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**CN203 Chinese Language in Context: Novice Abroad IV**  
**IES Abroad Center Syllabus****DESCRIPTION:**

This class is intended to be a course in Chinese language as part of IESAbroadShanghai Program for non-Chinese speaking students who have studied Chinese for at least 3 semesters. The lessons encompass 250 frequently used words, 200 characters and 25 grammar items, as well as the topics that the foreigners are more likely to encounter in their study, life and work. It places emphasis on improving the ability of the learner to use Chinese for communication. Class activities include making dialogs, playing language games, performing skits, outdoor activities, etc. Through these exercises, students will further improve their listening, reading, speaking, and writing skills. They will begin to develop the ability to generate paragraphs. They will be able to understand basic language materials that they encounter in their daily life, work and other common social occasions, to communicate and exchange ideas with others on familiar topics and to describe briefly basic situations relevant to these topics.

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 shown 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:**

This course is designed for students with a basic foundation of the language. Students who can already use a few basic words and phrases, and who can understand very simple requests and responses are appropriate for this level. Students entering this course are also able to read and interpret the basic meaning of simple sentences and phrases. Students who have studied the language in high school or in college but never continued to build their skills may find this level appropriate. The language assessment process will determine the appropriate level for each individual student.

By the end of the course, the successful student will have built a solid foundation in the five skills: intercultural communication, reading, writing, listening and speaking to accomplish a variety of everyday needs in the host culture as described in the learning outcomes below and should be capable of entering the Emerging Independent Abroad level.

**CREDITS:** 4 credits**CONTACT HOURS:** 60**PREREQUISITES:**

This course is designed for students with a basic foundation of the language. Students who can already use a few basic words and phrases, and who can understand very simple requests and responses are appropriate for this level. Students entering this course are also able to read and interpret the basic meaning of simple sentences and phrases. Students who have studied the language in high school or in college but never continued to build their skills may find this level appropriate. The language assessment process will determine the appropriate level for each individual student.

**METHOD OF PRESENTATION:** Audio-lingual method and communicative approach**LANGUAGE OF PRESENTATION:** Chinese**LEARNING OUTCOMES:**

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

Intercultural Communication

Students will be able to meet simple everyday needs using verbal and non-verbal communication, and they will be able to use compensatory strategies when they do not know the word or expression (paraphrasing, repetition, talking around the point, body language etc.).

Students can recognize some appropriate and inappropriate expressions and behaviors in the host language.

Students will be able to distinguish between simple representations of formality and informality in the language.

Students will identify some differences between cultural stereotypes and generalizations between the home culture and the host culture.

Students will start to make informed comparisons between their host culture and the home culture (festivals, food, basic customs and perspectives).

Listening

Students will be able to understand simple statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, studying, shopping, transportation and travel, meals).

Students will be able to use context to understand the gist of some spoken language they overhear, including some media, conversations between others, and announcements.

Speaking

Students will be able to use simple phrases appropriately in numerous everyday situations with increasing accuracy (home, the IES Abroad Center, and the wider community).

Students will be able to express simple needs by asking questions, conducting basic interviews, and obtaining what they need in uncomplicated, everyday situations.

Reading

With increasing depth, students will be able to identify and understand words and simple sentences relevant to their studies and with a broader understanding of the writing system covered explicitly in class.

Writing

Students will be able to write short texts and descriptions about concrete topics, such as themselves, their families, their friends, their likes, dislikes, plans, experiences and their daily routines.

Students will be able to send a variety of emails and text messages.

Students will be able to write with increased accuracy, although using some native language structures.

