



CIEE Global Institute - Shanghai

Course name:	Chinese – Advanced High I
Course number:	CHIN 4001 SACS
Programs offering course:	Shanghai Business, Language and Culture; Shanghai China in Global Context
Language of instruction:	Chinese
U.S. Semester Credits:	6
Contact Hours:	90
Term:	Spring 2020

Course Description

The goal of this course is to enhance students' skills of developing speeches or writing essays on sophisticated topics. Students at this level are expected to express themselves not only fluently and accurately, but also literally and artistically.

Learning Objectives

Through the course, students will reach the advanced-midlevel in listening and speaking, and advanced-low level in reading and writing, based on the ACTFL standard. Students will become familiar with extended discourse on concrete topics and gain ability to deal with abstract or professional, specialized topics, and to defend opinions.

Course Prerequisites

Students are required to have six semesters of college-level Chinese language learning.

Methods of Instruction

Class instruction emphasizes communication, interaction, performance, and group work. Language meals, language clinic, peer tutors, and trips outside of class support this learning system.

Assessment and Final Grade

1. Participation:	20%
2. Quizzes:	10%
3. Homework:	15%
4. Oral tests:	20%
5. Written tests:	30%
6. Language commitment:	5%

All coursework must be submitted directly to the instructor of record, unless the student has received other explicit, documented instructions to the contrary. You are required to keep hard copies of all assignments for up to one year after the completion of the program, in addition to any digital copies required by the instructor. It is your responsibility to make sure the instructor has received all your required work. Failure to do so may result in zero credit for lost assignments.



Neither individual instructors, the Language Director nor the Center Director have final authority to extend deadlines past the end of the semester, make special arrangements for students to submit late work, or otherwise modify CIEE academic policies. The CIEE Chief Academic Officer is the only person authorized to approve exceptions to these policies.

Course Requirements

Quizzes

Quizzes are given nearly every day except the exam days, and typically take the form of dictations, in which you are asked to write Chinese characters, Pinyin, and/or English for words or sentences. No make-up quizzes are allowed.

Homework

Homework is assigned on a daily basis, and it is important that you hand in your homework on time. Late homework is accepted up to one week after the deadline and will be marked down 1 point (out of 10) on each assignment grade. Missing homework will reduce your final course grade by 0.5% per assignment, up to 15% of your final grade.

Oral tests

There is an oral test at the end of every two to three chapters, in the form of individual, pair, or group work. Instructions will be given to you prior to the tests. There are also midterm and final oral exams. The oral tests are worth of 20% of the final grade.

Written tests

Tests are given at the end of every two to three chapters, consisting of listening, reading, and writing tests. There are also midterm and final written exams. The written tests are worth of 30% of the final grade.

Language commitment

Language commitment is worth 5% of the final grade. Speaking Chinese is required in the Chinese classroom building and the Chinese-Language-Only Areas in the CIEE Study Center building, offices, conference rooms, and other CIEE-affiliated areas. Speaking Chinese is also required when interacting with CIEE staff, host family or Chinese roommate, with other CIEE students in the campus residence hall, and in any other environment whenever possible. Speaking language other than Mandarin Chinese in these areas or environments may reduce the final grade in Chinese class by 1 - 5% points.

Attendance and Class Participation

Your attendance and active participation in each class session is essential for a successful language course. It is important that you come to class well-prepared. Attendance is worth 10% and participation is worth another 10% of your final grade. Participation means both physical attendance and active engagement in class. Your final grade will be reduced 1% per day of unexcused absences in language classes, or 0.5% per class hour, up to 10%. Absences may be excused in the event of a medical necessity or family emergency. In such cases, you may request an Excused Absence Form



from the CIEE office. First submit the form to the head language instructor for her or his approval and signature, prior to submitting the completed form, together with a note from the attending physician or other supporting documentation, for approval from the Language Director. The Excused Absence Form may not be used more than two times per semester. Absence for three weeks of Chinese classes or more may result in failure of the course.

