

# CET Syllabus of Record



**Program:** Intensive Chinese Language in Beijing  
**Course Code / Title:** BJ/LANG 200 Intermediate Chinese  
**Total Hours:** 280  
**Recommended Credits:** 17  
**Primary Discipline:** Chinese Language  
**Language of Instruction:** Chinese  
**Prerequisites/Requirements:** 1 year of previous study

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## Description

This multi-faceted course is designed for non-native speakers of Chinese who have taken between six months and a year of language classes and possess a vocabulary of roughly 1,000 commonly-used Chinese words. Entering students should be able to maintain basic conversation on day-to-day topics.

The class structure includes: Morning Reading, Grammar and Vocabulary, Drill, Practicum and Report, Supplementary Instruction, One-on-One, and One-on-Two classes.

*Warm-up activities in the form of reading aloud exercise:* For fifteen minutes every morning, the instructor leads the class in guided reading aloud 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 present the new material to the students through interactive lectures. The content covered in this part of the day includes topics such as commonly used daily interactions among Chinese in real life situations, letter and email exchanges; historical stories; and some topics of Chinese culture and society. During the class, the instructor uses interactive approach to help students understand the text and learn the new vocabulary and sentence patterns of the text, which are practiced in meaningful and communicative contexts. A large number of grammatical items (adverbs, measure words, prepositions, conjunctions, etc.) are introduced for each lesson and the emphasis is placed on acquiring the essential sentence structures and commonly-encountered colloquialisms. This class also deals with the development of students' reading and writing skills. In order to complete the lesson, students are required to produce an essay each week on a topic relating to the material covered.

*Practice Sessions:* This class is designed to reinforce the 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 adequate fluency. Additionally, students are expected to use newly-acquired words to engage in pair work--simulated real-life social interactions on interesting topics and at appropriate difficulty level, designed by the teacher.

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*Theme-based Language Practicum:* At the middle and the end of the semester, the instructor prepares two Theme-based Language Practicum weeks. The goal of this week's curriculum is to use Chinese to do research on the subject matter of the week. 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 developed to help students interact with the Chinese culture and have meaningful communication with locals. The teacher designs a set of tasks that must be completed outside the classroom with skills learned in class. Students share the results of their practicum with classmates upon return to the following class.

*Supplementary Instruction:* Using materials that complement the subject matter covered in the main class, such as movies or newspapers, the teacher guides students in immersive activities designed to strengthen their understanding of and interest in the subject matters.

*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 also uses materials (24 lessons total) developed by CET instructors that incorporate common phrases that students need during their daily communication so that students are able to apply them in real-life context directly after class practice.

*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.

In addition to the above instructional activities we also arrange students to interview their Chinese roommates, visit museums and talk to locals. There is also brief reviews of the material covered each week, followed by a written and oral evaluation each Friday. Starting from the second week, students also

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work through approximately 12 lessons of supplementary listening and reading (including chengyu) practice materials.

### Objectives

In this course students increase their vocabulary to 2000 words. Students also develop their command of Chinese grammar and their understanding of Chinese culture and society. They learn to engage in conversations on social and academic topics. They begin to develop the ability to understand readings on Chinese culture and society covered in their lessons. By the end of this course, students demonstrate the ability to compose essays of up to 500 characters in length.

### Course Requirements

This is a high-intensity course. From Monday to Thursday, students complete daily quizzes. 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

Participation	20%
Written homework	15%
Daily quizzes	10%
Individual sessions	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)

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## Primary Texts

*Integrated Chinese, Level 2 (Part1&2)*, Cheng & Tsui. (20 Units)

It is expected that students will complete all of *Integrated Chinese level 2* within this semester. One chapter is covered every two days. In addition to the texts used in class, other instructional material, movies and recorded audio materials relating to Chinese history, culture and contemporary social issues are introduced. These materials help the students develop their understanding of China and, simultaneously, improve their language skills in all areas

## Supplementary Material

*A New China*, Princeton University Press. (4 Units)

Movies: *Spicy Love Soup*; *The Piano in a Factory*;

Additional materials, created by CET faculty, that target reading and listening skills.

1. Reading proverbs and their origin stories
2. Reading the news
3. Tang dynasty poetry appreciation
4. Chinese marriage show imitation
5. Experiencing the culture of traditional Chinese holidays

## Pace and Textbook Lessons Covered

It is expected that students will complete all of *Integrated Chinese level 2* in the first 11 weeks of the program. One chapter is covered every two days. Then, *A New China* is used for the remainder of the semester at the pace of one chapter per day. Students complete chapters 23 through 44.

There is a brief review of the material covered each week, followed by a written and oral evaluation each Friday.

Starting in the 2nd week, students also work through 12 lessons of supplementary listening and reading (including *chengyu* reading) practice materials.