**REQUIRED WORK AND FORM OF ASSESSMENT:**

Tests (listening, speaking, reading, writing, intercultural communication)

Final Exam (20%):

**CONTENT:**

Session	Content	Assignments	Corresponding Learning Outcome(s)
Lesson1	1.Functional: <ul style="list-style-type: none"><li>● Explain how to write certain characters in Chinese</li><li>● Talk about the experience in the past</li><li>● Discuss the pros and cons of living on and off campus</li><li>● Express politely a dissenting opinion.</li></ul> 2.Grammatical:	<ul style="list-style-type: none"><li>● Role-play.</li><li>● Word Match</li><li>● Describe the pictures by using the grammars and words.</li></ul>	I . a, b, c II . a, b III. a, b IV. a V . a

	<ul style="list-style-type: none"> <li>● The dynamic particle “了”</li> <li>● 除了.....以外, as inclusive pattern and exclusive pattern</li> <li>● “再说” to provide additional reasons.</li> <li>● Connecting sentences</li> </ul> <p>3.Vocabulary (20):</p> <ul style="list-style-type: none"> <li>● Campus at university</li> <li>● Past experiences</li> <li>● Pros and cons</li> <li>● Politely expressions</li> </ul> <p>4.Culture:</p> <ul style="list-style-type: none"> <li>● Chinese campus life</li> <li>● Chinese names</li> </ul>	<p>Discuss: the pros and cons of living on and off campus</p> <ul style="list-style-type: none"> <li>● Dictation &amp; Homework every day.</li> </ul>	
Lesson2	<p>1.Functional:</p> <ul style="list-style-type: none"> <li>● Names basic pieces of furniture in the house</li> <li>● Describe living quarters</li> <li>● Give comments on somebody’s living quarters.</li> <li>● Disagree tactfully</li> </ul> <p>2.Grammatical:</p> <ul style="list-style-type: none"> <li>● Existential sentences with “有” “是” and “着”</li> <li>● Adverb “真”</li> <li>● “比较” to make general statements</li> <li>● “Adj.+的很” complement of level</li> <li>● “那么” connects two sentences</li> <li>● 因为...所以...</li> </ul> <p>3.Vocabulary:</p> <ul style="list-style-type: none"> <li>● Name of furniture</li> <li>● Measure words</li> <li>● Words of direction</li> </ul> <p>4.Culture:</p> <ul style="list-style-type: none"> <li>● Chinese students’ dormitory life</li> </ul>	<ul style="list-style-type: none"> <li>● Interview Chinese students</li> <li>● Role-play.</li> <li>● Listening Exercise</li> <li>● Describe the Pictures by using the grammars and words.</li> <li>● Dictation &amp; Homework every day.</li> </ul>	<p>I . a, b II . a, b III. a, b IV. a</p>
Midterm Review	<p>1.Functional:</p> <ul style="list-style-type: none"> <li>● Food and cooking materials</li> <li>● Language practice</li> <li>● Midterm Review and Exam</li> </ul> <p>2.Grammatical:</p> <ul style="list-style-type: none"> <li>● I am afraid... “恐怕”</li> <li>● Generally speaking “一般”</li> </ul> <p>3.Vocabulary:</p> <ul style="list-style-type: none"> <li>● Asking for favor politely</li> <li>● Words about Chinese food</li> </ul> <p>4.Culture:</p> <ul style="list-style-type: none"> <li>● Chinese shopping malls in Shanghai</li> </ul>	<ul style="list-style-type: none"> <li>● Review for the bi-weekly quiz</li> <li>● Language practice in Shanghai: A local tour</li> <li>● Interview</li> <li>● Picture description</li> <li>● Dictation &amp; Homework every day.</li> </ul>	<p>I . a, b, c II . a, b III. a, b IV. a</p>

