

# CHIN M110: ELEMENTARY CHINESE: MANDARIN II

**Originator**  
abarcenas

**College**

Moorpark College

**Attach Support Documentation (as needed)**

CHIN M110\_state approval letter\_CCC000624717.pdf

**Discipline (CB01A)**

CHIN - Chinese

**Course Number (CB01B)**

M110

**Course Title (CB02)**

Elementary Chinese: Mandarin II

**Banner/Short Title**

ElementaryChinese: Mandarin II

**Credit Type**

Credit

**Start Term**

Fall 2022

**Formerly**

CHIN M02 - Elementary Chinese: Mandarin II

**Catalog Course Description**

Continues beginning Chinese language acquisition in a cultural context through listening, speaking, reading and writing at the second semester level. Reviews and expands upon grammatical structures and vocabulary. Provider approved by the California Board of Registered Nursing. Provider number CEP2811 for 60 contact hours.

**Taxonomy of Programs (TOP) Code (CB03)**

1107.00 - Chinese

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

2 - Not Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Museum, gallery, exhibit, restaurant, [movie] theater.

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

70

**Maximum Contact/In-Class Lecture Hours**

70

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

70

**Total Maximum Contact/In-Class Hours**

70

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

140

**Maximum Outside-of-Class Hours**

140

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

210

**Total Maximum Student Learning Hours**

210

**Minimum Units (CB07)**

4

**Maximum Units (CB06)**

4

**Prerequisites**

CHIN M100, two years of high school Chinese with a grade of C or better, or equivalent.

**Entrance Skills****Entrance Skills**

CHIN M100, two years of high school Chinese with a grade of C or better, or equivalent.

**Prerequisite Course Objectives**

CHIN M01-apply technology to the language-learning process and cultural research projects.

CHIN M01-recognize the use of the past, present and future tenses and talk about some events using the most frequently used time words and sentence structures.

CHIN M01-order in a restaurant in a culturally appropriate way.

CHIN M01-talk about daily routines.

CHIN M01-state future plans.

CHIN M01-express feelings.

CHIN M01-describe self, family and friends and understand aspects of the value of family in Chinese-speaking regions.

CHIN M01-obtain information about people, places and things.

CHIN M01-express likes and dislikes/wishes and preferences.

CHIN M01-greet and express leave-taking phrases by comparing and contrasting appropriate phrases used in Chinese-speaking regions.

CHIN M01-communicate orally and in writing a variety of meaningful real life activities moving toward the Novice High/Intermediate level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages).  
 CHIN M01-understand selected cultural aspects of daily life in the Chinese-speaking regions.

## Requisite Justification

### Requisite Type

Prerequisite

### Requisite

CHIN M100

### Requisite Description

Course in a sequence

### Level of Scrutiny/Justification

Required by 4 year institution

### Requisite Type

Prerequisite

### Requisite

High school Mandarin Chinese with a grade of C or better, or equivalent.

### Requisite Description

Course in a sequence

### Level of Scrutiny/Justification

Required by 4 year institution

## Student Learning Outcomes (CSLOs)

### Upon satisfactory completion of the course, students will be able to:

- |   |  |
|---|--|
| 1 | demonstrate some knowledge and understanding of the cultures of the Chinese-speaking regions studied. [Intercultural Communication]  |
| 2 | conduct simple, short interpersonal communications in the language using word lists, mostly practiced phrases, and some simple sentences, in both oral and written form in the present and past tenses. [Interpersonal Communication]  |
| 3 | demonstrates comprehension of intermediate-advanced level authentic texts [reading, listening, and viewing] on day to day activities, such as advertisements, applications, instructions, articles, and schedules. [Interpretive Reading/Listening]                                    |
| 4 | describe familiar events and present personal information about daily life topics (family, school, activities, likes/dislikes) using mostly phrases and highly practiced simple sentences in both oral and written form in the present and past tenses. [Presentational Communication] |
| 5 | apply technology to the language-learning process and cultural research projects.  |

