

## Intermediate Chinese

CHIN 2006-2506 (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 intermediate level language course is designed to prepare students for the daily social demands of living in China and to provide access into 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 broader Chinese communicative skills in speaking, listening, reading and writing. With rigorous drills and practice in real life situations, students will gradually build up their communicative competency in Chinese. 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 this language courses based on an in-country ACTFL 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.

Intermediate Chinese has an interdisciplinary and experiential focus, encompassing 90 class hours (6 credits). The course's five main objectives are 1) to develop students' intermediate communication skills in Chinese language through intensive 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 an intermediate 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.

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## 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:

- Handle successfully the most uncomplicated communicative tasks and social situations;
- Create sentences by themselves
- 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;
- 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 prepared ISP interviews in Chinese;
- Read about 700 and write about 300 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 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 in time and with full efforts. A late assignment may result in a lower grade.

## 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

*The Way We Communicate*, Volume I & II

*Concise English-Chinese/Chinese-English Dictionary*, Oxford University Press

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

*Chinese Language Learning*

[www.learn-chinese-language-online.com](http://www.learn-chinese-language-online.com)

<http://chineselanguagelearning.com/>

*English-Chinese Dictionary*

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

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

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

**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.

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## Overview of Course Content

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

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**Daily Class Schedule** (*minimum of 4 contact hours M-F, except during excursions*):

- 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, 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.

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, vocabulary and writing skills.

**Assessment**

*The final grade is determined as follows:*

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

**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-

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77-79%	C+
74-76%	C
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](mailto: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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