

2011

Study of Chinese Language, Culture and Taiwanese Society

學習 · 體驗 · 認識

中文姓名: _____

英文姓名: _____

Tunghai University Chinese Language Center



學生手冊 Student hand Book

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行程計畫表 Schedule

研習時間 (Duration): September 25th to October 8th, 2011

星期一 Monday	星期二 Tuesday	星期三 Wednesday	星期四 Thursday	星期五 Friday	星期六 Saturday	星期日 Sunday
						9/25 14:40 抵台 入住校友會館
9/26 9:00~11:00 中文能力測驗 11:00~12:00 初級班課輔 12:00~14:30 Welcome Party 14:30~16:30 Campus Tour	9/27 9:00~12:00 華語課 11:00~12:00 初級班課輔 14:00~16:00 文化課:扯鈴	9/28 9:00~12:00 華語課 11:00~12:00 初級班課輔 14:00~16:00 中國電影欣賞	9/29 9:00~12:00 華語課 13:00~18:00 Field Trip to Nan Tou	9/30 9:00~12:00 華語課 14:00~16:00 文化課:茶道	10/1 8:00~18:00 Field Trip to Taipei	10/2 自由活動 No Activity, plan your own day
10/3 9:00~11:00 華語課 11:00~12:00 課後輔導 14:00~16:00 文化課:糕餅	10/4 9:00~11:00 華語課 11:00~12:00 課後輔導 14:00~16:00 文化課:蘭草編 織	10/5 9:00~11:00 華語課 11:00~12:00 課後輔導 14:00~16:00 文化課:書法	10/6 9:00~11:00 華語課 11:00~12:00 課後輔導 14:00~16:00 中國電影欣賞	10/7 9:00~12:00 期末評量 Final Exam 12:00~14:30 Closing Ceremony	10/8 19:00 離台 Depart from Tunghai	

上課地點：博雅書院習齋



華語中心簡介 About Chinese Language Center

The Chinese Language Center (CLC) at Tunghai University was established in 1970, the first such center in central Taiwan, to serve the foreign staff of the university. The CLC is reputable for its small-class size, friendly learning environment, and satisfactory learning outcomes. In addition, the CLC is nestled within beautiful trees, flowers, and bird chirping, making it an excellent place for learning Chinese. Give Tunghai CLC a try, your fruitful study and memorable stay at central Taiwan is guaranteed.

Central Philosophy - Unity of Study and Instruction

- Learning Language from Life

We at the Language Centre see the interaction of real life experience and language study as very important, and hope that our students will use the skills they acquire in their lives. The marriage of linguistic expression with linguistic activity is an extremely effective teaching strategy, thus the CLC promotes language instruction that is connected to real life language, based on communication between teacher and students, and which allows students the opportunity to express themselves in real situations. Aside from language classes, complementary culture classes allow the students to experience Chinese culture firsthand. Drama classes also allow students to engage their bodies in the Chinese language and, through role-play and dramatization, experience otherwise hidden facets of Chinese society, all while improving their language skills. We care deeply about the results of students' study, and we happily assist all of our students to achieve their academic and linguistic goals.

- Rooted in Research

We also believe that the professional development of our instructors is of great importance. Teaching materials and methods must always be appropriate to the evolving present. Instructors of Chinese can learn from various experts regarding the educational questions that they face. Phonemes, vocabulary and meaning are the foundation of language learning, and knowledge of linguistic cognition is a skeleton key to understanding the language acquisition process; it is invaluable when preparing teaching materials and lesson plans. For this reason, the Centre hosts many professional development workshops and presentations, encouraging the mutual development of academic linguistic knowledge and practical pedagogy. The win-win cooperation between language teaching and academic research is a guiding principle of the Centre.

Life at the Chinese Language Centre

- Studying at the CLC

- A. Small class sizes, course content tailored to the individual
- B. Excellent extracurricular tutors and guidance programs, helping students break through the bottleneck between classroom and real life
- C. Guidance available to students intending to take the TOP Chinese proficiency test

- CLC Facilities: Lounge, Computer Classroom, and Library

- Teacher Qualifications:

- A. Full Instructors: instructors holding national certification with more than ten years of experience.
- B. Instructor: instructors holding national certification, most of which have Master's degrees or above.
- C. Guidance Tutors: instructors who have completed a comprehensive course on Chinese pedagogy at the CLC.

