

Syllabus for Chinese I (Regular) 21F.101 / 21F.151

IAP 2018

Selection Criteria of Registration

Enrollment limited to 16 for pedagogical reasons. No auditors. Please note that you have to attend the first day of class to maintain your preference level. In case of over enrollment, preference will be given in the following order: declared minors, declared concentrators, sophomores, freshmen, juniors, seniors and graduate students. Within each category, priority will be given to pre-registered students, including pre-registered undergraduates who were cut from the same class the previous fall semester due to the enrollment cap. Students with prior knowledge of Chinese must contact Chen laoshi at tongchen@mit.edu for a placement test before beginning your study of Chinese I over IAP at MIT.

Sign up for

- 21F.101 if you are seeking undergraduate credit,
- 21F.151 if you are seeking graduate credit

Take 21F.107 / 21F.157 / 21F.181 Chinese I (Streamlined), the streamlined beginning subject, if you have prior knowledge of Mandarin or any dialect of Chinese (typically gained from growing up in a Chinese speaking environment), but barely any reading or writing ability.

Stellar Site URL: <http://stellar.mit.edu/S/course/21G/ia18/21G.101/>

Please check the Stellar website daily for the most up-to-date information. The website has the syllabus, calendar, and weekly schedules detailing daily classroom activities and preview and review assignments.

Course Description

This subject is the first semester of four that forms an introduction to modern standard Chinese, commonly called Mandarin, the language with the largest number of native speakers in the world. It is the official language of Mainland China and Taiwan, and one of the official languages of Singapore. The course presupposes no prior background in the language. Course objectives are to master Mandarin pronunciation, including the recognition and writing of Pinyin Romanization, basic reading and writing skills (in both simplified and traditional set), and to develop the ability to participate in simple, practical conversations on everyday topics. The relationship between Chinese language and culture and the socio-linguistically appropriate use of language will be stressed throughout. Typical class format will include performance of memorized basic conversations, drills, questions and discussion, and various types of communicative exercises.

Instructor

Tong Chen (Chén Tóng lǎoshī)
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Office hour: T1-2, or by appointment

Email: tongchen@mit.edu

Section

Section 1 (Chén lǎoshī) MTWRF 10:05 A.M. - 12:55 P.M. Bldg. 16-628

Textbooks

1. *Basic Spoken Chinese*, Cornelius C. Kubler. Tuttle Publishing, Rutland.
2. *Basic Spoken Chinese Practice Essentials*, Cornelius C. Kubler and Yang Wang. Tuttle Publishing, Rutland.
3. *Basic Written Chinese*, Cornelius C. Kubler. Tuttle Publishing, Rutland.
4. *Basic Written Chinese Practice Essentials*, Cornelius C. Kubler and Jerling Guo Kubler. Tuttle Publishing, Rutland.

You can purchase the above books at the COOP in Kendall Square. **You will need all four textbooks right away!**

Academic Conduct

Please go to the MIT Plagiarism website and read through the information carefully to prevent unintentional violations: <http://integrity.mit.edu/>

"MIT assumes that all students come to the Institute for a serious purpose and expects them to be responsible individuals who demand of themselves high standards of honesty and personal conduct. Cheating, plagiarism, unauthorized collaboration, deliberate interference with the integrity of the work of others, fabrication or falsification of data, and other forms of academic dishonesty are considered serious offenses for which disciplinary penalties can be imposed."

You are expected to finish the writing assignments independently, without using online translation applications such as Google Translate, or receiving help from family and/or friends for translation assignments, compositions, etc.

Note on Disabilities

Students who feel they may need an accommodation based on a disability should contact the instructor privately to discuss their specific needs.