## Course Objectives

### Upon satisfactory completion of the course, students will be able to:

- |   |   |
|---|---|
| 1 | compare and contrast the aspects of everyday life in Mandarin Chinese-speaking countries/regions and the U. S..   |
| 2 | communicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate low/mid and high level of proficiency on the national American Council on the Teaching of Foreign Languages (ACTFL) scale. |
| 3 | narrate and describe real-life events with a larger vocabulary and sentence structures.   |
| 4 | discuss the topics of weather, dining, health, travel, transportation, sports and dwelling, using culturally and linguistically appropriate skills.   |
| 5 | compare and contrast the above topics with the U.S..  |

- |   |  |
|---|--|
| 6 | recognize the concept of the interpersonal relationship in Chinese-speaking communities. |
| 7 | apply technology to the language-learning process and cultural research projects.        |

## Course Content

### Lecture/Course Content

- **Culture (60%)**
  - Aspects of everyday life in Chinese-speaking countries/regions
  - Review of Elementary Chinese I course material.
  - Characteristics of Chinese-speaking countries/regions such as, but not limited to:
    - Weather
    - Foods
    - Travel/transportation
    - Sports
    - Health
    - Daily Life
    - Traditions and customs
    - Current events
- **Culturally appropriate vocabulary (10%)**
- **Grammar concepts (30%)**
  - Comparative sentences
  - The "Ba" construction
  - Passive-voice sentences
  - descriptive complements and directional complements

### Laboratory or Activity Content

Not applicable

## Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression  
 Problem solving exercises  
 Skills demonstrations

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
 Group projects  
 Individual projects  
 Journals  
 Objective exams  
 Oral presentations  
 Portfolios  
 Problem-solving exams  
 Quizzes  
 Reports/papers  
 Research papers  
 Role playing  
 Skills demonstrations

## Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
 Class activities  
 Class discussions  
 Collaborative group work  
 Computer-aided presentations  
 Demonstrations  
 Distance Education

Field trips  
 Group discussions  
 Instructor-guided interpretation and analysis  
 Instructor-guided use of technology  
 Internet research  
 Lecture  
 Small group activities

**Describe specific examples of the methods the instructor will use:**

- The instructor will use PPT presentations, audiovisual internet resources (e.g. YouTube videos), group activities, class demonstrations.

## Representative Course Assignments

### Writing Assignments

- Research relevant transportation issues in Mainland China-write an essay comparing and contrasting with relevant transportation issues in the U.S..
- Research a traditional celebration in mainland China - describe the tradition, the relevant activities and the food.

### Critical Thinking Assignments

- Compare and contrast a traditional celebration in mainland China, Taiwan and Chinese communities in the U.S.. - describe the tradition, the relevant activities and the food.
- Research the Chinese food in Mainland China and Chinese communities in the U.S.. Debate the consumption of Chinese food and Western food.

### Reading Assignments

- Reading and understanding simple and brief authentic newspaper articles.
- Reading and understanding an authentic article about a college students' lifestyle in Mainland China.

### Skills Demonstrations

- Describe the process to rent an apartment in a China's city.
- Converse with an agent on the phone
- Describe the floor plan, furniture, rent, utilities,and security deposit; Compare the pros and cons of living a dorm vs. in an apartment.

### Other assignments (if applicable)

- Research a university in Beijing, China.
- Take a field trip to Chinese American Museum in Los Angeles.

## Outside Assignments

### Representative Outside Assignments

- View and discuss art exhibits, concert, film and/or plays from Chinese-speaking cultures.
- Research the traditional sports in China. Compare the traditional sports to US sports.

