

AP Chinese - Course Overview

AP Chinese course is designed for students who have completed 4-5 years of Chinese or have equivalent proficiency in Mandarin Chinese. The course will reinforce the language skills acquired in previous years and further developed the language proficiencies in oral and formal written communication. The course engages the students in an exploration of both contemporary and historical Chinese, including topics as traditions, education, ethnic diversity, geography, history, travel, community and artistic pursuits.

The course is delivered entirely online in Chinese. Students will acquire more sophisticated linguistic elements to increase their language abilities. The primary goal of the course is to help students master the advanced-level Chinese language structures, communicative strategies, reading comprehension skills, linguistic accuracy, and cultural awareness through the use of multimedia authentic materials and real-life language tasks. At the successful completion of this course, the student will be able to:

- Understand the textbook and given materials and be able to discuss the cultural connotations;
- Identify main ideas and important details in the authentic materials such as advertisements, signs, and written texts from newspapers, contemporary literature, letters, and essays.
- Use a variety of discourse styles, including descriptive, narrative, expository, and persuasive, to meet the writing or speaking purpose.
- Be able to use the Chinese language to communicate more effectively both in the school setting and in real-life situations;
- Initiate and sustain conversation on topics covered in culturally appropriated ways.
- Be able to make comparison and connections between the target language and culture and those of the learners.
- Create a level-appropriate speech or report, produce a newscast or video, and narrate personal experiences and research result, current events fluently.

Language skills are enhanced through interpretive, interpersonal, and presentational activities. Listening skills are developed during class discussions, listening exercise, watching video clips movies, etc. Reading skills are improved through various readings of essays and articles, newspaper articles, advertisements, biographies, plays, and poetry. Speaking skills are practiced through debates, pair and group discussions, acting from scripts and interview. Written strategies are introduced to guide students organizing the compositions; students practice the written skills through bi-weekly compositions. To help students get familiar with the test format, assignments designed in AP exam format and the previous AP exams are provided. Students are frequently assessed on character-handwriting skill, vocabulary usage, expressive abilities and listening and comprehension skill.

Harvest Shouhuo is the primary textbook used in this course, along with other supplementary materials, such as AP practice test, Chinese stories, newspaper articles and video clips.

Course Planner

Fall Semester

Unit 1 School and Family

Focus: Students are engaged in school life-related conversations and exchange information and opinions about school and education. School study, afterschool activities, holiday plan and hobbies will be discussed. They can use Chinese to state personal preference and feelings with explanations; ask follow-up questions to obtain detailed answers from their partners; tell a personal story in school; notice and compare the cultural difference on the aspect of school life and activities. Laoshe, a famous Chinese novelist, and his family story will be introduced as an epitome to help students better understand traditional Chinese family values. Students will know what a Chinese family is like and discuss on family traditions, relationships and issues and traditional virtues by engaging in conversations with native Chinese speakers in the class.

Week	Sub-topics	Text	Materials	Instructional Activities
1	Orientation			Introduce the course and course policy
2	Study and School Activities	Harvest: Lesson 1 (1) Chinese is Fun! 我爱学中文	<ul style="list-style-type: none"> • A Study Guide to the AP Chinese Chapter 3.1 School Life; • Harvest Workbook • Introduction of Chinese Education System 	<ul style="list-style-type: none"> • Review vocabulary in context • Check for understanding • Text-related reading and Discussions • Group discussion on the experience of learning Chinese. • Extended Discussions on students' school life. Students create a School Activity digital wall with Padlet to share photos, pictures, and photo comments. • Students give oral presentations using visual displays. • Students engage in conversations with native Chinese speakers and express views on personal, school, and community interests. • Find a school calendar from a senior high school in China on the Internet. In your presentation, describe the school's curriculum and other activities, including mid-term and end-of-term exams. Describe how many terms the school has, where these begin and end, and when the school vacations are. Also, compare this school calendar with yours.
3	Summer Plan and Academic Plan	Harvest: Lesson 1 (1) Chinese is Fun! 我爱学中文	<ul style="list-style-type: none"> • A Study Guide to the AP Chinese Chapter 3.2 Summer Plans 3.3 Applying to College • Harvest Workbook • Chaoyue: Advancing in Chinese • Video Clip: British Foreigner Speaks Fluent Mandarin Chinese https://www.youtube.com/watch?v=BAMnMMYLjds • Authentic reading material 	<ul style="list-style-type: none"> • Communication Corner Paired or Group discussion. Prepare a list of interview questions on the topic "Your favorite school activity" and interview the partner. Take notes during the interview. Use the expression structures to summarize the results of the interview. • Watch the video clip in the lab session • Provide authentic materials for reading, for example, application

