

# CET Syllabus of Record

**Program:** Intensive Chinese Language in Harbin  
**Course Title:** One-on-One Tutorial  
**Course Code:** HB/LANG 400; HB/LANG 405  
**Total Hours:** 60 for regular track; 105 for research track  
**Recommended Credits:** 4 for regular track; 7 for research track  
**Primary Discipline:** Chinese Language  
**Language of Instruction:** Chinese  
**Prerequisites/Requirements:** Required

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## Description

This course is designed for advanced-intermediate and advanced students of Chinese in order to provide them the chance to explore in-depth topics of their own choosing. One-on-one tutorials are designed by the student in conjunction with CET staff. Students may suggest specific materials as well as methods of study. One-on-one classes can also incorporate lectures, field trips and on-site inspections of related facilities.

Once topics are approved by both the applicant's advisor and the Harbin staff, instructors are chosen for the tutorials based on their teaching experience and level of expertise. Faculty are typically professors and experts in the relevant field selected from among Harbin's many universities and institutes of higher learning.

## Objectives

By the end of the course, students:

- Demonstrate improved breadth of vocabulary, oral expression, and reading and writing skills particularly as they relate to the one-on-one topic
- Have in-depth knowledge about their topic of study
- Are able to attempt to read articles about their topic of study that are meant for native speakers with limited use of a dictionary
- Are able to converse about their topic of study with confidence and at a level intended for an audience of educated native speakers

## Course Requirements

This course is highly interactive and relies on active participation on the part of the student. A class typically follows this procedure:

- The student uses key words to relate the content of the previous day's text.
- The student asks informed questions about the present day's material.
- The student summarizes the text's content for the instructor and responds to the instructor's questions.
- The student and instructor engage in a discussion about the material and related topic.

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This is a content-based language course. As such, it is essential that students prepare thoroughly for each class session and come to class ready to incorporate new words into their speech *and* relay new content in a lucid fashion. Class preparation includes listening to audio materials on a daily basis, reviewing new grammar and vocabulary covered in class, memorizing new vocabulary prior to class, preparing all discussion topics, etc. Students are expected to participate actively in class, proactively attempting to incorporate new patterns into their speech. Students have daily homework assignments that must be returned to the instructor on time. In addition, there are biweekly quizzes and midterm and final exams.

Midterm and final exams are divided into two components. For the written component, students submit an essay of at least 1500 characters for the midterm and 2500 characters for the final on the progress of the tutorial. The essay must be submitted in both handwritten and typed formats. For the oral component, students give a formal presentation to faculty and peers.

### Methods of Evaluation

Attendance	10%
Class Preparation	10%
Daily Participation	10%
Homework	10%
Review and Quizzes	10%
Midterm Exam	20%
Essay	5%
Presentation	15%
Final Exam	30%
Essay	8%
Presentation	22%

### Primary Texts

To be determined by student and instructor

### Supplementary Texts

NA

### Pace and Textbook Lessons Covered

The pace and outline of the course is determined by the student and instructor during the first week of class. Because research track students meet with their instructors for double the contact hours (8 per week, as opposed to the 4 per week of the regular track students), they progress at a faster pace and engage with a larger amount of primary source materials.