

Beginning Chinese

CHIN 1006-1506 (6 Credits / 90 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 beginning level language course is designed to prepare students for the daily social demands of living in China and to provide access to the host culture. Students are thus enabled to enrich all aspects of their experience abroad by functioning in Chinese during field methods exercises, while conducting fieldwork for the Independent Study Project or Internship, and when interacting with homestay families and local contacts.

In this course, students develop basic Chinese communicative skills in speaking, listening, reading and writing, with more focus on speaking and listening. Moreover, the course will integrate Chinese culture to promote students' cross-cultural awareness and understanding. Due to the great differences between Chinese and English, students will also be introduced to strategies and skills in learning Chinese as a foreign language.

Classes and field-based language activities are taught by experienced, professionally trained, native-speaking teachers of Chinese language using oral proficiency-based methods. Students are placed into the language course based on an in-country, oral proficiency interview. These placements may not directly correspond to the student's level at the home institution as SIT courses focus on communicative competence and linguistic functional ability.

Beginning Chinese has an interdisciplinary and experiential focus, encompassing 90 class hours (6 credits). This course's five main objectives are: (1) to develop basic communication skills in Chinese language through formal instruction and cultural involvement; (2) to provide a grammatical foundation and facilitate language use, with special emphasis on pronunciation, correct syntax, and verbal expression; (3) to develop a basic level of proficiency in reading and writing formal Chinese; (4) to examine extra-linguistic and paralinguistic features of language use; and (5) to develop culturally appropriate language skills.

Language Levels and Placement

Students are placed into appropriate language course levels based on oral proficiency interviews conducted during orientation in Chinese.

Learning Outcomes

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

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

- Understand the pinyin system and basic syllabic structure of Chinese characters;
- Use pinyin as a tool to pronounce Chinese characters;
- Understand the basic Chinese radicals and follow rules of stroke orders for writing Chinese characters;
- Gain a general idea of the uniqueness of Chinese grammar (word order, measure words and etc.);
- 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;
- Make an appointment by phone and ask friends to go out for activities (dinner, shopping and etc.);
- Shop for clothes, food and etc.;
- Ask and describe someone's favor and taste;
- Describe clothing and food;
- Order food in restaurant;
- Talk about money, price and simple bargaining;
- Ask for and give direction;
- Talk about different means of transportation;
- Plan a trip;
- Read about 300 and write about 100 simplified Chinese characters.

Course Requirements

Reinforcement exercises, both oral and written, are assigned. On average, students are required to complete homework nightly. Class attendance is also 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 effort. A late assignment may result in a lower grade.

Required Texts

The textbook used for this course is *Boya Chinese, Elementary Starter I & II*, (Ren Xuemei & Xu Jingning, Beijing University Publishing House, 2013) or SIT language text materials created by SIT language teachers. Ren & Xu'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 local peoples and to conduct their fieldwork during Independent Study Project period. 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, 2005.
Oxford Beginner's Chinese Dictionary (available on Amazon: \$10.61)

Other on-line dictionaries and resources provided below:

Pinyin Learning Tool

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

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

http://www.chineseliteracy.net/summer/cssystem_062908.swf (Chinese sound system)

English-Chinese Dictionary

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

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

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

Chinese Language Learning

<http://www.chinatravel.com/facts/china-overview/chinese-language/chinese-learning/>

PLEASE NOTE: COURSE CONTENT, TOPICS, AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR ASSIGNMENTS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.

Overview of Course Content

Course Topics

- Phonetics, Pronunciation and Intonation
- Basic sentence structure and word order
- 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 4 contact hours M-F, except during excursions*):

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

- Classes are scheduled accordingly:
 - 8:30 - 10:15 Listening and Speaking
 - 10:20 - 10:50 Taiji exercise
 - 10:55 - 12:30 Grammar and comprehension
- There will be a short quiz every day.
- There will be one written and one oral mid-term exam. There will be one written and one oral final exam.

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.

ACTFL oral proficiency interviews are conducted toward the end of the semester to provide a measurement of students' overall linguistic progress. Thus, course grades provide an assessment of students' performance in meeting the requirements of the language class while ACTFL scores provide an assessment of students' linguistic competence in the host language. 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.

Mid-term Oral and Written Examinations: (averaged together) 25%

The oral exam will be conducted one-on-one with a language instructor. The written exam will be a comprehensive test covering grammar, sentence structure and vocabulary.

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 and vocabulary.

Assessment

The final grade is determined as follows:

Daily Quizzes/Written Homework/Oral Work	50%
Mid-term Oral and Written Examinations	25%
Final Oral and Written Examinations	25%

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

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

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

Student Expectations and Policies

Class Participation

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all classes, discussions, educational excursions, assignments and other activities. It also means polite and respectful behavior. An absent student is responsible for contacting the instructor, the tutor, and/or fellow students to be prepared for the assignments s/he missed and the ones scheduled for the next class.

Show up prepared

Be on time, have your assignments completed and points in mind for clarification. Complying with these elements raises the level of class discussion for everyone.

Have assignments completed on schedule, and done according to the specified requirements

This will help ensure that your assignments are returned in a timely manner.

Ask questions in class- Engage the lecturer

Teachers are highly respected in China. Your polite and engaged behavior is expected.

Comply with academic integrity policies

No plagiarism or cheating (nothing unethical)

Respect differences of opinion (classmates', teachers')

You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process.

Disability Services: For information about and support 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>.

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