				<p>form, advertisement, etc.</p> <p>Comprehend and summarize the main idea and supporting ideas.</p> <ul style="list-style-type: none"> Describe personal preference, strength and weakness and discuss plans for college choice.
4	Review Topic 1	<p>Lesson 1 (2) Chinese is Fun! 学汉语的趣事</p>	<ul style="list-style-type: none"> Video clip Barron's AP Chinese Language and Culture Develop Chinese Fluency 	<ul style="list-style-type: none"> Review vocabulary in context Discussion on Chinese "-er" pronunciation and Practice on Chinese idioms Speed Reading and Timed – Composition Practice Fluency Drills Tell a story about school life Group activity on story narration Written reports Students write a report every two weeks, hand-written or word processed.
5	Family Relationship	<p>Harvest: Lesson 2(1) My Father, Laoshe 儿子眼中的父亲</p>	<ul style="list-style-type: none"> A Study Guide to the AP Chinese Harvest Workbook Chaoyue: Advancing in Chinese Video 《爸爸去哪儿》 	<ul style="list-style-type: none"> Review vocabulary in context Check for understanding Textbook-related reading and Discussions Watch the TV show 《爸爸去哪儿》 and discuss the relationship between the father and their sons. Students engage in conversations with native Chinese speaker Conversation Relay (A initiates the conversation and B responds by choosing an appropriate response in the box to complete 2 dialogue turns.)
6	Generations	<p>Harvest: Lesson 2(1) My Father, Laoshe 儿子眼中的父亲</p>	<ul style="list-style-type: none"> A Study Guide to the AP Chinese Chapter 5.1 Generation Gap; Chaoyue: Advancing in Chinese Video clip 舒乙: 您不知道的老舍 	<ul style="list-style-type: none"> Conduct research using the Internet, books, magazines, or newspapers for information about Laoshe or another famous Chinese writer. Work in pairs. Ask the partner questions about the writer they have researched. Then Switch roles. Conduct a survey on the topic "How parents express their love for their children", compare and contrast the ways parents from different cultures express their love for their children Watch the video clip to figure out more information about Laoshe Read articles on Generation Gap and complete the reading response activities. Discuss on the traditional virtue 孝 in Chinese family and American family
7	Review	<p>Lesson 2 (2) Cross-Cultural Marriage 跨国婚姻家庭中的孩子</p>	<ul style="list-style-type: none"> Barron's AP Chinese Language and Culture Develop Chinese Fluency Video clip: Cross-Cultural family in 《爸爸去哪儿》 	<ul style="list-style-type: none"> Review vocabulary in context Discuss different concepts of family education Speed Reading and Timed – Composition Practice Fluency Drills Group activity on story narration Written reports Unit Quiz

Unit 2 Foods and Sports

Focus: Through this thematic unit, students learn Chinese food culture and traditional sports. They will be able to compare different food cultures and provide a description of the food taste, appearance and cooking methods. Historical changes in food culture will be mentioned. The Martial arts movie stars, Jacky Chen, Lianjie Li will be introduced in the class to arouse students' interest on Wushu and Taichi. Students will practice the communication skills on asking questions on the details of the specific topic and provide the relevant information explicitly, and to clearly express their opinions.

Week	Sub-topics	Text	Materials	Instructional Activities
8	Tea or Coffee?	<i>Harvest:</i> Lesson 3(1) The Beijing Teahouse 北京的茶馆	<ul style="list-style-type: none"> • <i>Harvest Workbook</i> • <i>Chaoyue: Advancing in Chinese</i> • Video: 老舍《茶馆》 • <i>Harvest 1st edition P109 Yunnan Tea culture</i> • <i>Newspaper: Starbuck in The Forbidden City</i> 	<ul style="list-style-type: none"> • Review vocabulary in context • Check for understanding • Textbook-related reading and Discussions • Watch the video 《茶馆》 and have students review the research they conduct about 老舍, then discuss teahouse in traditional Beijing and modern Beijing and the emerging trend of café in China. • Paired research on Chinese tea culture (Woolong Tea, Black Tea...) • Compare different tea cultures • Survey on “The way I drink tea” and summarize the survey results.
9	The Culture of Food	<i>Harvest:</i> Lesson 3(1) The Beijing Teahouse 北京的茶馆	<ul style="list-style-type: none"> • <i>A Study Guide to the AP Chinese Chapter 4.3 The Culture of Food</i> • <i>Chaoyue: Advancing in Chinese</i> P89 Foods Everywhere • Audio podcast 慢速中文: 出去吃饭 http://www.slow-chinese.com/podcast/42-chu-qu-chi-fan/ • Website for ordering food online • Menus in the restaurant • Videos: Cooking tv shows 天天饮食 星厨驾到 	<ul style="list-style-type: none"> • Students visited local Chinese restaurants and compare the authentic Chinese food and localized ones. • Read the authentic restaurant menu and figure out the types of dishes and famous Chinese dishes. • Group work. Visit Chinese website for ordering food online to find the pictures of given food names and make a research on the food (the origins of the food, how to cook the food, etc) • Build a wiki for Chinese food culture. Making an interactive food map online and describe the difference between the north part and south part food culture. Present the food map in class wiki • Paired reading activities. (Gap, retell, categorizing, detail, etc) • Watch Chinese cooking TV shows to know more about the cooking method and procedure.
10	Review	Lesson 3(2) Dining at a Chinese Restaurant 您二位来点什么?	<ul style="list-style-type: none"> • <i>Barron's AP Chinese Language and Culture</i> • <i>Develop Chinese Fluency</i> 	<ul style="list-style-type: none"> • Review vocabulary in context • Speed Reading and Timed – Composition Practice • Fluency Drills • Group activity on story narration • Written reports • Cultural Presentations on Chinese cuisine and the Chinese style of eating • Cooking project
11	Martial Arts and Taichi	Lesson 4(1) Shaolin	<ul style="list-style-type: none"> • <i>A Study Guide to the AP Chinese Chapter 3.4 Sports and Hobbies</i> • <i>Harvest Workbook</i> 	<ul style="list-style-type: none"> • Review vocabulary in context • Use categorizing strategy to categorize the words in the new lesson and have students explain why they

