

COURSE INFORMATION

Class Time and Locations 時間和地點

10:30-11:18 M-F TBA Call No.: TBA

Some classes may be held in other locations as announced.

Instructors Lǎoshī 老師

Mr. Steven Knicely (Shī Déwén Lǎoshī 施德文老師)
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Office: 365 Hagerty Hall
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Until we announce office hours please make appointments as needed to see instructors outside of class.

Text and Materials Kèběn hé zīliào 課本和資料

At SBX (Student Book Exchange) 1806 N. High St., 291-9528

1. John DeFrancis: *Intermediate Chinese*
2. Galal Walker: *Lesson Plans for Intermediate Chinese*
3. Stanley Mickel: *Reading Chinese Newspapers: Tactics and Skills*
4. Jianqi Wang: *Tell it Like it Is*

Audio files are available online at the following URL: <http://languagelab.it.ohio-state.edu>

Chi RCN	<i>Reading Chinese Newspapers</i>
Chi 15	<i>Intermediate Chinese</i>
Chi 07	<i>Lesson Plans for Intermediate Chinese</i>

These online files use RealOne, so you may need to download this software if you don't already have it, or you may need to update to a newer version. You can download the free version of this

software from the website above. You will need an OSU username and login to access these files. If you do not have one, go to Room 512, Baker Systems Engineering to apply for one.

NOTE: Should a particular file not function when you try to use it, please first ascertain whether the problem is in your equipment. If you find that it is not, please email Mr. Knicely and Ms. Zhang about the problem and do your best to prepare, relying on the pinyin in the textbook, and be sure to tell your instructor in class. We expect you to be prepared for class regardless, but we can take into account difficulties which may arise because of this.

Note On Disabilities

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the coordinating instructor (Mr. Knicely) privately to discuss their specific needs. Please contact the Office of Disability Services (614) 292-3307) in Rm 150 Pomerene Hall to coordinate reasonable accommodations for students with disabilities.

Who This Course is For Jiàoxué duìxiàng 教學對象

This course is for persons who have completed Chinese 508 at Ohio State or have the equivalent level of proficiency. If you are not sure about your level of proficiency, please contact Mr. Knicely for a placement test. If you already speak Mandarin well and wish to learn to read and write, please speak to Mr. Knicely about the reading and writing track in the classroom program and the individualized instruction program. Enrollment in a course for which you are overqualified may be a violation of the Code of Student Conduct and could result in your dismissal from the course.

Goals of the Course Kèchéng Mùbiāo 課程目標

The focus of Chinese 509 is to continue to train you to function successfully in Chinese culture using Mandarin as your primary language. We assume that you are interested in interacting with Chinese people in a way that will permit you to pursue professional goals in some segment of a Chinese society. This means that we expect you to learn how to present yourself in a way that a Chinese person will find comfortable. If a Chinese person has to adapt to you in order to communicate, it is not likely that you can accomplish what you intend in China.

This course will help you develop skills in Mandarin Chinese to communicate across ethnic, cultural, ideological and national boundaries and to develop an understanding of Chinese interpersonal behavioral culture and related thought patterns. At the end of the course, you will be expected to perform in speaking, listening, reading and writing Chinese at a level of proficiency appropriate for continuing on to the next course in the sequence. You should also demonstrate a level of cultural understanding suitable for correct performance of assigned tasks in Chinese.

This means that we will pay attention to the way you behave as much as we attend to your use of the language. We are really coaching you to behave in Chinese culture. This is a long-term process, but we will get to it right away. In order to do this, you will have to perform.

Performance, your performance, is the focus of this course.

Features of the Course

Kèchéng tèdiǎn 課程特點

Chinese 509 is the third in a series of three high-intermediate level Mandarin Chinese courses focusing on all four skills, including spoken communication, listening comprehension, development of reading skills, and written composition.

Speaking and Listening (Tīngshuō 聽說):

Instructional Cycle: Classes will focus on two titles—*Intermediate Chinese (IC)*, and *Lesson Plans for Intermediate Chinese (LPIC)*.

Each IC/LPIC lesson will be covered in four classes. These are clearly marked in LPIC as "Period One," "Period Two," etc.

1. FACT class: A discussion of structure and usage. Introduction to vocabulary and structures. This will be conducted largely or completely in Chinese, although English may be used to check your comprehension and to explain some points. The purpose will be to familiarize you with the main elements of the lesson, and you may ask questions in English or Chinese. Prepare with *Intermediate Chinese* and *Lesson Plans for Intermediate Chinese (duìhuà and Shēng zì gēn xīn yufǎde júzi)*. A quiz will be given on vocabulary and/or structure.

