

Syllabus of CHIN3050: Pre-Advanced Speaking and Reading in Chinese A semester of mindful living in Chinese

Department of East Asian Languages, Literatures and Cultures
Class time: MWF/2-2:50pm
Classroom: NCH 066

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Office hours: TWR: 12-1pm; or by appointment

Congratulations that you've come this far! If you are looking at this syllabus, you have probably enjoyed learning Chinese enough and are wonder if this course will take your Chinese learning results and experiences to the next level. Is there more to discover in your journey towards mastery of Chinese? Do you dream in Chinese? Share your hopes and dreams? Process the past and envision your future? Or just stay in the present? All in nuanced details? Can you read the news in Chinese and comment on the next craze or an important event? The answer may be hidden for you within this class!

Having taken multiple Chinese classes, you probably have figured out some good strategies to learn the language. Do you imagine the possibility to learn it in a different way? Maybe as an antidote to balance off the usual Kung Fu way of sweating and endurance, there is room for a Zen way that cultivates your inner strength and a more nuanced understanding of the language and culture? Having learned Chinese in a close-knit learning community, do you ask how you can make our community even stronger by becoming a kinder and more compassionate person to yourself and others around you?

Course Objectives:

This course will help you do all the above by arranging all the language learning activities contextualized by various mindful practices so that you will learn Chinese in a community we build together which promotes healthier way of living that leads to more efficient learning process and more rewarding outcomes. In this course, you will continue to advance your Chinese language and cultural competency in a rigorous yet mindful manner within a collectively built community who care about, support and learn from one another. In the process, you will be able to:

1. **expand vocabulary** necessary to narrate and describe a large range of aspects of daily and social life;
2. become **a good story teller** who can **narrate and describe** various daily and social events/settings **with details** orally and in various digital formats;
3. become **a confident reader of news stories** that report interesting daily happenings and social events in modern China including but not limited to topics of mindful living;
4. **reflect on and share own experiences of doing various mindful practices by describing, narrating, and discussing** these experiences in Chinese orally or textually;

ASSESSMENT AND EVALUATION

As you can see from the following distribution of grades, I value your effort (open book preparation and practice) as much as or more than your performance (close-book quizzes and tests). Your regular and constant engagement in and out of class with the course materials and activities is the key to your success.

1) Class participation	10%
2) Pre-class reading	20%
3) Vocabulary building	10%
4) Speaking with native speakers	10%
5) Review tests	20%
6) Course portfolio	20%
7) Oral Proficiency Interview	10%

1. Class Participation 10% (100 points)

In the first class I will give you the rubric by which I will be assessing your participation over the semester. My main objective in assessing your participation is to incentivize you to attend class and participate in class discussions and activities in a prepared manner. We aim to create an immersion environment where students are required to speak Chinese in class with the teacher and with each other 90% of the time. Various contributions to creating a supportive learning community for all of us are valued and awarded. I will give you feedback when necessary in person or in the comments area of the Grade book.

2. Pre-class Readings 20% (200 points)

Pre-class readings will be assigned at least one week ahead of time on the class blog. Students will need to answer reading comprehension questions orally and submit their recorded answer to Collab—Kaltura or to answer these questions textually by posting comments on class blog. Sometimes, students will be asked to select their own readings (news stories of their choice on a shared topic) and post a one-paragraph summary on WALL or their own blog.

3. Vocabulary building 10% (100 points)

One of the most important objectives of this semester is to have a major vocabulary breakthrough, especially when for the first time in your Chinese learning journey, you don't have to always worry about how to write the characters. Two ways of achieving this goal is dubbed "cataloguing" and "accidental learning through reading". Following unit/chapter prompts, you will be asked to list the new words you collect and learn by the end of the unit on your blog so that your acquisition of new vocabulary is made visible to you and the class. A vocab contest will also be organized to provide you and students from other third-year classes an extra incentive 😊

4. Speaking with native speakers 10% (100 points)

Each week you will submit a recording of speaking practice with native speakers (NS) to Collab--Kaltura. Volunteers, tutors and personal Chinese friends can all be your speaking practice partners. Worksheets will be distributed with instructions each week to guide you and your NS partner to complete specific tasks.

5. Review Tests 20% (200 points)

We will have two review tests covering Units 1-4 after Fall break and Units 5-8 toward the end of the semester. Each review test contains listening, reading, vocabulary, grammar, writing and one-on-one oral interviews with instructor.

6. Course Portfolio Activities 20% (200 points)

We will have a class blog https://pages.shanti.virginia.edu/CHIN3050_Zhao_2017/ that will document our learning process and products. Each of you will also create your own blog site (instruction will be provided before class begins) to be linked to the class site. You will regularly write blog posts, reflections and comments on their peers' posts. Specific instructions on these posts are provided under the schedule tab of the class blog. Toward the end of the semester, you will have an opportunity to compile a learning portfolio, which samples the best of your works and reflections throughout the semester. Toward the end of the semester, you will do an oral presentation of your course portfolio. The best two portfolios will be selected to enter the FolioFest hosted by the College. Your portfolio will be passed to your next teacher when you move on to the next level.