		Kungfu 少林功夫	<ul style="list-style-type: none"> • <i>Jacky Chen's movie, Lianjie Li's movie, Zidan Zhen's movie</i> • <i>Video of Shaolin Temple in China</i> 	<p>put the words in this category.</p> <ul style="list-style-type: none"> • Textbook-related reading and discussions • Compare American sports activities and Chinese sports activities. • Paired Discussion on the sports (benefits, sports competition, sports stars, etc)
12	thanksgiving day	Mid-term Quiz Project on Chinese traditional sports	<ul style="list-style-type: none"> • <i>Barron's AP Chinese Language and Culture</i> • <i>Harvest Workbook</i> 	<ul style="list-style-type: none"> • Mid-term Quiz • Students make interactive digital projects on Chinese traditional sports
13	Sports and Competitions	Lesson 4 (2) Famous Chinese Basketball Players 华人篮球之星	<ul style="list-style-type: none"> • <i>Chaoyue: Advancing in Chinese P100-101 Sports</i> • <i>Barron's AP Chinese Language and Culture</i> • <i>Develop Chinese Fluency</i> • <i>Sports News</i> 	<ul style="list-style-type: none"> • Review vocabulary in context • Conversation Relay (A initiates the conversation and B responds by choosing an appropriate response in the box to complete 2 dialogue turns) • Cultural presentations on one of Chinese martial arts (Origins, features, functions, etc.) • Speed Reading and Timed – Composition Practice • Fluency Drills • Group activity on story narration • Written reports • Unit Quiz

Unit 3 Festivals and Customs

Focus: Students review major Chinese holidays and the time of the holidays. They can introduce festive foods and their symbolic meanings, origins and legends of Chinese festivals and major festivals' celebrations, such as the Spring Festival, the Lantern Festival, the QingMing Festival, the Dragon Boat Festival, and Autumn Festival. They learn to talk about the similarities and differences in the way festivals are celebrated and can express agreement, excitement or approval during the communication.

Week	Sub-topics	Text	Materials	Instructional Activities
14	Major Chinese festivals and Celebrations	<i>Harvest:</i> Lesson 5(1) Celebrating Chinese New Year 过年	<ul style="list-style-type: none"> • <i>A Study Guide to the AP Chinese Chapter 4.3 The Culture of Food</i> • <i>Harvest Workbook</i> • <i>Chaoyue: Advancing in Chinese P207-211 Spring Festival</i> • <i>Video: 《The Reunion Dinner》</i> 	<ul style="list-style-type: none"> • Review vocabulary in context • Check for understanding • Textbook-related reading and Discussions • Watch the video 《The Reunion Dinnner》 then discuss the story details in the video, including the family relationship, foods, etc. • Narrate the story of Nian • Use the vocabulary and knowledge learnt in Lesson 3 to describe the main festival dishes and cooking method. • Visit the Chinese community and do a survey for the traditional activates for spring festival • Make paper lantern and a lantern riddle
15	Western Festivals and Chinese festivals	<i>Harvest:</i> Lesson 5(1) Celebrating Chinese New Year 过年	<ul style="list-style-type: none"> • <i>A Study Guide to the AP Chinese Chapter 4.4 Festivals and Customs</i> • <i>Harvest Workbook</i> • <i>Video: 快乐汉语 《丽莎过中国年》</i> • <i>Video: 世界青年说 《各个国家怎么过圣诞节》</i> 	<ul style="list-style-type: none"> • Paired Conversations using words to express agreement, admiration, and praise. • Role play on "Invite a foreign friend to the dinner on the eve of spring festival." • Reading activities. (Gap, retell, categorizing, detail, etc.)

