

## Introduction

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The IP Bulletin is the International Programs “catalog” and provides academic information about the program in Taiwan.

## General

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The California State University International Programs is affiliated with National Taiwan University in Taipei. The antecedent of National Taiwan University was the Taihoku (Taipei) Imperial University founded by the Japanese in 1928, reorganized and renamed when Taiwan returned to Chinese sovereignty in 1945. The major research institution in Taiwan, the University has over 32,791 students in eleven colleges providing programs through the Ph.D., as well as Colleges of Law and Medicine.

International Programs students are admitted to National Taiwan University (NTU) as exchange students and are eligible to take regular NTU courses. However, as most students' Chinese level is not up to that required to take courses taught in Chinese, they attend the International Chinese Language Program (ICLP). The ICLP was founded in 1963 as the Inter-University Program for Chinese Language Studies, and is widely held to be the premier language institution for the instruction of both modern and classical Chinese in Taiwan. At least one year of college-level Mandarin Chinese is required for admission to the program.

## Academic Calendar

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The academic year for CSU students consists of two 14-to-16-week semesters. The first semester normally runs from mid-September to late December. The second semester usually starts mid-February and ends early June.

Students taking regular NTU courses will not conclude the fall semester until January and the spring semester until mid June.

Important Dates:

ICLP Placement Test	September 8, 2009
NTU International Student Orientation	September 9, 2009 at 2pm
CSU Student Orientation	September 10, 2009
NTU Exchange Student Registration	September 10, 2009
ICLP Orientation	September 11, 2009
ICLP and NTU Courses Begin	September 14, 2009
ICLP Courses Final Exams	December 14-18, 2009
Regular NTU Courses Final Exams	January 11-15, 2010

## Academic Culture

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As designed by its program, ICLP teachers usually have very close teacher-student interactions. Students can meet with their teachers privately to discuss any concerns with regards to their learning. The ICLP has a head teacher who is responsible for all scheduling of courses offered to CSU students. This person is usually available during office hours throughout the day. Likewise, NTU teachers will also give students their email or phone contacts and office hours, so that students may use these ways to approach their NTU teachers.

## The Academic Program

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ICLP courses are divided into three categories: beginning, intermediate, and advanced. Language instruction teaches skills in listening, speaking, reading, and writing, stressing different skills as levels advance. A language exam is administered to all students prior to the beginning of the academic term to determine the appropriate level for every student.

Instruction consists of approximately 15 hours of instruction per week. To increase teaching efficiency, classes are kept small with no more than ten students. Substantial preparation outside the classroom is expected. Teaching materials and in-class activities are designed according to the students' particular academic majors and interests.

Classes are basically of two kinds, *huihua ke* (spoken language classes), and *xuandu taolun ke* (reading and discussion classes). As the latter term implies, even in reading classes the principal classroom activity is speech. Similarly, while the emphasis in *huihua ke* is very much on oral/aural training, all texts from which students work are in Chinese characters. All spoken language materials, as well as most reading materials, are also on tape or a CD, and students are expected to make extensive use of these taped materials in preparation for their classes.

Special emphasis is placed on spoken language instruction, especially in the first semester. All program classes are conducted entirely in Chinese. English is not used in the ICLP facilities. Good pronunciation and tones are essential to full and easy oral communication, and while most character learning and reading are solitary activities, practice and correction of oral skills is best conducted and supervised in the classroom.

Therefore, in the fall semester most students are assigned a majority of spoken classes. For most students these spoken language classes will include intensive drill on tones and other pronunciation features as well as drills aimed principally at improving control of syntactic patterns and gaining active, rather than just passive control of newly learned vocabulary. In the second semester the balance between speaking and reading classes gradually shifts, depending on each student's progress and needs.

It is important for students to realize that they are committing themselves to a full-time language study program. Regular class attendance is expected of all students. Excessive unexcused absenteeism may result in disenrollment from the program.

### NTU Courses

Students with native or near-native fluency in Chinese can take regular NTU courses, whether taught in English or in Chinese, in place of or accompanied by the ICLP language courses. They may be required to take their exams and write their papers in Chinese and are reminded that lectures and assignments may be more difficult than expected.