Lesson 3	<p>1.Functional:</p> <ul style="list-style-type: none"> <li>Name four principal regional Chinese cuisines</li> <li>Order food and drinks</li> <li>Talk about what flavors you like or dislike</li> <li>Make your dietary restrictions or preferences known</li> </ul> <p>2.Grammatical:</p> <ul style="list-style-type: none"> <li>Topic-comment sentence structure</li> <li>一.....就.....</li> <li>又.....又.....</li> <li>The emphatic 是</li> <li>Comparison: 不如</li> </ul> <p>3.Vocabulary:</p> <ul style="list-style-type: none"> <li>Meats and vegetables</li> <li>Ways of cooking</li> <li>Flavors</li> <li>Type of cuisines</li> <li>Words for ordering food</li> </ul> <p>4.Culture:</p> <ul style="list-style-type: none"> <li>Chinese regional cuisines</li> <li>How to make Chinese dumplings</li> </ul>	<ul style="list-style-type: none"> <li>Retell the story</li> <li>Role-play</li> <li>Watch a movie</li> <li>Field trip to Chinese family to make dumplings and Chinese food</li> <li>Describe the pictures by using the grammars and words.</li> <li>Dictation &amp; Homework every day.</li> </ul>	I . a, b, c II . a, b III. a IV. a V. a
Lesson 4	<p>1.Functional:</p> <ul style="list-style-type: none"> <li>Name basic clothing, bedding, and bath items</li> <li>Describe your shopping preferences and criteria</li> <li>Disagree with others tactfully</li> <li>Present your arguments with rhetorical questions</li> </ul> <p>2.Grammatical:</p> <ul style="list-style-type: none"> <li>Regardless: 无论.....都.....</li> <li>Conjunction: 于是</li> <li>Although: Adj.+是+Adj. 可是...</li> <li>Rhetorical question: 难道</li> </ul> <p>3.Vocabulary:</p> <ul style="list-style-type: none"> <li>Basic clothing, bedding, and bath items</li> <li>Measure-words</li> <li>Shopping criterion</li> <li>Words for shopping in a shop</li> </ul> <p>4.Culture:</p> <ul style="list-style-type: none"> <li>Chinese consuming concept</li> <li>Chinese well-known brands</li> </ul>	<ul style="list-style-type: none"> <li>Retell the story</li> <li>Role-play,</li> <li>Listening Practice</li> <li>Describe the pictures by using the grammars and words.</li> <li>Dictation &amp; Homework every day.</li> </ul>	I . a, c II . a, b III. a, b V. a
Lesson 5	<p>1.Functional:</p> <ul style="list-style-type: none"> <li>Talk about future plan after graduating.</li> <li>Explore what will enhance your future job opportunities</li> <li>Explain whether your family member have influence in your choice of study or job.</li> </ul>	<ul style="list-style-type: none"> <li>Making word cards</li> <li>Describe the pictures by using the grammars and words.</li> </ul>	I . a, b II . a, b III. a, b IV. a V. a

	<ul style="list-style-type: none"> <li>● Share tips on how to save money for your education.</li> </ul> <p>2.Grammatical:</p> <ul style="list-style-type: none"> <li>● 对.....来说 convey the speaker's opinions</li> <li>● Resultative complement.</li> <li>● 要么.....要么.....</li> <li>● 至于 to introduce new subject</li> <li>● 再 / 又 / 还</li> </ul> <p>3.Vocabulary:</p> <ul style="list-style-type: none"> <li>● Courses and academic departments names</li> <li>● Job related expressions</li> <li>● Suggestions and opinions</li> </ul> <p>4.Culture:</p> <ul style="list-style-type: none"> <li>● Chinese school system</li> <li>● Chinese University students' choices</li> </ul>	<ul style="list-style-type: none"> <li>● Role-play</li> <li>● Interview language partners</li> <li>● Dictation &amp; Homework every day.</li> </ul>	
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#### Grading POLICY:

##### ● Attendance

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

- Late within 10minutes, no deduction from your score
- Late between 10and 30 minutes, 30 points will be deducted.
- Late over 30 minutes, 50points will be deducted.
- The same rule applies to leaving class early.
- Unexcused absences will result in 0 points, and from the fourth 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 70points.
- If you forget to do the homeworkor hand it in more than two days late, you will get 0 points.

##### ● Grading System

Letter	GPA	Percent
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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:**

INTEGRATED CHINESE LEVEL 2 PART 1 --- 中文听说读写 L2P1 Lesson 1-5 (Third Edition)  
CHENG&TSUI COMPANY

**Additional materials**

Chinese videos, related articles, Pictures, Exercise sheets, Quizlet flashcards & exercises