
CN301 Chinese Language in Context: Emerging Independent Abroad I
IES Abroad Center Syllabus**DESCRIPTION:**

This class is intended to be a course in Chinese language as part of IES Abroad Shanghai Program for students who have studied Chinese at least five semesters. The lessons of these two months encompass many new sentence patterns, more than 400 new words, as well as activity objectives.

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling such speech acts in ways that local people do...In short, and logically, study abroad has been show to enhance the aspects of communicative competence that are most difficult to foster in classroom settings (IES Abroad MAP for Language and Intercultural Communication, p. 6).

STUDENT PROFILE:

Students entering this level must be able to fulfill the learning outcomes of the Novice Abroad level, as defined by the IES Abroad MAP for Language and Intercultural Communication. Specifically, they should already be able to express themselves on a variety of concrete, everyday topics and meet their basic needs in the language. Depending on their academic background, their mastery of the four basic skills—reading, writing, speaking and listening—may be uneven. Although students may have been exposed previously to certain competencies taught at this level, they need additional practice and instruction to move toward mastery of these competencies.

As students gain more self-awareness and self-confidence, they will attempt more in the community. Paradoxically, this means they may also experience more miscommunications and frustration. Reading and writing require effort, and many students will need to make a special effort in this regard. Students will also develop cultural awareness and skills to work through the challenges of adaptation in the local culture and learn to celebrate their successes. They will begin to appreciate the value of these language and intercultural skills.

This course builds upon skills introduced in Novice Abroad. By the end of the course, the successful student will have begun to develop some communicative and cultural self-confidence necessary to attempt moderately complex tasks in the language, as described in the learning outcomes below.

CREDIT HOURS: 80 hours**INSTRUCTOR:** Zhang wei**PREREQUISITES:** None**METHOD OF PRESENTATION:** Audio-lingual method and communicative approach, PowerPoint, field trips**LANGUAGE OF PRESENTATION:** Chinese

PREREQUISITES:

This course builds upon skills introduced in Novice Abroad as defined by the IES Abroad *MAP for Language and Intercultural Communication*.

ATTENDANCE POLICY:

Every day you start with 100 points (including field trips and Chinese class activities).

- Late within 10 minutes, no deduction from your score.
- Late between 10 and 30 minutes, 30 points will be deducted.
- Late over 30 minutes, 50 points will be deducted.
- The same rule applies to leaving class early.
- Unexcused absences will result in 0 points, and from the third absence onward, every absence will result in degrading the final course grade by one-third, e.g. from B- to C+.

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes in the Novice Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

By the end of the course, students will be able to achieve some of the outcomes for the Emerging Independent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

Intercultural Communication

- a. Students will be able to solve many daily troublesome situations and meet needs with limited help.
- b. Increasingly, students will be able to make informed comparisons between the host culture and the students' home cultures.
- c. Students will be able to distinguish and begin to imitate verbal and non-verbal communication that reflects politeness, formality, or informality.
- d. Students will be able to recognize some patterns of intonation, their meaning, and cultural implications.

Listening

- a. Students will be able to understand some interactions of increasing complexity (media, speeches, music, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
- b. Students will be able to understand many direct requests, questions, and basic conversations on familiar and concrete topics.
- c. Students will be able to recognize some regional differences in speech on a basic level.

Speaking

- a. Students will be able to talk about persons and things in their immediate environment, as well as their plans and their experiences, and they can provide a limited amount of supporting details.
- b. Students will be able to address and attempt to resolve moderately complicated situations involving familiar subjects.
- c. Students will be able to produce tones and pronunciation patterns with increased accuracy.

Reading

- a. Students will be able to read passages and short texts (notes, detailed instructions, etc.) on familiar

topics covered in class and understand their general meaning.

b. Students will be able to support their understanding of texts through the use of context, visual aids, dictionaries, or with the assistance of others in order to facilitate comprehension.

Writing

a. Students will be able to communicate with some effectiveness through notes, emails, and simple online discussions and chats.

b. Students will be able to write short essays on concrete topics of limited levels of complexity with some reliance on the communicative patterns of their native language.

