New York University  
The Steinhardt School of Culture, Education, and Human development  
Department of teaching and Learning  

Spring 2010

Course: ED29.2124.001 Advanced Chinese for Teachers of Chinese

Instructors: Professors Wei-ling Wu and Yishen Lan

COURSE DESCRIPTION
The first part of the course (Dr. Wu) aims to help participants acquire a basic understanding of teaching Chinese to students in American K-12 schools. Through discussion, assignments, and projects, participants will become familiar with the process of curriculum development and lesson planning, and will develop strategies for instruction and assessment. Participants will also gain understanding of the working environment and classroom culture of American schools and build up skills for effective teaching. The second part of the course (Professor Lan) will focus on the comparative study of Chinese and American culture, and inherent Chinese grammatical issues.

READINGS:
8. Constructive Cultural Studies: China & Western (1)
9. Culture and Language
CLASS SCHEDULE:

Class 1: Thursday (1/27)  *Professor Wu will teach the first four sessions*

Introduction
- Becoming a qualified Chinese language teacher
- Project of Developing Chinese Language Teachers at NYU
- Research in teaching Chinese as a foreign language

Class 2: Saturday (1/29) 9:30-4:00

I. Foundations of Chinese Language Instruction
- Standards and New Trends
- Basics of Curriculum Development
- Theme-Based Unit Design and Mapping

II. Teaching Chinese to American Students
- Needs of Second Language Learners
- Strategies for Developing Interpretive Communication Skills (Listening)
- Strategies for Developing Interpersonal Communication Skills (Comprehensibility)

Discussion: Project (1)—Unit Design and Mapping

Class 2: Saturday (2/12) 9:30-4:00

III. Teaching Chinese to American Students
- Strategies for Developing Interpersonal Communication Skills (Fluency)
- Strategies for Developing Presentational Communication Skills (Oral)
- Strategies for Developing Interpretive Communication Skills (Reading)

IV. Teaching Chinese to American Students
- Strategies for Developing Interpersonal Communication Skills (Written)
- Strategies for Developing Presentational Communication Skills (Written)

Draft Due: Project (1)—Unit Design and Mapping
Discussion: Project (2)—Lesson Planning

Class 4: Saturday (2/26) 9:30-4:00

V. Assessment for Chinese Language Learning
- Major Tests for Chinese
- Summative Assessment and Formative Assessment

VI. Classroom Management: Working in American schools
- Working Environment of Chinese Education in American Schools
- Assertive Discipline

VII. Classroom Management: Challenges and strategies
- Dos and Don’ts in the classroom
- Challenges in the classroom

Draft Due: Project (2)—A Lesson Plan (draft)
Discussion: Project (3)—Discussion on the Unit-Lesson Plan Project

Class 5 (3/3)  **Professor Lan will take over from here. Class runs on regular class time and days**
Topics: Introduction, Tentative Test
Reading:  *Constructive Cultural Studies: China & Western* (1)  
*Culture and Language*: Chapter (1), (2)
Assignment: Preparation for a seminar relevant to some cultural issues

Class 6 (3/10)
Topics: Cross-Cultural Issues: subject-object system. Influence on Culture, Dual Character
Reading:  *Constructive Cultural Studies: China & Western* (2)  
*Culture and Language*: Chapter (3), (4)
Assignment: Preparation for a class-debate regarding the topic: China’s Science and Technology, backward or Advanced?

Class 7 (3/24)
Topics: Cross-Cultural Issues: subject-object system, Thinking ways, Religion, Philosophy
Reading:  *Constructive Cultural Studies: China & Western* (3)  
*Culture and Language*: Chapter (5), (6)
Assignment: Preparation for a class-debate regarding the topic: China’s Sports culture, outstanding or not?

