



CIEE Global Institute - Shanghai

Course name:	Chinese – Advanced High II
Course number:	CHIN 4002 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 emphasis of this course is on enhancing 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. Depending on enrollment, this course may be structured to the individual needs of students.

Learning Objectives

Through the course, students will reach the advanced-high level in listening and speaking, advanced- mid level in reading, and advanced-low level in 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 five 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 test

Tests are given at the end of every 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 2% 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

What is Sadness, and What is Depression?

1. Understand and describe the symptoms of depression.
2. Introduce common misconceptions surrounding depression.
3. Make recommendations on how to properly treat patients with depression.

Readings: Textbook, page 2-4

1.2

What is Sadness, and What is Depression?

1. Understand and describe the symptoms of depression.
2. Introduce common misconceptions surrounding depression.
3. Make recommendations on how to properly treat patients with depression.

Readings: Textbook, page 2-4

1.3

What is Sadness, and What is Depression?

1. Understand and describe the symptoms of depression.
2. Introduce common misconceptions surrounding depression.
3. Make recommendations on how to properly treat patients with depression.

Readings: Textbook, page 2-4

1.4

What is Sadness, and What is Depression?

1. Understand and describe the symptoms of depression.
2. Introduce common misconceptions surrounding depression.
3. Make recommendations on how to properly treat patients with depression.

Readings: Textbook, page 2-4

Week 2

2.1

Unit Test 1

2.2

Made in China

1. Understand the reasons behind the pervasiveness of Chinese products in foreign markets.
2. Discuss American attitudes towards the widespread import of Chinese goods.

Readings: Textbook, page 8-9



- 2.3 Made in China
1. Understand the reasons behind the pervasiveness of Chinese products in foreign markets.
 2. Discuss American attitudes towards the widespread import of Chinese goods.
- Readings: Textbook, page 8-9

- 2.4 Made in China
1. Understand the reasons behind the pervasiveness of Chinese products in foreign markets.
 2. Discuss American attitudes towards the widespread import of Chinese goods.
- Readings: Textbook, page 8-9

Week3

- 3.1 Made in China
1. Describe the difficulties facing the Chinese manufacturing industry.
 2. Discuss how China can change its global brand image.
- Readings: Textbook, page 8-9

- 3.2 Made in China
1. Describe the difficulties facing the Chinese manufacturing industry.
 2. Discuss how China can change its global brand image.
- Readings: Textbook, page 8-9

- 3.3 Made in China
1. Describe the difficulties facing the Chinese manufacturing industry.
 2. Discuss how China can change its global brand image.
- Readings: Textbook, page 8-9

- 3.4 Made in China
1. Describe the difficulties facing the Chinese manufacturing industry.
 2. Discuss how China can change its global brand image.
- Readings: Textbook, page 8-9

Week 4

4.1 **Unit Test 2**

- 4.2 House Hunting in Shanghai
1. Understand the definition of Chinese First-, Second-, and Third-Tier cities and their real estate market development.
 2. Describe the development trends of the Chinese real estate market in recent years.
 3. Introduce steps the government has taken to control the real estate market, policies, and their impact.
- Readings: Textbook, page 14-15



- 4.3 House Hunting in Shanghai
1. Understand the definition of Chinese First-, Second-, and Third-Tier cities and their real estate market development.
 2. Describe the development trends of the Chinese real estate market in recent years.
 3. Introduce steps the government has taken to control the real estate market, policies, and their impact.
- Readings: Textbook, page 14-15

- 4.4 House Hunting in Shanghai
1. Understand the definition of Chinese First-, Second-, and Third-Tier cities and their real estate market development.
 2. Describe the development trends of the Chinese real estate market in recent years.
 3. Introduce steps the government has taken to control the real estate market, policies, and their impact.
- Readings: Textbook, page 14-15

Week 5

5.1 Unit Test 3

- 5.2 House Hunting in Shanghai
1. Explore the various factors that have led to higher real estate prices.
 2. Analyze how recent spikes in the real estate market have affected other aspects of Chinese society and the national economy.
- Readings: Textbook, page 14-15

- 5.3 House Hunting in Shanghai
1. Explore the various factors that have led to higher real estate prices.
 2. Analyze how recent spikes in the real estate market have affected other aspects of Chinese society and the national economy.
- Readings: Textbook, page 14-15

- 5.4 House Hunting in Shanghai
1. Explore the various factors that have led to higher real estate prices.
 2. Analyze how recent spikes in the real estate market have affected other aspects of Chinese society and the national economy.
- Readings: Textbook, page 14-15

Week 6

- 6.1 House Hunting in Shanghai
1. Explore the various factors that have led to higher real estate prices.
 2. Analyze how recent spikes in the real estate market have affected other aspects of Chinese society and the national economy.
- Readings: Textbook, page 14-15

6.2 Review

6.3 Review

6.4 Midterm Exam

Week 7

7.1 When America Votes, the World Watches

1. Understand China's interest in the US presidential elections, and analyze the causes for this phenomenon.
2. Describe the different manifestations of Americans' opinions during the general elections, and comment on Americans' enthusiasm for politics.
3. Introduce the American electoral system, and case discussions of past abuses of the electoral college.

