

Chinese 498: High-Advanced Chinese (II)

TR 10:30-11:45 a.m. Moore 202; January 9 - May 11, 2018

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Course description

This course is a continuation of CHN 402/404/405 or 497. It uses authentic materials on topics related to contemporary Chinese society with discourse complexity, content profoundness, as well as diverse themes and genres at the ACTFL Superior Level (ILR 3) and above. All four language skills: listening, speaking, reading, and writing, are covered. The goals are to broaden and deepen students' knowledge of Chinese language and culture through listening and reading activities, and to enhance students' speaking and writing abilities in formal settings in order to support their acquisition of professional Chinese proficiency.

Student learning outcomes (SLOs)

Upon successful completing this course, students are expected to be able to:

- (1) comprehend high-advanced to superior Chinese texts and identify the main idea, argument structures, and supporting details;
- (2) develop tastes of a variety of rhetorical devices and genres that are unique to the Chinese literature;
- (3) refine comprehension strategies for high-advanced level Chinese texts and videos;
- (4) learn vocabulary and linguistic structures that deliver implicit meanings between the lines and beyond the lines;
- (5) converse extensively on professional topics with the ability to support opinions with structured arguments and cohesive discourse;
- (6) demonstrate their multiple literacies in writing with integration of Chinese language, literary, linguistic, and cultural studies;
- (7) engender critical, analytical and independent thinking in Chinese during the learning process.

In general, the following EALL departmental SLOs for Chinese language and university-wide Institutional Learning objectives (ILOs) apply, at least in part to this course

1. [SLO1: ORAL] Engage in oral communication in Chinese in various social contexts, in linguistically and culturally appropriate ways.
2. [SLO2: READING] Read and comprehend texts written in Chinese from a variety of genres and contexts (e.g., newspapers, essay collections, novels).
3. [SLO3: WRITING] Apply critical thinking and rhetorical skills to produce coherent written works and presentations in both English and Chinese.
4. [SLO4: RESEARCH] Use a variety of Chinese reference works and sources, including dictionaries and encyclopedias both in book form and on the internet.

5. [ILO1: Know] - Breadth and Depth of Knowledge, 1a. General education – languages, 1b. “Specialized study in an academic field. (i.e. the major)”
6. [ILO2: Do - Intellectual and Practical Skills] 2a. “Think critically and creatively”, 2b. “Conduct research”, and 2c. “Communicate and report”
7. [ILO3: Value - Personal and Social Responsibility] 3a. “Continuous learning and personal growth”, 3b. “Respect for people and cultures”

Textbooks and required readings

Designed and developed by Song Jiang and Haidan Wang, etc. distributed via google site. Materials will be provided in E-book format (for App and PC), PDF, and google shared file.

Classroom policies

Attendance is mandatory. Absences without valid reasons will affect your grade. Anyone who is late for more than 15 minutes will be regarded as absent.

Class preparation and participation: All students are expected to participate actively in the class activities with full preparation. Students’ class participation and performance will be evaluated daily and the evaluation will be used as a reference for final grading.

Homework and Assignments: All homework and assignments must be turned in on the due day. Late homework and Compositions will NOT be accepted even if they are submitted with the others. You are expected to go to Language lab and Multimedia lab to practice EVERYDAY. Practice writing characters EVERYDAY! You need to build up your Chinese language proficiency gradually through constant practice.

Oral and reading tests: Every effort should be made to take oral and reading tests at the specified times. If you know you must miss a class ahead of time, tell the teacher before that class. Quizzes or tests cannot be made up unless arrangements are made BEFORE being absent from class. No one is allowed to make up a missed quiz without a valid, written excuse.

Examinations are consisted of two oral (midterm and final) presentations and one final written examination. Presentations are evaluated based on the rubrics (for individual and group) from perspectives of contents, organization, delivery, and language accuracy and fluency. Final written examination focuses on the contents covered in current semester.

Grading criteria

1. Attendance (10%) and participation (5%)	15%
2. Homework and writing assignments	20%
3. Midterm written exam	15%
4. Midterm oral (group) presentation	15%
5. Final oral (individual) presentation	15%
6. Final written exam	20%

Grades: 100-97%=A+, 96-93%=A, 92-90%=A-; 89-87%=B+, 86-83%=B, 82-80%=B-;
79-77%=C+, 76-73%=C, 72-70%=C-; 60-69% = D; 0-59% = F