

## Beginning Chinese

### CHIN 1503 J Term Course

(3 Credits)

#### China: Intensive Chinese Language

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.*

#### Course Description

This intensive Chinese language course is conducted over three weeks in Kunming, China. With individualized tutoring and training during the program, students who choose the in-person intensive Chinese language course earn three language credits and will rapidly expand and improve Chinese language skills through a combination of interactive classroom learning, cultural immersion on campus, and conversing with native speakers during everyday interactions, excursions, and other program activities.

Immersion in Chinese language and culture is assured through the fun challenge of participating in a 24-hour language pledge for the duration of this course. Classes and field-based language activities are taught by experienced, professionally trained, native-speaking teachers of Chinese language using oral proficiency-based methods.

This three-credit *Beginning Chinese* course is equivalent of one semester of Beginning Chinese language study. Emphasizing oral expression and listening comprehension, the goal of this course is to develop students' basic communicative skills in speaking, listening, reading and writing. The course provides students a grammatical foundation and facilitates language use, with special emphasis on grammar, correct syntax, and verbal expression/writing skills and helps students develop culturally appropriate language skills.

Instruction consists of 45 hours of formal classes with additional outside the classroom assignments and daily homework. Various teaching methods are employed, including drills, role play, in-class discussions on Chinese and American subjects (in simple Chinese), recitations for aural comprehension and grammar exercises. The course culminates in a final oral presentation to peers, faculty and program partners.

#### Learning Outcomes

Upon completion of the course, students will be able to:

- Exchange greetings with each other and make self-introduction;
- Discuss family members and describe others in more details ways (physical appearance, age,

nationality hobbies and etc.);

- Describe their own rooms, classrooms and the neighborhood;
- Count in Chinese from 1-100 or more;
- Read a calendar and tell time and days of week;
- Talk about their school subject and school schedule;
- Describe hobbies, interests, and habits;
- Shop for clothes, food and etc.;
- Ask and describe someone's favor and taste;
- Order food in restaurant;
- Talk about money, price and simple bargaining;
- Ask for and give direction;
- Talk about different means of transportation;
- Make an appointment by phone and ask friends to go out for activities (dinner, shopping and etc.);
- Plan a trip.

### **Course Requirements**

Reinforcement exercises, both oral and written, are assigned. On average, students are required to complete at least 1 hour of homework daily. Class attendance is required; preparation and participation are highly emphasized. Active engagement and meaningful involvement in class activities are expected. Students should complete their assignments individually, on time, and with full efforts. A late assignment will result in a lower grade.

Language Pledge: At the start of this course, students sign a language pledge that requires students to communicate in Chinese 24-hours per day. With exceptions for emergencies and a few other circumstances stipulated in the Language Pledge signed by students, we provide the support and guidance to help students meet this important challenge.

### **Required Texts**

The textbook for this course is *SIT Beginning Chinese* created by SIT language faculty Luo Xiaolei in 2017, or *Boya Chinese, Elementary Starter I & II*, (Li Xiaoqi, Beijing University Publishing

House, 2004). Li Xiaoqi's communicative and structurally based approach is well suited to the needs of foreign students living in a Chinese-speaking environment wishing to acquire a solid foundation of Chinese grammar. SIT language teachers' text materials are aimed at increasing students' ability to communicate with native Chinese peoples and to conduct their fieldwork in the future. In addition, a computer software program for practicing Chinese characters will be provided to students.

### **Recommended Materials**

*Chinese Situational Dialogues*, By Chen Ru, Peking University, 2002.  
*Oxford Beginner's Chinese Dictionary* (available on Amazon)

Concise English-Chinese/Chinese-English Dictionary, 4<sup>th</sup> edition, Oxford University Press (China) Ltd, January 2009.

This fourth edition of the Concise English-Chinese/Chinese-English Dictionary covers over 90,000 words and phrases, and over 130,000 translations of contemporary Chinese and English, with brand-new words in each language. More than just a dictionary, this handy reference book also includes a brand new section on communication, giving you the tools you need to communicate effectively and understand aspects of another culture.

*Other on-line dictionaries and resources provided below:*

*Chinese Language Learning*

<https://www.duolingo.com/course/zh/en>

<https://www.talkinglearn.com>

<http://echineselanguagelearning.com/>

*Pinyin Learning Tool*

<http://www.chinese-tools.com/tools/pinyin.html> (pinyin tying tool)

*English-Chinese Dictionary*

<http://www.nciku.com/>

<http://www.mdbg.net/>

<http://www.chinese-tools.com/tools/dictionary.html>

<http://qyk.bnu.edu.cn>

<https://www.mdbg.net/chinese/dictionary>

### **CCTVLearnChinese**

This is the English language version of the Chinese CCTV channel. The website contains a wide range of multimedia materials for Chinese learners from beginner to advanced levels. Incorporating a number of Mandarin learning programs such as 'Easy Chinese', 'Survival Chinese', 'Growing up with Chinese', 'Happy Chinese' etc. it also includes a section where learners can learn Chinese through news.