Class 8 (3/31)
Reading:  *Constructive Cultural Studies: China & Western* (4)  
*Culture and Language*: Chapter (7), (8)
Assignment: Preparation for a class-debate regarding the topic: Chinese Social Behavior

Class 9 (4/7)
Topics: Cross-Cultural Issues: Chinese Social Behavior
Reading:  *Constructive Cultural Studies: China & Western* (5)  
*Culture and Language*: Chapter (9), (10)
Assignment: Preparation for a class-debate regarding the topic: Chinese Family

Class 10 (4/14)
Topics: Cross-Cultural Issues: Chinese Family
Reading:  *Culture and Language*: Chapter (11), (12)
Assignment: Preparation for a class-debate regarding the topic: Moral Principles of Chinese
Class 11 (4/21)
Topics: Cross-Cultural Issues: Moral Principles of Chinese
Reading:  *Constructive Cultural Studies: China & Western* (6)
*Culture and Language*: Chapter (13), (14)
Assignment: Preparation for a class-debate regarding the topic: Chinese Language and Written System, to be or not to be?

Class 12 (4/28)
Topics: A Constructive Analysis of Chinese and Western Languages
Reading:  *Constructive Cultural Studies: China & Western* (7), (8)
Assignment: Completion of the material relevant to a probe into the Inherent Grammatical Issues of Chinese Mandarin

Class 13 (5/5)
Topics: A Probe into the Inherent Grammatical Issues of Chinese Mandarin
Reading: Class Packet
Assignment: Review and Preparation for the Final Exam

Class 14 (5/12)
Final Exam

COURSE REQUIREMENT

A. **Attendance:** No more than one absence will be excused. You are required to e-mail the instructor ahead of time prior to the absence, unless there is an emergency. It is your responsibility to obtain notes and make up all the work for the lesson missed.

B. **Participation:** Classroom discussion is an important part of the learning. Your participation will help you digest and internalize the course contents.

C. **Project:** You will choose a theme of your own interest and design a thematic-unit with the unit plan, the unit mapping and a lesson plan that reflect your understanding of the learning.

**Requirements for the project:**
- Submit your paper to the instructor **by email**.
- Include the unit plan, the unit mapping and the lesson plan **in one file**
- **Name the file** as: 2010-2 Project #4 Lily Chang 张丽莉
• **Name the subject of your email** also as: 2010-2 Project #4 Lily Chang 张丽莉
• **Include your English name and Chinese name** on the top of the first page of your project

D. Final examination (To be announced)

GRADING*:

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<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
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<td>Reflection Papers</td>
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<td>Final Project</td>
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<td>Final Exam</td>
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* The final grade for the course will be a combination of the grade for my portion of the course (50%) and the grade you receive from Professor Lan (50%)

Other Important Details

**Accommodations for NYU Students with Disabilities:**
Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd.

**Attendance Policy:**
Attendance is expected in this course.

**Academic Integrity:**

The following is adapted from the NYU Steinhardt *Student’s Guide* (p. 24) and from the Policies and Procedures of the NYU Expository Writing Program (available from http://www.nyu.edu/cas/ewp/html/policies___procedures.html):

The relationship between students and faculty is the keystone of the educational experience in the Steinhardt School at New York University. This relationship takes an honor code for granted. Mutual trust, respect, and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A University education aims not only to produce high quality scholars but also to cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations, to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours. You violate the principle of academic integrity when you

• cheat on an exam;
• submit the same work for two or more different courses without the knowledge and the permission of all professors involved;
• receive help on a take-home examination that calls for independent work;
• “collaborate” with other students who then submit the same paper under their individual names.
• give permission to another student to use your work for a class.
• plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated. Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following:

• Copy verbatim from a book, an article, or other media;
• Download documents from the Internet;
• Purchase documents;
• Report from others’ oral work;
• Paraphrase or restate someone else’s facts, analysis, and/or conclusions;
• Copy directly from a classmate or allow a classmate to copy from you.

For a very helpful self-test on what constitutes plagiarism, please visit http://www.indiana.edu/~istd/practice.html.