- CLC Students:

Over the years, more than 7000 students have walked through the doors of the CLC, hailing from more than 30 countries worldwide, including the United States, Canada, England, France, Germany, Switzerland, Japan, Korea, Poland, Russia, and Indonesia. Some are exchange students, some are missionaries, some international businessmen, and many more are simply international students of Chinese.

授課大綱 Syllabus

Course Title: Introduction to Chinese Language and Taiwanese Society

Course Number: CHI 102

Recommended Credits: 2

Course instructor: to be determined

Course Description

This Chinese language and culture course is intended for students with no previous exposure to Chinese language study. The course meets 10 hours per week, for a total of 20 hours over the course of two weeks. This is an integrated course that includes Chinese phonetics, basic Chinese grammar, and culture units. In the first week, students are introduced to the pinyin system of Romanization. Students learn all facets of Chinese pronunciation, including initials, finals, consonants, tones, intonation, which help build a foundation for further Chinese study. Particular emphasis is placed on the accuracy in pronunciation and usage. It also places emphasis on improving the learner's ability to use Chinese for communication purposes. The following lessons encompass communicative functions, such as self-introduction, asking for direction, asking for information, and expressing likes/dislikes, etc.

Objectives

By the end of this course, students are expected to:

1. Know the pinyin Romanization system and have a solid grasp of Chinese pronunciation in order to facilitate further study of Chinese
2. Have a preliminary knowledge of basic Chinese, with a lexicon of approximately 125 words and phrases
3. Are able to communicate with native speakers about basic, everyday topics
4. Read short, edited texts with assistance and write essays of 30-45 characters

Course Requirements

Students are required to spend at least one to two hours per day reviewing lessons, completing homework assignments, listening to supplementary audio materials and preparing for the next day's class. This preparation includes reviewing all new words and grammar patterns, memorizing characters and gaining familiarity with the course content.

Grading Policy

This is a fail or pass course. The passing score is 65. Following is the breakdown of the final composite grade:

1. Class attendance, performance, and participation 20%
2. In-class pop quizzes 10%
3. Midterm 20%

4. Homework assignments 20%
5. Final Exam: Oral 15%, Written 15 %

Tentative Daily Schedule (There will be some variations in actual course delivery depending on the individual instructor)

Date	Topic for the day	Test/Exam	Assignment Due
Sep. 26	Chinese Phonetic System: 1. Chinese Syllables Structure 2. The Four Tones 3. The Simple Finals 4. The Initials (1/2) Conversation: Making Friends (1/3)		Daily Practice Sheets
Sep. 27	Chinese Phonetic System: 1. The Initials (2/2) 2. The Compound Finals Conversation: Making Friends (2/3)	In-class pop quizzes	
Sep. 28	Chinese Phonetic System: 1. The Initials (2/2) 2. The Nasal Finals 3. The Group i Finals Conversation: Making Friends (3/3)	In-class pop quizzes	
Sep. 29	Chinese Phonetic System: 1. The Group u Finals 2. The Group ü Finals Culture Teaching: Food and Drink		
Sep. 30	Conversation: How much? (1/3) Culture Teaching: Festivals	Midterm	Daily Practice Sheets
Oct. 3	Conversation: How much? (2/3) Culture Teaching: The Wedding and Marriage		
Oct. 4	Conversation: How much? (3/3)		
Oct. 5	Conversation: Where is it? (1/2)		Daily Practice Sheets
Oct. 6	Conversation: Where is it? (2/2)		
Oct. 7	Overview of the course: practice for the final exam.	Final Exam	

Course Title: Intermediate High/Advanced Chinese Language and Culture Study in Taichung

