OCH13: Chinese 3

Objectives

In the third year, students are developing the ability not only to understand and carry on extended conversations, but also to use a greater variety of expression and to give detail about attitudes, opinions, and feelings of themselves and others. In listening and reading they derive meaning from context when faced with unfamiliar words and situations. Students write coherent narratives or essays of several paragraphs in length. Cultural content focuses on contemporary Chinese society, including comparisons with both western and traditional Chinese culture.

Discussion Sessions

Class meets three times each week, 60 minutes/session, throughout the school year. In addition students attend a smaller tutorial session once each week for 20-30 minutes. All classes are focused on giving students opportunities to speak and interact using Chinese. The teacher conducts the class mostly in Chinese; students are likewise expected to use Chinese as much as possible and to participate often in every class session. Students are expected to prepare for discussion sections ahead of time by studying new lesson texts, audio files and vocabulary, completing homework assignments, and researching information related to the theme of the current unit.

Content Areas (include but are not limited to):

- Student life in dorms and apartments
- Choosing classes and professions, attitudes towards education, Chinese schools
- Expressing a range of feelings and emotions
- Travel, physical and political geography of China
- Computers and internet
- Money, working, saving, paying bills
- Shopping, bargaining, quality vs. fashion vs. price
- Foods, flavors, regional cuisine, restaurants

Homework

We use the online version of the Integrated Chinese workbook. Homework is usually due twice/week, and will include listening comprehension, reading comprehension, speaking, vocabulary and grammar exercises from that workbook; this is supplemented extensively by teacher-created exercises, projects, and short compositions when using material from other sources. While most homework is typewritten in Chinese, some will be submitted handwritten or as audio files.

Students must be committed to spending significant time every week on specific assignments as well as on additional listening, speaking, and vocabulary practice.
Tests

- 5-6 quizzes/semester.
- One mid-term exam/semester. (proctored)
- One final exam/semester (proctored)
- All mid-term and final tests include written, listening, and speaking components.

Projects

**Fall semester**: 1-2

**Spring semester**: 2-3

Topics may include:

- significant events in modern history of China
- current events in China and Taiwan
- contemporary Chinese culture and societal issues

Most projects include both oral and written components in Chinese.

Materials

Y. Liu and T. Yao, et al.
Cheng and Tsui Co., 2009.
This is our basic text that continues to add foundation vocabulary, grammar, and sentence structures. The content and accompanying cultural notes provide a basis for discussion and connection to other reading and listening material.

*How Far Away is the Sun? and Other Essays (Readings in Chinese Culture Series, Vol. 2)* 太阳的远近 Weijia Huang, Qun Ao.

Additional materials: Many online Chinese language materials are used to supplement and complement the above books. These include essays, short stories, movies, documentaries, animated video, news articles, informational websites, music, and more.

Grading

Final grades are based on the following:

- 25-30% Online Homework
- 20-25% Final Exam
- 15-20% Mid-term Test
- 5-10% Handwritten Homework
- 5-10% Quizzes
- 5-10% Project(s)
- 5-10% Tutorials and Participation
Homework, quizzes, and written exams are scored according to points assigned to each exercise or question. Speaking homework is scored on a done/incomplete/not done basis. Oral (speaking and listening) exams are scored holistically (A-F scale).

Class activities, weekly homework, and projects are designed to include the five goal areas (communication, cultures, comparisons, connections, community) and three modes of communication (interpretive, interpersonal, and presentational) outlined in ACTFL Standards For Foreign Language Learning in the 21st Century.