Department of Foreign Languages & Literatures  
CHI 301- Advanced Mandarin Chinese I  
Course Syllabus

Instructor: __________________________ Section: _____________
Office Hours: __________________________ Office Extension: ____________ Email: __________________

COURSE DESCRIPTION
This course is designed to enhance the students’ command of vocabulary, further the students’ control of idiomatic Chinese. The course will also cover the following: advanced syntax, conversation, and composition, all of which will extend students’ knowledge of the Chinese language. Also, with an emphasis on cultural awareness, students are able to further broaden their horizon towards the Chinese culture and society.

PREREQUISITES: CHI 202 or placement.

REQUIRED MATERIALS
Integrated Chinese, Level 2 Part 1, Workbook, 3rd Edition (Simplified & Traditional)
Integrated Chinese, Level 2 Part 1 Character Workbook, 3rd Edition (Simplified & Traditional)

COURSE SLOs WITH UNIV. CORE AND PROGRAM SLOs AND DIRECT MEASURES
Upon completion of this course, students are expected to be able to perform the following at the Intermediate-Mid level of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency rating scale:

1. **Speak** in Chinese about a variety of everyday situations such as introductions, greetings, and personal descriptions. (ProgramSLO # 1; Univ. CoreSLO # 1) – Speaking section of the Pre / Post Test.
2. **Understand** basic everyday conversations. (ProgramSLO # 1; Univ. Core SLO # 1) – Listening section of the Pre / Post Test.
3. Acquire basic reading skills. (ProgramSLO # 2; Univ. Core SLO # 1) – Reading section of the Pre / Post Test.
4. Acquire basic writing skills. ProgramSLO # 3; Univ. Core SLO # 1) – Writing section of the Pre / Post Test; compositions graded by a rubric.
5. **Gain awareness of the culture** of the people who use the language in order to foster tolerance and explain our interdependence with others with different cultural and linguistic perspectives. (ProgramSLO # 4; Univ. Core SLO # 5) – Culture section of the Pre / Post Test.

LEARNING OPPORTUNITIES
Students are required to complete all assignments on time. Late papers will receive partial credit (see homework description).

**Homework assignments.** Homework is usually given at every class. The student has to turn in his/her completed homework at the beginning of the next class. Homework that is one class day late will receive half credit. Homework turned in after that will be corrected, but will get no credit. Incomplete work will not be accepted.

**Class participation.** Since this is a language class and not a lecture class, and because a very important course goal is the development of speaking and listening skills, much emphasis will be placed on the student’s participation. The responsibility of participation rests mainly on the student to get involved and to actively interact in Chinese with the professor and other classmates. Students are given a participation grade biweekly. See attached criteria for participation.
**Composition.** Students are expected to acquire language writing skills by composing different paragraphs through the semester.

**Short quizzes.** Whether announced or unannounced, their purpose is to review the previous day's assignments and homework. Quizzes are usually given at the beginning of the class.

**Oral tests.** Before the midterm and final examinations, there will be two separate oral tests about the topics covered in those exams. These tests will be graded separately from the midterm and final exams and are worth 15% of the final grade.

**Mid-term & final exams.** These exams are comprehensive. "Comprehensive" means that everything taught before the exam date is eligible for examination. Both exams will include a written component and a listening component.

**CALCULATION OF FINAL GRADES**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Composition</td>
<td>10%</td>
</tr>
<tr>
<td>Oral Exams</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

87 - 89 = B+  77 - 79 = C+  67 - 69 = D+
95 - 100 = A  83 - 86 = B   73 - 76 = C  60 - 66 = D
90 - 94 = A-  80 - 82 = B-  70 - 72 = C-  59 and below = F

**SCHEDULE OF LEARNING OPPORTUNITIES**

Week 1  Review of CHI 202
Week 2  Review of CHI 202 / Lab: Assessment Pre-Test.
Week 3  Lesson 1 開學/开学
Week 4  Lesson 1 開學/开学
Week 5  Lesson 2 宿舍
Week 6  Lesson 2 宿舍
Week 7  Lesson 2 and Review
Week 8  Mid-Term Exam (Written and Oral) / Lesson 3 在飯館兒/在饭店儿
Week 9  Lesson 3 在飯館兒/在饭店儿
Week 10 Lesson 3 在飯館兒/在饭店儿
Week 11 Lesson 4 買東西/买东西
Week 12 Lesson 4 買東西/买东西
Week 13 Lesson 5 選課/选课
Week 14 Lesson 5 選課/选课
Week 15  Review/ Final Oral Exam / Lab: Assessment Post-Test.

