



Boston University  
Study Abroad Shanghai

## CAS LC 412: Fourth Year Chinese II

Spring/Fall

### **COURSE DESCRIPTION:**

This course is designed for non-native learners of Chinese who have taken approximately three years of regularly paced college-level Chinese, and have reached an oral proficiency level equivalent to an Intermediate High on the standard OPI, as well as a similar level of reading and writing proficiency. Following the ACTFL guidelines, this course aims to help students raise their Chinese communication skills comprehensively to a true advanced level so that they can pursue graduate studies at a Chinese university, conduct academic research in China, or work in a Chinese professional environment. The course comprises a variety of integrated classes. Component classes include grammar lectures, discussion section. Communicative and interactive methods are used in grammar lectures, and students learn cultural knowledge and come to understand grammatical structures with intensive and challenging questions and answers. During discussion sessions, students are required to express their real ideas in short paragraphs, namely, three or four well-connected sentences. Fluency and accuracy are also emphasized. Students are expected to participate more creatively and discuss or debate culturally intensive topics with fellow students.

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

Credits: 4 credits

Prerequisites: LC 411 or equivalent proficiency

### **COURSE MATERIALS:**

Textbook: *Anything Goes: An Advanced Reader of Modern Chinese* (Revised Edition).  
Chih-p'ing Chou, et al. Princeton University Press, 2011.

In addition to the textbook, other reading materials selected from *A Kaleidoscope of China* (C. P. Chou, Jingyu Wang, Joanne Chiang, and Hua-Hui Wei, Princeton University Press) will also be used for this course. This book features a stimulating selection of articles and essays from major newspapers and periodicals in China, offering a revealing look at contemporary Chinese society.



## **COURSE OBJECTIVES AND OUTCOMES:**

The goal of this course is to ensure that each student reaches an oral proficiency at the level equivalent to or higher than the Advanced Low of the standard OPI, and a similar level for communication skills in reading and writing. If students come to class regularly, complete all of the in-class assignments, homework, and average a B on their tests, they will be able to reach the Advanced level on the language proficiency scale developed by the American Council on the Teaching of Foreign Languages (ACTFL).

- For speaking, this means that students will be able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. Students discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. Students present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. Students are able to construct and develop hypotheses to explore alternative possibilities.
- In terms of writing, Students are able to produce most kinds of formal and informal correspondence, in-depth summaries, reports, and research papers using advanced-level words and sentence structures on a variety of social, academic, and professional topics. Their treatment of these issues moves beyond the concrete to the abstract.
- In terms of listening, students can follow linguistically complex extended discourse such as that found in academic and professional settings, lectures, speeches and reports. Comprehension is no longer limited to the listener's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture.
- When reading, students are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Comprehension is no longer limited to the reader's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of complex structures and knowledge of the target culture. Readers at the Superior level can draw inferences from textual and extra linguistic clue.

## **COURSE REQUIREMENTS:**

In order to achieve the objectives of this course and to ensure maximum efficient utilization of class time, 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 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 interviewing your Chinese co-workers or friends, writing emails to your teacher in Chinese, texting wechat messages, using new words to have free conversations with your teacher, choosing a topic of interest that matches your skill level and make a free report to the instructor.

#### **Grading Scale:**

|   |          |    |
|---|----------|----|
| Attendance, preparation, and participation 15%      | 93- 100  | A  |
| Homework and compositions 25%                       | 90-92.99 | A- |
|   | 86-89.99 | B+ |
| In-class dictation quizzes 10%                      | 83-85.99 | B  |
|   | 80-82.99 | B- |
| Oral practices 10%                                  | 76-79.99 | C+ |
|   | 73-75.99 | C  |
| Midterm exam 20%<br>(10% for written, 10% for oral) | 70-72.99 | C- |
|   | 60-69.99 | D  |
| Final exam 20%<br>(10% for written, 10% for oral)   | 0-59.99  | F  |



### **Attendance, Preparation, and Participation (15% of grade):**

Students are expected to attend all classes, have read all of the assignments before they are to be discussed in class, and participate actively in class discussions. Discussion in class benefits us all. Its purpose is to: 1) inspire active and critical reading of the text materials, 2) enhance skills for analytical thinking and effective presentation of ideas in front of a group, and 3) learn different perspectives from other students. Your contributions to class discussions are an important aspect of your overall participation in the course.