Course Number: CHI 302

Recommended Credits: 2

Course instructor: to be determined

Course Description

This course is designed for non-native and heritage speakers of Chinese who have reached TOP 5 or HSK 8 in their Chinese Language Proficiency. The students registered for this course should have a good grasp of fundamental sentence structures, and a working vocabulary of at least 2,500 commonly used words. Entering students should be able to conduct basic conversation in Mandarin on day-to-day topics and on matters relating to vocabulary previously acquired. The course consists of a variety of language-in-use activities which meet for a total of 20 hours over two weeks. Component classes include Grammar/Vocabulary Presentation, Drill and Reinforcement Practice, and possibly One-on-One Conversation sessions. Some supplementary instruction, such as Chinese commercials, debates about current events and language practicum, is also included. All classes are conducted in a **Mandarin-only** learning environment and place special emphasis on the functional nature of language.

Grammar and Vocabulary Presentation: Vocabulary development is a critical part of language training for students at the pre-advanced level because it allows them to further develop their abilities in understanding and expression. Consequently, this course emphasizes acquiring vocabulary not only from the text, but also associated synonyms, near synonyms and antonyms. Additionally, students learn to use difficult grammatical terms and structures (including common proverbs, colloquialisms, etc). Grammar is taught not through bilingual explanations but through “professing instruction”—students understand new items by engaging with the instructor in interactive and meaningful communication. One particular emphasis of this class is the formal written language, *shumianyu*. Students not only learn to understand *shumianyu* as it is seen in texts meant for native speakers, but also begin to adopt some phrases and structures into their own writing. Regular essay writing is required.

Drill and Reinforcement Practice: This class meets for two hours per day and reinforces material covered in grammar class. This is a task-based class that includes two sections. The drill section focuses on the structured practice of skills acquired in grammar class and includes practice exercises designed to help students to grasp the real function and correct but natural usage of new words, patterns and structures. Emphasis is placed on efficiently achieving full comprehension and accurate mastery. To that end, when completing these exercises, students are required to not only use appropriate pronunciation, tones, vocabulary and sentence patterns, but also maintain a minimum speed of fluency. The discussion section is an extension of this drill. The instructor selects several topics related to the content covered. During discussion, the teacher pays attention to not only appropriate use of vocabulary and grammar, but also length and complexity of sentences and paragraphs. Emphasis is placed on students’ ability to use the

upper-level words and structures they have learned to build a cogent argument suitable for discussion with native speakers.

One-on-One (pending on successful recruitment of volunteer tutors): This tutoring session meets for at least 25 minutes each afternoon and involves a comprehensive review of that morning's material. Carefully-designed open-ended questions are used to help students further develop their range of language and spontaneity and fluency in speech.

Objectives

In this course, students increase their vocabulary to a total of 2,800 items or more. By the end of the course, students are able to:

1. comprehend and communicate in Chinese at an advanced level
2. explore local venues independently in the midst of native speakers (libraries, book stores, night markets, etc.)
3. independently read written documents relating to daily life and some social issues
4. begin reading brief documents aimed at native speakers (*shumianyu*)
5. produce essays of up to 600 characters
6. express themselves verbally with good accuracy at the paragraph level on some academic topics
7. demonstrate good language-learning strategies for future study
8. develop fuller understandings of Taiwanese culture and cultural practices

Course Requirements

This is a very intensive course. Students are required to:

1. memorize new vocabulary for the next day's dictation
2. listen to the recording of the text that will be taught the next day
3. preview the text of the new lesson
4. review grammar notes to aid understanding of the text
5. compose and completing written assignments
6. actively participate in all classroom activities
7. prepare for weekly written and oral quizzes

Grading Policy

This is a fail or pass course. The passing score is 60. Following is the breakdown of the final composite grade:

General classroom participation **20%**

Attendance **20%**

Written and spoken homework assignments **20%**

Final written exam **25%**

Final oral exam **15%**

Primary Texts

《實用中文讀寫》 Practical Chinese : Reading & Writing (2010) by Mandarin Training center
National Taiwan Normal University

Tentative Daily Schedule (There will be some variations in actual course delivery depending on the individual instructor)

