describe these California wines. Also, use five comparison expressions in your oral presentation about wines.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams
Quizzes
Class Performance
Homework Problems
Multiple Choice
Completion
Matching Items
True/False

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Lecture
Role Play
Simulation

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Skill practice
Required reading
Problem solving activities

Estimated Independent Study Hours per Week: 4

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Liu, Yuehua Integrated Chinese, Level 1, Part 2. 4th ed. Cheng & Tsui, 2019.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Chinese-2 AND	Sequential
Course Prerequisite Chinese-21 or	Sequential
Non-Course Prerequisite	Equivalent means that the student is able to demonstrate fluency in Chinese conversation that is commensurate with the skills demonstrated in Chinese 2. Because this is a conversation course, a student lacking these skills would be unable to speak to or understand being spoken to in Mandarin Chinese and would therefore be unable to participate in the course.

B. Requisite Skills

Requisite Skills
Compare/contrast Chinese cultural situations with other cultures. CHIN 2 - Speak and comprehend spoken Chinese through conversations and presentations to others.
Use Chinese to ask and answer simple questions in areas of immediate need and familiar topics. CHIN 21 - Demonstrate the ability to converse using a level of courtesy appropriate within a given social context.
Identify and correct errors in pronunciation and language usage at a simple, elementary level. CHIN 21 - Pronounce all Mandarin syllables with clarity at a rate faster than expected in Chinese 1.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by David Shan on 10/20/1997.

BOARD APPROVAL DATE: 02/17/1998

LAST BOARD APPROVAL DATE: 06/15/2020

Last Reviewed and /or Revised by: David Shan

Date: 4/30/2020

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