				<ul style="list-style-type: none"> • Compare the culture differences and similarities of Chinese festivals and western festivals. • Report about Western festivals that are celebrated in China, and Chinese festivals that are celebrated in America.
16	Review	Lesson 5(2) The Origin of Chinese Valentine's Day 七夕节的传说	<ul style="list-style-type: none"> • <i>Barron's AP Chinese Language and Culture</i> • <i>Develop Chinese Fluency</i> • Video: Chinese Valentine's Day/Night of Sevens Festival 	<ul style="list-style-type: none"> • Review vocabulary in context • Practice on Chinese idioms • Speed Reading and Timed – Composition Practice • Fluency Drills • Group activity on story narration • Written reports
17	Christmas	Project		Project: Design a Chinese Day Celebration in School
18	Moon Festival	Lesson 6 Moon Festival & Dragon Boat Festival	<ul style="list-style-type: none"> • <i>A Study Guide to the AP Chinese Chapter 4.3 The culture of Food</i> • <i>Harvest Workbook</i> • <i>Chaoyue: Advancing in Chinese</i> • Video: Chang'e 	<ul style="list-style-type: none"> • Review vocabulary in context • Conversation Relay (A initiates the conversation and B responds by choosing an appropriate response in the box to complete 2 dialogue turns.) • Use Pinterest to collect a series of pictures, advertisement of the traditional festivals • Read the story book • Introduce ideas of a new festival by giving details such as names, features, etc. • Make a digital story
19-20	Final Test	Online Test	<ul style="list-style-type: none"> • <i>Barron's AP Chinese Language and Culture</i> • <i>Harvest Workbook</i> 	<ul style="list-style-type: none"> • Project presentation • Role play • AP Practice Test

Spring Semester

Unit 4 Travel and Society

Focus: Throughout this thematic unit, students read and study signs, major landmarks, and maps in Chinese. They can use Chinese to give a brief introduction to the geographic features and society features of China; to describe travel plans and itineraries; to compare some basic geographic aspects of China and the United States; to describe major mountains & rivers, and to give a brief account of the growth of a city from the past to the present. They will learn to consult with and persuade someone to accept recommendations; to offer suggestions and reminders; to express and describe a complex series of actions.

Week	Sub-topics	Text	Materials	Instructional Activities
1	Orientation&Review			Review Unit 3-Unit4
2	Transportation and Traveling	Harvest: Lesson 7(1) Planning a trip to China 我要去中国旅游	<ul style="list-style-type: none"> • A Study Guide to the AP Chinese Chapter 3.1 School Life; • Harvest Workbook • Magazine 《世界汉语》 • Movie: 《人在囧途》 	<ul style="list-style-type: none"> • Review vocabulary in context • Check for understanding • Text-related reading and Discussions • Group discussion on the travel experience • Students give an oral presentation using visual displays. • Students engage in conversations with native Chinese speakers to get the information about traveling in China • Group work. Search the information

				<p>online for the mentioned cities in the textbook and fill the research chart.</p> <ul style="list-style-type: none"> Play a five-day holiday to China, and explain the itinerary including budget, destinations, transportations, hotels.
3	The Global Village	<p>Harvest: Lesson 7(1) Planning a trip to China 我要去中国旅游</p>	<ul style="list-style-type: none"> A Study Guide to the AP Chinese Chapter 1.1 The Global Village 3.3 Applying to College Harvest Workbook Chaoyue: Advancing in Chinese P303 上海和纽约 Video Clip: The changes in China Authentic reading material 	<ul style="list-style-type: none"> Research the information for the given cities. Tell the partner on the following aspects of the city (what to do, what make the city special, the climate, etc.). Discuss with the partner for a trip to that city. Watch the video and Discuss modern China and China in history Read the reading on Silk Road. Describe the route and draw it on the map, and explain how China get connected to the west in the ancient times.
4	Review	<p>Lesson 7(1) China is not a museum 中国不是博物馆</p>	<ul style="list-style-type: none"> Barron's AP Chinese Language and Culture Develop Chinese Fluency 	<ul style="list-style-type: none"> Review vocabulary in context Practice on Chinese idioms Speed Reading and Timed – Composition Practice Fluency Drills Write a diary about a trip Group activity on story narration
5	Changes in daily life	<p>Harvest: Lesson 8(1) Moving into a Modern Apartment 搬家手记</p>	<ul style="list-style-type: none"> A Study Guide to the AP Chinese Chapter 5.1 Community Service 3.3 Applying to College Chaoyue: Advancing in Chinese P251 从四合院到摩天大楼 Video clip: 四合院 Tv series: 家有儿女 	<ul style="list-style-type: none"> Review vocabulary in context Check for understanding Textbook-related reading and Discussions Watch the TV series 《家有儿女》 and discuss . Compare the modern Chinese life and traditional life Conversation Relay (A initiates the conversation and B responds by choosing an appropriate response in the box to complete 2 dialogue turns.) Talk about the traditional Chinese architecture and the Chinese cultural values embodied.
6	Overseas Chinese	<p>Harvest: Lesson 8(1) Moving into a Modern Apartment 搬家手记</p>	<ul style="list-style-type: none"> A Study Guide to the AP Chinese Chapter 1.3 Culture Difference; Chaoyue: Advancing in Chinese P323 Chinatown and Chinese community in America Newspaper 	<ul style="list-style-type: none"> Conduct research using the Internet, books, magazines, or newspapers for information about Overseas Chinese. Work in pairs. Ask the partner questions about the changes in life and learn to express regrets using the grammar structure in the textbook. Describe and explain the most regret part to your partners. Read articles on the newspaper and report the cultural difference or culture shock you find in the articles. .
7	Review	<p>Lesson 8 (2) Pushing hands 推手</p>	<ul style="list-style-type: none"> Barron's AP Chinese Language and Culture Develop Chinese Fluency Movie 《推手》 	<ul style="list-style-type: none"> Review vocabulary in context Discuss the dilemma Chinese aged people have. Speed Reading and Timed – Composition Practice Fluency Drills Group activity on story narration Written reports Unit Quiz

