

**SAMPLE SYLLABUS #1**

**AP** Chinese Language

and Culture

®

# Curricular Requirements

The teacher uses Chinese almost exclusively in class and encourages students to do likewise.

**CR1**

The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the suggested course themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, Global Challenges; or another organizing approach integrating language, content, and culture.

**CR2**

The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

**CR3**

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4, 8, 9

*See pages:*

8, 9

The course provides opportunities for students to make cultural comparisons. *See pages:*

**CR4**

8, 9

Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.

**CR5**

The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text.

**CR6**

The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections.

**CR7**

The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text.

**CR8**

The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions.

**CR9**

**CR10** The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others.

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**CR11** The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others.

**CR12** The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations.

**CR13** The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations.

**CR14** The course prepares students to use the target language in real-life situations.

**CR15** The course provides students with opportunities to develop skills in handwriting Chinese characters and using a selected writing system (simplified or traditional characters) consistently in their writing.

**CR16** The course provides students with opportunities to develop keyboarding skills in Pinyin or Bopomofo.

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# Advanced Placement Chinese Language Sample Syllabus #1

**Course Overview**

This AP® Chinese Language and Culture course is designed for high school students who have successfully completed at least three years of Chinese courses. Through the course, students will further develop their communication skills and cultural competence. The goal of this course is that, by the end of the school year, students are expected to perform at the Intermediate range across the three communication modes; interpretive, interpersonal, and presentation as described in the *ACTFL Performance Descriptors for Language Learners*. They will be able to:

* Comprehend, interpret the Chinese websites, stories, articles they read, Chinese speeches, messages, songs they listen to, and the video clips they view.
* Use Chinese to actively negotiate the meaning among individuals, to participate in cultural events, and to engage in conversations in various occasions.
* Write messages, articles, and reports to address daily life, school life, and other topics related to each unit theme.
* Discuss and present their perspectives or views on cultural products and practices.
* Research and compare cultural differences between China and America. Topics may include education systems, career choices, entertainment, families, art, history, and geography, etc.
* Take the AP Chinese Language and Culture Exam.

## Instructional Objective

The instructional objective is to help students develop communication skills by creating authentic language environment and using multiple strategies.

The course is conducted almost exclusively in Chinese. **CR1** Students are regularly exposed to and engage with authentic auditory and video materials such as radio programs, TV news, movie clips, and online lessons to practice and improve their listening comprehension. They also have frequent opportunities to practice comprehending and interpreting conversations, announcements, instructions, messages, and reports on familiar topics.

Students are encouraged to use the target language and engage in conversations on an assigned topic as one of the routine class activities. They also participate in pair

discussions and presentations and create video clips, skits, and reports on various topics related to each unit’s theme. In addition, students are encouraged to actively participate in Chinese speech competitions and other cultural events held by the school and broader community.

Students have ample opportunities to read in Chinese. In addition to the textbook, they read authentic materials such as articles, short stories, advertisements, letters, posters, emails, signs, etc. from multiple media, including books, newspapers, magazines, and websites. The teacher uses various teaching strategies and tools such as differentiated instruction, thinking maps, rubrics, and guiding questions to have students engage in reading comprehension activities. Throughout the school year, students develop their high-level comprehension skills such as predicting, inferring, analyzing, comparing and contrasting, synthesizing, summarizing, and evaluating.

**CR1**

The syllabus must explicitly state that the course is conducted almost exclusively in Chinese.

Students engage in various writing activities and complete writing assignments including research reports, essays, stories, emails, notes, and diaries for different purposes. Most writing assignments are related to each unit’s theme. Students write both by typing and editing on a computer and by handwriting.