Weekly Schedule

Week 1

- 1.1 Battle Hymn of the Tiger Mother
1. Understand the “Tiger Mother” educational style.
2. Compare the Chinese and American approaches to education.
Readings: Textbook, page 2-3
- 1.2 Battle Hymn of the Tiger Mother
1. Understand the “Tiger Mother” educational style.
2. Compare the Chinese and American approaches to education.
Readings: Textbook, page 2-3
- 1.3 Battle Hymn of the Tiger Mother
1. From a cultural perspective, analyze the difference in American and Chinese educational ideology.
2. Critically reflect on Chinese and American attitudes towards education.
Readings: Textbook, page 2-3
- 1.4 Battle Hymn of the Tiger Mother
1. From a cultural perspective, analyze the difference in American and Chinese educational ideology.
2. Critically reflect on Chinese and American attitudes towards education.
Readings: Textbook, page 2-3

Week 2

- 2.1 Battle Hymn of the Tiger Mother
1. From a cultural perspective, analyze the difference in American and Chinese educational ideology.
2. Critically reflect on Chinese and American attitudes towards education.
Readings: Textbook, page 2-3
- 2.2 **Unit Test 1**
- 2.3 Old City Temple
1. Introduce Shanghai’s most famous historic sites, and indicate reasons to visit them.

2. Describe the state of historical attractions in the midst of modern social changes, and discuss the value and significance of preserving historical sites.

Readings: Textbook, page 7-8

2.4

Old City Temple

1. Introduce Shanghai's most famous historic sites, and indicate reasons to visit them.
2. Describe the state of historical attractions in the midst of modern social changes, and discuss the value and significance of preserving historical sites.

Readings: Textbook, page 7-8

Week3

3.1

Old City Temple

1. Introduce Shanghai's most famous historic sites, and indicate reasons to visit them.
2. Describe the state of historical attractions in the midst of modern social changes, and discuss the value and significance of preserving historical sites.

Readings: Textbook, page 7-8

3.2

Old City Temple

1. Introduce Shanghai's most famous historic sites, and indicate reasons to visit them.
2. Describe the state of historical attractions in the midst of modern social changes, and discuss the value and significance of preserving historical sites.

Readings: Textbook, page 7-8

3.3

Unit Test 2

3.4

Leftover in China

1. Understand the phenomenon of "leftover" men and women in China.
2. Introduction to modern Chinese youth perceptions on love, marriage, and contemporary views on different forms of marriage.

Readings: Textbook, page 12-13

Week 4

4.1

Leftover in China

1. Understand the phenomenon of "leftover" men and women in China.
2. Introduction to modern Chinese youth perceptions on love, marriage, and contemporary views on different forms of marriage.

Readings: Textbook, page 12-13



- 4.2 Leftover in China
1. Understand the phenomenon of “leftover” men and women in China.
 2. Introduction to modern Chinese youth perceptions on love, marriage, and contemporary views on different forms of marriage.
- Readings: Textbook, page 12-13

- 4.3 Leftover in China
1. Introduce the background of Chinese family planning policies, and changes in recent years.
 2. Analyze the causes of family planning policy changes.
- Readings: Textbook, page 12-13

4.4 **Unit Test 3**

Week 5

- 5.1 Leftover in China
1. Analyze why so many Chinese people remain unmarried, and why society designates them as “leftover” men and women.
 2. Consider various societal attitudes towards China’s “leftover” population.
- Readings: Textbook, page 12-13

- 5.2 Leftover in China
1. Analyze why so many Chinese people remain unmarried, and why society designates them as “leftover” men and women.
 2. Consider various societal attitudes towards China’s “leftover” population.
- Readings: Textbook, page 12-13

- 5.3 Leftover in China
1. Analyze why so many Chinese people remain unmarried, and why society designates them as “leftover” men and women.
 2. Consider various societal attitudes towards China’s “leftover” population.
- Readings: Textbook, page 12-13

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1. Analyze why so many Chinese people remain unmarried, and why society designates them as “leftover” men and women.
 2. Consider various societal attitudes towards China’s “leftover” population.
- Readings: Textbook, page 12-13

Week 6

- 6.1 Leftover in China
1. Analyze why so many Chinese people remain unmarried, and why

society designates them as “leftover” men and women.

