

# CET Syllabus of Record

**Program:** Intensive Chinese Language in Beijing  
**Course Code/Title:** (BJ/LANG 102) Novice Chinese  
**Total Hours:** 100  
**Recommended Credits:** 5  
**Primary Discipline:** Chinese Language  
**Language of Instruction:** Chinese  
**Prerequisites/Requirements:** None

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## Description

This course is designed for non-native speakers of Chinese with no previous training in Mandarin. It enables them to gain basic communication skills both orally and in writing and to lay a solid foundation for future study of the language. The Janterm is an intensive immersion program that emphasizes the integration of language study and real-world application. Students complete a high number of assignments that require them to use their language skills outside the classroom and off of the program's campus. 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

During this course, students:

- Learn the pinyin system of Chinese Romanization and develop a solid grasp of basic Chinese pronunciation
- Acquire approximately 300-400 new words and phrases in total
- Demonstrate ability to have basic but effective interactions with Chinese speakers about the daily life topics covered in class
- Learn to use Chinese to satisfy some of their daily needs while living in Beijing
- Increase their spoken fluency and understanding so that they are well-equipped to continue their language study in an all-Chinese, intensive environment

## Course Requirements

The classes comprise the following: Morning Reading sessions, Grammar sessions, Practice and Discussion sessions, Practicum and Report, One-on-One sessions, One-on-Two sessions, and Skits.

*Morning Reading:* For 15 minutes every morning the instructor leads the class in guided reading of text and vocabulary. This exercise is designed to correct pronunciation problems, familiarize students with a text, and prepare them for learning as quickly and efficiently as possible.

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*Grammar:* Building on a previously prepared text, the instructor uses interactive question and answer sessions to draw attention to important points of grammar and vocabulary. Through this, students develop textual understanding and facility with language structures.

*Practice and Discussion:* Targeting individual items of grammar and vocabulary essential to student development, the instructor provides generous linguistic background and has students repeatedly use new terms in controlled verbal exercises. The goal of these sessions is to have students make practiced application of acquired language skills. Then, the instructor gradually releases control of the language exchanges and provides the class with a selection of problems and activities (conversation, role-play, etc.) that further allow students to practice using new words in a natural and spontaneous way.

*Practicum and Report:* This class helps students integrate into Chinese society 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. The tasks take advantage of a wealth of resources in Beijing and further acquaint students with their local environment. Upon return, students share the results of their practicum with classmates in formal reports that make use of new vocabulary and grammar structures.

*One-on-One:* A teacher and a student work one-on-one to resolve that individual student's language problems. Students at appropriate levels may, alternatively, choose a topic of interest that matches his or her skill level and make a free report to the instructor. This exercise is designed to foster the student's ability to use language fluently at length.

*One-on-Two:* Two students work with one instructor to fine-tune pronunciation and increase fluency. The One-on-Two class uses materials developed by CET instructors that incorporate common phrases from student life so that participants may be able to apply them in context directly after practice.

*Skits/Mini-Lectures:* Each class performs a total of three skits and/or mini-lectures about topics related to their weekly theme. Students are encouraged to use new grammar and vocabulary, and present their performance to classmates, roommates, and instructors. In order to further encourage exchange and increase student's knowledge about Chinese culture, Chinese language partners are asked to present mini-lectures to their CET counterparts. Through these lectures, students hear the language used in natural yet advanced, and formal yet accessible, ways.

This intensive course requires maximum student participation and preparation. Students are expected to come to class having fully prepared to participate as actively and

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accurately as possible. In order to maintain a fast pace of acquisition, students are required to complete a high number of assignments on their own time.

Assignments include:

- Review of material covered that day
- Listening to recordings of the text that will be taught the next day
- Reading texts aloud
- Responding to recorded questions about a text
- Memorizing new vocabulary for the next day's daily quiz
- Writing weekly essays

In addition, students take daily dictation quizzes and weekly oral tests that assess newly acquired material, and a comprehensive oral and written final examination.

### Grading

The final grade is determined as follows:

Participation	20%
Daily quizzes (12@0.83% each)	10%
Written homework	10%
Take-home essay	5%
One-on-one	5%
One-on-two	5%
Chinese Skit	5%
Practicum & Report	10%
Weekly oral tests (3@3.3% each)	10%
Final written exam	10%
Final oral exam	10%

### Class Participation Grading Rubric Template

	<b>A – 90-100% Exemplary</b>	<b>B – 80-89% Proficient</b>	<b>C – 70-79% Developing</b>	<b>D – 60-69% Unacceptable</b>	<b>F – 0-59% Missing</b>
<b>Frequency of class participation</b>	Actively contributes 2+ times per meeting	Actively contributes at least 1 time per meeting	Actively contributes at least half of the time during term	Actively contributes less than half of the time during term	Does not contribute
<b>Quality of class participation*</b>	Contribution is always thoughtful,	Contribution is mostly thoughtful, accurate, and	Contribution is somewhat thoughtful, accurate, and	Contribution is rarely thoughtful, accurate, and constructive,	Does not contribute or interact with

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	accurate, and constructive, frequently interacting with peers	constructive, usually interacting with peers	constructive, sometimes interacting with peers	rarely interacting with peers	peers
<b>Level of class preparation</b>	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

### Primary Texts

*Integrated Chinese*. Cheng & Tsui Boston, 2012. Level 1, Part 1. (10 units) Yuehua Liu, and Tao-chung Yao, Nyan-Ping Bi, Liangyan Ge & Yaohua Shi.

### Additional Resources

Text and Video: *The origin of Chinese characters*

Chinese folk songs and popular music

Practica sites and activities: Campus offices-interview personnel, CNU campus—interview college student, visit countryside

### Outline of Course Content

Students complete three lessons per week, or 11-12 lessons over the course of the term. They acquire approximately 300- 400 new characters in total.

Weekly class themes are as follows:

- Learning Pinyin and writing system & greetings
- Family & dates and time & hobbies
- Making appointments and visiting friends & shopping
- Studing Chinese & school life