Week 16  Final Exam

Attendance Policy:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard. In accordance with University policy, the following regulations apply for control of absences:

a. Four absences may result in an automatic failure in the course.
b. Three late arrivals may be counted as one absence.
c. Absences will be counted starting the first class meeting following the last day of official registration each semester.
d. In case of illness, death in the family, or other extenuating circumstances, the student must present documented evidence of inability to attend classes to the class instructor. However, in such cases the student is responsible for all work missed during those absences.
e. Athletic events or other University sanctioned activities will be excused from class(es) with the responsibility of making up all work and examinations.

*This is how being absent and/or late will affect the student’s grade:

- Four unexcused absences are allowed. The student must use those absences on occasions when it is not possible to provide a valid document.
- Beginning from the fifth unexcused absence, one point per absence will be dropped from the final grade.
- Three late arrivals/early departures count as one absence.
- If the student arrives to class late, he/she is responsible for making sure that the instructor has removed the absence from his/her grade book. If the student fails to comply with this rule, he/she will be considered absent.
- Excused absences must be appropriately and timely (within one week of the absence) documented. Only medical or university-related excuses will be accepted. Hand-written notes or notes from the Lincoln University nurse’s office will not be accepted.
- If the student misses class, he/she is responsible for finding out from the instructor or classmates what was assigned on the day of the absence and submit it in a timely manner.
- Attendance to the language laboratory counts towards this policy.

Tardiness
The student is expected to be on time. See attendance policy for details.

Missed work.
Students will receive an automatic failure for:
- All missed quizzes and tests (unless prior arrangement with the professor).
- Late work will not be accepted, unless prior approval has been granted.

Textbook and workbook. They are required. The textbook must be brought to each class session. If the workbook must be brought, it will be announced in the previous class.
Quizzes and Exams: Make-up exams and quizzes are not given except in extraordinary cases, such as sickness or official activities. Please provide official documents for valid excuses. The midterm grade will be reported to the university.

Cellular Phone
Please turn off your cellular phone and all other electronic devices when class begins.

How to Study Every Day
1. Preview the content to be covered before the class (because the class is usually conducted in Chinese). The student is expected to have read the pages to be covered in the class, which are scheduled on the syllabus. It is, especially, important to read the grammar explanation in the chapter and try to understand it. It is also a good idea to memorize new vocabulary.

2. Review constantly. Go back to the earlier lessons constantly and frequently to keep your memory active. By going back to the earlier lessons the student will refresh his/her memory and reinforce new vocabulary and grammar.

3. Prepare for Quizzes. Each quiz includes vocabulary, expressions, and grammar points. Review the materials already studied continuously.

4. Prepare for Midterm and Final. The review sheets and exam guides will be given before the exams. These handouts explain the grammar, expressions, vocabulary, and the style of the exams.
# Grading Criteria for Class Participation

