

# CET Syllabus of Record

**Program:** Intensive Chinese Language in Beijing

**Course Code / Title:** BJ/LANG 150 Advanced Beginning Chinese (semester)

**Total Hours:** 280

**Recommended Credits:** 17

**Suggested Cross Listings:** Chinese Language

**Language of Instruction:** Chinese

**Prerequisites/Requirements:** 1 term of previous study



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## Description

This multi-faceted course is designed for non-native speakers of Chinese who have taken between three and six months of language classes and achieved Novice Mid or above on the OPI proficiency scale. Students usually possess a vocabulary of roughly 600 commonly used Chinese words and should be able to conduct a basic conversation in Chinese on everyday topics.

The course includes the following types of classes: 1) daily reading-aloud activity, 2) daily interactive lectures on the new content including the text, grammar and vocabulary, followed by contextualized practice, 3) practicum and report, and 4) one-on-one, and one-on-two practice sessions.

*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 study. 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 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 conversations among Chinese speakers in real life situations. 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. The class helps students learn the fundamental elements of Chinese such as sounds and tones (e.g. use of initials and finals, tonal shift, characteristics of the neutral tone, and the rules governing er hua yin), and the basic vocabulary (nouns, verbs, measure words, and locative terms that commonly occur in day-to-day interactions). The class also develops students' command of basic Chinese sentence structures and basic reading and writing skills.

*Practice Sessions:* This part of the 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.

*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 developed in class. Students share the results of their practicum with classmates upon return to the following class.

*One-on-One:* A teacher and a student meet one-on-one to provide highly individualized instruction that reinforces the learning of the content of the day, during which the teacher responds to individual student's learning needs.

*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 sounds 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 to use daily 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.

## **Objectives**

In this course, students will reach the Novice High or Intermediate Low proficiency on the OPI proficiency scale. They will be able to have basic day-to-day conversations with locals and initiate and sustain simple conversations on study-related topics. They increase their working Chinese vocabulary to a total of 1,500 or more items and develop the ability to read intermediate level material on familiar topics. By the end of the course, students demonstrate elevated reading abilities and are able to write compositions between 300 and 500 characters in length.

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## **Course Requirements**

This is a high-intensity course. 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 language CDs and answering content-based questions, practicing writing new vocabulary and preparing for the next day's instructions.

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%
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)

### **Primary Texts**

Integrated Chinese: Level 1, Part 2, Cheng & Tsui. (10 units)

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### **Supplementary Texts**

Movies: The Three Monks; Spicy Love Soup; Big Head and Little Head Dad;

Additional materials, created by CET faculty, that target reading (including chengyu reading, Chinese traditional story reading, etc) and listening skills, knowledge quiz.

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

It is expected that students will complete one lesson every two days. Around the time of the midterm examination, students are expected to complete Integrated Chinese: Level 1, Part 2. Following the midterm, Level 2 materials are used. Students complete all of Integrated Chinese: Level 1, Part 2 and 13 units of Integrated Chinese: Level 2. Starting the 2nd week, students also work through 13 lessons of supplementary listening and reading (including chengyu reading and reading of authentic materials), covering one lesson per week.