Learning Objectives/Goals of the Course

The focus of this course is 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 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 basic level of proficiency. You should also demonstrate a level of cultural understanding suitable for correct performance of assigned tasks in Chinese (e.g., how to make a request in an appropriate way). 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 on how to behave in Chinese culture. This is a long-term process, but we will get started on it right away. In order to do this, you will have to perform. Performance, your performance, is the focus of this course. We assure you that if you do what we ask of you on a daily basis, you will learn Chinese. If you learn Chinese, you will do well in this program. Therefore, our evaluation (i.e., your grades) will be based largely on your daily performances. The following section should be read carefully and thoroughly understood.

Evaluation

The grade for this course will be based on the following:

1. Daily classroom performance (60%), including:
 - Participation and language performance in class (40%)
 - Quizzes (10%) (The two lowest scores will be dropped.)
 - Written assignments (10%)
2. Review tests (5% x 5 = 25%)
3. Oral presentation (5%) (end of Week 2)
4. Final oral interview (10%) (last day)

Your grades in the course are largely determined by your daily performance. The reasons for this emphasis are many, but the main reason is that we are convinced that if you follow the course with consistency and persistence, you will develop significant demonstrable skills in Chinese by the end of the semester. Your daily participation and language performance will be graded on the following four-point scale unless indicated otherwise:

4 Performance that promises interaction with a native with no difficulty, discomfort, or misunderstanding; no English hesitation noises in speaking and no “foreignisms” in the written work.

3.5 Performance comprehensible to native speakers, but some non-patterned errors that would hinder smooth interaction with them.

3 Performance comprehensible to a native, but evident weakness or patterned errors.

2.5 Communication requires much help from interlocutor.

2 Performance puts burden on interlocutor. To facilitate communication, a Chinese-speaking native would probably avoid using Chinese with you.

1.5 Barely prepared, little competency evident.

1 Evidently unprepared, unable to perform.

0 Absent.

Grades will be kept for every assigned performance. You will need a minimum of 60% to pass the course.

Percentage grade scale:

A+ = 100-96.7	A = 96.6-93.4	A- = 93.3-90	
B+ = 89.9-86.7	B = 86.6-83.4	B- = 83.3-80	
C+ = 79.9-76.7	C = 76.6-73.4	C- = 73.3-70	
D+ = 69.9-66.7	D = 66.6-63.4	D- = 63.3-60	F = below 60

Grades will be recorded on **Gradekeeper**. Your grade record report is available upon request. If you have a question about a grade, ask Chen laoshi. 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.

If you must miss class, please let your instructor know well in advance if possible. You will not be allowed to make up missed classes in this course unless you provide a doctor's note or a note from your academic advisor to Chen laoshi in advance. The make-ups will be conducted by Chen laoshi 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 two in number will be entered as zeroes in your grade record. It is vital that you maintain communication with Chen laoshi if you miss class. You are expected to be in class each hour ready to perform; we do not have the resources to set up a separate program for those who cannot make it to class each hour each day.

Preparation for Classes and Policies

All classes will be conducted in Chinese only, starting Monday, January 8, when we start with the Lesson 1 dialogues. English will not be used except when asked for with a Chinese request. Therefore, you must come to class well-prepared in the assigned materials. The **secret to success** in learning Chinese is knowing that the most important materials are the **AUDIO FILES**. Whenever possible, your preparation should emphasize the audio files. Below is important advice for you:

1. Be sure to come to every class; frequent cutting equals certain disaster! We cannot emphasize enough the importance of regular class attendance and of getting out of each class the maximum possible. You should always participate actively, paying close attention to everything you hear and see and

anticipating the responses to questions even when you're not called upon.

2. We can't overstress the importance of *thorough preparation before each class*. You should plan on spending **a minimum of four hours** in preparation for each hour of class. This includes studying the explanations in the textbook and, especially, listening to and repeating after the audio recordings. Work with the recordings as actively as possible and always be thinking of the meaning of what you are hearing and saying.

