



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **INSTRUCTIONAL** Effective Date: **September 2004**

B. Department / Program Area: **LANGUAGE, LITERATURE AND PERFORMING ARTS COMMUNICATIONS** Revision New Course

If Revision, Section(s) Revised: **C, F, H**

Date of Previous Revision: **December 2001**

Date of Current Revision: **September 2004**

C: MODL 2292 **D: INTERMEDIATE CHINESE II** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description: This course is designed for students who have completed MODL 2291 or its equivalent. It is designed to strengthen oral and written communicative skills through the study of vocabulary, grammar and culture. Chinese is used in class almost exclusively.</p>		
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Seminar/Lab</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Seminar: 4 hrs/week Lab: 1 hr/week</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites: MODL 2291 (C Grade) or MODL assesment (see calendar).</p>	
	<p>I: Course Corequisites: None</p>	
	<p>J: Course for which this Course is a Prerequisite None</p>	
	<p>K: Maximum Class Size: 22</p>	
<p>L: 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 (www.bccat.bc.ca)</p>		

M:	<p>Course Objectives / Learning Outcomes</p> <p>The student will be expected to demonstrate proficiency in Chinese at the intermediate level in:</p> <ol style="list-style-type: none"> 1. Aural comprehension of authentic language situations. 2. Reading comprehension of approximately 1000 Chinese characters. 3. Speech delivery: Expressing an opinion; defending a point of view. 4. Written expression: expository writing utilizing the above base 1000 characters. 5. Appreciation of cultural differences and similarities. 										
N:	<p>Course Content:</p> <p>Systematic introduction of:</p> <ol style="list-style-type: none"> 1. Intermediate syntactic structures (daily expression and some idiomatic phrases) 2. Intermediate lexicon (up to 200 lexical items) 3. Some aspects of Chinese culture 										
O:	<p>Methods of Instruction</p> <p>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 labs in small groups with a Native Language Assistant.</p>										
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>Ralph Lake, Tom Whalley and Christine Hsu. <i>Basic Chinese: An Introductory Course in Mandarin</i> (Douglas College, 2000).</p> <p>Coursepack includes: text, workbook, and toolkit (aids to learning: pinyin chart, instructions for writing all characters, readings).</p>										
Q:	<p>Means of Assessment</p> <p>The evaluation system consists of weekly tests from 3rd and 4th 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.</p> <p>The minimum mark to pass the course is a P in both the written and oral aspects of the course.</p> <table> <tr> <td>Written tests:</td> <td>20%</td> </tr> <tr> <td>Listening and oral:</td> <td>30%</td> </tr> <tr> <td>Homework:</td> <td>10%</td> </tr> <tr> <td>Attendance and participation:</td> <td>10%</td> </tr> <tr> <td>Final exam:</td> <td>30%</td> </tr> </table>	Written tests:	20%	Listening and oral:	30%	Homework:	10%	Attendance and participation:	10%	Final exam:	30%
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R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>Not open for PLAR.</p>										

 Course Designer(s)

 Education Council / Curriculum Committee Representative

 Dean / Director

 Registrar