Readings: Textbook, page 19-20

7.2 When America Votes, the World Watches

1. Understand China's interest in the US presidential elections, and analyze the causes for this phenomenon.
2. Describe the different manifestations of Americans' opinions during the general elections, and comment on Americans' enthusiasm for politics.
3. Introduce the American electoral system, and case discussions of past abuses of the electoral college.

Readings: Textbook, page 19-20

7.3 When America Votes, the World Watches

1. Understand China's interest in the US presidential elections, and analyze the causes for this phenomenon.
2. Describe the different manifestations of Americans' opinions during the general elections, and comment on Americans' enthusiasm for politics.
3. Introduce the American electoral system, and case discussions of past abuses of the electoral college.

Readings: Textbook, page 19-20

7.4 When America Votes, the World Watches

1. Understand China's interest in the US presidential elections, and analyze the causes for this phenomenon.
2. Describe the different manifestations of Americans' opinions during the general elections, and comment on Americans' enthusiasm for politics.



3. Introduce the American electoral system, and case discussions of past abuses of the electoral college.
Readings: Textbook, page 19-20

Week 8

8.1

Unit Test 4

8.2

Will Robots Take Our Jobs?

1. Understand Artificial Intelligence (AI) and its recent developments.
2. Introduce several major tech giants' attitudes and concerns towards the advancement of AI.
3. Introduce common misunderstandings surrounding AI.
Readings: Textbook, page 25-27

8.3

Will Robots Take Our Jobs?

1. Understand Artificial Intelligence (AI) and its recent developments.
2. Introduce several major tech giants' attitudes and concerns towards the advancement of AI.
3. Introduce common misunderstandings surrounding AI.
Readings: Textbook, page 25-27

8.4

Will Robots Take Our Jobs?

1. Discuss personal views concerning AI, including its potential for use and misuse.
2. Practice defending personal opinions during a debate.
Readings: Textbook, page 25-27

Week9

9.1

Will Robots Take Our Jobs?

1. Discuss personal views concerning AI, including its potential for use and misuse.
2. Practice defending personal opinions during a debate.
Readings: Textbook, page 25-27

9.2

Will Robots Take Our Jobs?

1. Discuss personal views concerning AI, including its potential for use and misuse.
2. Practice defending personal opinions during a debate.
Readings: Textbook, page 25-27

9.3

Unit Test 5

9.4

All I Know is What I See on the Fake News

1. Describe the event of Brian Williams' false reporting of a war zone in Iraq.



2. Analyze reasons why Williams may have falsely reported information to NBC.

Readings: Textbook, page 31-32

Week 10

10.1

All I Know is What I See on the Fake News

1. Describe the event of Brian Williams' false reporting of a war zone in Iraq.
2. Analyze reasons why Williams may have falsely reported information to NBC.

Readings: Textbook, page 31-32

10.2

All I Know is What I See on the Fake News

1. Describe the event of Brian Williams' false reporting of a war zone in Iraq.
2. Analyze reasons why Williams may have falsely reported information to NBC.

Readings: Textbook, page 31-32

10.3

All I Know is What I See on the Fake News

1. Describe the event of Brian Williams' false reporting of a war zone in Iraq.
2. Analyze reasons why Williams may have falsely reported information to NBC.

Readings: Textbook, page 31-32

10.4

Unit Test 6

Week 11

11.1

All I Know is What I See on the Fake News

1. Compare different reactions to the Williams case, and express individual opinions about the event.
2. Consider the concepts of media ethics and social responsibility.

Readings: Textbook, page 31-32

11.2

All I Know is What I See on the Fake News

1. Compare different reactions to the Williams case, and express individual opinions about the event.
2. Consider the concepts of media ethics and social responsibility.

Readings: Textbook, page 31-32

11.3

All I Know is What I See on the Fake News

1. Compare different reactions to the Williams case, and express individual opinions about the event.
2. Consider the concepts of media ethics and social responsibility.



Readings: Textbook, page 31-32

11.4

All I Know is What I See on the Fake News

1. Compare different reactions to the Williams case, and express individual opinions about the event.
2. Consider the concepts of media ethics and social responsibility.

Readings: Textbook, page 31-32

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: Advanced Hover I*. Beijing: Peking University Press, 2013.
李晓琪. 《博雅汉语》—高级飞翔篇 I. 北京: 北京大学出版社, 2013.