Unit 5 Famous People and History

Focus: Students learn some basic historical facts about China, including dynasties, historical figures, schools of

philosophies and religions, inventions (scientists & mathematicians), and China's role in today's global economy. Students can explain an idea by including examples and relevant details; to describe admirable characteristics of a person and to summarize key points.

Week	Sub-topics	Text	Materials	Instructional Activities
8	Historical figures	Harvest: Lesson 9(1) Who was Confucius? 孔子是谁	<ul style="list-style-type: none"> • A Study Guide to the AP Chinese Chapter 4.2 Historical Figures; • Harvest Workbook • Movie: 《孔子》 • Animation: Confucius • <i>Integrated Chinese</i> L2P2 《中国历史》 	<ul style="list-style-type: none"> • Review vocabulary in context • Check for understanding • Text-related reading and Discussions • Group discussion on the understanding of sentences in <i>Lunyu and its philosophy</i> • Group work. Search the information online for the famous people and fill the research chart. • Role playing
9	Contemporary famous people	Harvest: Lesson 9(1) Who was Confucius? 孔子是谁	<ul style="list-style-type: none"> • Harvest Workbook • Authentic reading material • Jay Chou's song • TV Talk Show 金星脱口秀 	<ul style="list-style-type: none"> • Chinese idioms learning. Each student prepares story of one idiom and other students guess the idiom. • Read the articles for describing Chinese famous people and write down the details. • Describe a person who has qualities that you admire or like. • Talk about a person, it could be somebody the student knows personally or a famous person. • Search the basic information for several famous people in the world and put them in the timeline.
10	Review	Lesson 9(2) Father of Modern China 参观中山陵	<ul style="list-style-type: none"> • Barron's AP Chinese Language and Culture • Develop Chinese Fluency • Video: 孙中山和当代中国 	<ul style="list-style-type: none"> • Review vocabulary in context • Practice on Chinese idioms • Speed Reading and Timed – Composition Practice • Fluency Drills • Write a diary about a trip • Group activity on story narration
11	History of China	Harvest: Lesson 10(1) China Highlights 我知道的中国历史和文化	<ul style="list-style-type: none"> • A Study Guide to the AP Chinese Chapter 4.1 Cultural Background • Video clip: Discovering China • <i>Integrated Chinese</i> L2P2 《中国历史》 • <i>Dynasty Song</i> • <i>Photos of the ancient inventions</i> 	<ul style="list-style-type: none"> • Review vocabulary in context • Check for understanding • Textbook-related reading and Discussions • Watch the video clip: Discovering China and make the history timeline. • Highlight each dynasty's contributions to the development of China on the timeline. • Cultural Terms competition.
12	Geography of China	Harvest: Lesson 10(1) China Highlights 我知道的中国历史和文化	<ul style="list-style-type: none"> • A Study Guide to the AP Chinese Chapter 1.3 Culture Difference; • Newspaper • Chinese Map and American Map • <i>Integrated Chinese</i> L2P1 《中国地理》 • <i>Major city signs</i> 	<ul style="list-style-type: none"> • Conduct research using the Internet, books, magazines, or newspapers for information about Chinese geography. • Work in pairs. Summarize the characteristic features of the Chinese map and the names of major river and mountain. • Compare the American map and Chinese map, use the sentence structure to further describe the American geography • Read landmark signs for Chinese major city and make a map with the information of the city (climate, history features, key words) • Describe major features of the cities in detail.

13	Review	Lesson 10 (1) The Silk Road 丝绸之路	<ul style="list-style-type: none"> Barron's AP Chinese Language and Culture Develop Chinese Fluency Video clip: 海上丝绸之路和陆上丝绸之路 	<ul style="list-style-type: none"> Review vocabulary in context Silk road Jigsaw Speed Reading and Timed – Composition Practice Fluency Drills Group activity on story narration Written reports Mid-term quiz
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Unit 6 Literature and Arts

Focus: The focus of this unit is to deepen students' appreciation and understanding of the Chinese culture through various aspects, such as paintings, paper cuttings, literature, dance, popular music and traditional musical instruments. The language skills practice in this unit is to help students discuss problems and seek other's advice or opinions amicably and cooperatively; they will also be able to describe the process of making something.

