

## **Intermediate Chinese**

### CHIN-2003-2503 (3 credits)

### **Vietnam: Traditional Medicine and Community Health**

*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.*

#### **Course Description**

This intermediate level language course is designed to develop students' broader communicative skills in speaking, listening, reading, and writing standard Chinese. With 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 in Cantonese, Mandarin, 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 as a foreign language using oral proficiency-based methods. Students are placed into this level of the language courses based on in-country oral proficiency interviews. 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.

Instruction consists of 45 hours of formal classes spread over a six-week period. Various teaching methods are employed, including in-class discussions on Chinese and American subjects, recitations for aural comprehension, and grammar exercises. This Chinese course emphasizes oral expression and listening comprehension, but also includes intermediate-level instruction in Vietnamese-Chinese characters. Students are placed in small groups for language instruction and exercises. In addition, TVM and TCM-related vocabulary is emphasized. Five additional hours of guided practice in Chinese are provided during the educational excursion period.

#### **Language Levels and Placement**

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

#### **Learning Outcomes**

At the end of this course, students will be able to:

- Develop intermediate communication skills in Chinese language through formal instruction and cultural involvement;
- Handle successfully most uncomplicated communicative tasks and social situations;
- Describe their own rooms, classrooms and the neighborhood;
- Describe hobbies, interests, and habits;

- Make an appointment by phone and ask friends to go out for activities (dinner, shopping and etc.);
- Simply plan a trip;
- 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;
- Read about 200 and write about 100 new 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 one hour of homework daily. Class attendance is also required; preparedness 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. Late assignments will result in a lower grade.

### **Required Texts**

The textbook used for this course is *New Practical Chinese Reader 3 and 4, a Project of NOCFL of the People’s Republic of China* (Liu Xun, Beijing Language and Culture University, 2008). The textbook focuses on exclusive use of Chinese script, introduction of idioms and comprehensively teaches grammatical structures with commonly used vocabulary by means of structural drills. Liu Xun’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, computer software 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*

<http://echineselanguagelearning.com/>

*English-Chinese Dictionary*

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

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

In Ho Chi Minh City, students are able to join the Chinese Club every weekend to improve their Chinese skills. Participants will get a chance to discuss various topics with the native teacher. SIT students who have an interest in Chinese are welcome to join in *You Can’s Chinese Club* and no attendance fee is required.

## **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
- Issuing 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

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

- Classes are scheduled from 8:50 to 11:00.
- There will be a short quiz every day.
- There will be one written and one oral final exam.

**Classes start at 8:00 AM**

8:00 - 8:30 Vietnamese Martial Art  
 8:50 - 10:20 Chinese language study

**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.

Oral proficiency interviews will be conducted at the beginning and end of the program 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 scores provide an assessment of students' linguistic competence in the host language.

Description of Assignments

**Daily Quizzes/Written Homework/Oral Work**

A brief quiz (approximately 10 minutes) will be held daily. The quiz will cover recent grammar, phrases and new vocabulary terms. Daily written homework assignments reinforce the material taught through classroom drills.

**Final Oral and Written Examinations, averaged together**

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:

<b>Daily Quizzes/Written Homework/Oral Work</b>	<b>50%</b>
<b>Final Oral and Written Examinations, averaged together</b>	<b>50%</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

**Expectations and Policies**

Show up prepared. Be on time and have your homework completed as instructed. This will help ensure that your assignments are returned in a timely manner.

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all lectures, 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.

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