NTU courses are assigned a course number which contains eight or nine characters. The first three or four characters are numeric and represent the department code in which the course is offered. An inserted letter "E" in the middle of the course number (usually after the third character) means that the course is taught in English. When there is a "U", "M", or "D" in the middle of the characters (usually as the fourth character), then the course is an undergraduate (upper division), master or doctoral (Ph.D.) course, respectively. Courses with designated by a "U" can be taken by undergraduate or graduate students. For undergraduate courses not designated by a "U", the fifth character will be 1, 2, 3, and so on, and refers to course level and group of students for which the course is targeted:

- 1: Level 1 for first year undergraduate students
- 2: Level 2 for second year undergraduate students
- 3: Level 3 for third year undergraduate students

First year courses are usually introductory courses and taken by students in their first year of university study. Depending on course content, these are generally considered lower division courses. Second and third year courses are more advanced and considered equivalent to upper division courses.

Typically, undergraduate courses taught in Chinese will compose of only eight digits. The fourth digit will be 1, 2 or 3, and refers to the course level and group of students for which the course is targeted (see above paragraph).

### Unit Conversion Guidelines

NTU Credit	CSU Semester Unit
1 credit	1 unit

For CSU students attending a quarter-based campus: To convert the value of CSU semester units into CSU quarter units, multiply the CSU semester units by 1.5.

Students are required to take a minimum of 15 units each semester. Typically, Chinese language learners take three ICLP language courses (4 units each) and an elective course offered by NTU or ICLP each semester. Advanced speakers of Chinese may enroll in a combination of NTU or ICLP courses each semester.

### Academic Reporting

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OIP will report all courses taken in NTU by using a special course designation number, which will allow the student to receive CSU resident credit in the subject area in which the course was taught. The title of the course taken will also be reported to the CSU campus and posted to the student's CSU academic record. This method of reporting means that students will need to furnish course descriptions, syllabi and other course materials to their home campus advisors in order to apply for credit towards specific degree (major, minor or general education) requirements. Students should expect to complete campus-based forms (petitions or course substitution requests) with the assistance of their advisor(s). If courses are not needed for specific degree requirements, then it is usually not necessary to complete any other forms at your campus.

## **ICLP Course Offerings**

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Following is a list of undergraduate level courses regularly offered by ICLP. They are subject to change as a result of student performance in the placement test held prior to the beginning of the courses and teacher availability.

### **LOWER DIVISION COURSES**

#### **101.A Practical Audio-Visual Chinese IA (4)**

Beginning Chinese language students improve their proficiency in speaking and listening through intensive training using audio-visual media. The objective is to develop correct pronunciation and common vocabulary. After becoming familiar with the vocabulary, grammar, and subjects of the tapes, the tapes are played again to develop full understanding of the content and the ability to speak correctly and discuss the topics of the tapes. Lower division. TAUGHT IN CHINESE.

#### **102.A Practical Audio-Visual Chinese IB (4)**

This course focuses on proper grammar and spoken Chinese. It emphasizes using correct tones and learning the rules that apply to the tones. Assignments include writing paragraphs in Chinese and gaining competence in having conversations in Chinese. The workbook is also used to practice writing and practice proper stroke order. This is the continuation course of " Practical Audio-Visual Chinese IA." Lower division. TAUGHT IN CHINESE.

#### **103.A Far East Everyday Chinese I (4)**

This beginning course introduces modern and standard texts in Chinese including listening, speaking, reading, and writing. Students use in-class exercises to practice functional everyday dialogues. Lower division. TAUGHT IN CHINESE.

#### **104.A Beginning Taiwanese (4)**

This course teaches the eight basic Taiwanese tones and key pronunciation rules. It uses a system of transliteration by which students mimic the sound of Taiwanese words and expressions that do not have written characters. Students compare Mandarin sounds and words to their Taiwanese counterparts and learn to read newspaper articles and other printed materials in Taiwanese. The course covers basic conversation topics, vocabulary, and expressions including greetings, asking for directions, and going shopping. Assessment is based on daily drills and vocabulary exercises, tone practice, Taiwanese songs, and tape listening and reading exercises. Lower division.

