



CIEE Beijing, China

Course title:	Chinese Language, Intermediate II
Course number:	CHIN 2002 BJCH
Programs offering course:	Beijing Sustainable Development Program
Language of instruction:	English
U.S. Semester Credits:	4
Contact Hours:	60
Term:	Spring 2020

Course Description

This Chinese language course equips students with vocabularies, grammar structures, and culture background information to listen to Chinese daily informal or formal conversations, to read descriptive written texts with details, and to understand short argumentative texts. By acquiring language and cultural knowledge, and practicing speaking and writing strategies, student is able to share stories, to offer precise information to others, and to present their personal perspectives clearly. The learning texts cover relevant topics discussed in China today so that students can practice language skill in the meaningful context.

Learning Objectives

By completing this course, students will be able to:

- Maintain a conversation smoothly and clearly present information or personal viewpoint by creatively self-organizing sentences or short paragraphs, including topics related to informal conversation about school, family or leisure time, and some related to formal conversation such as current affairs, public interests, etc.
- Collect and understand main facts from oral descriptive texts and some supportive proves of short argumentations
- Read descriptive written texts and short argumentations, understand the basic timeline and logic of a text, and can guess meaning of new words from context
- Write description paragraphs with detailed facts, and can write sentences addressing personal viewpoints with supportive proves
- Understand and interact with Chinese on certain cultural custom with proper verbal and non-verbal communication skills
- Master approximately 2000 words and 200 grammar

Course Prerequisites

This course is designed for the Intermediate Chinese level students. Student who have had four college semesters of Chinese or at least have reached the Intermediate-Mid level according to ACTFL Proficiency Guidelines.

Methods of Instruction

The leading methods applied in this course is Communicative Language Teaching, embedding students into real-life and meaningful conversations, and using the learning materials updated with latest social issues and student's daily life. The teaching approaches



and activities are designed to promote teacher-student interaction in order to lead the students to real communication in Chinese. Most of the class hours are organized to have students to read or listen to a block of text first and then to express meaningful and complete paragraph orally. Different types of stimulus are carefully arranged into class to meet needs of different learning styles in the assistant of pictures, videos, PowerPoints, etc. Assignments include both speaking and writing practice, such as recording speaking practice by WeChat, interviewing local Chinese, writing a short paragraph, finishing assignments on workbook. Other teaching methods are utilized based on learning objectives, such as audiolingual methods applied at the first stage of structure practice, TPR used for learning certain vocabularies.

The 4 meeting hours per week is slip into two parts: two times of 100 minutes group class and 40 minutes class tutoring/discussion/presentation.

The 100 minutes group class is mainly focus on content of textbook, including vocabularies and grammar structures. Students are expected to learn under the guidance given by instructor and to have topic and structure controlled language practice. Correct out-put is highlighted in these 4 hours.

The 40 minutes tutoring/discussion/presentation on Friday offers opportunity of “free speech”, discussing topics students are assigned in using the vocabularies and sentence structures learned, correcting pronunciation, or solving questions students met during the week study. Though students are encouraged to express freely, instructor will mark down any error/mistake during the conversation and give feedbacks to students in the end of the meeting.

Assessment and Final Grade

List at least four methods of assessment in addition to participation, indicating the percent of final grade below totaling 100%. Do not assign a percent to class attendance.

1.	Homework:	15%
2.	Participation:	20%
3.	Tutoring performance:	15%
4.	Mid-term examination:	25%
5.	Final examination:	25%

Course Requirements

Homework

Homework, which is assigned daily, includes finishing the workbook, recording pronunciation practice via WeChat, or prepare a short oral presentation. Students should spend approximate one and half hours to two hours on homework and previewing. Homework is accepted up to three days after deadline and 0.3 percentage point off for each day. Failing to hand in a homework will lead to 1 percent off final grades.



Participation

Participation is worth 20% of final grade. Fully attendance and actively involving activities and communications in class ensure a 20% grade. Being late or absent, eating, messaging, calling, or other disrespectful behaviors to instructors or classmates leads to loss points.

Attendance is an important part of participation :

- Each unexcused absence from class will lead to one percentage point reduction.
- Exceeding 6 hours (10% of total course hours) unexcused absence may lead to a written warning from Beijing Director, a notification to student's home school, and/or dismissal from program in addition to the grade reduction.
- Unexcused absence exceeding 12 hours may lead to a fail in this course.
- Over 15 minutes late or early leaving is taken as an unexcused absence.
- An absence will only be considered excused if:
 - a doctor's note is provided
 - a CIEE staff member verifies that the student was too ill to attend class
 - evidence if provided of a family emergency
- Excused absence exceeding three times will lead to one percentage point reduction for each one, unless a doctor's note on being hospitalized is provided.