3. Memory work will be a very important part of the course. Starting **Monday, January 8**, when we begin conversation, you should memorize the assigned conversation that constitutes the core of each lesson by working intensively with the audio files; do not rely on reading the romanization in your textbook. Memorize each basic conversation thoroughly, so you can perform it in class accurately and fluently. It is essential to internalize the new words, grammar patterns, and cultural behavior so they will be readily available to you for your own use when needed. Memorization will greatly aid your fluency and naturalness of speaking. Students sometimes question the necessity of repetition, drill, and memorization. Certainly, these are only the first steps leading to our ultimate goal of communicative competence; however, they are very important steps, since they firmly establish in your brain the sounds and structures of the language for you to draw on later in your own speech. We hope that you understand the importance of these activities and ask that you work hard at them.

4. Written homework will be due **in class**. Late homework will be accepted with a penalty (-10% per day) and will not be accepted two days late, except in cases of serious medical or family emergency. **"Extra work" to make up for missed homework later on will not be accepted for this class.**

5. **No make-up quiz or review test.** The TWO lowest grades of your quizzes will be dropped toward your class grade.

6. To give you as much practice as possible in using Chinese, starting with Monday's class and continuing through the end of the course, Chinese only is to be used during the first 45 minutes of each class. If you have questions that can be asked or answered only in English, please: (1) ask during the last 5 minutes of class; (2) ask the instructor right after class is over; (3) make an appointment to meet with the instructor individually; or (4) communicate with the instructor via e-mail. In our classes we want to create as "Chinese"

an atmosphere as possible and get you used to thinking only in Chinese; if we were to revert to English every few minutes, this would be hard to accomplish.

7. To become a successful learner of Chinese, your goal is to know both traditional and simplified characters. However, we will begin with **simplified characters** in Chinese I. After you have gained a solid foundation of Chinese writing system, we will systematically introduce traditional characters so that you will get good exposure. In Chinese I, we will learn about 150 characters.

8. Please do all writing (including homework and tests) in no. 2 pencil, black ink, or blue ink. Please do not use very light pencils or red or green ink.

Resources

1. Useful websites and mobile devices:

- Online Chinese-English Talking Dictionary (website)
<http://www.yellowbridge.com/chinese>

- Online Dictionary
<http://dict.cn> (website)

- Dictionary Pleco (mobile device)

- Flashcards Anki (mobile device)

Classroom Etiquette

1. Greet your instructor and classmates in Chinese when you arrive at the classroom.
2. Hand in your homework and quizzes to your instructor **with both hands**.
3. Use Chinese for small talk with your instructor and classmates to the best of your ability.
4. When the instructor says “Wǒmen shàngkè ba (Let’s begin class)” to begin class, students are expected to respond with “Lǎoshī hǎo (How are you teacher?)” to greet their instructor.
5. When the instructor says “Wǒmen xiàkè le (We end class now)” at the end of class, students are expected to say “Xièxie lǎoshī (Thank you, teacher)” to show their appreciation.
6. When you write your instructor an email, start with “Lǎoshī hǎo.” Do not start with “Hi” or “Hello”, which are considered inappropriate.
7. If you must bring a cell phone to class, make certain it is turned off during class.

Looking ahead

Next semester, you have the option of taking 21F.102/21F.152 Chinese II (Regular), the continuation of Chinese I (Regular).

Final Comments

This course is the result of years of experience in teaching, and is the best possible first level curriculum your instructor can devise. Your instructor does his 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 will be the biggest single factor in your achievement, as learning as a class requires a great amount of cooperation with both classmates and your instructor. Your instructor is determined to give you the best possible opportunity to learn the language. If you ever think your instructor is not living up to this, please feel free to discuss your concerns with your instructor. If your instructor thinks you are not doing your best, your instructor will be sure to let you know. Your instructor is excited about having you in our first-year Chinese language course this IAP and, while you should be prepared for a lot of hard work, your instructor thinks you'll be surprised at how much you can learn over IAP.

Interested in working or teaching abroad?

1. The MIT China Program, one of the MISTI (MIT Science and Technology Initiative) programs, sponsors students working or teaching in Mainland China, Hong Kong, Taiwan, or Singapore for a summer, six months, or a school year. The website is: <http://web.mit.edu/misti/mit-china/>

2. CETI (Chinese Education and Technology Initiative), a student-run group affiliated with MISTI China, sponsors students teaching high-school students science and technology over the summer.

