

CET Syllabus of Record



Program: Intensive Chinese Language in Beijing
Course Code / Title: BJ/LANG 500 Advanced High Chinese
Total Hours: 168
Recommended Credits: 11
Primary Discipline: Chinese Language
Language of Instruction: Chinese
Prerequisites/Requirements: 4 years of previous study

Description

This course is designed for advanced-level students of non-native speakers of Chinese who have taken more than four years of college-level Chinese and achieved the advanced level proficiency on the OPI scale. They should have a relatively comprehensive knowledge of the fundamentals of Chinese linguistic competence (phonetics, sentence and text structures, and the most frequently used 4000 characters). To complement this course, students also take Classical Chinese and elective language courses.

The component classes include: 1) daily interactive lectures on new content including text, grammar and vocabulary, followed by engaging practice of vocabulary and grammar in meaningful context and group discussion on the subject matter of the lesson, 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 an interactive approach to help students understand the text, learn new vocabulary and sentence patterns, and grammatical structures within the text, followed by meaningful conversation practice. Vocabulary development is a critical part of language development for students at the advanced level because it allows them to further develop their competencies in all communicative modes, interpersonal, interpretive and presentational. This course emphasizes acquiring vocabulary from the text and the supplemented materials used in class, including understanding of associated synonyms and antonyms and words to express abstract thinking. Additionally, students receive specific instruction needed to understand and utilize more advanced grammatical structures required for the students to develop advanced level proficiency, including various structure of complements, attributive and adverbial structures, connectives for smoothly connected discourses and commonly used colloquialisms and Chinese idioms and sayings. The course not only helps students gain understanding of the text content but also related issues on the subject matter covered in the text so that student are engaged in informed discussions on the topics. Finally, the course consists of learning activities that help students develop not only fluency and accuracy but also enable students to express themselves appropriately in a variety of social settings.

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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 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. This class includes the practice of the fundamental skills of pronunciation and tones, word usage, sentence and text structures and discussion sessions. 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 discourse level language development.

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 two to four weeks of theme-based language practicum that ask students to complete tasks outside the classroom, reinforcing the linguistic and communicative competencies learned in class. Students share the results of their practicum with classmates upon return from their language practicum. The goal is for the students to use Chinese to do research on a particular topic related to the themes of the week. Students will develop the ability to use Chinese to gather sources, conduct research, write compositions, and give oral reports.

Supplementary Instruction: For this part of the course, students are engaged in their own research, using materials that complement the subject matter 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. To accompany the texts used in class, we ask students to watch films and read authentic materials dealing with current social problems and to do out-of-classroom interviews or visit museums. The activities help students develop their understanding of China and, simultaneously, improve their language skills in all areas.

Objectives

The course helps students develop their interpretive communicative competence in Chinese. Students will be able to understand both written and audio-video material that includes not only the topics of the course material, but also other authentic material on advanced level topics of Chinese culture and society that the students want to read outside the classroom. Students will master advanced-level vocabulary and structures of the course materials, and expand their vocabulary to 5,000 Chinese characters by the end of the course. In particular, they will master more idioms, allegorical sayings, and other advanced phrases and structures. They will develop their presentational communicative competence such as composing 1500-character essays on advanced subject matters, using the newly learned vocabulary and structures.

Course Requirements

This is a high-intensity course. There are daily quizzes from Monday to Thursday for students and a weekly test, both written and speaking, on Friday that evaluates students' on-going performance. 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

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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:

67% Core (interactive lectures, practice, and discussion sessions)

33% Supplementary

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

《说古道今》, (Published by Higher Education Publishing, Editor: 冯胜利) (6~8 chapters)

《文以载道》, (Published by Higher Education Publishing, Editor: 冯胜利) (4~6 chapters)

文学作品: 鲁迅《狂人日记》、《阿Q正传》; 先锋派小说; 朦胧派诗歌

Materials edited by CET faculty based on Newspaper articles and other internet resources.
(12~15 chapters)

Supplementary Texts

Movies: 《手机》, Cell Phone; 《饮食男女》, 《英雄》

Videos: 郑永年的《民主的现实考量》

李银河《未来婚姻制度可能会消亡》

Theme-Based Practicum Topics

Old Beijing Folk Culture: Visit Capital Museum and Interview

Selected Literary Works: Zhengyang Bookstore Reading Club