

Intermediate Chinese

CHIN 2004-2504 (4 Credits / 60 class hours)

SIT Study Abroad Program:

China: Health, Environment, and Traditional Chinese Medicine

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This intensive one-on-one or one-on-two Chinese language course is conducted during the last month of the program. Combined with the required six-credit language course during the first ten weeks of the program, students who choose the intensive Chinese language track can earn up to ten language credits in one semester. Students also sign a 24-hour language pledge for the duration of this course.

This four-credit *Intermediate Chinese* course is designed for students who have completed our *Beginning Chinese* course (CHIN 1000-1500; 6 credits/90 class hours.) Emphasizing oral expression and listening comprehension, the goal of this course is to develop students' intermediate 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.

Classes and field-based language activities are taught by experienced, professionally trained, native-speaking teachers of Chinese language using oral proficiency-based methods.

Instruction consists of 60 hours of formal classes with additional outside the classroom assignments and daily homework. Various teaching methods are employed, including 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:

- Handle successfully the most uncomplicated communicative tasks and social situations;
- Initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics;
- Understand major syntactic constructions such as “ba” and “bei” structures;
- Create sentences by themselves;

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- Discuss daily life and routine events;
- Share personal experiences with others;
- Read Chinese signs and some articles in Chinese newspapers;
- Use the target language with improved accuracy;
- Conduct interviews in Chinese;
- Read about 1000 and write about 600 simplified Chinese characters;
- Write simple letters in Chinese.

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 *Boya Chinese, Intermediate Level I & II*, (Li Xiaoqi, Beijing University Publishing House, 2013). 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. In addition, a computer software program for practicing Chinese characters will be provided to students.

Recommended Materials

Concise English-Chinese/Chinese-English Dictionary, 4th 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

www.learn-chinese-language-online.com

<http://echineselanguagelearning.com/>

English-Chinese Dictionary

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

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

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

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

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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

- Sentences with a nominal predicate
- Position of the adverbs 也 (ye) & 都 (dou)
- Reduplication of verbs
- Comparative sentences
- The 把(ba) structure
- The 被(bei) structure
- The 叫(jiao) and 让(rang) structure
- 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 of degree
- Complements of degree
- Formal and informal phrases
- Contrary sentences
- Useful slang

Model Conversational Targets

- Finding hotel rooms
- Going to see a doctor
- Making an appointment
- Bargaining
- Making an invitation
- Discussing present, past and future events
- Making a phone call
- Talking about interests and hobbies
- Making comparisons
- Likes & dislikes
- Exchanging viewpoints
- Telling a story or joke
- Talking about entertainment, festivals, costumes, cooking and clothing
- Describing feelings
- Using respect words
- Reading important signs
- Writing composition in Chinese with help of Pinyin
- Praise and admiration

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- Expressing surprise, regret, doubt and uncertainty
- Giving suggestions and advice
- Consulting a doctor

Daily Class Schedule (*minimum of 4 contact hours M-F*):

- Classes are scheduled accordingly:
 - 8:30 - 10:20 Listening and Speaking
 - 10:30 - 12:00 Grammar and Comprehension
- There will be a short quiz every day.
- 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, written exercises, and exams given throughout 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 obtained ACTFL OPI tester certificates.

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. 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+

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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. Additional information regarding SIT Disability Services can be found on the DS website at: <http://studyabroad.sit.edu/disabilityservices>.

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