REQUIRED WORK AND FORM OF ASSESSMENT:

Mid-term exam (10%), Final exam (10%), quizzes and presentations (15%); Homework (20%), Attendance (15%), Participation (15%), Dictation (15%)

CONTENT:

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 1	1.Functional: <ul style="list-style-type: none"> ● How to introduce oneself ● How to introduce hobby and spare time 2.Grammatical: <ul style="list-style-type: none"> ● "Not only..., but also..." ● "Besides..., " ● Modal Complement "verb/adjective + structurally auxiliary word + complement" 3.Vocabulary: <ul style="list-style-type: none"> ● Words about self-introduction, ● Word about hobby and spare time 4.Culture: <ul style="list-style-type: none"> ● Cultural taboos in Chinese daily life 	<ul style="list-style-type: none"> ● Greet and introduce oneself to Chinese people, and pay attention to the cultural taboos in Chinese daily life. ● Survey and report about Chinese opinion to bargain and different bargain methods 	I. a, d II. a IV.a
Week 2	1.Functional: <ul style="list-style-type: none"> ● Sport and health related exercise in China ● Build body in gym 2.Grammatical: <ul style="list-style-type: none"> ● " Compare with B, A also..." ● " as long as...,..." 3.Vocabulary: <ul style="list-style-type: none"> ● Words about sports and health 4.Culture:	<ul style="list-style-type: none"> ● Go to a park to talk with the aged who do Morning exercise, and learn Taijiquan from them. ● Learn how to play Chinese chess 	I. a II. a III.a, b V.a

	<ul style="list-style-type: none"> ● Different sport habits between China and US ● Learn a few movements of Taijiquan(Shadow Boxing) 		
Week 3	<p>1.Functional:</p> <ul style="list-style-type: none"> ● Talking about festival ● How to make a request <p>2.Grammatical:</p> <ul style="list-style-type: none"> ● No matter what happens, the outcome will not change ● A structure to express one of the two alternatives must be chosen. ● In the process of ... ● Basic form of imperative sentence <p>3.Vocabulary:</p> <ul style="list-style-type: none"> ● Words about Mid-Autumn Day <p>4.Culture:</p> <ul style="list-style-type: none"> ● The customs of different Chinese traditional festivals 	<ul style="list-style-type: none"> ● Interview language partner ● Make a comparison between TV and Internet 	I. a, b, d II. a, b III.a, b IV.a, b
Week 4	<p>1.Functional:</p> <ul style="list-style-type: none"> ● Make a travel plan ● Describe tourist attractions <p>2. Grammatical:</p> <ul style="list-style-type: none"> ● different kinds of "ba" structures, which means to deal with something. ● Use conjunction to express orders; "first..., then..., at least....." ● The structure to make a proposal; "You'd better....." ● Use interrogative pronouns to express full negation; <p>3.Vocabulary:</p> <ul style="list-style-type: none"> ● Words about travel and book tickets ● Words about tourist attractions <p>4.Culture: The legend of the folk festivals</p>	<ul style="list-style-type: none"> ● Make your Golden week travel plan, and try to book tickets by phone. ● Go to Luxun Park to see the Mid-Autumn Lantern Festivals and interview other visitors. ● Presentation: Describe the tourist attractions you visited during the Golden Week. 	I. a, b, c II. a, b III.a, b IV.b
Week 5	<p>1.Functional:</p> <ul style="list-style-type: none"> ● Online Shopping ● Compare China and US <p>2. Grammatical:</p> <ul style="list-style-type: none"> ● Only if... ● Passive tense ● Even...not alone ● Necessity <p>3.Vocabulary:</p>	<ul style="list-style-type: none"> ● Do a real online shopping ● Interview Chinese to know their shopping habit ● Readings ● Essay 	I. a, b, c II. a, b III.a, b IV.b

	<ul style="list-style-type: none"> ● online shopping ● delivery ● after sale <p>4.Culture:</p> <ul style="list-style-type: none"> ● Online shopping festival <p>Boom of online shopping</p>		
Week 6	Review Mid-term Exam	Study guide Language activities	
Week 7	<p>1.Functional:</p> <ul style="list-style-type: none"> ● Concept of Consumption ● Compare Chinese and American concept <p>2. Grammatical:</p> <ul style="list-style-type: none"> ● Until.. ● ...indicate... ● Consider... ● The more...the more... <p>3.Vocabulary:</p> <ul style="list-style-type: none"> ● Consumption and purchase ● Comparison of concept <p>4.Culture:</p> <ul style="list-style-type: none"> ● Explore the reason of Chinese concept 	<ul style="list-style-type: none"> ● Class discussion ● Interview language partner ● Readings ● Essay 	I. a, c,d II. a, b III.a, b IV.a V.a
Week 8	<p>1.Functional:</p> <ul style="list-style-type: none"> ● Chinese Kungfu ● Kung fu movement, action ● Fascination <p>2.Grammatical:</p> <ul style="list-style-type: none"> ● Among...the most.. ● Never..again ● Through... ● ...will happen <p>3.Vocabulary:</p> <ul style="list-style-type: none"> ● Movement and action ● Wish, fascination ● Imitation, practice <p>4.Culture:</p> <ul style="list-style-type: none"> ● Chinese Kungfu movie ● The spirit of "Xia"(Hero, warrior) 	<ul style="list-style-type: none"> ● Watch part of kungfu movie ● Learn some basic movement ● Class discussion 	I. a, c II. a, b III.a, b IV.a
Week 9	<p>1.Functional:</p> <ul style="list-style-type: none"> ● Chinese characters ● Evolution of Chinese characters <p>2.Grammatical:</p> <ul style="list-style-type: none"> ● Turn to be... ● Take...as 	<ul style="list-style-type: none"> ● Language activity ● Essay 	I. a, b, d II. a, b