2. Vocabulary and structure drill: ACT class over the sentence patterns and new vocabulary. Prepare with the *Lesson Plans for Intermediate Chinese (LPIC)* and listen to the IC dialog. **There is no pinyin version of LPIC, but its purpose is to aid in improving your speaking, so you should prepare it by actively listening to and responding to the exercises in the audio files.** This is rather mechanical, but necessary for your progress in dealing with the structure of Chinese. Please learn the vocabulary before you come to class. **A quiz may be given on any day we cover material in LPIC, whether or not it is announced in the daily schedule.** This quarter you will not be memorizing dialogs as you have in the past; instead, you are expected to memorize the responses to the drills in LPIC for in-class performance; days on which we use LPIC are not FACT days and you should be able to respond to the items in LPIC accurately, fluently and completely. **Use the audio files.**

3. Structure drill: ACT class on use of structures. Prepare with the LPIC tapes and text and listen to the IC dialog. Prepare as above.

4. Restatement Exercises: This class will begin with listening comprehension. Then you will be asked to restate the events of the dialog in the third person, that is, telling what happened to the characters in the dialog. Prepare with IC (dāndú tánhuà) and LPIC Restatement questions.

Oral Report

You will be required to research and deliver an oral report of 3-5 minutes in length describing an American organization. This can be a government agency, an educational institution, a private entity, etc. If you are unsure as to the suitability of a topic, please ask your instructor. You will give the report three times over the quarter. The first time you may use note cards; the second and third times must be delivered from memory. Please practice beforehand for a smooth delivery and to stay within the time limit. Use of visual aids is encouraged but should not interfere with or be a substitute for your performance. Please get started on this now.

Reading and Writing (Dúxiě 讀写): In this course you may continue to work with simplified characters (*jiǎntǐzì*) if you plan to study or work in the PRC; or you may remain with traditional

characters (*fántǐzì*). Not all texts are in both *jiǎntǐzì* and *fántǐzì*, so everyone needs to do some flexible work with the other type of Chinese writing system.

We will continue to use *New Text for Modern China* (NTMC) this quarter for reading and some writing. Procedures are described below.

Reading class will focus on dealing with Chinese texts from a native speaker's perspective. A reading lesson may include reading aloud, asking and answering questions in Chinese on the content of the stories, and/or discussing the language and content of the essays. Successful preparation here will include study with the audio recording of the texts. When reading in class, **you will not be permitted to use a text with any notations on the page.** The instructor may give written quizzes on the readings.

When preparing a reading assignment, try to first **READ FOR OVERALL COMPREHENSION instead of DECODING each character.** First, read the text to understand the gist, and then read slowly to get the meanings of each paragraph and understand the meanings between lines. Listen to audio tapes and read aloud to build up fluency and improve your pronunciation as well. As a last step, look up items you still don't understand.

You are required to be able to read BOTH simplified and traditional versions of the material we cover if available.

For writing, there will be in-class practice as well as assignments to be done outside of class. You will receive a grade for each of these components--4 points maximum for the in-class practice and 4 points maximum for the homework.

If you wish to learn to write simplified characters, you may do so; or you may remain with traditional characters. Our requirement is that, whatever type of characters you choose, you must be **CONSISTENT**. In other words, a composition must be either all in simplified characters or all in traditional characters—mixing will be counted as an error.

Character writing will cover selected terms in the vocabulary lists in *NTMC*. You will take written quizzes to test your ability to produce these, and you may choose either simplified or traditional forms. When writing, be sure to be able to analyze the components of characters, and write the characters fast and accurately. You may also want to practice taking dictation from the *NTMC* tapes for practice if you have time.

During this quarter you will be asked to write reflection papers on the topics of essays you read in *NTMC*. Reflection papers are a form which native speakers often produce. Guidelines will be provided for these.

Other materials: The instructors may bring in other written materials for use in or out of class. Some of these may be a bit over your head, but the purpose of using them is to push you to deal with texts which you may not fully master but which you can understand in a general way. This is also a way to familiarize yourself with the characteristics of written Chinese, which is quite different from spoken Chinese. Your grade here will be based on your effort as much as or more than on result.

Written Report

You will write a research paper of 400-500 characters in length describing an American organization. It is recommended that you write about the same organization that is the topic of your oral report. You will do two preliminary drafts and one final draft.

TV Show (Diànshì jiémù 电视节目) Tell it Like it Is (Shíhuà shíshuō 实话实说)

We will spend one day per week on this and will cover one or two lessons. We expect functional command of the vocabulary and structures in the program, and you should understand every word of the script and be able to discuss it in some detail using relevant language from both the program and what you have learned up to now. You should use both the script in the text and the DVD to prepare. We will evaluate your progress with quizzes if necessary and in-class performances as described below.

1. **Student questions over the segment.** Students ask questions of other students and the instructor. The purpose is to discover how to engage in a discussion of ideas and to learn strategies for expressing agreement and disagreement in ways which are acceptable to native speakers of Chinese. Prepare by viewing the DVD and working with the script until you can catch all the Chinese. **We expect your active participation in this phase--since we expect good comprehension of the script, this is your opportunity to clarify any and all issues you have with the program without grade penalty--if you say nothing our assumption will be that you know everything and you may be called on to demonstrate your command of the material.**
2. **Teacher questions over the segment.** The instructor will go through the segment, ask questions about the content, and point out expressions used by panelists to express agreement and disagreement. Prepare by reviewing the program with the script and noting expressions used for smooth interaction between panelists. You may also ask questions if you have any.
3. **Role Play:** Students are assigned a position on the topic of the segment and argue from that point of view, using as much of the language from the program as possible.
4. **Student Discussion:** Students discuss the segment, again using as much of the language of the program as possible to express their own opinions, either to agree with each other, or to disagree without being disagreeable. You are expected at this point to have good control of the structures and vocabulary you need.