#### Grading Criteria for Discussion Participation:

- A Strong preparation, frequent and substantive contribution to class discussion
- B Good preparation, frequent contribution to class discussion
- C Good preparation, frequent contribution to class discussion but not always articulate or related to subject matter
- C- Some preparation, needs prompting from instructors for contribution
- D Barely any preparation, communication minimal
- F Attended class, but did not participate; or absent from class

### **Homework and Compositions (25% of grade):**

Regular homework will be given at the end of each lesson (10%). You will be required to write FOUR compositions (15%).

Composition Requirements: Create a title, use first person narration, use as many new words and grammar patterns as possible, about 500-1000 characters, typed or handwritten, double space.

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 (10% 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 Practices (10% of grade)**



Each student are required to give a one-minute news report per week, which will be followed by a Q & A session between the instructor, you, and your classmates. It also refers to discussions, debates and oral reports after each new lesson is introduced.

**Midterm Exam (20% of grade)**

(10% for written, 10 for oral)

**Final Exam (20% of grade)**

(10% for written, 10% for oral)

**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 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/](http://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 | Lesson 17 美国的选举制度与美国民主  | Lesson 17 美国的选举制度与美国民主 | Lesson 17 美国的选举制度与美国民主 |
| Week 4 | Lesson 18 发展旅游与保护环境     | Lesson 18 发展旅游与保护环境    | Lesson 18 发展旅游与保护环境    |
| Week 5 | Lesson 21 高学历失业增多说明什么   | Lesson 21 高学历失业增多说明什么  | Lesson 21 高学历失业增多说明什么  |
| Week 6 | Lesson 22 请为女大学生就业铺路    | Lesson 22 请为女大学生就业铺路   | Lesson 22 请为女大学生就业铺路   |

|         |                                   |                                     |                            |
|---------|-----------------------------------|-------------------------------------|----------------------------|
| Week 7  | Holiday break                     |                                     |                            |
| Week 8  | Lesson 23<br>挡不住的西潮               | Lesson 23<br>挡不住的西潮                 | Lesson 23<br>挡不住的西潮        |
| Week 9  | Review                            | Midterm exams<br>(Written and oral) | Lesson 24 孩子，你是<br>我亲生的吗？  |
| Week 10 | Lesson 24 孩子，你是<br>我亲生的吗？         | Lesson 24 孩子，你是<br>我亲生的吗？           | Lesson 24 孩子，你是<br>我亲生的吗？  |
| Week 11 | Lesson 25<br>现当代的中国文学             | Lesson 25<br>现当代的中国文学               | Lesson 25<br>现当代的中国文学      |
| Week 12 | Lesson 25<br>现当代的中国文学             | Lesson 26<br>法制与道德                  | Lesson 26<br>法制与道德         |
| Week 13 | Lesson 26<br>法制与道德                | Lesson 26<br>法制与道德                  | Lesson 27<br>谈谈孝道          |
| Week 14 | Lesson 27<br>谈谈孝道                 | Lesson 27<br>谈谈孝道                   | Lesson 27<br>谈谈孝道          |
| Week 15 | Lesson 30 经济发展会<br>带来道德进步吗        | Lesson 30 经济发展会<br>带来道德进步吗          | Lesson 30 经济发展会<br>带来道德进步吗 |
| Week 16 | Lesson 30 经济发展会<br>带来道德进步吗        | Additional Reading                  | Review                     |
| Week 17 | Final exams<br>(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](http://www.pinyinjoe.com)
2. Chinese dictionaries:  
On the computer: <http://www.nciku.com>  
On mobile phones: Pleco or nciku
3. Flashcards:  
<http://www.yellowbridge.com/chinese/fc-options.php?deck=ic3-1-1>
4. Character writing practice: <http://www.skritter.com/>