



**EFFECTIVE: SEPTEMBER 2002**

**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL**

Date: **January 29, 2002**

**B:** Department/  
Program Area: **LANGUAGE, LITERATURE AND  
PERFORMING ARTS  
Modern Languages**

New Course

Revision

If Revision, Section(s) Revised: **F, G, H, M, N, O, P, Q, R**

Date Last Revised: **June 10, 1994**

**C: MODL 192**

**D:**

**BASIC CHINESE II**

**E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<p><b>F:</b> Calendar Description: This course is designed for students who have completed MODL 191 or its equivalent. It is designed to strengthen basic oral and written communicative skills through the study of vocabulary, grammar and culture. Chinese is used in class as much as possible.</p>		
<p><b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings: <b>Seminar/Lab</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor) <b>Seminar: 4 hrs/week Lab: 1 hr/week</b></p> <p>Number of Weeks per Semester: <b>14</b></p>	<p><b>H:</b> Course Prerequisites: <b>MODL 191 (C Grade) or Assessment (see calendar).</b></p>	
	<p><b>I:</b> Course Corequisites: <b>None.</b></p>	
	<p><b>J:</b> Course for which this Course is a Prerequisite: <b>MODL 291</b></p>	
	<p><b>K:</b> Maximum Class Size: <b>22</b></p>	
<p><b>L:</b> PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/></p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</p>		

**M:** Course Objectives/Learning Outcomes

The student will be expected to demonstrate proficiency in Mandarin at the basic level in:

1. Aural comprehension of simple discourse
2. Reading comprehension of simplified texts, in both Pinyin and Chinese
3. Speech delivery: cope with everyday situations, tell stories in the equivalent of the present, the past and the future tenses
4. Written expression: simple guided paragraphs in Chinese characters
5. Understanding target cultures

**N:** Course Content

Systematic introduction of:

1. Basic syntactic structures (daily expression and some idiomatic phrases)
2. Basic lexicon (up to 200 lexical items)
3. Basic strokes and components of Chinese characters
4. The phonological system of Mandarin (Pinyin or romanized Chinese, phonetic transcription including tones)
5. Some aspects of Chinese culture

**O:** Methods of Instruction

The functional and communicative approach is used where appropriate. Classroom activities include: presentation of material by the instructor, practice in pairs and small groups, listening comprehension, audio-visual presentations, and conversation in labs in small groups with a Native Language Assistant.

**P:** Textbooks and Materials to be Purchased by Students

Ralph Lake, Tom Whalley and Christine Hsu. Basic Chinese: An Introductory Course in Mandarin (Douglas College, 2000).

Coursepack includes: text, workbook, and toolkit (aids to learning: pinyin chart, instructions for writing all characters, readings).

**Q:** Means of Assessment

The evaluation system consists of weekly tests from 3<sup>rd</sup> and 4<sup>th</sup> week to end of semester and weekly homework assignments. Each test consists of written and listening elements. An oral test is conducted near the end of semester. Course concludes with a comprehensive final exam.

The minimum mark to pass the course is a P in both the written and oral aspects of the course. In order to continue to the next level (MODL 291), a student must achieve a minimum grade of C.

Written tests:	20%
Listening and oral:	30%
Homework:	10%
Attendance and participation:	10%
Final exam:	30%

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Yes, if student is registered in a higher level Chinese course at Douglas College.

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 Course Designer(s)

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 Education Council/Curriculum Committee Representative

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 Dean/Director

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 Registrar