



CAS LC 111: First Semester Chinese

Spring/Fall

COURSE DESCRIPTION:

This elementary Chinese course is designed for students with no prior Chinese language background who wishes to begin learning standard Chinese. 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.

The course meets three times (1.5 hours each time) per week.

Credits: 4 credits

Prerequisites: None

This course fulfills a single unit in each of the following BU Hub areas:

- The Individual in Community

COURSE MATERIALS:

Textbook: Integrated Chinese Volume 1 Textbook, Simplified Characters, 4th Edition

Workbook: Integrated Chinese Volume 1 Workbook, Simplified Characters, 4th Edition

COURSE OBJECTIVES:

This class exposes students to a minimum of 60 class hours. The objective of this class is to help students:

- Know the pinyin Romanization system and have a solid grasp of Chinese pronunciation in order to facilitate further study of Chinese
- Develop basic communication and "survival" skills;
- Locate target language information on topics they are familiar with;
- Describe oneself and one's hobbies and interests;

- Discuss one's family and relatives;
- Talk about clothing, food, leisure activities, weather, and seasons;
- Know how to tell time, how to ask questions, how to express dates;
- Give commands and make requests.
- Gain a concrete knowledge of customs and manners, basic geography, shopping conventions, and major holidays in Chinese-speaking countries;
- Know when to use formal and informal registers of language;
- Combine and recombine information in the target language;
- Learn elementary idiomatic expressions;
- Learn what it is like to live in China or other Chinese-speaking countries.

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, and 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 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, and 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:



In order to achieve the objectives of this course, students are expected to spend at least TWO 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 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.

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:

Attendance and Participation 10%	93- 100	A
Homework 15%	90-92.99	A-
Recording 5%	86-89.99	B+
Dialogue memorization 5%	83-85.99	B
Dictation quizzes 10%	80-82.99	B-
Midterm exam 20%	76-79.99	C+
(10% for written, 10% for oral)	73-75.99	C
Final exam 25%	70-72.99	C-
(15% for written, 10% for oral)	60-69.99	D
	0-59.99	F

Attendance, Preparation, and Participation



The pace of the class will be steady. Students are required to attend all classes scheduled and take an active part in classroom activities. Typically, one unexcused absence lowers 1/2 point of your final grade, and your final grade will be lowered one level after 5 unexcused absences. Frequent tardiness will also negatively affect your attendance score and class performance. Absences will not only hurt your grade but also determine borderline cases.

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

Regular homework will be given at the end of each lesson. Tardy homework will be marked down incremental point (e.g., from 10-9) for each day until submission. Assignments more than **three days** late will not be accepted for grading.

In-class Dictation Quizzes

A written quiz on Chinese characters and vocabulary will be given before the new lesson is introduced. This means that you are required to preview each lesson before class. Missed quizzes cannot be made up. You will have the option of dropping the **two** lowest quiz scores to allow flexibility for excused absences and emergencies.

There will be one Mid-term Exam and one Final Exam. Each exam will have an oral proficiency test in the form of interview plus a listening and written component.

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 reasons 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. Make-up tests or exams will not be permitted except in the case of illness or emergencies.

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/

COURSE SCHEDULE:

	Monday	Wednesday	Thursday
Week 1	Arrival and orientation		
Week 2	Educational field trip		
Week 3	Basics Phonetic system	Basics Phonetic system	Basics Review
Week 4	Lesson 1: Greetings	Lesson 1: Greetings	Lesson 1: Greetings
Week 5	Lesson 2: Family	Lesson 2: Family	Lesson 2: Family
Week 6	Lesson 3: Time and Date	Lesson 3: Time and Date	Lesson 3: Time and Date
Week 7	Holiday break		
Week 8	Lesson 4: Hobbies	Lesson 4: Hobbies	Lesson 4: Hobbies
Week 9	Lesson 5: Visiting Friends	Lesson 5: Visiting Friends	Lesson 5: Visiting Friends
Week 10	Review: Lesson 1 - 5	Midterm exams (Written and oral)	Lesson 6: Making Appointments
Week 11	Lesson 6: Making Appointments	Lesson 6: Making Appointments	Lesson 7: Studying Chinese
Week 12	Lesson 7: Studying Chinese	Lesson 7: Studying Chinese	Lesson 8: School Life
Week 13	Lesson 8: School Life	Lesson 8: School Life	Lesson 8: School Life
Week 14	Lesson 9: Shopping	Lesson 9: Shopping	Lesson 9: Shopping
Week 15	Lesson 9: Shopping	Lesson 10: Transportation	Lesson 10: Transportation
Week 16	Lesson 10: Transportation	Lesson 10: Transportation	Review: Lesson 6 - 10
Week 17	Final exams (Written and oral)	Departure	

This schedule may be altered depending on class progress and changing circumstances.

ADDITIONAL RESOURCES:

1. To set up Chinese input and output on your computer: www.pinyinjoe.com
2. Chinese dictionaries:
On the computer: <http://www.nciku.com>
On mobile phones: Pleco or nciku



3. Flashcards:
<http://www.quizlet.com> (search integrated Chinese Volume 1 lesson X and you will find a lot of existing flash cards)
<http://www.yellowbridge.com/chinese/fc-options.php?deck=ic3-1-1>
4. Character writing practice: <http://www.skritter.com/>
5. Textbook audios and videos: <https://www.cheng-tsui.com/resources/ic>