



## Advanced Chinese

CHIN 3006-3506 (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 advanced level language course is designed to increase students' preparedness for daily social demands and to provide access into the host culture. Students are thus enabled to enrich all aspects of their experience abroad through increased ability to function in Chinese during field methods exercises, and when interacting with homestay families and local contacts. One goal is to provide students with the language skills necessary to communicate in the host country language while conducting fieldwork for the Independent Study Project.

In this course, students develop advanced 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 the appropriate level 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.

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

- 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 suprasegmental features;
- Read Chinese newspapers and some academic publications;
- Conduct ISP interviews in Chinese;
- Read about 1500 and write about 600 simplified Chinese characters;
- Write composition 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 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, Advanced level I & II*, (Li Xiaoqi, Beijing University Publishing House, 2015) or SIT language text materials created by SIT language teachers. 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 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

*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*

[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.mdbg.net/>

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**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**

- 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
- Sup positive 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 communicate efficiently with people
- Admissions of error
- Exchanging viewpoints
- Telling a story in detail

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- 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 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.

Estimated 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 estimated 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%**

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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-
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.

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**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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