Week	Sub-topics	Text	Materials	Instructional Activities
14	Literatures	<i>Harvest:</i> Lesson 11 To Borrow Arrows with Thatched Boats 草船借箭	<ul style="list-style-type: none"> <i>A Study Guide to the AP Chinese Chapter 4.3 The culture of Food</i> <i>Harvest Workbook</i> Video: 草船借箭 Introduction of 《西游记》 	<ul style="list-style-type: none"> Review vocabulary in context Check for understanding Textbook-related reading and Discussions Watch the video, then discuss the story details in the video, including the family relationship, foods, etc. Narrate the story Watch the introduction of 西游记, discuss and describe the main characters
15	AP Practice Test			Timed AP Practice Test Participate in AP Test
16	Arts	Lesson 12 Chinese Papercutting 中国剪纸	<ul style="list-style-type: none"> <i>Barron's AP Chinese Language and Culture</i> <i>Develop Chinese Fluency</i> Video: Chinese Paintings 	<ul style="list-style-type: none"> Review vocabulary in context Practice on Chinese idioms Speed Reading and Timed – Composition Practice Fluency Drills Group activity on story narration Written reports Making a Chinese Paper cutting and describe the process
17	Music appreciation	Lesson 12 The Butterfly Lovers 小提琴梁祝 协奏曲	<ul style="list-style-type: none"> Movie: 梁祝 Traditional musical instruments Pop music 	<ul style="list-style-type: none"> Cultural comparison Describe favorite Chinese songs and record the singing of the songs Class KTV competition
18	Review			
19-20	Final Test	Online Test	<ul style="list-style-type: none"> <i>Barron's AP Chinese Language and Culture</i> <i>Harvest Workbook</i> 	<ul style="list-style-type: none"> Project presentation Role play Test

Course Delivery

The course is organized around 6 thematic units of the textbook *Harvest: Intermediate Chinese*, supplemented with 24 sub-topics. Authentic materials related to the topics such as newspaper articles, maps, web-based audio and video clips, movies, TV shows, talk shows are also provided as supplementary materials. The total time allocated for each unit is 3 weeks, each week we will focus on different language skills and language learning strategies. The focus of the first week is to analyze and discuss the text (1) and main topic; the second week focuses on the supplemented topic and the language skills training, especially the listening, speaking and reading skills and learning strategies; the third week is to analyze and discuss the text (2) and review the language points for the whole units. The focus of the language skills training and learning strategies will be speaking, reading and writing (or word processing). Students will also be engaged in AP – oriented test skill training.

The course will be conducted fully online, which includes 4 Days of Assignments in Blackboard (Learning Management System) and 1 synchronous Lab Session using Adobe Connect each week. Each unit includes (1) Vocabulary preview;(2) Grammar explanations and review; (3) Language exercises (listening, reading, etc); (4) AP-oriented skills training; (5) Language activities through 3 modes of communication (pair-sharing, group or paired discussion; presentations, peer critiques, web searches, skits, etc); (6) Language learning strategies; (7) Chinese cultural wiki.

Sample Rubrics for assessment

1. Speaking Tasks Rubric

	Category	Task Completion	Language Delivery	Vocabulary & Mechanics
6	Excellent Shows excellence in speaking task	<ul style="list-style-type: none"> Contains all required key elements Smoothly connected sentences 	<ul style="list-style-type: none"> Natural pace and intonation Accurate pronunciation & tones with minimal errors 	<ul style="list-style-type: none"> Rich and context appropriate vocabulary and phrase with few errors Wide variety of grammatical structures
5	Very Good Suggests excellence in speaking task	<ul style="list-style-type: none"> Thorough and adequate Connected sentences 	<ul style="list-style-type: none"> Smooth pace and intonation Some errors in pronunciation & tones 	<ul style="list-style-type: none"> Appropriate vocabulary and phrase with a few errors Variety of grammatical structures
4	Good Shows competence in speaking task	<ul style="list-style-type: none"> Appropriate response Sentences may be loosely connected. 	<ul style="list-style-type: none"> Consistent pace and intonation Several errors in pronunciation & tones that do not hinder understanding 	<ul style="list-style-type: none"> Appropriate vocabulary and phrase with errors that do not obscure meaning Appropriate grammatical structures
3	Adequate Suggests competence in speaking task	<ul style="list-style-type: none"> Basic but appropriate response Disconnected sentences 	<ul style="list-style-type: none"> Inconsistent pace and intonation Errors in pronunciation & tones sometimes hinder understanding 	<ul style="list-style-type: none"> Limited appropriate vocabulary and phrase with frequent errors that sometimes obscure meaning Simple grammatical structures
2	Weak Suggests lack of	<ul style="list-style-type: none"> Appropriate but incomplete response Fragmented sentences 	<ul style="list-style-type: none"> Labored pace and intonation with hesitated pauses Frequent errors in 	<ul style="list-style-type: none"> Very limited vocabulary and phrase with frequent errors that obscure meaning

	competence in speaking task		pronunciation / tones often hinder understanding	<ul style="list-style-type: none"> Very limited grammatical structures
1	Very Weak Shows lack of competence in speaking task	<ul style="list-style-type: none"> Minimal or marginal response Very disjointed or isolated sentences 	<ul style="list-style-type: none"> Very labored pace and intonation with hesitated pauses Frequent errors in pronunciation & tones hinder understanding 	<ul style="list-style-type: none"> Inappropriate vocabulary and phrase with frequent errors that obviously obscure meaning Little or no grammatical structures

