



El Camino College  
COURSE OUTLINE OF RECORD – Approved

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Chinese 3  
**Descriptive Title:** Intermediate Chinese I  
**Course Disciplines:** Foreign Languages  
**Division:** Humanities

**Catalog Description:**

In this intermediate course, taught within the context of Chinese culture, students develop their functional communication skills in Mandarin Chinese through listening, speaking, reading, and writing practice. Students expand their knowledge of the Chinese language and culture. Students read material drawn from daily Chinese life.

*Note: The prerequisite for this course is comparable to three years of high school Chinese.*

**Conditions of Enrollment:**

Prerequisite: Chinese 2 with a minimum grade of C or equivalent

<b>Course Length:</b>	<input checked="" type="checkbox"/> Full Term	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	5.00 hours per week	TBA
<b>Hours Laboratory:</b>	0 hours per week	TBA
<b>Course Units:</b>	5.00	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:**  Effective Date: 12/17/2012  
**Transfer UC:**  Effective Date: Fall 2013

**General Education:**

**El Camino College:**

3 – Humanities

Term: Fall 2013

Other:

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**CSU GE:**

C2 - Humanities

Term: Fall 2013

Other:

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**IGETC:**

3B - Humanities

Term: Fall 2013

Other:

**6A - Languages other than English (UC Requirement Only)**

Term: Fall 2013

Other:

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## 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 in Mandarin Chinese about intermediate-level topics such as negotiating terms on renting apartment and politely declining invitations, using culturally appropriate expressions.

#### SLO #2

Upon completion of this course students will read, write/produce and comprehend multiple paragraphs written in Chinese characters using passive-voice sentences and a variety of complements with verbs.

#### SLO #3

Upon completion of this course students will recognize and correctly pronounce additional 150 Chinese characters (beyond the characters learned in Chinese 1 and 2).

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)

1. Comprehend Chinese oral sentences referring to personal backgrounds and needs, social conventions, and routine tasks of daily life.
2. Respond orally in a culturally appropriate manner to Chinese expressions on topics such as traveling, finding employment, renting an apartment, and organizing parties.
3. Summarize main ideas and facts derived from Chinese texts that deal with personal and social needs, such as public announcements, narratives, and journals.
4. Describe in written Chinese people, places, events, and other activities, using approximately 500 Chinese characters.
5. Discuss views regarding Chinese cultural practices and Chinese innovative cultural contributions.

**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	15	I	Introduction to Chinese culture A. Traditions and ideology B. Social interactions C. Modern society and family values
Lecture	25	II	Introduction of intermediate-level grammar A. Descriptive complements B. Potential complements C. The passive sentence using "bei" D. The "ba" construction E. Sentences containing serial verbs F. Word formation methods
Lecture	15	III	Reading and writing of Chinese characters A. Methods of constructing characters B. Study of radicals C. Recognition and dictation
Lecture	15	IV	Writing Chinese A. Paragraph structure B. Personal letters, short essays and advertisements C. Handwriting and writing on computer
Lecture	20	V	Oral practice A. Conversation strategies for various situations B. Teacher-student conversations C. Student-student conversations
Total Lecture Hours		90	
Total Laboratory Hours		0	
Total Hours		90	

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

**A. PRIMARY METHOD OF EVALUATION:**

Substantial writing assignments

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

Read the model Chinese paragraphs featuring a biography of a native Chinese person. Following the chronological sequences in the reading material, summarize in a written Chinese paragraph the key characteristics of the person described. Then, using the format, vocabulary, and expressions similar to those in the model reading material, write three paragraphs (at least 5-7 sentences per paragraph) in Chinese about one of your friends or another person you know well.

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

1. In a two-page essay written in Chinese, identify the proper usage of Chinese serial verbs within a Chinese social and cultural context, such as "qing" and "rang," and explain the reason why a particular verbal pattern is appropriate in situations demanding different degrees of politeness.
2. In a two-page essay written in Chinese, identify the important radicals in Chinese characters as cues to analyzing the meaning of Chinese words and methods of constructing the characters.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Essay exams  
Objective Exams  
Oral exams  
Other exams  
Reading reports  
Written homework  
Class Performance  
Homework Problems  
Multiple Choice  
Completion  
Matching Items  
True/False  
Other (specify):  
Presentation

**V. INSTRUCTIONAL METHODS**

Demonstration  
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  
Written work  
Journal

**Estimated Independent Study Hours per Week: 10**

## VII. TEXTS AND MATERIALS

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

Yao, Tao-Chung. Integrated Chinese, Level 1, Part 2. 3rd ed. Cheng & Tsui, 2013. Discipline Standard

### 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 or	Sequential
Non-Course Prerequisite	The prerequisite for this course is Chinese 2. However, students may have gained language skills outside the college classroom that fulfill the prerequisite. Chinese 3 is a course demanding Chinese vocabulary, sentence structure, and conversation in context at an intermediate level, and students who have not taken Chinese 2, or do not have the equivalent skills gained outside the college classroom, are highly unlikely to succeed.

### B. Requisite Skills

Requisite Skills
Recognize and accurately read approximately 400 Chinese characters. CHIN 2 - Recognize and accurately read approximately 200 Chinese characters in addition to the characters learned in Chinese 1.
Speak and comprehend spoken Chinese through conversations and presentations to others. CHIN 2 - Speak and comprehend spoken Chinese through conversations and presentations to others.
Identify and develop correct oral and written sentences in Chinese, incorporating complex sentence structures. CHIN 2 - Identify and develop correct oral and written sentences in Chinese incorporating complex sentence structures, with greater vocabulary and structural dexterity than that evidenced in Chinese 1.
Compare and contrast Chinese cultural situations. CHIN 2 - Compare and contrast in Chinese cultural situations, such as ordering food in restaurants, visiting doctors, planning parties and searching for an apartment.
Analyze how Chinese characters and idioms parallel features of Chinese culture. CHIN 2 - Analyze how Chinese characters and idioms parallel features of Chinese culture.

### C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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**D. Recommended Skills**

Recommended Skills
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**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by David Shan on 04/18/2012.

BOARD APPROVAL DATE: 12/17/2012

LAST BOARD APPROVAL DATE: 10/19/2020

Last Reviewed by: David Shan

Date: 08/27/2020

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