Tutoring Performance

Class tutoring on Friday is 15% of final grade. Students are expected to give a short oral report on the topics the teacher assigned before the tutoring. Instructor will ask some questions related to the report and lead further discussion. In this free conversation, making errors will not make students loss grade point but no or poor preparation before the meeting will. Students ask questions on language learning or cultural/social issues they meet during the week. The instructor evaluates students' performance according t their contribution to the conversation, active using vocabularies and structures learned in the week.

Mid-term and Final Exams

Mid-term exam is on the eighth week and final exam is on the fifteenth week. Both of the exams consist of a listening and speaking exam, 15% of final grade, and a reading and writing exam, 10% of final grade.

The listening and speaking exam requests students to finish 2 conversations with the teacher and 2 independent presentations within 45 minutes. Student will be given topics ahead of the exam for preparation. Students are expected to collect information from teacher, to share information precisely, and to address personal viewpoint properly with correct pronunciation and tones, phrases and sentences, and communication strategies.

The reading and writing exam request student to complete writing tasks based on reading 2 written texts, and to complete a functional/paragraph writing based on a given topic in 1 hour. Exam time length can be accommodated for special needs. Students are expected to understand information or ideas in the text, and to write readable characters in the right form and coherently sentences with right gramma structure.

Weekly Schedule

Week 1 Orientation Week



A new China: An Intermediate Reader of Modern Chinese

Introduction to class

25. Afraid of wife

Review + Discussion

Homework: Exercise on workbook, pre-view Unit 26 and dictation

Oral prep: Do you think it is a shame?

Week 2

26. Fart with pants off

Review + Discussion

Homework: Exercise on workbook, pre-view Unit 27 and dictation

Oral prep: introduce one interesting argot.

Week 3

27. Broken “iron bowl”

Review + Discussion

Homework: Exercise on workbook, pre-view Unit 28 and dictation

Oral prep: introduce your dream work

Week 4

28. Ping Pong diplomacy

Review + Discussion

Homework: Exercise on workbook, pre-view Unit 29 and dictation

Oral prep: Your understanding about “Chinese Dream” and “American Dream”

Week 5

29. College entering exam

Review + Discussion

Homework: Exercise on workbook, pre-view Unit 30 and dictation

Oral prep: Your opinion about “College Entrance Examination”

Week 6

30. Book shop in Beijing

Review + Discussion

Homework: Exercise on workbook, pre-view Unit 31 and dictation

Oral prep: Introduce one of your favorite books

Week 7

31. Husband, wife, Mr., and Mrs.

Review + Discussion

Homework: Exercise on workbook

Oral prep: introduce someone’s nickname.

Week 8

Review

Mid-term examination

Discussion

Homework: pre-view Unit 32 and dictation

Week 9

32. Divorce

Review + Discussion

Homework: Exercise on workbook, pre-view Unit 33 and dictation

Oral prep: Women status in modern society



- Week 10** 33. From “gaining weight” to “losing weight”
Review + Discussion
Homework: Exercise on workbook, pre-view Unit 34 and dictation
Oral prep: Your way to keep fit
- Week 11** 34. From “basic needs” to “xiaokang”
Review + Discussion
Homework: Exercise on workbook, pre-view Unit 35 and dictation
Oral prep: Your dream life
- Week 12** 35. Life of being retired
Review + Discussion
Homework: Exercise on workbook, pre-view Unit 36 and dictation
Oral prep: Life of being retired in US
- Week 13** 36. China’s transportation construction
Review + Discussion
Homework: Exercise on workbook, pre-view Unit 37 and dictation
Oral prep: Public Transportation in Beijing
- Week 14** 37. Mobile phones and emails
Review
Homework: Exercise on workbook
Oral prep: What will life become without cellphone?
- Week 15** Review
Final examination

Course Materials

Textbooks

Chih-P’ing Chou , Joanne Chiang and Jianna Eagar, eds. *A new China: An Intermediate Reader of Modern Chinese*. Revised ed. Princeton: Princeton University Press, 2011.

Recommended readings

- 🔗 <https://www.class-central.com/search?q=China>
- 🔗 <https://www.coursera.org/courses?query=china&start=40&userQuery=China>
- 🔗 <http://wz.chinesecio.com/?cat=10>