Date	Topic for the day	Test/Exam	Assignment Due
Sep. 26	華語能力測驗		
Sep. 27	Introduction to the course. Unit One: family and marriage 自我介紹 主題：家庭與婚姻 第一課 溫暖的家 Culture study : 文化課程：台灣婚俗的認識與家庭觀比較(搭配影片介紹台灣的婚俗)		短文寫作 Write an essay about your family
Sep. 28	Unit One: family and marriage Compare and contrast the marital views held by Malaysians and Taiwanese 主題：家庭與婚姻 第一課 溫暖的家	隨堂口語測驗	Group report Prepare for a group report 分組報告 1. 理想的伴侶 2. 我的婚姻觀 3. 我夢想的婚禮
Sep. 29	Unit Two: Leisure & Tour Compare and contrast the types of activities people engaged in between Malaysia and Taiwan 主題：休閒生活與旅遊		Incorporating newly acquired phrases into a brief paragraph describing Leisure activities

Sep. 30	第二課 下班後，大家在做些什麼 第十二課 生態旅遊 第九課 山中歲月 Culture study： 文化課程：介紹台灣三大民俗節日(春節、午端、中秋)	Unit 1 & 2: Oral interview assessment	Oral trip report 分組報告 1. 推薦馬來風光 2. 馬來民俗活動 3. 4天3夜馬國旅遊
Oct. 3	Unit Three： 主題：台灣的消費習慣 第七課 便利商店——你的好鄰居 第六課 塑膠貨幣的時代 第三課 一元能買什麼？ Culture study： 文化課程：台灣夜市特色(搭配影片介紹台灣的夜市)		角色扮演 老闆，算便宜一點！
Oct. 4	Unit Three： 主題：台灣的消費習慣 第七課 便利商店——你的好鄰居 第六課 塑膠貨幣的時代 第三課 一元能買什麼？	隨堂口語測驗	Write a descriptive essay about one of the most bizarre food you have seen/tastes in Taiwan (300 characters minimal)
Oct. 5 Oct. 6	Unit Four：The Traffic in Taiwan 主題：台灣的交通 第四課 開車心情	Unit 3 oral interview assessment	中文辯論會 開車與坐公車哪個方便？
Oct. 7	Overview of the course: practice for the final exam.	Final Exam	紙筆測驗 短文朗讀 口語對話

文化教學時間

	9:10-10:00	10:10-11:00	11:00-12:00
9/26(一)	前測		
9/27(二)	Unit One	Unit One	文化課:婚姻
9/28(三)	Unit One	Unit One	文化課:婚姻 分組報告
9/29(四)	Unit Two	Unit Two	文化課:節日
9/30(五)	Unit Two	Unit Two	文化課:節日
10/3(一)	Unit Three	文化課:夜市文化	
10/4(二)	Unit Three	Unit Three	
10/5(三)	Unit Four	Unit Four	
10/6(四)	Unit Four	Unit Four	
10/7(五)	期末考試		

文化課介紹 Culture Classes

扯鈴 Diabolo

The diabolo is a traditional Chinese performance prop and folk toy. A string runs between 2 sticks held in the hands, and is used to support and accelerate the spinning diabolo. Once it is up to speed, the diabolo can be thrown all about and made to do all sorts of tricks. Larger, heavier diabolos tend to spin longer and are easier to keep on the string, while lighter, smaller ones work well for high throws.



茶道 Chinese Tea

For the Chinese, drinking tea is an essential element of life, often listed alongside rice and salt as a daily need. The Chinese have learned to cultivate, harvest and process a variety of teas that have their own flavor and character. Preparing a proper cup of tea is not hard to do, but there are some specifics involved if you want to do it correctly. Use good quality tea and water, pay attention to measurements and follow a simple timetable for proper Chinese tea.



糕餅製做 Chinese Delicacy

Green bean cake, made around the Dragon Boat Festival, is a traditional summer food that can prune heat. The small glossy stuffed cake is fragrant and delicious and can serve to smooth the urine, allay inflammation and remove toxic materials. There is a custom of eating green bean cakes on Dragon Boat Festival in urban and rural Suzhou.