<table>
<thead>
<tr>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the past two weeks, this student...</td>
<td></td>
</tr>
<tr>
<td>• was well prepared for class (<strong>did the homework and brought the book every day</strong>).</td>
<td>8-10</td>
</tr>
<tr>
<td>• participated actively in Chinese, including volunteering to answer questions and share ideas.</td>
<td></td>
</tr>
<tr>
<td>• showed a positive attitude toward learning.</td>
<td></td>
</tr>
<tr>
<td>• made a clear effort to achieve the objectives of each lesson.</td>
<td></td>
</tr>
<tr>
<td>• used practice time wisely; was always on task.</td>
<td></td>
</tr>
<tr>
<td>• was well prepared for class.</td>
<td>5-7</td>
</tr>
<tr>
<td>• participated in Chinese, although sometimes passively.</td>
<td></td>
</tr>
<tr>
<td>• showed a positive attitude toward learning.</td>
<td></td>
</tr>
<tr>
<td>• made an effort to achieve lesson objectives, although there is room for improvement.</td>
<td></td>
</tr>
<tr>
<td>• stayed on task and used practice time wisely.</td>
<td></td>
</tr>
<tr>
<td>• was somewhat prepared for class. (<strong>did not do the homework / bring the book every day</strong>)</td>
<td>2-4</td>
</tr>
<tr>
<td>• showed more passive than active participation in class. Made no effort to participate in Chinese</td>
<td></td>
</tr>
<tr>
<td>• had a less-than-positive attitude toward learning.</td>
<td></td>
</tr>
<tr>
<td>• made a minimal effort toward achieving lesson objectives; there is significant room for improvement.</td>
<td></td>
</tr>
<tr>
<td>• tended to stray from the task at hand; could make better use of practice time.</td>
<td></td>
</tr>
<tr>
<td>• was not well prepared for class (<strong>did not do the homework / bring the book at all</strong>).</td>
<td>1-2</td>
</tr>
<tr>
<td>• was a passive or non-participant in class activities.</td>
<td></td>
</tr>
<tr>
<td>• showed a negative attitude toward learning.</td>
<td></td>
</tr>
<tr>
<td>• made little to no effort toward achieving lesson objectives; immediate improvement is necessary.</td>
<td></td>
</tr>
<tr>
<td>• was easily distracted off task; often wasted practice time.</td>
<td></td>
</tr>
<tr>
<td><strong>was absent four days or more; thus participation is hard to rate.</strong></td>
<td></td>
</tr>
<tr>
<td>• was absent the whole two weeks; thus participation is unratable.</td>
<td>0</td>
</tr>
<tr>
<td>• behaved in a disrespectful, distracting, or otherwise unacceptable manner (sleeping in class, listening to music, leaving the room frequently or for lengthy periods of time)</td>
<td></td>
</tr>
<tr>
<td>• made it difficult for others in the class to learn.</td>
<td></td>
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</tbody>
</table>

**NOTE:** Cell phone use will result in 2 points (per incident) being dropped from the participation grade.
<table>
<thead>
<tr>
<th>Content</th>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate.</td>
<td></td>
<td>5 - 10</td>
</tr>
<tr>
<td>• limited information; ideas present but not developed; lack of supporting detail or evidence.</td>
<td></td>
<td>11 - 14</td>
</tr>
<tr>
<td>• adequate information; some development of ideas; some ideas lack supporting detail.</td>
<td></td>
<td>15 – 19</td>
</tr>
<tr>
<td>• substantial information; good development of ideas with supporting detail or evidence.</td>
<td></td>
<td>20 – 25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• series of separate sentences with no transitions; disconnected ideas; no apparent order to the content; or not enough to evaluate.</td>
<td></td>
<td>4 – 6</td>
</tr>
<tr>
<td>• limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed.</td>
<td></td>
<td>7 – 9</td>
</tr>
<tr>
<td>• an apparent order to the content is intended; somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete.</td>
<td></td>
<td>10 – 12</td>
</tr>
<tr>
<td>• logical and effective order to the content is intended; main points and details are connected; fluent.</td>
<td></td>
<td>13 – 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• not enough to evaluate.</td>
<td></td>
<td>0 - 4</td>
</tr>
<tr>
<td>• mostly incomprehensible, abundance of words in English.</td>
<td></td>
<td>5 - 9</td>
</tr>
<tr>
<td>• inadequate, repetitive; abundance of literal translation and invented words often impedes comprehensibility.</td>
<td></td>
<td>10 -14</td>
</tr>
<tr>
<td>• erroneous word choice sometimes leads to confused or obscured meaning; some literal translations; limited use of words studied.</td>
<td></td>
<td>15 – 19</td>
</tr>
<tr>
<td>• some erroneous word usage or choice, but meaning is not confused or obscured; some use of words studied.</td>
<td></td>
<td>20 – 24</td>
</tr>
<tr>
<td>• precise and effective word use/choice; broad; impressive, extensive use of words studied.</td>
<td></td>
<td>25 – 30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• not enough to evaluate.</td>
<td></td>
<td>0 - 4</td>
</tr>
<tr>
<td>• erroneous use of language makes the work mostly incomprehensible.</td>
<td></td>
<td>5 - 9</td>
</tr>
<tr>
<td>• abundance of errors in use and form of the grammar presented in lesson; non-Chinese sentence structure. Often incomprehensible.</td>
<td></td>
<td>10 -14</td>
</tr>
<tr>
<td>• frequent errors in use and form of the grammar presented in lesson; erroneous use of language at times impedes comprehensibility; work was poorly edited for language.</td>
<td></td>
<td>15 – 19</td>
</tr>
<tr>
<td>• generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.</td>
<td></td>
<td>20 – 24</td>
</tr>
<tr>
<td>• very few errors in the grammar presented in lesson; work was well edited for language.</td>
<td></td>
<td>25 - 30</td>
</tr>
</tbody>
</table>