### **UPPER DIVISION COURSES**

#### **201.A Modern Chinese Conversation (4)**

Students practice conversation for daily occasions, such as shopping, going to the bank, visiting the clinic, or going on a trip. The focus of the course is on drilling phrases and sentence structure. Upper division. TAUGHT IN CHINESE.

#### **202.B Chinese Moral Tales (4)**

This course uses reading and discussion of simple fables to develop basic narrative speech skills and organization of short units of ideas maintaining Chinese language logic or event sequence. Students retell and summarize fables to demonstrate their understanding of the original text and practice idiomatic expressions. Instructors correct pronunciation and tones. Daily reading and vocabulary assignments, weekly quizzes, and some writing assignments are required. There is a strict attendance policy. Upper division. TAUGHT IN CHINESE.

#### **203.B Taiwan Today (4)**

This course teaches contemporary use of Chinese in a modern urban context with the goal of helping students transcend the level of daily conversation and translate their more serious thoughts into speech. Students learn to combine analytical skills with the expression of opinions in serious discussions using a precise vocabulary. Standard requirements: daily reading and vocabulary assignments, weekly quizzes, discussions on urban topics, and regular writing assignments. Upper division. TAUGHT IN CHINESE.

#### **204.A Practical Audio-Visual Chinese IIA (4)**

Beginning-intermediate Chinese language students improve their proficiency in speaking and listening through intensive training using audio-visual media. The objective is to develop correct pronunciation and common vocabulary. After becoming familiar with the vocabulary, grammar, and subjects of the tapes, the tapes are played again to develop full understanding of the content and the ability to speak correctly and discuss the topics of the tapes. Upper division. TAUGHT IN CHINESE.

#### **301.A Talks on Chinese Culture (4)**

Students use their previous knowledge of Chinese to address cultural issues and to venture from ordinary conversation topics to more challenging and intellectual issues that require a more adept use of Chinese. This course emphasizes speech performance and the appropriate use of idiomatic phrases and expressions. It is divided into discussion sections organized according to the chapters of the textbook, TALKS ON CHINESE CULTURE. Assessment is based on regular assignments and quizzes. Upper division. TAUGHT IN CHINESE.

#### **302.A New Radio Plays (4)**

This course offers spoken language instruction at a fairly advanced level. The plays used for instruction were recorded from radio broadcasts on the Police Radio Channel, with detailed glosses. The pinyin system of transliteration is used throughout the text. Discrete semantic units are separately represented by liaisons or monosyllabic blocks as needed. An average of 60 to 70 more annotations are added to each lesson, all written in English. Each lesson comes with 15 to 20 drill exercises to highlight the sentence patterns used, and all lessons are accompanied by 5 to 7 discussion questions. Upper division. TAUGHT IN CHINESE.

#### **304.B Newspaper Readings I (4)**

The course covers global news events of 1999 and 2000 and topics of recent interest such as native culture, environmental protection, MRT related issues, internet events, protests, and genetic science. The material selection, vocabulary, example sentences, and after-class activities are carefully designed to make the course not only practical and useful, but also interesting to students. Each lesson provides the body of a news report, vocabulary, special terms, model sentences, questions and answers, and discussion topics. Upper division. TAUGHT IN CHINESE.

#### **307.A Practical Audio-Visual Chinese IIB (4)**

Students improve their proficiency in speaking and listening through intensive training using audio-visual media. The objective is to develop correct pronunciation and common vocabulary. After becoming familiar with the vocabulary, grammar, and subjects of the tapes, the tapes are played again to develop full understanding of the content and the ability to speak correctly and discuss the topics of the tapes. The course covers 28 lessons in PRACTICAL AUDIO-VISUAL MANDARIN and AUDIO-VISUAL CHINESE II-B lessons 15-28. Upper division. TAUGHT IN CHINESE.

#### **314.A Far-East Everyday Chinese III (4)**

This course concentrates on words for daily communication; it aims to teach students meaningful Chinese and equip them with the ability to communicate with others using listening, speaking, reading, and writing skills. Phonetics, grammar, semantics, and pragmatics, as they affect students' learning performance, are all considered. The topics covered range from current economic issues to news and historical events, which helps students further understand Chinese philosophy and culture. The text book contains 435 Chinese characters, 912 new nouns, and 171 grammar points. Upper division. TAUGHT IN CHINESE.