2. Writing Tasks Rubric

Points	Task Completion	Language Structures	Vocabulary Usage	Visual Presentation
6	<ul style="list-style-type: none"> Includes a complete report on all required elements with thorough details Well organized Well connected discourse 	<ul style="list-style-type: none"> Exhibits a high degree of controlling correct word order & structures with minimal errors 	<ul style="list-style-type: none"> Uses a wide range of vocabulary, rich and appropriate to the task with minimal errors in spelling 	<ul style="list-style-type: none"> Exhibits a balanced allocation of texts & pictures with accurate captions Creative & highly related to the contents
5	<ul style="list-style-type: none"> Includes a complete report on all required elements with logical progression of details Connected discourse 	<ul style="list-style-type: none"> Exhibits a good understanding of correct word order & structures with occasional errors 	<ul style="list-style-type: none"> Uses appropriate vocabulary with sporadic errors in spelling 	<ul style="list-style-type: none"> Exhibits a fairly allocation of texts & pictures with appropriate captions
4	<ul style="list-style-type: none"> Includes a report on most required elements with details organized Rather loosely connected sentences 	<ul style="list-style-type: none"> Exhibits a fair understanding of correct word order & structures with more errors that do not obscure meaning 	<ul style="list-style-type: none"> Mostly uses appropriate vocabulary with errors that do not obscure meaning 	<ul style="list-style-type: none"> Exhibits some texts & pictures with brief captions
3	<ul style="list-style-type: none"> Includes a brief report on some required elements with basic details Disconnected sentences 	<ul style="list-style-type: none"> Exhibits a limited grammatical structures & lack of control of correct word order with frequent errors 	<ul style="list-style-type: none"> Limited appropriate vocabulary with errors that sometimes obscure meaning 	<ul style="list-style-type: none"> Random visual aids with too little captions
2	<ul style="list-style-type: none"> Scattered details on a few required elements characterized by words or listing Difficult to follow 	<ul style="list-style-type: none"> Exhibits little understanding of correct word order with frequent errors Fragmented sentences 	<ul style="list-style-type: none"> Minimal appropriate vocabulary with frequent errors Interference from another language 	<ul style="list-style-type: none"> Exhibits few pictures, charts or graphs with no captions
1	<ul style="list-style-type: none"> Writing doesn't present enough relevant contents to show personal understanding of the topic 	<ul style="list-style-type: none"> Sentence structures are very mechanical, indicating online translation 	<ul style="list-style-type: none"> Insufficient appropriate vocabulary Interference from another language 	<ul style="list-style-type: none"> No visual presentation

Grading Categories:

Assignments: 30%

Lab Session performance: 30%

Projects: 20%

Quizzes and Exams: 20%

Resources

Textbook:

Xu Jialu, Chen Fu, Wang Ruojiang, Zhu Ruiping . *Harvest Intermediate Chinese Textbook 2nd Edition*. CENGAGE Learning, 2014.

Resource Books:

Yea-Fen Chen, Meng Yeh, Frances Yufen Lee Mehta, Mei-Ju Hwang, Yuanchao Meng, and Natasha Pierce. *Chaoyue: Advancing in Chinese*. Columbia University Press, 2010.

Xu Jialu, Chen Fu, Wang Ruojiang, Zhu Ruiping. *Harvest Intermediate Chinese Workbook 2nd Edition*. CENGAGE Learning, 2014.

Shen, Yan. *Barron's AP Chinese Language and Culture 2nd Edition*. Barron's Educational Series, 2014.

Wei-ling Wu, Hain-lan Tsai, Shwu-Fen Lin, Lin Young, Vivian T. Yu. A Study Guide to the AP Chinese Language & Culture Test. The Far East Book Co., Ltd, 2013.

Bih-Hsya Hsieh, Sunny X.Yu. *AP Chinese Language and Culture Simulated Tests*. Nan Hai Publishing, 2013

Phyllis Zhang. Developing Chinese Fluency, CENGAGE Learning, 2009.

Cheng& Hsui. *Integrated Chinese Level 2 Part 2 Textbook (3rd Edition)*. CHENG&HSUI, 2010.

