

CET Syllabus of Record



Program: Intensive Chinese Language in Harbin

Course Code/Title: (HB/LANG 321) One-on-Two Drill Tutorial

Total Hours: 32

Recommended Credits: 2

Primary Discipline: Chinese Language

Language of Instruction: Chinese

Prerequisites/Requirements: Required for students with 4 terms of previous study

Description

The one-on-two drill is a unique class with three specific goals: to improve pronunciation, to correct intonation mistakes, and to increase fluency. Drill teachers identify individual students' pronunciation problems and use a variety of texts, dialogues and drills to reduce the frequency of these problems. In addition, students also participate in a various one-on-two class field trips that take students out of the classroom and into real life situations such as opening a bank account, visiting a doctor, shopping in the local market, or visiting a tailor. The goal of these field trips is to encourage students to complete daily tasks while practicing their language skills and gaining a better understanding of Chinese society.

The one-on-two class is not a replacement for a conversation class and is required of all students. The intention of the course is to supplement other classes by providing a focused and directed attention to accurate fluency. The one-on-two class is optional for research track students upon approval by on-site academic staff.

Objectives

By the end of the course, students:

- Demonstrate improved pronunciation, both in terms of tones and general intonation
- Demonstrate improved fluency of expression
- Are able to function within China on a day-to-day basis with relative ease and confidence
- Display improved accuracy in all areas of Chinese speaking

Course Requirements

This course is highly interactive and relies on active participation by all students. A class typically follows this procedure:

- Students review the previous day's material.
- Students relate the new material as they have understood it.
- Students read the text to compare their interpretation of it against the actual narrative.
- Students relate the text again, paying particular attention to previous errors.

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Accurate pronunciation and fluent reading are given topic priority from the instructor during class. Students speak for at least 2/3 of the class time.

Students are expected to prepare thoroughly for each class session. This includes listening to audio materials on a daily basis, reviewing new grammar and vocabulary covered in class, memorizing new vocabulary prior to class, preparing to relate text content, preparing all field trips, etc. Students are expected to participate actively in class, proactively attempting to improve their own accuracy and fluency in speech. Students have daily homework assignments that must be returned to the instructor on time. In addition, there are daily quizzes, biweekly tests and final exams.

Daily quizzes

- Assess the wrong pronunciation, tone, grammar problems and fluency in the previous class.
- Examine the preview of new lesson content, could entail reading comprehension, or retelling the text.

Biweekly tests

- Administered each Friday, covering material learned that week
- Includes reading, listening, and speaking sections

Final exam

- Administered during the last week of the term
- Covers material from throughout the term
- Includes reading, listening and oral report section

Grading

The final grade is determined as follows:

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| • Participation (Able to actively participate in classroom activities and complete classroom tasks according to the rhythm and requirements of teachers.) | 20% |
| | <i>See Participation Grading Rubric below.</i> |
| • Homework | 10% |
| • Daily quizzes (20 @ 0.5%) | 10% |
| • Bi-weekly tests (3 tests @ 5%) | 15% |
| • Bi-weekly practicum & reports (4 tests @ 3.75%) | 15% |
| • Final written exam | 15% |
| • Final oral exam | 15% |

Primary Texts

Course materials glossed and produced by on-site teaching staff

Supplementary Texts

NA

Pace and Textbook Lessons Covered

Students cover approximately one lesson per class for a total of 14 lessons over the course of the term. A weekly lesson review is held each Friday. Students are tested on

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material every two weeks and engage in weekly or bi-weekly language practicum activities as well.

Outline of Course Content

Date	Topic	Readings/Assignments
1.1	Harbin's weather	Lesson1
1.2	My Dormitory	Lesson2
1.3	Buying daily-use Things	Lesson3
1.4	<i>Week in Review</i>	
2.1	Play games with verb	Lesson4
2.2	Ordering at the Restaurant	Lesson5
2.3	<i>Field-Based Course Component1: Buying vegetable and fruit in a farmers market.</i>	
2.4	<i>Student Presentations and Week in Review</i>	
3.1	Bi-Weekly test 1	
3.2	Ask for leave	Lesson6
3.3	Festival	Lesson7
3.4	Tea	Lesson8
4.1	<i>Week in Review</i>	
4.2	<i>Field-Based Course Component2:Experiencing Chinese tea culture</i>	
4.3	<i>Student Presentations and Week in Review</i>	
4.4	<i>No class for academic trip</i>	
5.1	Bi-Weekly test 2	
5.2	What to do after graduation?	Lesson9
5.3	History of Harbin	Lesson10
5.4	<i>Field-Based Course Component:Exploring Zhong Yang Street and Xi Da Zhi Street</i>	
	<i>Student Presentations and Week in Review</i>	
6.1	Talking about a picture: environmental problems	Lesson11
6.2	Problems of old age	Lesson12
6.3	<i>Field-Based Course Component 3:Interviewing Chinese</i>	
6.4	<i>Student Presentations and Week in Review</i>	
7.1	Bi-Weekly test 3	
7.2	Goodbyes	Lesson13
7.3	We have a test soon!	Lesson14
7.4	<i>Week in Review</i>	
8.1	<i>Final review</i>	
8.2	<i>Final exam</i>	

Participation Grading Rubric

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	A – 90-100% Exemplary	B – 80-89% Proficient	C – 70-79% Developing	D – 60-69% Unacceptable	F – 0-59% Missing
Frequency of class participation	Always actively participate in all activities in class.	Mostly actively participate in all activities in class.	Somewhat actively participate in all activities in class.	Rarely actively participate in all activities in class.	Always passively participate in activities in class.
Quality of class participation	Contribution is always thoughtful, accurate, and constructive, frequently interacting with peers	Contribution is mostly thoughtful, accurate, and constructive, usually interacting with peers	Contribution is somewhat thoughtful, accurate, and constructive, sometimes interacting with peers	Contribution is rarely thoughtful, accurate, and constructive, rarely interacting with peers	Does not contribute or interact with peers
Level of class preparation	Always fully prepared and on task	Mostly prepared and on task	Somewhat prepared and on task	Rarely prepared and on task	Consistently unprepared and not on task