### **Overview of Course Content**

**\*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.**

### **Course Topics**

- Interrogative sentences
- 是 (shi) and 有 (you) sentences
- Introduction to basic Chinese character strokes
- Sentences with a verbal predicate, or an adjectival predicate
- Measure words, position words and optative words
- Prepositional construction

- The structural particle 的 (de)
- 了 (le) and 过 (guo) sentences
- 是...还是... (shi...haishi...) sentences
- Progressive aspect of an action
- An action that is going to take place
- Actions as past experiences
- Sentence with verbal constructions in series
- Sentences with a predicate verb taking two objects

### **Model Conversational Targets**

- Greetings and introductions
- Asking the way
- Describing family members
- Taking a taxi, bus, or buying a ticket
- Exchanging currency
- Ordering food at a restaurant
- Time, date and numbers
- Apologies and responding to apologies
- Making and responding to requests
- Counting and shopping
- Sending a letter
- Talking about weather and colors

### **Daily Class Schedule** (*minimum of 3 contact hours M-F*):

- Classes are scheduled accordingly:
  - 8:30 - 10:15 Listening and Speaking
  - 10:20 - 10:50 Taiji learning
  - 10:55 - 12:30 Grammar and Comprehension
- There will be a short quiz every day.
- There will be individualized tutoring in the afternoon, two or three times a week.
- The morning classes and tutoring sessions are incorporated with outside classroom activities closely. Students will be given assignments that need to be finished in real life situations,

such as shopping for something, looking for a public site, making new friends and introducing self-taken photos to people. Classroom discussions would be around students' language skills usage in the task finishing process. Students' motivations to immerse themselves into the Chinese society and to use Chinese language to communicate with the locals are required.

- There will be one written and one oral final exam. There will be an individual or small group presentation at the end of the program.

### **Evaluation and Grading Criteria**

Instructors evaluate student performance based on observation, oral and written exercises, and exams given at the end of the course. Final grades are assigned by the Academic Director in consultation with the language instructors on the basis of the instructors' evaluations and the Academic Director's observations of the students' participation in classes and their efforts to use the language outside of the classroom and adhere to the Language Pledge.

Oral proficiency interviews will be conducted at the beginning and end of the course to provide a measurement of students' overall linguistic progress. Course grades provide an assessment of students' performance in meeting the requirements of the language class while oral proficiency interviews provide an assessment of students' linguistic competence in standard Chinese. The program's Academic Director and language faculty have gone through ACTFL training.

Grades are assigned by the language instructors based on the following evaluation criteria:

#### **Daily Quizzes/Written Homework/Oral Work      50%**

A brief quiz (approximately 10 minutes) will be held daily. The quiz will cover recent grammar, phrases and vocabulary terms. Daily written homework assignments reinforce the material taught through classroom drills.

#### **Final Oral and Written Examinations, averaged together      25%**

A group of language teachers will evaluate each student's oral proficiency level. The written exam will be a comprehensive test covering grammar, sentence structure, vocabulary and writing skills.

#### **Final presentation      25%**

Students are required to present their language study learning outcomes, individually or in a small group. The presentation may consist of a speech, skit, drama, performance or student created format, self-designed and in Chinese. 10-15 minutes long.

**Grading Scale:** The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C

70-73%	C-
67-69%	D+
64-66%	D
below 64	F

## Expectations and Policies

Show up prepared. This language course is comprised of a combination of individualized and group learning. Students must participate fully and be on time for all scheduled activities and classes. Intensive language study requires great concentration and dedication therefore, you must be well rested and have a clear head and have your readings completed and points in mind for discussion or clarification. Reading and observation will be tested regularly with quizzes.

Complete assignments on time. Assignments are due at the start of class unless otherwise instructed. Assignments are docked 5% for each day or part of a day that they are late. Contact the Academic Director in advance if health or other issues prevent you from submitting an assignment on time. All assignments must be completed to get a passing grade. Graded assignments will be returned within two weeks of submission and usually within the same week.

During in-class and out-of-classroom activities we are in class. Students are expected to act appropriately; including refraining from using cell phones, Ipods, internet, etc.

Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).

Comply with stipulations of the Language Pledge;

Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Respect differences in peer language levels and degrees of fluency. Collegiality and peer-to-peer learning are basic expectations.

**Please refer to the SIT Study Abroad handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the program handbook given to you at Orientation, particularly the code of conduct, the policy on blogging and taking photographs, and the grading policy.

**Disability Services:** For information about and to facilitate an accessible educational experience, please contact Disability Services for SIT at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu). Additional information regarding SIT Disability Services can be found on the DS website at: <http://studyabroad.sit.edu/disabilityservices>.