

# CET Syllabus of Record



**Program:** Intensive Chinese Language in Beijing  
**Course Code / Title:** BJ/LANG 260 Intermediate High Chinese  
**Total Hours:** 280  
**Recommended Credits:** 17  
**Primary Discipline:** Chinese Language  
**Language of Instruction:** Chinese  
**Prerequisites/Requirements:** 3 terms of previous study

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## Description

This multi-faceted course is designed for non-native speakers of Chinese who have taken roughly a year and a half of college-level Chinese and have reached Intermediate level of Chinese proficiency on the OPI scale. They have gained basic control of the language's phonetics and sentence structures, and maintain a working vocabulary of about 1,500 commonly-used words. Entering students should be able to conduct basic conversation in Chinese on day-to-day topics.

The classes include: 1) daily recitation, 2) daily interactive lectures on new content including text, grammar and vocabulary, followed by engaging practice, 3) theme-based language practicum week, 4) Practicum and Report, and 5) supplementary instruction, one-on-one, and one-on-two practice sessions.

*Warm-up Activities and Recitation:* For fifteen minutes every morning, the instructor leads the class in guided recitation of the text and vocabulary. This exercise is designed to help students improve their pronunciation and tones, to warm up and keep students focused on the new content of the day, to familiarize them with the new text and to prepare them for effective learning.

*Interactive Lectures:* The instructor presents new material to students through interactive lectures. The content covered in this part of the day includes topics commonly used in daily interactions with Chinese speakers in real life situations. During the class, the instructor uses an interactive approach to help students understand the texts that present a broad range of subject matters. Students learn the new vocabulary and sentence patterns of the text, which are practiced in meaningful and communicative contexts. A large number of linguistic elements (vocabulary, commonly-encountered grammatical particles, grammar patterns, colloquialisms and proverbs, etc.) are introduced for each lesson and the emphasis is placed on acquiring the essential sentence structures and commonly-used colloquialisms. This class also deals with the development of students' reading and writing skills. In addition, students are required to produce an essay each week on a topic relating to the material covered in the lesson.

*Practice Sessions:* This class is designed to reinforce learning of new material of the day. This is a task-based class, and includes exercises such as vocabulary and grammar practice in meaningful context, together with corrective feedback, when needed. When completing these exercises, students are required to not only use appropriate pronunciation, tones, vocabulary and sentence patterns, but also maintain

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adequate fluency. Students are expected to use newly-acquired words and structures of increasing complexity.

*Theme-based Language Practicum:* Throughout the semester, the instructor will prepare two to four Theme Based Language Practicum weeks. The goal is for students to use Chinese to do research on that week's particular topic. Students will develop the ability to use Chinese to gather sources, conduct research, compose writings, and give oral reports.

*Practicum and Report:* This part of the course is to help students interact with Chinese culture and have meaningful communication with locals. The teacher designs a set of tasks that must be completed outside the classroom with skills developed in class. Students share the results of their practicum with classmates upon return to the following class.

*Supplementary Instruction:* Accompanying the texts used in class, movies and recorded audio materials relating to Chinese history, culture, and contemporary social issues are introduced. These materials help students enhance their understanding of China and, simultaneously, improve their language skills in all areas.

*One-on-One:* A teacher and a student meet one-on-one to provide highly individualized instruction, during which the teacher responds to individual student's learning needs. Students at different levels may choose a topic of interest that matches his or her proficiency level and personal interest and make a free-style report to the instructor to start the session. This exercise is designed to foster the student's ability to use language fluently at length.

*One-on-Two:* Two students work with one instructor to practice the material of the day, one of the tasks is to fine-tune their Chinese pronunciation and tones and increase their fluency. The One-on-Two class uses materials (24 lessons total) developed by CET instructors that incorporate common phrases from students' daily life so that students are able to apply them in real-life context directly after class.

*Chengdu Travel Seminar:* CET organized a one-week study trip to Chengdu help students better understand China. Before going to Chengdu, we set up a pre-course in Chengdu to learn about Chengdu's history, humanities, ecological protection, transportation, intangible cultural heritage, etc. from a historical and modern perspective. Accompanied by Chengdu university student volunteers, students can immerse themselves in Chengdu life.

All classes are conducted in a Chinese-only learning environment and we place special emphasis on the functional nature of language and make full use of Beijing's cultural, linguistic, and geographical surroundings, allowing students to rapidly develop their Chinese language competency and their Chinese cultural knowledge as well.

### **Objectives**

The objective of this course is to strengthen the students' working vocabulary, increasing it to an estimated 2,500 words by the end of the course. Students also develop their command of Chinese grammar and their

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understanding of Chinese culture and society. They learn to independently engage with written materials relating to daily life and study. They begin to develop the ability to read more formal authentic documents (*shumianyu*). By the end of this course, students demonstrate the ability to compose essays of up to 700 characters in length.

### Course Requirements

This is a high-intensity course. Students have daily quizzes Monday through Friday. There is also a weekly test on Friday that evaluates students' written and speaking progress. Each week, students are required to submit a written composition and prepare one or two oral reports. In addition to time spent in class, students are expected to spend between three and four hours a day reviewing that day's lessons, completing homework, listening to language CDs and answering content-based questions, practicing writing new vocabulary and preparing for the next day's instruction.

Comprehensive midterm and final exams are also used to evaluate student progress.

### Methods of Evaluation

The final grade is determined as follows:

Participation	20%
Written homework	15%
Daily quizzes	10%
One-on-one	5%
Weekly written tests	10%
Weekly oral tests	5%
Midterm written exam	10%
Midterm oral exam	5%
Final written exam	10%
Final oral exam	10% (5% as final oral proficiency interview score)

### Primary Texts

*A New China*, Princeton University Press.

Additional materials, created by CET faculty, based on *A New Chinese Course*, Volumes 3 and 4, Commercial Press, *Eyes on China*.

### Supplementary Texts

Movies: *Shower*

*So Long, My Son*

Videos : *Taiwanese Young People's Views on Cross Strait Languages*

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Additional materials, created by CET faculty, that target reading (including *chengyu* reading) and listening skills.

### **Theme-Based Language Practicum**

1. China's education system: Visit the Confucius Temple and the Imperial College, and interview Chinese people.
2. Similarities and Differences between Taiwan and Mainland China Languages and Cultures: Discussion with Chinese university Students.
3. Changes in China: Visit the Shijia Hutong Museum and interview Chinese people.
4. Beijing's Tradition and Modernization: Visit a nostalgic exhibition to learn about life in China in the 1980s and 1990s.

### **Pace and Textbook Lessons Covered**

Students cover one text lesson every day, or 3 lessons per week.

Every Friday there are separate written and oral tests or Language Practicum Reports.