## Cultural Competence

The course helps students develop cultural competence by integrating Chinese cultural knowledge, practices, and perspectives into instruction. Students also develop a digital portfolio with artifacts and documents that demonstrate their language proficiency, cross- cultural awareness, and personal experiences using the target culture within and beyond the classroom. **CR14** Additionally, the course is designed based on the following six themes that make it possible for the teacher to integrate the target language, culture, and content into a series of lessons and activities. **CR2**

**CR14**

The syllabus demonstrates that students use the target

language in the classroom

**Unit Theme**

1. Families in Different Societies
2. The Influence of Language and Culture on Identity
3. Influence of Beauty and Art
4. How Science and Technology Affect Our Lives

or beyond to prepare for real-life situations.

**CR2**

The syllabus must explicitly list the six suggested course

themes and describe one or

1. Factors That Impact the Quality of Life
2. Environmental, Political, and Societal Challenges

As shown in the course planner below, there are 24 topics distributed under the six themes. Through thematic-unit instruction, students are guided and encouraged to discover Chinese culture as well as to compare differences and similarities between Chinese and American culture. They are also encouraged to use the target language to discuss complex topics such as global issues based on their cultural knowledge and competence.

## Course Skills

This course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes; Interpretive, Interpersonal, and Presentational at the intermediate-mid range as described in the *ACTFL Performance Descriptors for Language Learners*. Students will develop skills in the following eight categories: Comprehending Text, Making Connections, Interpreting Text, Making Meanings from Words and Expressions, Speaking to Others, Writing to Others, Presenting Orally, and Presenting in Writing. Each unit will incorporate activities that allow the students to demonstrate the above skills. As shown in the course planner below, there are various activities developed to address the course skills throughout the six units.

more sample instructional activities and sources per theme.

## Resources

The course uses Integrated Chinese by Yao, Tao-chung, Nyan-ping Bi, Liangyen Ge, and Yaohua Shi as the primary textbook. Multiple supplementary materials, including authentic audio, visual, audiovisual, and written/print sources are used to maximize students learning: **CR5**

**CR5**

The syllabus cites or

**Type Tittle**

briefly describes at least one example of authentic

**Primary**

**Textbook**

Liu, Yuehua; Yao, Tao-chung; Ge, Liangyen; Bi, Nyan-ping; Shi, Yaohua. (2010). *Integrated Chinese* 中文听说读写*.*

Boston: Cheng & Tsui Company.

materials from each of the following types of sources:

* 1. Audio (e.g., podcasts,

**Other Books** M.A., Yan Shen (2009). *AP Chinese Language and Culture.* New York: Barron’s.

Liu, Zepeng; Liu, Hui; Xu, Lin. (2007). *Common Knowledge about Chinese History* 中国历史常识*.* Beijing: Higher Education.

Liu, Zepeng; Liu, Hui; Xu, Lin. (2007). *Common Knowledge about Chinese Geography* 中国地理常识*.* Beijing: Higher Education.

Liu, Zepeng; Liu, Hui; Xu, Lin. (2007). *Common Knowledge about Chinese Culture* 中国文化常识*.* Beijing: Higher Education.

Shen, H. (2013). *Chinese Mythology and Legends* 中国神话传说*.*

Hefei: Huang Shan.

Tian, Yan; Chen, Zuohong. (2007). *Experiencing Chinese: Writing*

体验汉语写作教程*.* Beijing: Higher Education.

Xu, Jialu; Chen, Fu; Wang, Ruojiang; Zhu, Ruiping. (2008). *Jia You: Chinese for the Global Community* 加油*.* Beijing: Beijing Normal University Publishing Group.

Zhang, E. (2001). *Chinese Cuisine: Recipes and Their Stories* 中国典故菜肴集*.*

Beijing: Foreign Language.

Zhang, Y. (2002). *China: A Great Country in the East* 中国：东方大国*.* Beijing: Language & Culture.

radio programs, songs)

* 1. Visual; (e.g., charts, graphs, tables, maps, infographics, photos)
  2. Audiovisual (e.g., music videos, films, video clips, tv shows)
  3. Written/print (e.g., plays, short stories, poems, newspapers, magazines, blogs)

**Multimedia Materials**

**Main Web Resources**

Chinese movies, videos, and DVDs/VCDs.