#### **401.A Thought and Society (4)**

This advanced level course is designed to stimulate and develop language use in academic and professional situations. Students learn to exchange their views in Chinese and acquire a basic academic vocabulary and tone while commenting on abstract, social, and philosophical issues. Requirements are: daily reading and vocabulary assignments, weekly quizzes, regular writing assignments. Upper division. TAUGHT IN CHINESE.

#### **402.A Collected Radio Plays (4)**

In this advanced course students read radio plays and discuss the stories and the vocabulary words within. The radio plays are rich in colloquial sayings and are for Chinese speakers at advanced level. This set of materials is designed for training in the spoken language. Class time is spent developing active control of new vocabulary and patterns presented in the lesson. The teacher engages the students in conversation designed to elicit use of vocabulary and patterns presented in the play, correcting errors in pronunciation, vocabulary, and structure and emphasizing the students' sensitivity to intonation, diction, and the emotional

content of the dialogue. Students are given recordings of the radio dramas to listen to as supplementary material. Upper division. TAUGHT IN CHINESE.

#### **403.A Chinese Films (4)**

This course aims to improve the communication skills of students at the basic level by combining Chinese movies with in-class language learning. It uses movies to introduce basic grammar and vocabulary used in daily situations. The course doesn't aim for a thorough understanding of the movie dialogues; rather it uses the scenes in the movies as material for practicing speaking and applies the expressions students are studying to the situations in the movies. Using the movie clips and exercises, students complete listening, speaking, and writing assignments. Upper division. TAUGHT IN CHINESE.

#### **405.B Newspaper Readings II (4)**

This course covers news reports in different fields. The basic vocabulary required for this course is that covered in the Audio-Visual Chinese course. 2,100 new words, including basic and practical news words, 300 special terms, and 50 sentence models are presented. Students also learn the basic government structure, abbreviations used in news reports, and the Chinese and English names of major news agencies. At the end of the course students should be able to grasp the main idea of a news report, be familiar with the wording of news reports and the structure of the formation of Chinese terms, and understand the usage of functional words in Chinese and the differences between similar terms. Upper division. TAUGHT IN CHINESE.

#### **407.D A First Course in Literary Chinese (4)**

This course aims to enhance the students' understanding of literary Chinese (Wenyan), which denotes a style of writing characterized by the use of classical particles and syntax, but allowing the use of modern vocabulary. Wenyan includes classical Chinese and modern writing that uses classical elements, which is often considered more formal and more aesthetically pleasing than colloquial Chinese. Since Wenyan is so pervasive in contemporary written forms (newspapers and journals for example), it is suggested that students of intermediate level Chinese learn literary Chinese if they want to advance. The textbook focuses on the language of such classical texts as the Confucian ANALECTS, Lao Zi, early histories, Tang poetry, and the novel ROMANCE OF THE THREE KINGDOMS, written in an early modern style of Wenyan, which serves as a bridge to the study of contemporary Wenyan. Upper division. TAUGHT IN CHINESE.

#### **501.A Aspects of Life in Taiwan (4)**

This course prepares students to read authentic material written for educated native readers. The articles used are written in Taiwan and address readership and questions about what is wrong with society. The articles are intentionally controversial and are chosen to prompt students to practice expressing their agreement or disagreement with them. Upper division. TAUGHT IN CHINESE.

#### **504.A Chess King: A Novel (4)**

This course teaches students to read at an advanced level and to understand more usages of spoken Chinese. It focuses on the novel, *THE CHESS KING*, written by Xi-guo Zhang, which is a Chinese novel written for adult native speakers of the language, the colloquial vocabulary and style is easier reading for foreign students than newspapers and scholarly writings, and contains lively, natural dialogue that represents actual utterances that the student might hear in real conversations. Upper division. TAUGHT IN CHINESE.

#### **511.C Television News (4)**

This upper-intermediate course develops students' listening comprehension of journalistic style reports, oral expressions, and analytic ability. It uses pre-recorded audio-visual news reports covering almost all news subjects. Students view these materials before class and practice listening, speaking, and discussion abilities according to teachers' prepared vocabulary lists. Upper division. TAUGHT IN CHINESE.

