

Advanced Chinese

CHIN 3003-3503 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 in-person intensive Chinese language course is designed on the base of the three weeks online Chinese language program and conducted during the three weeks of Kunming study period. Combined with the individualized tutoring and training during the program, students who choose the in-person intensive Chinese language course can earn three language credits and will rapidly expand and improve your 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.

Emphasizing oral expression and listening comprehension, the goal of this course is to develop students' advanced 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 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:

- Speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics;
- Understand the main ideas of most speech in a standard dialect;

- Able to answer questions with clear narration, comparison and description.
- Discuss special fields of competence and interest with ease;
- Support opinions and hypothesize on a broad range of concrete and abstract topics;
- Distinguish main ideas from supporting information through syntactic, lexical and supra-segmental features;
- Read Chinese online news and some academic publications;
- Conduct interviews in Chinese;
- Write composition in Chinese.

Course Requirements

Reinforcement exercises, both oral and written, are assigned. On average, students are required to complete at least 1.5-2 hours 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 other 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 Advanced Chinese* created by SIT language faculty Zhang Xian in 2017, or *Boya Chinese, Advanced level I & II*, (Li Xiaoqi, Beijing University Publishing House, 2015). 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

It's All Chinese to Me, Pierre Ostrowski & Gwen Penner, Tuttle Publishing, 2009.

The Chinese Mind, Boye Lafayette De Mente, Tuttle Publishing, 2009.

New Slang of China, Li Shujuan & Yan Ligang, New World Press, 2006.

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/>

English-Chinese Dictionary

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

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

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

<http://qzk.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

- Comparative statements
- Complement of degree, complement of result and potential complement
- The adverbs
- The structural particles & modal particles
- Standard and special types of sentences
- Passive sentences
- Exclamatory sentences
- Some structures used in complex sentences
- Coordinative relation
- Successive relation
- Progressive relation
- Adversative relation
- Causative relation
- Suppositive relation
- Conditional relation
- The conjunctions
- Various adverbial modifiers, complements and attributives
- Adverbs and complements of degree
- Formal and informal phrases
- Contrary sentences
- Nominal suffixes
- Declarative sentences with an interrogative pronoun
- More formal nouns, verbs, adjectives and adverbs
- More complex vocabulary

- More flexible sentences structures
- More idioms and useful slang

Model Conversational Targets

- Describing familial relationships and making friends
- Describing the differences and similarity
- Making plans
- Commanding
- Talking about detailed activities
- Talking about traveling
- Exclamations
- How to avoid misunderstanding and communicate efficiently with people
- Admissions of error
- Exchanging viewpoints
- Telling a story in detail
- Talking about entertainment, festivals, costumes cooking and clothes
- Describing complicated feelings
- Using vocabulary, tone and grammatical structures indicating respect
- Writing a composition in Chinese
- Expressing praise, admiration, surprise, regret, doubt and uncertainty
- Making suggestions and advice
- Making jokes
- Consulting a doctor
- Talking about a book
- Talking about an art exhibition Adding emphasize and making exaggerations
- Interviewing people in a formal and appropriate way
- Talking about politics, the economy, art, religion, culture, etc.

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, the students' own self-evaluation, 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.

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. 30 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 support from Disability Services (DS) to facilitate an accessible educational experience, please contact Disability Services for SIT at disabilityservices@sit.edu. Additional information regarding SIT Disability Services can be found on the DS website at: <http://studyabroad.sit.edu/disabilityservices>.