## Articulation

### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
Cal Poly Pomona	CHN 1112	Elementary Chinese II	3
CSU Channel Islands	CHIN 102	Elementary Chinese II	4
UC Merced	CHN 002	Elementary Chinese II	4
UC Berkeley	CHINESE 1B	Elementary Chinese	5

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C2. Humanities**

Proposed

**Date Proposed:**

2/2021

**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

F2022

**CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****C2 Humanities: Literature, Philosophy, Languages Other than English**

Proposed

**Date Proposed:**

12/2021

**Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA****UC TCA**

Proposed

Approved

**Date Proposed:**

6/15/2021

**Effective term:**

Fall 2022

## IGETC

### Area 1: English Communication

### Area 2A: Mathematical Concepts & Quantitative Reasoning

### Area 3: Arts and Humanities

#### Area 3B: Humanities

Proposed

**Date Proposed:**

12/15/2021

### Area 4: Social and Behavioral Sciences

### Area 5: Physical and Biological Sciences

### Area 6: Languages Other than English (LOTE)

#### Area 6: Languages Other than English (LOTE)

Proposed

**Date Proposed:**

12/15/2021

## Textbooks and Lab Manuals

### Resource Type

Textbook

### Classic Textbook

Yes

### Description

Liu, Yuehua, et. al. *Integrated Chinese*. 4th Ed., vol. 2, Cheng & Tsui, 2016.

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### Resource Type

Other Instructional Materials

### Description

Liu, Yuehua, et. al. *Integrated Chinese Workbook*. 4th Ed., vol. 2, Cheng & Tsui, 2016.

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### Resource Type

Textbook

### Classic Textbook

Yes

### Description

Liu, Xun. *New Practical Chinese Reader*. 3rd ed., vol. 2, Beijing Language and Culture University Press, 2011.

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### Resource Type

Other Instructional Materials

### Description

Liu, Xun. *New Practical Chinese Reader Workbook*. 3rd ed., vol. 2, Beijing Language and Culture University Press, 2011.

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## Library Resources

### Assignments requiring library resources

Possible research, using the Library's print and online resources, for individual or collaborative projects and analytical essays.

### Sufficient Library Resources exist

Yes

### Example of Assignments Requiring Library Resources

Research traditional celebrations in Chinese-speaking regions.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (1%–50% online)  
Hybrid (51%–99% online)  
100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Describe your travel/visit to Beijing, China
E-mail	Write emails to communicate with instructor and peers.
Other DE (e.g., recorded lectures)	Lecture on Chinese kinship system Lecture on Chinese attitudes toward travel
Synchronous Dialog (e.g., online chat)	Students talk about their visit to Chinese museum/China Town using the accurate time words and sentence structures.
Video Conferencing	Informal group conversation with 1-4 students about their knowledge on Chinese language, culture and traditions.

#### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Describe your travel/visit to Beijing, China
E-mail	Write emails to communicate with instructor and peers.
Other DE (e.g., recorded lectures)	Lecture on Chinese kinship system Lecture on Chinese attitudes toward travel
Synchronous Dialog (e.g., online chat)	Students talk about their visit to Chinese museum/China Town using the accurate time words and sentence structures.
Video Conferencing	Informal group conversation with 1-4 students about their knowledge on Chinese language, culture and traditions.

**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Describe your travel/visit to Beijing, China
E-mail	Write emails to communicate with instructor and peers.
Other DE (e.g., recorded lectures)	Lecture on Chinese kinship system Lecture on Chinese attitudes toward travel
Synchronous Dialog (e.g., online chat)	Students talk about their visit to Chinese museum/China Town using the accurate time words and sentence structures.
Video Conferencing	Informal group conversation with 1-4 students about their knowledge on Chinese language, culture and traditions.

**Examinations****Hybrid (1%–50% online) Modality**

On campus  
Online

**Hybrid (51%–99% online) Modality**

On campus  
Online

**Primary Minimum Qualification**

FOREIGN LANGUAGES

**Review and Approval Dates****Department Chair**

MM/DD/YYYY

**Dean**

MM/DD/YYYY

**Technical Review**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000624717

**DOE/accreditation approval date**

MM/DD/YYYY