2. Consider various societal attitudes towards China’s “leftover” population.

Readings: Textbook, page 12-13

6.2 Review

6.3 Review

6.4 Midterm Exam

Week 7

7.1 Pollution: The Price of Progress?

1. Describe the smog situation in China, and understand the sources and causes of smog.
2. Introduce government policy and its impact on China’s smog levels.
3. Discuss the delicate relationship between economic development and environmental conservation.

Readings: Textbook, page 17-19

7.2 Pollution: The Price of Progress?

1. Describe the smog situation in China, and understand the sources and causes of smog.
2. Introduce government policy and its impact on China’s smog levels.
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Week 8

8.1

Unit Test 4

8.2

How the Internet Changed Us

1. Describe the Internet's effects on everyday life.
2. Compare and analyze daily life in the pre- and post-Internet ages.

Readings: Textbook, page 23-28

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8.4

How the Internet Changed Us

1. Reflecting on personal experience, discuss the relationship between "freedom of speech," individual expression, and how the Internet facilitates (or inhibits) both.

Readings: Textbook, page 23-28

Week9

9.1

How the Internet Changed Us

1. Reflecting on personal experience, discuss the relationship between "freedom of speech," individual expression, and how the Internet facilitates (or inhibits) both.

Readings: Textbook, page 23-28

9.2

How the Internet Changed Us

1. Reflecting on personal experience, discuss the relationship between "freedom of speech," individual expression, and how the Internet facilitates (or inhibits) both.

Readings: Textbook, page 23-28

9.3

Unit Test 5

9.4

WeChat and the Social Media Age

1. Introduce China's most popular social media application (WeChat), and discuss its main functions.
2. Analyze the reasons behind the popularity of social media apps such as WeChat, Facebook, and Instagram.

Readings: Textbook, page 29-34

Week 10

10.1

WeChat and the Social Media Age

1. Introduce China's most popular social media application (WeChat), and discuss its main functions.

2. Analyze the reasons behind the popularity of social media apps such as WeChat, Facebook, and Instagram.

Readings: Textbook, page 29-34

10.2

WeChat and the Social Media Age

1. Introduce China's most popular social media application (WeChat), and discuss its main functions.
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10.4

Unit Test 6

Week 11

11.1

WeChat and the Social Media Age

1. Discuss how the advent of social technology can be a double-edged sword.
2. Discuss how the advent of social technology can be a double-edged sword.

Readings: Textbook, page 29-34

11.2

WeChat and the Social Media Age

1. Discuss how the advent of social technology can be a double-edged sword.
2. Discuss how the advent of social technology can be a double-edged sword.

Readings: Textbook, page 29-34

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WeChat and the Social Media Age

1. Discuss how the advent of social technology can be a double-edged sword.
2. Discuss how the advent of social technology can be a double-edged sword.

Readings: Textbook, page 29-34

11.4

WeChat and the Social Media Age

1. Discuss how the advent of social technology can be a double-edged sword.



2. Discuss how the advent of social technology can be a double-edged sword.

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Week 12

12.1 Review

12.2 Review

12.3 **Oral Final Test**

12.4 **Written Final Test**

Note: Detailed weekly plans will be distributed to students each Thursday for the following week of classes.

Course Materials

Textbook

Li, Xiaoqi. *Boya Chinese: Intermediate II*. Beijing: Peking University Press, 2006.

李晓琪. 《博雅汉语》—中级冲刺篇 II. 北京: 北京大学出版社, 2006.