The one constant for all classes, ACT, FACT is this: you come to class well-prepared over the assigned materials. Here is the **secret to success** in learning Chinese: The most important materials are the **AUDIO FILES**. Whenever possible, your preparation should be focused on or strongly feature the audio component.

Your performances will be aided by schedules which tell you what to prepare for and what to expect in class. **We reserve the right to make changes in the schedules and in the course requirements and standards. If there is something about the course you do not understand, it is your responsibility to seek clarification in a timely manner.**

Evaluation Chéngjī 成績

You will earn your grade through daily performance, final exam of listening comprehension, reading and writing, and final oral interview. Your grade will be calculated as follows, with a total of 584 points possible (**You will need a minimum of 60% to pass the course**):

1. Daily performance: 384 points

2. Final Exam: 50 points
3. Oral reports: 75 points (3x25)
4. Written reports: 75 points (3x25)

Wed. June 3, 9:30am

As you can see, we place great emphasis on daily performance. The reasons for this emphasis are many, but the main reason is that we are convinced that if you follow the program with consistency and persistence, you will develop significant demonstrable skills in Chinese by the end of the course. Daily performance on the activities assigned in the weekly schedule will be graded on the following four-point scale unless indicated otherwise:

- 4** = Good preparation with performance that promises interaction with a native with no difficulty, discomfort, or misunderstanding; no hesitation noise in speaking and no “foreignisms” in the written work
- 3.5** = Good preparation with performance comprehensible to native speakers, but some non-patterned errors that would hinder smooth interaction with them
- 3** = Preparation evident, and performance comprehensible to a native, but evident weakness or patterned error
- 2.5** = Preparation and performance such that communication requires much help from interlocutor.
- 2** = Preparation inadequate, performance puts burden on interlocutor. To facilitate communication, an English-speaking native would avoid using Chinese with you.
- 1.5** = Barely prepared, little competency evident
- 1** = Evidently unprepared, unable to perform
- 0** = Absent

Most class sessions, except for oral report days, will be graded on a scale of 8 possible points. Grades and comments will be entered on the Carmen system, which is located at carmen.osu.edu. Use your OSU internet username and password to access Carmen. Please check Carmen daily for postings regarding the course.

For writing classes, if the homework is late one day, you will receive only half of the total possible points. Homework late for more than two days will not be accepted and will be entered as a zero in your grade record.

Percentage Grade Scale:

93-100 = A	83-87.99 = B	73-77.99 = C	63-67.99 = D
90-92.99 = A-	80-82.99 = B-	70-72.99 = C-	60-62.99 = D-
88-89.99 = B+	78-79.99 = C+	68-69.99 = D+	0-59.99 = E

Although all of your instructors will have input to the grading, the responsibility for assigning the final grades is in Mr. Knicely’s hands. If you have a question about a grade, ask him. There is no curve in this course. You are competing against the communicative demands of the language, not against each other. Each person will have to perform to receive credit; but there is nothing in the grading system to discourage collaborative efforts to achieve the highest level of performance possible.

Make-up policy:

If you must miss class, please let us know in good time if possible. You will be allowed to make up no more than three missed classes. The make-ups will be conducted by the instructors during their office hours or by appointment and will cover the work missed. Make-ups are to be

arranged within two days of your return to class; missed classes which are not made up within the above time frame or which exceed three in number will be entered as zeroes in your grade record. It is vital that you maintain communication with us if you miss class. There will be **NO MAKEUPS** during exam week.

Academic Misconduct Statement:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at http://studentaffairs.osu.edu/resource_csc.asp.

Schedules Kèchéngbiǎo 課程表

You will be given a schedule of events for one or two weeks in advance. Your job is to be prepared to perform in class as indicated on the schedule. **If you do not understand what the schedule is asking you to do, it is your responsibility to seek clarification. Instructors reserve the right to make changes in the schedule or course requirements and evaluation as necessary.**

Final Words Jiéshùyǔ 結束語

This course is the result of years of experience in materials development and teaching, and is part of the best possible second-level curriculum we can devise. The instructors do their best to make this as enjoyable an experience as possible; however, you must do the work and learn the material. Ultimately, **your attitude** toward this endeavor may be the biggest single factor in your achievement in Chinese, as learning as a class requires a *great* amount of cooperation with both classmates and instructors. Your teachers are determined to give you the best possible opportunity to learn the language. If you ever think we are not living up to this, discuss it with Mr. Knicely. If we think you are not giving your best, we will be sure to let you know.

學無止境!