	<ul style="list-style-type: none"> ● Compound complement 起来, 下去 <p>3.Vocabulary:</p> <ul style="list-style-type: none"> ● Chinese character strokes ● Forms, symbol ● Influence <p>4. Culture: Chinese calligraphy</p>		
Week 10	<p>1.Functional:</p> <ul style="list-style-type: none"> ● The only child ● Education <p>2.Grammatical:</p> <ul style="list-style-type: none"> ● With.... ● In someone's opinion ● Meanwhile <p>3.Vocabulary:</p> <ul style="list-style-type: none"> ● Education ● Generation ● Reason, opinion, model <p>4.Culture:</p> <ul style="list-style-type: none"> ● Chinese education system 	<ul style="list-style-type: none"> ● Class discussion Education in China and American ● Readings 	I. a, b, d II. a, b III. a, b V.a
Week 11	<p>1. Functional:</p> <ul style="list-style-type: none"> ● Talk about love and marriage ● Describe one's strengths and weaknesses <p>2. Grammatical:</p> <ul style="list-style-type: none"> ● The structure used to express hopes ● The structure used to explain necessary condition; "only if ...," <p>3. Vocabulary:</p> <ul style="list-style-type: none"> ● Words about describing one's strengths and weaknesses ● Words about love and marriage <p>4. Culture:</p> <ul style="list-style-type: none"> ● Compare different views of marriage and love between Chinese and American. 	<ul style="list-style-type: none"> ● Visit blind date market and communicate with Chinese people ● Watch a few sections of TV show "If You Are The One", and Compare different views of marriage and love between Chinese and American. 	I. a, II. a, b III. a, b IV. a, b
Week 12	Review Final Exam	Study guide Language activities	

GRADING POLICY:

- **Attendance**

Every day you start with 100 points (including fieldtrips and Chinese class activities).

- Late within 10 minutes, no deduction from your score.
- Late between 10 and 30 minutes, 30 points will be deducted.

- Late over 30 minutes, 50 points will be deducted.
- The same rule applies to leaving class early.
- Unexcused absences will result in 0 points, and from the third absence onward, every absence will result in degrading the final course grade by one-third, e.g. from B- to C+.

● Participation

Every day you start with 100 points (including fieldtrips and other Chinese class activities)

- If you actively participate in the classes and the class-related activities or field trip, you will receive 100 points.
- If you do not participate actively, certain points will be deducted accordingly.

● Dictation

A Dictation is worth 100 points

- If you are late or absent, you will probably miss it, and, therefore lose the 100 points.
- For an absence (with a doctor's note or center director's written approval), you can make up the previous dictation with your instructor or the language coordinator on the same day. However, you will receive, at most, 70 points for a make-up dictation.
- After the third unexcused absence, that day's dictation will be 0 points.

● Homework

Every homework is worth 100 points.

- If you do it carefully and hand it in on time, you will receive 100 points.
- If you finish it rashly with a careless attitude, certain points will be deducted accordingly.
- If you forget to do the homework or hand it in, you are required to hand it in the next day, and you will receive at most 70 points.
- If you forget to do the homework or hand it in more than two days late, you will get 0 points.

● Grading System

Letter	GPA	Percent
A	4.0	95-100
A-	3.7	90.5-94.5
B+	3.3	87.5-90
B	3.0	84.5-87
B-	2.7	81.5-84
C+	2.3	78.5-81
C	2.0	75.5-78
C-	1.7	70-75
D	1.3	60-69
F	0	

REQUIRED COURSE MATERIALS:

Approach: Introductory Chinese——Listening and speaking and its workbook
(走进视听说及练习册)
Experiencing Chinese-- Intermediate Course I

BRIEF BIO: Zhang Wei, getting the bachelor's and master's degree in Nankai University in Tianjin with the major Teaching Chinese as a Second Language, has taught Chinese in the International Department of Tianjin Experimental High School, and in RMIT University in Australia as an internship. She can use very diverse teaching methods, organize colorful language activities, and create a profound cultural atmosphere for students to stimulate students' interest in learning Chinese.