



## 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 identify the key concepts (e.g., political, religious, philosophical), incidents, and figures in China's cultural history that have impacted the Chinese language, ideology, and society.

**SLO #2** Upon completion of this course students will describe and critically analyze a selected topic (e.g., family values, lifestyle, work ethics) on Chinese culture by comparing/contrasting it with their own.

### 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. Identify the major cities and geocultural regions of Mainland China, Hong Kong, and Taiwan.
  - Quizzes
2. Compare and contrast the Chinese educational system with the system of one's own culture or the system of another culture.
  - Written homework
3. Explain Chinese people's beliefs and customs as they are reflected in activities such as weddings and holiday celebrations.
  - Essay exams
4. Compare and contrast aspects of Chinese family life, such as parenting systems and gender roles, with these aspects in one's own culture or in another culture.
  - Presentation
5. Analyze aspects of Chinese culture that are evident in social life, education, literature, and art.
  - Written homework
6. Compare and contrast aspects of Chinese business culture, such as communication styles and workmanship, with such aspects found in one's own culture or in another culture.
  - Essay 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.)**

<b>Lecture or Lab</b>	<b>Approximate Hours</b>	<b>Topic Number</b>	<b>Major Topic</b>
Lecture	10	I	Geographical study, including the following: A. Mainland China 1. Main cities and cultural points on the map B. Hong Kong 1. Main cities and cultural points on the map C. Taiwan 1. Main cities and cultural points on the map D. Macau 1. Main cities and cultural points on the map E. Different regions for Mandarin and other spoken dialects such as Cantonese F. Ethnic groups and autonomous regions.
Lecture	14	II	Introduction to Chinese history, philosophy, religions and education, including the following: A. Confucianism B. Buddhism C. Taoism.
Lecture	10	III	Chinese traditions and customs: A. Holidays B. Food C. Family life--marriage, children and parents, husbands and wives--and variations among different Chinese speaking regions.
Lecture	8	IV	A. Arts B. Literature C. Architecture D. Popular culture--music, cinema, drama, sports, and other media.
Lecture	12	V	A. Introduction to the political, economic and social situation in China B. China's relationship with the United States C. Aspects of international business and trade 1. The cultural uniqueness of Chinese workmanship 2. Communication styles
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

#### **IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS**

##### **A. PRIMARY METHOD OF EVALUATION:**

Substantial writing assignments

##### **B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

In a two-page essay in English, identify cultural differences between Mandarin-speaking Northern China and Cantonese-speaking Southern China. Discuss the historical, geographical, and economic background of each region.

##### **C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. Using a variety of sources (historical texts, selections from cultural readings, and periodicals), research a topic discussed in class, such as education, family life, or a visual/performing art. Prepare a ten minute oral presentation of your findings.
2. In a two-page essay in English, evaluate Chinese family values and compare to the family values in another culture.

##### **C. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Essay exams  
Reading reports  
Written homework  
Homework Problems  
Term or other papers  
Multiple Choice  
Completion  
Matching Items  
True/False

#### **V. INSTRUCTIONAL METHODS**

Discussion  
Group Activities  
Guest Speakers  
Lecture  
Multimedia presentations

**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  
Required reading  
Written work

**Estimated Independent Study Hours per Week: 6**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Murphey, Rhoads. East Asia-A New History. 8<sup>th</sup> ed. Routledge, 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
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**B. Requisite Skills**

Requisite Skills
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**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
English 1	<b>Category:</b> Course <b>Justification:</b> This course involves reading college level textbooks, developing written projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	<b>Category :</b> Non-Course <b>Justification:</b> This course involves reading college level textbooks, developing projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.

**D. Recommended Skills**

Recommended Skills
<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</p> <p>ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>

**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
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**Course created by David Xiaodong Shan and Takiko Morimoto on 09/04/2007.**

**BOARD APPROVAL DATE: 12/17/2007**

**LAST BOARD APPROVAL DATE: 06/15/2020**

**Last Reviewed and /or Revised by: David Shan**

**Date: 4/30/2020**

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