Total: _________ / 100
## Grading Criteria for Oral Exams

**Chinese 301**

| Name: .......................................................... | Date: .................. | Grade: ............. |

### Comprehensibility
1. Completely comprehensible, conversational enough for this level………. 13-15 ______
2. Mostly comprehensible but with some errors, sometimes too slow and simple… 10-12 ______
3. Frequent errors in use of language sometimes impede comprehensibility………. 7-9 ______
4. Mostly incomprehensible. Used some English…………………………………. 4-6 ______
5. Did not speak or spoke very little. Used mostly English. Not enough to evaluate…. 0-3 ______

### Content
1. Relevant /well developed ideas when covering the topic and answering questions13-15 ______
2. Ideas mostly well developed, fairly relevant…………………………………. 10-12 ______
3. Ideas present but not well developed………………………………………….. 7-9 ______
4. Irrelevant information……………………………………………………………. 4-6 ______
5. Did not speak or spoke very little. Not enough to evaluate……………………... 0-3 ______

### Vocabulary
1. Accurate use of the vocabulary studied………………………………… 8-10 ______
2. Some use of the vocabulary studied………………………………………... 5-7 ______
3. Mostly inaccurate or inadequate. Didn’t know the vocabulary studied. ….. 2-4 ______
4. Did not speak or spoke very little. Not enough to evaluate………………….. 0-1 ______

### Pronunciation
1. Generally good, accurate pronunciation of Chinese sounds………………….. 8-10 ______
2. Rather good but with some striking non-Chinese sounds…………………… 5-7 ______
3. Generally poor, it impedes comprehension…………………………………… 2-4 ______
4. Did not speak or spoke very little. Not enough to evaluate………………….. 0-1 ______

**Total: ______ / 50**
**______/ 100**
**Student Disabilities Statement:**

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University’s goal.

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**Academic integrity**

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow the professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear.

**I. Acts of Academic Dishonesty (Cheating):**

Specific violations of this policy include, but are not limited to, the following:

a. Copying, offering and/or receiving unauthorized assistance or information in examinations, tests, quizzes; in the writing of reports, assigned papers [ . . . ].

b. The fabrication or falsification of data, results, or sources for papers or reports.

c. The use of unauthorized materials and/or persons during testing.

d. The unauthorized possession of tests or examinations.

e. The physical theft, duplication, unauthorized distribution, use or sale of tests, examinations, papers, or computer programming.

f. Any action that destroys or alters the work of another student.

g. Tampering with grades, grade books or otherwise attempting to alter grades assigned by the instructor.

h. The multiple submission of the same report for assignments in more than one course without the prior written permission of each instructor.

i. Plagiarism: If a student represents "another's ideas or scholarship as his or her own."

**II. Types of Sanctions:**

A. Warning: A written notice that repetitions of misconduct will result in more severe disciplinary action. The warning becomes part of the student's file in the Office of the Registrar and, if there is no other example of misconduct, is removed at the time of graduation.

B. Failure for the specific exam, paper, etc.

C. Failure of course. For serious or repeat offenses, the University reserves the right to suspend or expel.

**III. Imposition of sanctions:**

1. First offense: A and/or B

2. Second and Subsequent Offenses: B or C.

**Note:** Students failing a course due to academic dishonesty may not drop the course.