

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: CHIN 6 INTERMEDIATE CHINESE III

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

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Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Supporting element(s) from the CoR:

2-B. Read short essays, stories and poems at the advanced proficiency level

2-D. Discuss and examine cultural, social and economic developments in Mandarin-speaking countries.

2-E. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-D-1. Discuss and examine the Chinese cultural, social and economic development in the mandarin speaking countries.

4-D-2. Compare and contrast cultural, social and economical changes and development in major cities in China in the past few decades.

4-D-4. Identify the influence of history, geography, and policies on the Mandarin language from a cultural perspective.

4-E-3. Examine and evaluate the influence of the migration of different ethnicities within China and the immigration to the United States.

4-E-4. Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities.

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Supporting element(s) from the CoR:

2-B. Read short essays, stories and poems at the advanced proficiency level

2-D. Discuss and examine cultural, social and economic developments in Mandarin-speaking countries.

2-E. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-D-1. Discuss and examine the Chinese cultural, social and economic development in the mandarin

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speaking countries.

4-D-2. Compare and contrast cultural, social and economical changes and development in major cities in China in the past few decades.

4-D-4. Identify the influence of history, geography, and policies on the Mandarin language from a cultural perspective.

4-E-3. Examine and evaluate the influence of the migration of different ethnicities within China and the immigration to the United States.

4-E-4. Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Supporting element(s) from the CoR:

2-B. Read short essays, stories and poems at the advanced proficiency level

2-D. Discuss and examine cultural, social and economic developments in Mandarin-speaking countries.

2-E. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-D-1. Discuss and examine the Chinese cultural, social and economic development in the mandarin speaking countries.

4-D-2. Compare and contrast cultural, social and economical changes and development in major cities in China in the past few decades.

4-D-4. Identify the influence of history, geography, and policies on the Mandarin language from a cultural perspective.

4-E-3. Examine and evaluate the influence of the migration of different ethnicities within China and the immigration to the United States.

4-E-4. Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities.

4-E-1. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-E-2. Acquire etiquette skills for social situations in both China and America.

4-E-3. Examine and evaluate the influence of the migration of different ethnicities within China and the immigration to the United States.

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4-E-4. Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities.

H3. Develop appreciation for what is significant about human life and its creations;

Supporting element(s) from the CoR:

2-B. Read short essays, stories and poems at the advanced proficiency level

2-D. Discuss and examine cultural, social and economic developments in Mandarin-speaking countries.

2-E. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-D-1. Discuss and examine the Chinese cultural, social and economic development in the mandarin speaking countries.

4-D-2. Compare and contrast cultural, social and economical changes and development in major cities in China in the past few decades.

4-D-4. Identify the influence of history, geography, and policies on the Mandarin language from a cultural perspective.

4-E-3. Examine and evaluate the influence of the migration of different ethnicities within China and the immigration to the United States.

4-E-4. Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities.

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Supporting element(s) from the CoR:

2-B. Read short essays, stories and poems at the advanced proficiency level

2-D. Discuss and examine cultural, social and economic developments in Mandarin-speaking countries.

2-E. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-D-1. Discuss and examine the Chinese cultural, social and economic development in the mandarin speaking countries.

4-D-2. Compare and contrast cultural, social and economical changes and development in major cities in China in the past few decades.

4-D-4. Identify the influence of history, geography, and policies on the Mandarin language from a cultural perspective.

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4-E-3. Examine and evaluate the influence of the migration of different ethnicities within China and the immigration to the United States.

4-E-4. Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Supporting element(s) from the CoR:

2-E. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-D-1. Discuss and examine the Chinese cultural, social and economic development in the mandarin speaking countries.

4-D-2. Compare and contrast cultural, social and economical changes and development in major cities in China in the past few decades.

4-D-4. Identify the influence of history, geography, and policies on the Mandarin language from a cultural perspective.

Depth Map: Additionally, must include at least two of the following:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Supporting element(s) from the CoR:

2-E. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-E-4. Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities.

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Supporting element(s) from the CoR:

H8. Recognition of the variety of valid interpretations of artistic expression;

Supporting element(s) from the CoR:

H9. Appreciation of our common humanity within the context of diverse cultures;

Supporting element(s) from the CoR:

2-E. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-E-4. Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Supporting element(s) from the CoR:

1. Further development of speaking, listening, reading, and writing skills at the intermediate to high

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proficiency levels. Emphasis on communication competency and vocabulary. Study new idiomatic Mandarin expressions. Expand students' abilities to express their attitudes towards actions and conditions.

2-D. Discuss and examine cultural, social and economic developments in Mandarin-speaking countries.

2-E. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-D-1. Discuss and examine the Chinese cultural, social and economic development in the mandarin speaking countries.

4-E-1. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-E-4. Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities.

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Supporting element(s) from the CoR:

1. Further development of speaking, listening, reading, and writing skills at the intermediate to high proficiency levels. Review all the structures learned in the previous levels. Emphasis on communication competency and vocabulary. Study new idiomatic Mandarin expressions. Expand students' abilities to express their attitudes towards actions and conditions. Discuss and analyze limited amount of composition of short essays and stories. Introduce classical Chinese literature.

2-A. Understand long conversational sentences at the advanced proficiency level.

2-B. Read short essays, stories and poems at the advanced proficiency level

2-C. Write letters, short messages, and compositions at the intermediate-high level.

2-D. Discuss and examine cultural, social and economic developments in Mandarin-speaking countries.

2-E. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-D-1. Discuss and examine the Chinese cultural, social and economic development in the mandarin speaking countries.

4-D-2. Compare and contrast cultural, social and economical changes and development in major cities in China in the past few decades.

4-D-3. Analyze and examine the Chinese linguistic enrichment as a result of increased interflow among

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China, Hong Kong, Taiwan, and other Mandarin speaking areas in the world.

4-D-4. Identify the influence of history, geography, and policies on the Mandarin language from a cultural perspective.

4-E-1. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-E-2. Acquire etiquette skills for social situations in both China and America.

4-E-3. Examine and evaluate the influence of the migration of different ethnicities within China and the immigration to the United States.

4-E-4. Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Supporting element(s) from the CoR:

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Supporting element(s) from the CoR:

1. Further development of speaking, listening, reading, and writing skills at the intermediate to high proficiency levels. Review all the structures learned in the previous levels. Emphasis on communication competency and vocabulary. Study new idiomatic Mandarin expressions. Expand students' abilities to express their attitudes towards actions and conditions.

2-C. Write letters, short messages, and compositions at the intermediate-high level.

2-D. Discuss and examine cultural, social and economic developments in Mandarin-speaking countries.

2-E. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-D-4. Identify the influence of history, geography, and policies on the Mandarin language from a cultural perspective.

4-E-1. Use the Mandarin language to compare some aspects of Chinese culture and civilization with those of U.S.

4-E-4. Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities.

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

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Supporting element(s) from the CoR:

4-E-4. Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the Mandarin-speaking countries and communities.

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Supporting element(s) from the CoR:

Requesting Faculty: Ikuko Tomita

Date: 03/02/2010

Division Curr Rep: _____ Date: _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Joe Ragey, Sam Connell, Bernie Day

Comments:

The committee has reviewed and approved the above curriculum for HUMANITIES GENERAL EDUCATION.

Approved: X__ Denied: _____ CCC Co-Chair Signature: Joe Ragey _____ Date: 2/8/11 _____