

CET Syllabus of Record



Program: Intensive Chinese Language in Beijing
Course Title: (BJ/LANG 501) Advanced High Chinese
Total Hours: 176
Recommended Credits: 9
Primary Discipline: Chinese Language
Language of Instruction: Chinese
Prerequisites/Requirements: 4 years of previous study

Description

This course is designed for non-native learners of Chinese who have taken approximately four years of regularly paced college-level Chinese, and have reached an oral proficiency level equivalent to an Advanced on the standard OPI, as well as a similar level of reading and writing proficiency.

Following the ACTFL guidelines, this course aims to help students raise their Chinese communication skills comprehensively to a true advanced level so that they can pursue graduate studies at a Chinese university, conduct academic research in China, and/or work in a Chinese professional environment. Component classes include larger sessions, smaller sessions, and one-on-one conversation sessions. Some supplementary instruction, such as Chinese movies, participation in academic events, and language practicum, is also included.

Larger Sessions: The majority of reading materials are authentic (typically masterpieces by famous Chinese authors), the language style may be very formal and different from what students have learned before. In addition to the normal question-answer format, the instructor also uses a style-conversion method, guiding students to convert formal expressions to neutral or colloquial expressions and vice versa. In so doing, students are expected to have a clear style consciousness and choose appropriate styles for different situations and different language tasks. As for grammatical structures, a great attention is given to the unique prosodic requirements of the Chinese language or the so-called prosodic grammar. For example, students learn the rules and apply them to making four character/syllable framed phrases. The goal is to speak more elegantly, and write more stylishly. Although formal written style comprises a critical part of this course, students are also guided to develop their informal or colloquial communication skills by watching video clips that use real-life colloquial Chinese and discussing their cultural implications.

Smaller Sessions: Different from lower level courses, the first hour of smaller session is designed to consolidate the communication skills learned from the previous day. This is because it is difficult for even a well-educated native speaker to use sophisticated and stylish structures with appropriate vocabulary in prompt speech without preparation. Therefore, oral assignments are given on the previous day and students are required to make well-organized speeches with sophisticated structure and stylish vocabulary on given topics. Then, after the larger session class meets, the smaller session resumes to focus on the

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structures and vocabulary students have just learned. In addition to normal question-answer format, fast-paced sentence conversions are done both orally and in writing.

One-on-One: This class meets for at least 25 minutes each afternoon. Carefully-designed open-ended questions are used to help students further develop their range of language, spontaneity, and fluency in speech. The student is expected to decide a research topic of his/her interests in consultation with the instructors by the end of the second week of the program. Afterwards, students are required to talk to the instructor about the development of their research projects.

All classes are conducted in a Mandarin-only learning environment and place special emphasis on the functional nature of language. Full use is made of Beijing's positive cultural, linguistic, and geographical surroundings, allowing students to rapidly develop their language skills and accumulate a wide body of Chinese cultural knowledge.

Objectives

- To help students, through this period of study and relevant training, to master a basic usage of the terms introduced in the course materials, and expand their vocabulary to 5,000 Chinese words. In particular, to master the usage of more idioms, allegorical sayings, and other advanced phrases.
- Through a proper comprehension of the course texts, help students improve their Chinese reading ability, and thus enable students to not only be able to comprehend the course material, but also other written resources they may come across outside the classroom. At the same time, students will have the ability to read and understand Chinese texts with a certain degree of depth, and further enhance their understanding of Chinese culture.
- To require students to use their newly learned vocabulary, sentence structures, and more complicated phrases to express themselves orally or in written form, and compose essays of around 1,500 characters long.

Course Requirements

This is a high-intensity course and active participation is essential. Students are expected to attend each class session and field-based course component, as outlined in the CET Attendance Policy. Students are expected to read all assigned materials before the relevant class session and come prepared to participate thoughtfully in class discussions.

From Monday to Thursday, students complete a daily quiz. This is followed by a weekly test on Friday that evaluates students' written and oral 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 audio files and answering content-based questions, practicing writing new vocabulary and preparing for the next day's instruction.

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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 10%
Daily quizzes 10%
Weekly written tests 15%
Weekly oral tests 5%
Midterm written exam 10%
Midterm oral exam 5%
Final written exam 10%
Final oral proficiency interview 5%
Individual Research Project 10% (Including final oral report)

Primary Texts

Feng, Shengli. *Comprehensive Chinese (Advanced Writing 1): On the Present and Past* [说古道今]. Beijing, China: Higher Education Publishing, 2007.

Supplementary Texts

Bai, Jianhua, and Yang Wang. *China in Depth: An Integrated Course for Advanced Chinese* [焦点中国: 高级汉语综合课程]. Sunnyvale, California: Better Chinese, n.d.

Yuan, Fangyuan. *Business Chinese for Success: Real Cases from Real Companies* [成功之道: 中级商务汉语案例教程]. Beijing, China: Peking University Press, 2005.

Additional Resources

Additional materials edited by CET faculty based on Newspaper articles, Chinese poetry, and other internet resources.

Outline of Course Content

A lesson is completed every two days, with two lessons completed each week. Every Friday, students take a written and oral examination on that week's course content. The teacher shows films and newscasts, and plan ethnographic interviews according to that week's topic and content.