

NEW COURSE PROPOSAL**Courses must be submitted by November 9, 2007, to make the next catalog production**DATE (*Change if modified*)

NOVEMBER 4, 2007 REV 12.13.07 REV 2.7.08

PROGRAM AREA(S)

SPANISH/LANGUAGES

1. Catalog Description of the Course. *[Follow accepted catalog format.]***Prefix(es)** (Add additional prefixes if cross-listed) **CHIN Course No. 101****Title: ELEMENTARY CHINESE I Units: 4**☐ Prerequisites☐ Corequisites☐ Consent of Instructor Required for Enrollment**Description** (Do not use any symbols): **First course in Modern Standard Chinese (Mandarin). Develops elementary communicative skills and knowledge of the Chinese language and cultures. Not intended for students with prior knowledge of Chinese.****Grading Scheme:**☒ A-F Grades☐ Credit/No Credit☐ Optional (Student Choice)**Repeatability:**☐ Repeatable for a maximum of
units

Total Completions Allowed

☐ Multiple Enrollment in Same Semester**Lab Fee Required:** ☐**Mode of Instruction/Components** (*Hours per Unit are defaulted.*).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	4	1	25	<input checked="" type="checkbox"/>	
Seminar		1		<input type="checkbox"/>	
Laboratory		3		<input type="checkbox"/>	
Activity		2		<input type="checkbox"/>	
Field Studies				<input type="checkbox"/>	
Indep Study				<input type="checkbox"/>	
Other Blank				<input type="checkbox"/>	

The following two lines will be filled out internally based on the Mode of Instruction data directly above.

hours lecture per week (*Use 2nd line only if necessary*)

hours blank per week

Course Attributes:☒ **General Education Categories:** All courses with GE categories notations (including deletions) must be processed at the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.**A (English Language, Communication, Critical Thinking)**A-1 Oral Communication ☐A-2 English Writing ☐A-3 Critical Thinking ☐**B (Mathematics, Sciences & Technology)**B-1 Physical Sciences ☐B-2 Life Sciences – Biology ☐B-3 Mathematics – Mathematics and Applications ☐B-4 Computers and Information Technology ☐**C (Fine Arts, Literature, Languages & Cultures)**C-1 Art ☐C-2 Literature Courses ☐C-3a Language ☒C-3b Multicultural ☐**D (Social Perspectives)** ☐

E (Human Psychological and Physiological Perspectives) ☐

UDIGE/INTD Interdisciplinary ☐

Meets University Writing Requirement ☐

Meets University Language Requirement ☐

☐ American Institutions, Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History

Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

☐ Service Learning Course

3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)

A. Justification: CSUCI has the burgeoning enrollment and curriculum (e.g., Minor in Global Studies, Minor in Pacific Asian Studies) to justify offering languages in addition to the current offerings of American Sign Language and Spanish. The university's location in the Pacific Rim, combined with China's population and development as a global economic and political power, make Chinese an attractive second language offering for CSUCI. The proposed course would be a General Education course in category C3a; fulfill the university's second language graduation requirement; and be a general elective.

B. Degree Requirement: ☐ Requirement for the Major/Minor
☒ Elective for the Major/Minor

Note: Submit Program Modification if this course changes your program.

4. Learning Objectives. (*Bullets, will occur upon carriage return*)

Upon completion of the course, the student will be able to:

- listen and speak using Chinese phonological system
- engage in simple conversations, involving greetings, leave taking, time, weather, seasons, family
- read and write approximately 150 Chinese characters
- examine cultural information and themes on China: demographic information, regions where Mandarin is spoken, Chinese zodiac, origin of Chinese surnames, some regional varieties of Chinese foods, several Chinese holidays and festivals
- perform at Novice Mid level proficiency in Chinese according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

