

# CET Syllabus of Record



**Program:** Intensive Chinese Language in Beijing  
**Course Code / Title:** BJ/LANG 300 Advanced Low Chinese  
**Total Hours:** 224  
**Recommended Credits:** 14  
**Primary Discipline:** Chinese Language  
**Language of Instruction:** Chinese  
**Prerequisites/Requirements:** 2 years of previous study

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## Description

This multi-faceted course is designed for non-native speakers of Chinese who have taken approximately two years of college-level Chinese instruction and have a good grasp of basic Chinese phonetics, the fundamentals of sentence structure, and a working vocabulary of at least 2,200 commonly used words. Entering students should be able to conduct basic conversation in Mandarin on day-to-day topics and on matters relating to vocabulary previously acquired.

The class structure includes: 1) daily interactive lectures on new content including the text, grammar, and vocabulary followed by engaging practice of vocabulary and grammar in meaningful context and group discussion; 2) practicum and report; and 3) supplementary instruction and one-on-one practice sessions.

*Interactive Lectures:* The instructor presents the new material to the students through interactive lectures. The content covered in this part of the day includes functional tasks such as commonly used daily interactions among Chinese in real life situations, reading and writing letters and email exchanges; reading and discussion on historical stories; and other 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, followed by meaningful practice in communicative contexts. Vocabulary development is a critical part of language development for students at the pre-advanced level because it allows them to further develop their competencies in all communicative modes, interpersonal, interpretive and presentational. Consequently, this course emphasizes acquiring vocabulary from the text and the supplemented materials used in class, including understanding of associated synonyms and antonyms. Additionally, students receive specific instruction needed to understand and utilize more advanced vocabulary and grammatical structures, including various structure of complements, attributive and adverbial structures, and complex predicates. This class also helps develop students' reading and writing skills. For developing writing skills students are required to produce an essay each week on a topic relating to the material covered in the lesson.

*Practice Sessions:* This part of the course is designed to reinforce the learning of new material of the day. It includes functional tasks and exercises of 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. This class includes two sections. During the first section students are guided to practice the fundamental skills and pronunciation and tones, word usage, sentence and text structures. The second section is a discussion session, an extension of the first section. For the second part, the instructor selects a topic for conversation or debate related to the content covered in the lesson.

During the discussion activity, the teacher pays attention not only to appropriate use of vocabulary and grammar, but also to discourse level language development and to the understanding of the ways of thinking in Chinese. During discussion students also work on different styles of register such as formal and informal ways of expression.

*Practicum and Report:* This part of the course is 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 linguistic and communicative skills learned in class. Students share the results of their practicum with classmates upon return to the following class.

*Supplementary Instruction:* For this part of the course, students are engaged in their own research, using materials that complement the subject matters covered in the main class such as movies or newspapers relating to Chinese history, culture and contemporary social issues. These materials and the learning activities help students strengthen their understanding of China and improve their Chinese language competency as well.

*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.

All classes are conducted in a Chinese-only learning environment. Special emphasis is placed on the functional nature of language, making use of Beijing's cultural, linguistic, and geographical surroundings. This enables students to rapidly develop both their Chinese language competency and their Chinese cultural knowledge.

### **Objectives**

In this course, students increase their vocabulary to a total of 3,200 items or more.

Students learn to independently read written communication and compositions relating to daily life, study and social interaction. Students also develop the skills to begin reading brief documents aimed at native speakers concerning China's society, history, economy, and culture.

Students are required to make use of vocabulary, grammatical structures, and increasingly complex sentence patterns that they have acquired in class. Upon completion of this course, students are able to express themselves verbally with good accuracy on a specific topic and compose essays of around 800 characters in length.

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Students learn to write formally and casually.

## Course Requirements

This is a high-intensity course. There are daily quizzes from Monday to Thursday. There are also weekly tests on Friday that evaluate 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:

93% Core (interactive lectures, practice, and discussion sessions)

7% Supplementary (Group Class and One-on-one)

### *Core*

20% Classroom participation

10% Daily Quizzes

10% Daily homework

15% Weekly Quizzes

20% Midterm examination

25% Final examination

### *Supplementary*

40% One-on-One

60% Group Class

## Primary Texts

*A New Chinese Course*, 3 & 4, Beijing Language and Culture University Press (10 Units) and learning materials edited by CET faculty (20 Units).

## Supplementary Materials

In addition to the primary texts, 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. The following are examples of the supplementary material.

Movies: 《洗澡》 Shower

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《大红灯笼高高挂》 *Raise the Red Lantern*;  
《一个都不能少》 *Not One Less*;  
《塑料王国》 *The Plastic China*;  
《喜宴》 *The Wedding Banquet*

Video: 《世界青年说》 *A Bright World*;  
《中国》 *China*;  
《北漂》 *Beijing Floater*

新闻 《美国的沉浸式汉语教学》

News Report: *The Chinese Immersion Language Education in China*

Music and Songs: 《一封家书》 *A Letter Home*  
《我爱中国菜》 *I Love Chinese Cuisine*;  
《今天你要嫁给我》 *You Would Like to Marry Me Today*;  
《龙的传人》 *Descendents of the Dragon*;  
《十二生肖》 *The 12 Chinese Zodiac Signs*;  
《月亮代表我的心》 *The Moon Represents My Heart*;  
《朋友》 *Friends*

Topics Used in Discussion Sessions:

Families and marriage issues in China

One-Child Policy in China and its new changes

The retirement life for Chinese elders and its future

Social status of Chinese woman in history

Chinese Traditional Festival and its tradition/customs

Chinese traditions on marriage

The eight styles of cooking and Chinese cuisine

The environmental issues in China and related policies

The "Earth Hour" and habits of being green

The language immersion education in the US

Gao Kao (College Entrance Examination in China) and Chinese education system

The issues on study abroad for Chinese students in China

Chinese "Opening-up and Reform" policy (Pro- and Con-)

The petroleum products and air quality in China

The disparity between the rich and the poor

The impacts of fine arts in everyday life

Chinese history

Lun Yu (The Analects of Confucius) and its influence on modern life

The dilemma of Confucius Institute in the US

## **CET Syllabus of Record**

Controversies over different opinions of organic foods and GM products  
The violence of Internet across the world  
The Trade War between China and the US  
Sino-American relations  
Environmentally-friendly finance system across the world

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

Students complete one textbook lesson every one to two days, two to three lessons per week. Every Friday there is a brief review of the material covered in the week's classes followed by written and oral evaluations. Starting in the second week, students also work through 24 lessons of supplementary listening and reading practice material, e.g. Chengyu, Chinese idioms and *Lunyu* (The Analects of Confucius), approximately two lessons per week.