Interested in studying abroad?

Check out the Global Education Office website for opportunities and scholarships for studying Chinese.
http://gecd.mit.edu/go_abroad/study

Calendar (Subject to minor modifications)

WK	Monday Jan. 8	Tuesday Jan. 9	Wednesday Jan. 10	Thursday Jan. 11	Friday Jan. 12
1	Orientation: materials procedures preparations Pronunciations & Classroom Expressions (part 1 & 2)	Pronunciations & Classroom Expressions (part 3 & 4) Quiz 1 (the 12 characters introduced in A-1 & A-2) BWC A-1 BWC A-2	Quiz 2 (the 12 characters introduced in A-3 & A-4) BWC A-3 BWC A-4 BSC 1-1 BSC 1-2	Review Test 1 (BSC: Pronunciation, Romanization, Tones, and Classroom. Expressions BWC: Unit A) Quiz 3 (the 12 characters introduced in B-1 and B-2) BWC B-1 BWC B-2 BSC 1-3	BSC 1-4 Quiz 4 (the 12 characters introduced in B- 3 and B-4) BWC B-3 BWC B-4 Review: BSC Unit 1 BWC Unit B
	Jan. 15	Jan. 16	Jan. 17	Jan. 18	Jan. 19
2	Martin Luther King, Jr. Day No classes.	Review Test 2 (BSC Unit 1 & BWC Unit B) BSC 2-1 BSC 2-2	Quiz 5 (the 12 characters introduced in BWC 1-1 & BWC 1-2) BWC 1-1 BWC 1-2 BSC 2-3 BSC 2-4	Quiz 6 (the 12 characters introduced in BWC 1-3 & BWC 1-4) BWC 1-3 BWC 1-4 BSC 3-1 Review: BSC Unit 2 & BWC Unit 1	Review Test 3 (BSC Unit 2 & BWC Unit 1) BSC 3-2 Quiz 7 (the 12 characters introduced in BWC 2-1 & BWC 2-2) BWC 2-1 BWC 2-2

3	Jan. 22	Jan. 23	Jan. 24	Jan. 25	Jan. 26
	<p>Quiz 8 (the 12 characters introduced in BWC 2-3 & BWC 2-4)</p> <p>BWC 2-3 BWC 2-4</p> <p>BSC 3-3 BSC 3-4</p>	<p>Review (BSC Unit 3 & BWC Unit 2)</p> <p>Oral Report</p>	<p>Review Test 4 (BSC Unit 3 & BWC Unit 2)</p> <p>BSC 4-1 BSC 4-2</p>	<p>Quiz 9 (the 12 characters introduced in BWC 3-1 & BWC 3-2)</p> <p>BWC 3-1 BWC 3-2</p> <p>BSC 4-3 BSC 4-4</p>	<p>Quiz 10 (the 12 characters introduced in BWC 3-3 & BWC 3-4)</p> <p>BWC 3-3 BWC 3-4</p> <p>BSC 5-1</p> <p>Review (BSC Unit 4 & BWC Unit 3)</p>
4	Jan. 29	Jan. 30	Jan. 31	Feb. 1	Feb. 2
	<p>Review Test 5 (BSC Unit 4 & BWC Unit 3)</p> <p>BSC 5-2</p> <p>Quiz 11 (the 12 characters introduced in BWC 4-1 & BWC 4-2)</p> <p>BWC 4-1 BWC 4-2</p>	<p>BSC 5-3 BSC 5-4</p> <p>Quiz 12 (the 12 characters introduced in BWC 4-3 & BWC 4-4)</p> <p>BWC 4-3 BWC 4-4</p> <p>Review (BSC Unit 5 & BWC Unit 4)</p>	<p>Final Oral Interview</p>	<p>Final Oral Interview</p>	<p>Last day of IAP Chinese I.</p>