#### **514.A Movies Review (4)**

This course aims to enhance students' ability to express critical opinions in Chinese through study of plot, performance, and dialogue in Chinese movies and from the angle of cultural observation. Outstanding directors in Taiwan, Hong Kong, and Mainland China, such as Hsiao-hsien Hou, Ming-liang Tsai, Kar-Wai Wong, Fruit Chan, Yimou Zhang, and Kaige Chen, and their films are studied. Upper division. TAUGHT IN CHINESE.

#### **517.A Business Topics Part A (4)**

This course focuses on business topics such as marketing, advertising, and running a business. Students learn a plethora of business vocabulary and sentence structures and are required to put it in application in their speeches, essays, class discussions, and homework. This is a rigorous and intense class designed for students with advanced Chinese. Upper division. TAUGHT IN CHINESE.

#### **518.A Business Topics Part B (4)**

This course focuses on business topics such as marketing, advertising, and running a business. Students learn a plethora of business vocabulary and sentence structures and are required to put it in application in their speeches, essays, class discussions, and homework. This is a rigorous and intense class designed for students with advanced Chinese. Upper division. TAUGHT IN CHINESE.

#### **711.D Literary Chinese Readings (4)**

This course is designed for students at the advanced level in modern Chinese to study literary Chinese, which is largely a written language quite different from modern vernacular Chinese. The textbook presumes an ability to read modern expository prose, with the use of dictionaries, and to function in a monolingual Chinese classroom. A glossary and grammatical aids in vernacular Chinese are used to help make the transition from modern Chinese to literary Chinese. The text consists of twenty selections arranged chronologically from the pre-Qin era to the Qing dynasty, plus two unglossed selections from the late-Qing and early-Republican period, both intended for students to practice their literary Chinese reading skills. Upper division. TAUGHT IN CHINESE.

#### **Courses taught in English:**

##### **145EU0001 Art in Taiwan (3)**

This course introduces Taiwanese art. Focus is on three aspects of the arts: fine art (painting, sculpture, architecture), dance, and theatre. The arts are discussed in their historical context. Field trips and visits to the exhibitions are included. Assessment is based on regular attendance and vigorous participation in discussion; presenting a paper on a topic related to the topics covered in class and written report and brochure, program, etc., about an exhibition, performance, or guided tour in which the student participates (10%). Upper division. TAUGHT IN ENGLISH. Not offered each year.

##### **145EU0002 Contemporary Taiwanese Fiction (3)**

Through in-depth reading and discussion of fiction and viewing of films, especially those of the 1980s (altogether 13 short stories, 5 supplementary critical essays, and 2 feature films), this course aims at introducing and accentuating the socio-political, socio-economic, national-ideological, ethnic, gender, and aesthetic issues galvanized during this decisive decade in Taiwan, which included among other events, the 1987 lifting of the almost 40-year long martial law. The class is composed of lectures, students' oral presentations on questions provided in the reader, and in-class discussions. Upper division. TAUGHT IN ENGLISH. Not offered each year.

##### **302EU0001 Modern China and the West (3)**

This course covers Chinese history from the 19th century to the end of World War II, focusing on Chinese contacts with the West and its nationalist sentiment. It studies Chinese modernization efforts in the 19th and early 20th century and compares the revolutionary movements of Taiping, nationalists, and the communists. Students participate in class discussions and are quizzed each week on what they have reviewed and learned. Upper division. TAUGHT IN ENGLISH. Not offered each year.

##### **102EU0001 Survey on Chinese Thought (3)**

This course surveys the early development of Chinese thought in the classical, Pre-Qin (pre-Ch'in) period (about 450-220 B.C.), and touches on major later trends. The backgrounds and teachings of the main schools and figures in Chinese philosophy are presented. Students preview the assigned materials so they can raise questions during the lectures. Two hours of lectures are followed by questions and discussion. A trip to Lungshan Temple in Taipei may be arranged, which provides a good view of popular Chinese religions. During the final part of the course, students give oral presentation on topics in classical Chinese thought based on their research projects. Upper division. TAUGHT IN ENGLISH. Not offered each year.

## **NTU Course Offerings**

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Students should consult the website at <<http://nol.ntu.edu.tw/nol/coursesearch/?lang=EN>> for more information about courses taught at NTU.