5. Course Content in Outline Form. [*Be as brief as possible, but use as much space as necessary*]

- I. Introduction to course: overview of Chinese language study; introduction of China (video); expressions of greetings, getting to know one another
- II. Recent history of China and Taiwan; introduction to Chinese writing system, the formation of basic characters, and learning to type on the computer in Chinese; Basic Chinese grammar; More on greetings, initiating simple oral exchanges
- III. Mandarin Chinese profile; More on Chinese writing; introduction of vocabulary related to family, common Chinese surnames
- IV. Chinese zodiac and origins; Chinese calendar; Several Chinese holidays and festivals; More on family relationships; Chinese weddings and foods; Students read and write simple texts with simplified Chinese characters

Does this course overlap a course offered in your academic program? YES ☐ NO ☒

If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES ☐ NO ☒

If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (*Please fill out separate description in item 1 above, for each PREFIX*)

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).
Prefix for cross-listed discipline(s):

B. Department responsible for staffing: Spanish/Languages

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

- Practical Chinese Reader Book I. (Simplified character edition) by Beijing Language Institute. Boston: Cheng and Tsui Co., 1990.
- FUN with PCR, by Peggy Wang. EALS, 2000.
- Practical Chinese Reader I & II: Writing Workbook (Traditional character edition), edited by Teng, Shou-hsin. Boston: Cheng and Tsui Co., 1990.
- An English-Chinese/Chinese-English dictionary, such as the Concise English-Chinese/Chinese-English Dictionary. Commercial Press & Oxford University Press, 1986.

8. List Faculty Qualified to Teach This Course.

- A part-time instructor would be hired to teach the course.

9. Effective Date

A. First semester offered: Fall 2008

10. New Resources Required. YES ☒ NO ☐

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

A. Computer (data processing), audio visual, broadcasting needs, other equipment)

B. Library needs

CyberChinese (multimedia CD-ROM program for learning Chinese); DVDs on China and Taiwan

C. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES ☐ NO ☒

If, YES attach a program modification form for all programs affected.

Catalog deadline for New Minors and Programs (including modifications): October 15, 2007, preceding year.

Catalog deadline for Course Proposals and Modifications: November 9, 2007, of preceding year.

Last day to submit any work to be considered for the academic year: April 15th.

Terry L. Ballman

Proposer of Course

November 4, 2007

Date

Request for unassigned 101: Elementary Chinese I to be added to GE Category C3a: Language.

Committee Response:

Approved by committee on 11-07-2007

Criteria and Justifications Submitted:

- *Develop students' ability to respond subjectively as well as objectively to experience*
Students are actively engaged since the first day of instruction with the subject matter. In addition to learning language and cultural information, students are asked to share information about their own experiences as well as give opinions about cultural similarities and differences.
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*
Some of the cultural information examined in the course deals with modern Chinese societies, and the great works of classical Chinese culture. Whether in English or Chinese, students will be asked to share their impressions.
- *Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.*
Students are exposed to information on art, literature (poetry), and music. At least one Chinese feature film in Mandarin with English subtitles will be shown during the semester, as will youtube selections.
- *Examine the interrelationship between the creative arts, the humanities, and self*
Students are asked to reflect and respond to the interrelationship between how Chinese is used and expressed and the cultural themes reflected in (daily) practices and great works.
- *Include an exposure to world cultures*
China is the world's third largest country in terms of land space, with the world's largest population of 1.3 billion people. Students will learn cultural information about China and Taiwan; and when appropriate this information will be compared and contrasted with the U.S. and the West. The Chinese have been an important group in the development of California and the U.S.
- *Include a cultural component and not solely skills acquisition*
Cultural information is found in each lesson taught. Every quiz and exam will have a section dedicated to Chinese cultures (practices, products, belief systems).
- *Include human to human communication*
One of the primary objects of the CSUCI Spanish/Languages programs is the development of effective communicative competence, requiring consistent and frequent human to human communication. Pair- and small-group work is commonplace throughout the curriculum.

Approval Sheet

Program/Course: Chin 101

Program Chair(s)	Date
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Program Chair(s)	Date
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General Education Chair(s)	Date
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Curriculum Committee Chair(s)	Date
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Dean of Faculty	Date
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