

CET Syllabus of Record



Program: Intensive Chinese Language in Beijing
Course Title: Advanced High Chinese
Course Code: BJ/LANG 500
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 an advanced-level Chinese class for non-native speakers of Chinese. Students taking this course have previously studied Chinese for more than four years, and have a relatively comprehensive knowledge of Chinese pronunciation, vocabulary and grammar. These students are capable of using Chinese to resolve daily life problems, and have a mastery of some written language as well. They will have already studied around 4,000 characters, and will have received comprehensive training on listening, speaking, reading and writing Chinese, and will possess strong Chinese conversational abilities in both colloquial and classroom setting.

This is a multi-faceted course that includes instruction of new vocabulary, reading comprehension, drills, and classroom discussion. To complement this course, students also take *Classical Chinese* and elective language courses.

Grammar and Vocabulary: The teaching of vocabulary is an integral part of higher-level Chinese education, and therefore the vocabulary in this course will be referenced from and based upon the course texts. The teacher not only emphasizes that students grasp the usage of a certain term in a designated context, but also has them understand a number of relevant synonyms and antonyms, as well as strengthen their ability to recognize and differentiate Chinese characters, and learn from experience the subtle differences between different characters in different contexts. In addition, the teacher also emphasizes and assists with any grammatical terms or structures that students have difficulty understanding or using. The grammar portion of this course will focus on requiring students to improve overall ability through study of grammar in the course texts. Such grammar includes complex sentences and phrases, transitions and comparative phrases, and compound sentences, as well as commonly-used Chinese idioms, sayings, and other colloquial language. The teacher not only requires students to understand and use the function of these grammatical points, but also fully understand their function in word formation, connecting phrases, composite phrases and in other text.

Drill and Discussion: This segment emphasizes the ability of students to express themselves using newly learned vocabulary and grammar. This segment includes both vocabulary drills and class discussions. The teacher designs activities for students to practice new vocabulary and grammar, focusing on correct

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pronunciation and intonation, appropriate pauses between and within sentences, correct usage of vocabulary, correct usage of grammar, natural expression, etc.

Additionally, the teacher guides students to reach a certain level of fluency in speaking, and stresses the usage of complete sentences in speaking and writing. Listening and reading comprehension goals are obtained using actual, practical linguistic resources supplemented by course texts and news broadcasts.

Supplementary: Accompanying the texts used in class, films dealing with current societal problems, out-of-classroom interviews and inquiries, and museum visits all help students round out their understanding of China and, simultaneously, improve their language skills in all areas.

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 characters. 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. 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 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 (Grammar and Vocabulary, Drill and Discussion)
33% Supplementary

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Core

20% General classroom performance

10% Daily Quizzes

10% Daily homework scores

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) (13~15 chapters)

Materials edited by CET faculty based on Newspaper articles, and other internet resources.

Supplementary Texts

Movies: 《手机》 Cell phone; 《大红灯笼高高挂》 Raise the Red Lantern; 《女大学生宿舍》 Girl Student's Dormitory

Ethnographic projects

Museum tour/report

Pace and Textbook Lessons Covered

A lesson is completed every two days, with two lessons completed each week.

Every Friday, students will take a written and oral examination on that week's course content.

The teacher will show films and newscasts, and plan ethnographic interviews according to that week's topic and content.