書法 Calligraphy

Calligraphy is a type of visual art. It is often called the art of fancy lettering. A contemporary definition of calligraphic practice is "the art of giving form to signs in an expressive, harmonious and skillful manner". The story of writing is one of aesthetic evolution framed within the technical skills, transmission speed and material limitations of a person, time and place. A style of writing is described as a script, hand or alphabet.



文化參訪行程 Field Trip Schedule

Date: September 29th (Thursday), 2011

Place: Nan Tou

時間 Time	行程 Schedule
13:00	出發 Set off Assembly place: Parking area near the basketball court
14:30	埔里酒廠 Puli Brewery
15:30	地震博物館 Earthquake museum
17:00	紙教堂 Paper Dome
18:00	於紙教堂吃晚餐 Dinner
19:30	賦歸 Go back to Taichung

Date: October 1st (Saturday), 2011

Place: Taipei

時間 Time	行程 Schedule
08:00	出發 Set off Assembly place: Parking area near the basketball court
10:30	參觀故宮博物院 National Palace Museum
12:30	午餐(鼎泰豐小籠包) Lunch
13:00	參觀台北 101 Taipei 101
15:30	淡水老街 Freshwater Street, Tamsui
18:00	賦歸 Go back to Taichung

中國電影欣賞 Chinese Movie



The Joy Luck Club 喜福會:

The Joy Luck Club, published by G. P. Putnam's Sons in 1989, presents the stories of four Chinese-immigrant women and their American-born daughters. Each of the four Chinese women has her own view of the world based on her experiences in China and wants to share that vision with her daughter. The daughters try to understand and appreciate their mothers' pasts, adapt to the American way of life, and win their mothers' acceptance. The book's name comes from the club formed in China by one of the mothers, Suyuan Woo, in order to lift her friends' spirits and distract them from their problems during the Japanese invasion. Suyuan continued the club when she came to the United States—hoping to bring luck to her family and friends and finding joy in that hope.

Amy Tan wrote The Joy Luck Club to try to understand her own relationship with her mother. Tan's Chinese parents wanted Americanized children but expected them to think like Chinese. Tan found this particularly difficult as an adolescent. While the generational differences were like those experienced by other mothers and daughters, the cultural distinctions added another dimension. Thus, Tan wrote not only to sort out her cultural heritage but to learn how she and her mother could get along better.

Critics appreciate Tan's straightforward manner as well as the skill with which she talks about Chinese culture and mother/daughter relationships. Readers also love The Joy Luck Club: women of all ages identify with Tan's characters and their conflicts with their families, while men have an opportunity through this novel to better understand their own behaviors towards women. Any reader can appreciate Tan's humor, fairness, and objectivity.



Crouching Tiger, Hidden Dragon 臥虎藏龍:

Taiwanese filmmaker Ang Lee took a break from making Western period dramas to fashion this wild and woolly martial arts spectacular featuring special effects and action sequences courtesy of the choreographer of *The Matrix* (1999), Yuen Woo Ping. In the early 19th century, martial arts master Li Mu Bai (Chow Yun-Fat) is about to retire and enter a life of meditation, though he quietly longs to avenge the death of his master, who was killed by Jade Fox (Cheng Pei-pei). He gives his sword, a fabled 400-year-old weapon known as Green Destiny, to his friend, fellow martial arts wizard and secret love Yu Shu Lien (Michelle Yeoh), so that she may deliver it to Sir Te (Sihung Lung). Upon arrival in Peking, Yu happens upon Jen (Zhang Ziyi), a vivacious, willful politician's daughter. That night, a mysterious masked thief swipes Green Destiny, with Yu in hot pursuit -- resulting in the first of several martial arts action set pieces during the film. Li arrives in Beijing and eventually discovers that Jen is not only the masked thief but is also in cahoots with the evil Jade. In spite of this, Li sees great talent in Jen as a fighter and offers to school her in the finer points of martial arts and selflessness, an offer that Jen promptly rebukes. This film was first screened to much acclaim at the 2000 Cannes, Toronto, and New York film festivals and became a favorite when Academy Awards nominations were announced in 2001: Tiger snagged ten nods and later secured four wins for Best Cinematography, Score, Art Direction, and Foreign Language Film.

校園地圖 Campus Map



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