7. Final OPI 10% (100 points)

During the last week of the semester, you will do an OPI with an instructor who has not taught you this semester. You will be given plenty of opportunities to practice and rehearse a mock session with your instructor, a tutor or a classmate. More information about OPI is available at <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>. You are also welcome to reach out to your instructor or classmate if you have not done an OPI before.

GRADING THRESHOLD

1000-980 A+	899-870 B+	799-770 C+	And so on
979-940 A	869-840 B	769-740 C*	<i><u>*Students need to earn a C or above to continue to the next level of class.</u></i>
939-900 A-	839-800 B-	739-700 C-	

HOW TO SUCCEED IN THIS COURSE

Work smart. Be Nice. Be mindful of your learning and be kind to yourself and others. Remember to ask for help when you need it.

Please note that you begin the semester with three tokens that you can use in exchange for a 48-hour extension on an assignment, a chance to revise an unsatisfactory assignment, or to excuse a late arrival/ early departure.

COURSE MATERIALS

Developing Chinese Fluency, by Phyllis Zhang (Textbook)

Class Blog: https://pages.shanti.virginia.edu/CHIN3050_Zhao_2017/

COURSE ROUTINE

This table illustrate a learning cycle with in-class and in-between-class activities.

	Monday		Wednesday		Friday
	Mindfulness activities		Discussing related issues		Reflecting on experiences
Vocabulary building via noticing and cataloguing		Reading and speaking practice via TCB/NS		Writing via blogging and commenting	

COURSE SCHEDULE

This is an overview of our course schedule, which is subject to change when needed. Detailed weekly schedule is available on class blog under the “Schedule” tab.

Week 1 8/22-25	<p>Tuning in: Why are we here? Where are we going?</p> <p>W: Course introduction F: Sharing learning goals and challenges; downtime article</p>
Week 2 8/28-9/1	<p>Mindfulness starts with the body. Do you know your body?</p> <p>M: Learning to do body scan in Chinese; describing portraits in details W: Sharing and discussing news articles on cross-cultural perception of beauty F:</p>
Week 3 9/4-8	<p>Are you taking care of your body?</p> <p>M: Breathing meditation/Mindful yoga in Chinese W: Bringing a healthy food item to class and practice mindful eating F:</p>
Week 4 9/11-15	<p>Do you see what I see?</p> <p>M: Taking a mindful walk together; bringing an object to a garden and describe W: Sharing and discussing news articles on sustainable urban planning F: Reflecting on the experience of home practice of mindful walk</p>
Week 5 9/18-22	<p>Why do we have so many things?</p> <p>M: Sharing video catalogues of personal possessions W: Sharing and discussing news articles on consumerism/minimalism F: sharing experiences of being mindful of what we consume</p>
Week 6 9/25-29	<p>Can stress be our friend?</p> <p>M: Sharing and discussing sources of stress and challenges</p>

	<p>W: Sharing and discussing news articles on promotion of healthy lifestyle F: Reflecting on habit-change experiences</p>
Week 7 10/2-6	<p>M: Reading Day; no class W: Review Test 1 F: sharing our progress and revisit our goals; Being mindful of our progress</p>
Week 8 10/9-13	<p>Are you being too hard on yourself?</p> <p>M: Sharing the image of the ideal you; W: F:</p>
Week 9: 10/16-20	<p>Is kindness underrated in our society?</p> <p>M: loving-kindness practice; kindness journal W: F:</p>
Week 10: 10/23-27	<p>How big is your circle of compassion?</p> <p>M: W: article on animal rights F:</p>
Week 11: 10/30-11/3	<p>Have you felt really happy for someone else in a competitive environment?</p> <p>M: W: F:</p>
Week 12: 11/6-10	<p>Is real communication possible?</p> <p>M: mindful/deep listening W: F:</p>
Week 13: 11/13-17	<p>Can we really cross the language barrier?</p> <p>M: W: F:</p>
Week 14: 11/20-24	<p>M: Sharing the gratitude letters WF: Thanksgiving; no class</p>
Week 15: 11/27-12/1	<p>M: Sharing the Thanksgiving experiences W: Review F: Review Test 2</p>
Week 16: 12/4-5	<p>What's next?</p> <p>Final reflection and wrapping up</p>

ACADEMIC INTEGRITY

I trust every student in this course to fully comply with all of the provisions of the UVA Honor System. By enrolling in this course, you have agreed to abide by and uphold the Honor System of the University of Virginia.

To reach these objectives in the framework of mindful living, our course is designed around various mindful practices. The following table summarizes the themes CHIN3050 will pursue throughout the semester.

How do I know if this is the right course for me?

Compared with the natural continuation from CHIN2020/2060 to CHIN3010, CHIN3050 focuses more on oral proficiency and the reading part of the literacy skills. The writing skill will be maintained through low-stake informal writing such as reflective journaling, blogging, and thoughtful elaborated commenting on class and peers' blogs. All writing will be in the form of typing instead of handwriting. The written exams will be administered online so that the writing portion is also typing only. Students who successfully complete this course will be able to continue to CHIN3020 with students who graduated from CHIN3010.

What this class is not:

Although the engagement with contemplative practices can be experienced as therapeutic, this class not a substitute for therapy and I am not professional therapist. If you are in emotional distress, please ask your healthcare provider whether you should participate in a course that may bring up uncomfortable feelings (see [support and safety information](#).)