Beginning Intensive Chinese  
CAS LC 111 & 112  

Boston University Study Abroad: Shanghai  
Spring 2016  

Instructor: 俞竹 Yu Zhu  
E-mail: 1315985715@qq.com  

Class Times: Mon., Tues., Wed., Thur., 9-11:30 a.m.  
Class Location: Wenke lou, Room 1028  
Office hours by appointment  

COURSE DESCRIPTION:  

This elementary, intensive Chinese course is designed for students with no prior Chinese language background who wishes to begin learning standard Chinese. The course meets 10 hours per week. This is an integrated course that includes grammar lectures, a drill and activity section. It introduces students to the rudimentary grammar of the Chinese language via speaking, listening, reading, and writing, with a special focus on speaking and listening. Students will also learn about Chinese-speaking cultures. Focus will also be placed on oral practice of daily conversations. Students will be able at the course’s end to produce basic narratives and texts in the target language.  

Credits: 8 (4 for LC 111, 4 for LC 112)  
Prerequisites: None  

COURSE MATERIALS:  


ISBN: 978-0-88727-640-8  
ISBN: 978-0-88727-674-3  

COURSE OBJECTIVES:  

This class exposes students to a minimum of 120 class hours. The objective of this class is to help students:  
• Develop basic communication and “survival” skills;  
• Combine and recombine information in the target language;  
• Locate target language information on topics they are familiar with;
• Gain a concrete knowledge of customs and manners, basic geography, shopping conventions, and major holidays in Chinese-speaking countries;
• Learn elementary idiomatic expressions;
• Know the pinyin Romanization system and have a solid grasp of Chinese pronunciation in order to facilitate further study of Chinese;
• Learn what it is like to live in China or other Chinese-speaking countries;
• Know when to use formal and informal registers of language;
• Know how to tell time, how to ask questions, how to express dates;
• Describe oneself and one’s hobbies and interests;
• Discuss one’s family and relatives;
• Talk about clothing, food, leisure activities, weather, and seasons;
• Give commands and make requests.

COURSE OUTCOMES:

If students attend class regularly, complete all of the in-class assignments, homework, and average a B on their tests, they will be able to reach the novice mid-level on the language proficiency scale developed by the American Council on the Teaching of Foreign Languages (ACTFL).

• For speaking, this means that students are able to communicate using a number of isolated words and memorized phrases in particular learned contexts (i.e. food, shopping, leisure activities, family). Students can respond to direct questions in two-to-three word sentences and give an occasional stock answer. They will still pause frequently as they search for simple vocabulary and still resort to repetition or words from their native language.

• In terms of writing, Students can rewrite fairly correctly basic characters learned in class. Students can reproduce from memory a modest number of words or phrases in context and supply limited information on simple forms and documents as well as other basic biographical information, such as names, numbers, nationality. When writing on familiar, well-practiced topics, they can be quite accurate but writing on less familiar topics brings with it a marked decrease in accuracy.

• In terms of listening, students can recognize and begin to understand a number of high frequency, highly contextualized words and phrases. They typically understand a little more than they can say or ask for, and repetition may be required.

• When reading, students are able to identify a number of highly contextualized words and phrases, including cognates, but they rarely understand material that exceeds a single phrase. Re-reading is often required.

COURSE REQUIREMENTS:

Be aware that you are taking an intensive Chinese course, in order to achieve the objectives of this course, students are expected to spend at least two to three hours per day outside of class reviewing daily all new words and grammar patterns, memorizing vocabulary,
completing homework assignments, listening to supplementary audio materials and previewing the next day’s class.

This intensive course requires maximum student participation and preparation. Students are expected to come to class having fully prepared to participate as actively and accurately as possible. In order to maintain a fast pace of acquisition, students are required to prepare each lesson before class, which means you need to gain familiarity with the new textbook lesson. Study new words (pronunciation, meaning, usage, and characters) and grammatical structures in the Study Guide on your own. The instructor will distribute a study guide handout in class before every new lesson is introduced.

**ASSESSMENT, GRADING SCALE, AND COURSE EXPECTATIONS:**

**Assessment:**
Students’ language proficiency will be assessed in a variety of ways, both through formal oral and written tests and informally in class. After students have acquired vocabulary or basic linguistic structures, they will have various opportunities to demonstrate that they have remembered and understood the new material, can apply it in a similar context, compare and analyze, as well as use the language creatively. Informal assessments will take on a variety of forms and may include role-plays and skits, writing a short email, or producing an illustration of a concrete situation.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade Range</th>
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</thead>
<tbody>
<tr>
<td>Regular attendance, preparation, and participation</td>
<td>20%</td>
<td>100%-93% A</td>
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<tr>
<td></td>
<td></td>
<td>92-90% A-</td>
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<tr>
<td></td>
<td></td>
<td>89-88% B+</td>
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<tr>
<td></td>
<td></td>
<td>87-83% B</td>
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<tr>
<td></td>
<td></td>
<td>82-80% B-</td>
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<td></td>
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<td>79-78% C+</td>
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<td>77-73% C</td>
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<td></td>
<td></td>
<td>72-70% C-</td>
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<td></td>
<td></td>
<td>69-68% D+</td>
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<tr>
<td></td>
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<td>67-63% D</td>
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<tr>
<td></td>
<td></td>
<td>62-60% D-</td>
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<tr>
<td></td>
<td></td>
<td>59-0% F</td>
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<tr>
<td>Homework</td>
<td>15%</td>
<td></td>
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<tr>
<td>In-class dictation quizzes</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Midterm exam (10% for written, 10% for oral)</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Final exam (15% for written, 15% for oral)</td>
<td>30%</td>
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</tbody>
</table>