Online Dictionaries:

Chinese-Tools: <http://www.chinese-tools.com/tools/dictionary.html>

Pristine Lexicon: <http://www.pristine.com.tw/lexicon.php>

Zdic: <http://www.zdic.net/>

MDBG: <http://www.xuezhongwen.net/>

NCiku: <http://www.nciku.com/>

Zhongwen.com: <http://zhongwen.com/>

Purple Chinese: <http://www.purpleculture.net/Chinese-English-Word-Dictionary.asp>

Popjisyo: <http://www.popjisyo.com>

General Chinese Language Tools and Language Learning Clearinghouses:

Chinese Tools: <http://www.chinese-tools.com/>

Tim Xie's (California State University at Long Beach) Learning Chinese Online Page: <http://www.csulb.edu/~txie/online.htm>

Marjorie Chan's (Ohio State University) ChinaLinks: <http://chinalinks.osu.edu/>

Mandarin Tools: <http://www.mandarintools.com/>

Clavis Sinica Free Chinese Learning Resources <http://www.clavisinica.com/resources.html>

Zhongwen.com: <http://www.zhongwen.com>

My Chinese Lessons: <http://www.mychineselessons.com/> (worthwhile assortment of free lessons for elementary level Chinese)

Cybrary Man's Chinese Educational Websites <http://cybraryman.com/chinese.html>

Phyllis Zhang's LaoshiLink.org <http://www.laoshilink.org/laoshilink/Home.html>

Centre for Teaching Chinese as a Foreign Language, University of Oxford <http://www.ctcfl.ox.ac.uk/>

Adeline Yen Mah's Chinese Character a Day <http://chinesecharacteraday.com/>

Online Chinese Reading Tools:

Rikai.com: <http://www.rikai.com/perl/HomePage.pl?Language=Zh>

Adsotrans (Pop-Up Chinese): <http://popupchinese.com/tools/adso>

Wordchamp: <http://www.wordchamp.com> (free account required for access)

Popjisyo: <http://www.popjisyo.com> (choose Chinese à English input)

Computer Chinese Installation Instructions:

Chinese IME (Input Method Editor) Installation Instructions:

Microsoft: <http://www.microsoft.com/downloads/details.aspx?FamilyID=B91AC197-FFA7-45A7-B1E1-C3457E1B0C1F&displaylang=EN>

Detailed, user-friendly instructions on how to install the Chinese IME on a PC:

http://newton.uor.edu/Departments&Programs/AsianStudiesDept/Language/asianlanguageinstallation_XP.html

“Pinyininput” Download and Installation Instructions:

<http://www.chinese-forums.com/showthread.php?t=13005>

Chinese on Macintosh Computers by Yale University: <http://www.yale.edu/chinesemac/>

Online Chinese Input Systems:

Chinese Tools Online IME: <http://www.chinese-tools.com/tools/ime.html>

Purple Culture Online IME: <http://www.purpleculture.net/Online-Chinese-Input-System.asp>

Seven Forks Online IME (several input methods): <http://www.sevenforks.com>

Pinyin Input (this site also supports Cangjie and Cantonese input

methods): <http://www.pinyininput.com/?lang=en>

Free Chinese Fonts

Chinese Fonts from the Insitut für Sinologie, Heidelberg University, Germany: http://www.sino.uni-heidelberg.de/edv/sinopc/chinese_fonts.htm

Instructions on Using iPhone/iPod Touch to Write SMS Messages or Emails in Chinese

<http://arstechnica.com/apple/news/2008/05/chinese-handwriting-functionality-added-to-iphone-firmware.ars>

Character Practice Sites:

Dragonwise: <http://www.dragonwise.hku.hk/dragon2/schools/archives/charmake.php>

California State University Chinese Character

Games: <http://www.csulb.edu/web/labs/langlabs/builder/grab/chinese/pcr.html>

Traditional and simplified character comparison games and activities: <http://www.language.berkeley.edu/fanjian/start.html>

USC Chinese character practice: <http://www.usc.edu/dept/ealc/chinese/character/index.html>

<http://www.learnchineseez.com/read-write/index.php>

Semanda Free Vocabulary Flashcards: <http://www.semanda.com/>

Skritter (pay site, first two weeks of account use free): <http://www.skritter.com/>

Listening/Speaking Activities and Practice:

Kenyon College Video Clips of Survival Chinese

<http://personal.kenyon.edu/bai/vcsc.htm>

Wellesley College Listening Activities: <http://www.wellesley.edu/Chinese/Listening/contents.html>

Rutgers University Multimedia Chinese Teaching System

http://chinese.rutgers.edu/content_cs.htm

Oxford University Chinese Multimedia

<http://www.ctcfl.ox.ac.uk/Chinese/index.html>

Chinese Online Essays and Reading Materials:

EChineseLearning Newsletter: <http://echineselearning.com/newsletter/>

Learning Chinese Online Reading Materials http://liwin.com/annotated/generate_list.php

Clavis Sinica Free Chinese Learning Resources <http://www.clavisinica.com/resources.html>

University of Iowa Chinese Reading World <http://www.uiowa.edu/~chnsrdng/>

General Chinese Culture Resources:

Chinasite (maintained by Huang Weiqing): <http://www.chinasite.com/>

About.com's Chinese Culture (maintained by Jun Shan): <http://chineseculture.about.com>

Chinese-Speaking Regions http://www.nationsonline.org/oneworld/countries_by_languages.htm

Chinese New Year <http://www.history.com/content/chinesenewyear/video>