**Attendance, Preparation, and Participation (20% of grade):**
The pace of the class will be steady. Students are required to attend all classes scheduled and take an active part in classroom activities. Please note two unexcused absences will lead to one point deduction from your final score, as will three unexcused lateness. Active participation means that students do not only speak when called upon but also contribute to class discussions. Students who do not engage in class discussions and only speak when called upon cannot expect to receive a grade higher than C for participation. Please also note that students cannot receive a participation grade if they are absent from class.

**Homework (15% of grade):**
Regular homework will be given at the end of each lesson. Late or incomplete homework or compositions will be graded but only receive half credit. Homework received more than one week after the due date will receive no credit.
In-class Dictation Quizzes (15% of grade):
A written quiz on Chinese characters and grammar will be given before the new lesson is introduced. This means that you are required to preview each lesson before class. Guidance will be provided in Study Guide. Missed quizzes cannot be made up. You will have the option of dropping the lowest quiz grade to allow flexibility for excused absences and emergencies.

Oral Midterm Exam for LC 111 (10% of grade)
The speaking topics will be selected from the first part of Integrated Chinese Level 1, Part 1 (e.g. Lesson 1-5).
Oral Midterm Exam time: March 17, Thursday

Written Midterm Exam for LC 111 (10% of grade)
The content will cover from Lesson 1 to 5.
Written Midterm Exam time: March 17, Thursday

Oral Final Exam for LC 111 (15% of grade)
The speaking topics will be selected from the second part of Integrated Chinese Level 1, Part 1 (e.g. Lesson 6-10)
Oral Final Exam time: April 14, Thursday

Written Final Exam for LC 111 (15% of grade)
The content will cover from Lesson 6 to 10.
Written Final Exam time: April 14, Thursday

Oral Midterm Exam for LC 112 (10% of grade)
The speaking topics will be selected from the first part of Integrated Chinese Level 1, Part 2 (e.g. Lesson 11-15).
Oral Midterm Exam time: May 12, Thursday

Written Midterm Exam LC 112 (10% of grade)
The content will cover from Lesson 11 to 15.
Written Midterm Exam time: May 12, Thursday

Oral Final Exam LC 112 (15% of grade)
The speaking topics will be selected from the second part of Integrated Chinese Level 1, Part 2 (e.g. Lesson 15-20).
Oral Final Exam time: June 13, Monday

Written Final Exam LC 112 (15% of grade)
The content will cover from Lesson 15 to 20.
Written Final Exam time: June 14, Tuesday

COURSE POLICIES:

Absences:
Excused absences will only be granted for documented illness or emergency, for which you MUST contact Instructor PRIOR TO CLASS. (Doctors in China routinely give out notices for workplaces, to document your illness.) If for some justifiable reason you need to plan to be absent from class on a certain day, you are required to give advance notice to the instructor, except for emergency cases.

Each unexcused absence will result in a 0.5% deduction from your final grade.
Two unexcused absences = 1 point deduction; 3 unexcused lateness = 1 point deduction
Make-up tests or exams will not be permitted except in the case of illness or emergency situations.

**Academic Integrity/Plagiarism Statement:**
Cheating and plagiarism are forbidden. It is your responsibility to know the Academic Conduct Code. See: www.bu.edu/academics/resources/academic-conduct-code/

### Projected Daily Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>1</td>
<td>Feb. 15: Chinese language classes begins</td>
<td>16 Phonetic System Dictation</td>
<td>17 Phonetic System Dictation</td>
<td>18 Phonetic System Dictation</td>
<td>19</td>
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<tr>
<td>2</td>
<td>22 Phonetic System Review</td>
<td>23 Phonetic System Review</td>
<td>24 Lesson 1 Dictation L1 part 1</td>
<td>25 Lesson 1 Dictation L1 part 2</td>
<td>26</td>
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<tr>
<td>3</td>
<td>29 Lesson 2 Dictation L2 part 1</td>
<td>Mar. 1 Lesson 2 Dictation L2 part 2</td>
<td>3 Review L1-L2 Dictation L1-L2</td>
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<td>4</td>
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<tr>
<td>4</td>
<td>7 Lesson 3 Dictation L3 part 2</td>
<td>8 Lesson 3 Dictation L3 part 3</td>
<td>9 Lesson 4 Dictation L4 part 1</td>
<td>10 Lesson 4 Dictation L4 part 2</td>
<td>11</td>
</tr>
</tbody>
</table>
| 5 | **Lesson 5**  
Dictation L.5 Part 1  
Homework:  
L.5 Workbook:  
Pp. 75-76: (I)  
Pp. 77-78: (III) A  
L.4 Homework Due |
|---|---|
| 6 | **Lesson 6**  
Dictation L.6 Part 1  
Homework:  
L.6 Workbook:  
Pp. 93-94: (I)  
Pp. 95-98: (III) |
| 7 | **Lesson 7**  
Dictation L.7 Part 2  
Homework:  
L.7 Workbook:  
Pp. 115-118: (IV)  
p. 119: (I) |
| 8 | **Lesson 9**  
Dictation L.9 Part 1  
Homework:  
L.9 Workbook:  
Pp. 147-148: (I)  
Pp. 148-149: (III) A  
L.8 Homework Due |
| 9 | **Lesson 10**  
Dictation L.10 Part 1  
Homework:  
L.11 Workbook:  
p. 165: (I)  
Pp. 166-167: (III)  
L.9 Homework Due |
| 10 | **Lesson 5**  
Dictation L.5 Part 2  
Homework:  
L.5 Workbook:  
Pp. 78-81: (IV) A  
p. 83: (I)  
Pp. 86-88: (IV) A, B  
L.5 Homework Due |
| 11 | **Lesson 6**  
Dictation L.6 Part 2  
Homework:  
L.6 Workbook:  
Pp. 98-101: (IV) A, B  
p. 103: (I)  
L.6 Homework Due |
| 12 | **Lesson 6**  
Dictation L.6 Part 3  
Homework:  
L.6 Workbook:  
Pp. 104-107: (III)  
L.6 Homework Due |
| 13 | **Lesson 7**  
Dictation L.7 Part 1  
Homework:  
L.7 Workbook:  
p. 111: (I)  
Pp. 112-113: (III) A, B  
L.7 Homework Due |
| 14 | **Lesson 7**  
Dictation L.7 Part 3  
Homework:  
L.7 Workbook:  
Pp. 120: (III) A  
Pp. 122-125: (IV)  
L.7 Homework Due |
| 15 | **Lesson 8**  
Dictation L.8 Part 1  
Homework:  
L.8 Workbook:  
Pp. 127-129: (I)  
Pp. 132-P136: (IV) A, B  
L.8 Homework Due |
| 16 | **Lesson 8**  
Dictation L.8 Part 2  
Homework:  
L.8 Workbook:  
Pp. 137-138: (I)  
Pp. 141-146: (IV) A, B  
L.8 Homework Due |
| 17 | **Lesson 9**  
Dictation L.9 Part 1  
Homework:  
L.9 Workbook:  
Pp. 150-153: (IV) A  
p. 155: (I)  
L.9 Homework Due |
| 18 | **Lesson 9**  
Dictation L.9 Part 3  
Homework:  
L.9 Workbook:  
p. 156: (III) A  
Pp. 158-162: (IV) A  
L.9 Homework Due |
| 19 | **Lesson 10**  
Dictation L.10 Part 2  
Homework:  
L.11 Workbook:  
Pp. 168-171: (IV) A, B  
p. 173: (I)  
Pp. 174-176: (III) A  
Pp. 177-179: (IV)  
L.10 Homework Due |
| 20 | **Lesson 10**  
Dictation L.10 Part 2  
Homework:  
L.11 Workbook:  
Pp. 168-171: (IV) A, B  
p. 173: (I)  
Pp. 174-176: (III) A  
Pp. 177-179: (IV)  
L.10 Homework Due |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Dictation</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>25</td>
<td>L12 Part 2</td>
<td>L12 Homework Due</td>
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<tr>
<td>12</td>
<td>2</td>
<td>Labor Day</td>
<td>3-day holiday</td>
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<tr>
<td></td>
<td>3</td>
<td>Review</td>
<td>L11-L13</td>
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<tr>
<td></td>
<td>5</td>
<td>L14 Part 2</td>
<td>L14 Workbook: Pp. 74-76: (IV) A Pp. 77-79: (I)</td>
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<tr>
<td></td>
<td>12</td>
<td>Written &amp; Oral</td>
<td>Mid-term for LC112 L11-L15</td>
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This projected outline may be altered depending upon class progress and changing circumstances.

**ADDITIONAL RESOURCES:**

1. To set up Chinese input and output on your computer: [www.pinyinjoe.com](http://www.pinyinjoe.com)
2. Chinese dictionaries:
   - On the computer: [http://www.nciku.com](http://www.nciku.com)
   - On mobile phones: Pleco or nciku