[**http://zhongwen.com/**](http://zhongwen.com/)[**https://www.chinese-tools.com/**](https://www.chinese-tools.com/)[**http://baike.baidu.com/item/**百度百科](http://baike.baidu.com/item/%C3%A7%E2%84%A2%C2%BE%C3%A5%C2%BA%C2%A6%C3%A7%E2%84%A2%C2%BE%C3%A7%C2%A7%E2%80%98)

**http://zh.wikipedia.org/wiki/Wikipedia:%E9%A6%96%E9%A1%B5 AP classroom (provided by College Board)**

## Instructional Approach and Strategies

The course mainly uses the communicative approach that emphasizes interaction among the language learners, who learn and practice the language through the study of authentic materials and by interacting and negotiating meanings with their partners and the teacher using the target language. The teacher modifies lesson plans and teaching pace, and based on the students’ needs, the learning progress, feedback, and formative assessments.

## Vocabulary

Students are required to preview the vocabulary, phrases, and new sentences prior to each class. The teacher helps students learn how to use vocabulary and sentence structure correctly through various interactive listening, speaking, reading, and writing activities.

## Grammar

Relevant grammar notes are provided in each lesson, and grammar is taught in context, allowing students to deduce the rule and to appropriately speak and write following the rule. Various strategies such as guiding questions for reading and writing activities and making sentences are used to help students understand each grammar point better. The teacher regularly checks students’ use of sentence structure and patterns during their discussions and from the speaking and writing assignments they submitted, so that the teacher can adjust teaching content, activities, and pace accordingly.

## Handwriting

To develop students’ Chinese handwriting skills, they are required to write Chinese characters with pinyin on a regular basis. They also write sentences and short letters, descriptions, notes, fill out thought maps in Chinese characters, etc. during the course.

**CR15**

## Typing

To develop students’ word processing skills, they complete typed essays and PowerPoint presentations using a computer and then post onto Edmodo. They also use the target language to communicate with peers, teachers, and other friends who use Chinese via email or online chat. **CR16**

## Modes of Communication, Task Models, and Skills

As students work with the modes of communication listed below, they practice various task models with targeted course skills in each unit that familiarize them with what will be on the exam while helping them build linguistic skills and cultural competencies.

Task models are repeated across the units provided in the Course and Exam Description (CED). On average, 3–4 Listening and 4–5 reading task models are provided for students to practice in each unit. In addition, 4 free response tasks are provided for students to practice in each unit. Complexity in the task models is driven by content and increases throughout the year.

**CR15**

The syllabus must include at least one example describing how students practice writing Chinese characters on a regular basis, using a selected writing system consistently in their writing.

**CR16**

The syllabus must include at least one example describing how students use a standard keyboard to type Chinese characters and create text in Chinese.

|  |  |  |
| --- | --- | --- |
| **Modes of Communication** | **Task Models** | **Skills** |
| **Interpretive Communication** | **Multiple Choice** |  |
| Audio Texts (Listening) | Rejoinder | 1.A, 2.A, 3.A, |
|  | Transportation announcement | 3.B, 4.A |
|  | Voice message |  |
|  | School conversation |  |
|  | Radio report |  |
|  | Instructions |  |
|  | Uncontextualized dialogue |  |
| Print Texts (Reading) | Note | 1.A, 2.A, 3.A, |

Email about sequence of events Email describing location

Pen pal letter

Poster announcement Advertisement

Public sign Event brochure

Journalistic article Short story

3.B, 4.A

|  |  |  |
| --- | --- | --- |
| **Modes of Communication** | **Task Models** | **Skills** |
| **Interpersonal Communication** | **Free Response** |  |
| Speaking | Conversation | 1.A, 2.A, 4.A, |
|  |  | 4.B, 5.A, 5.B |
| Writing | Email reply | 1.A, 2.A (either |
|  |  | Story Narration or |
|  |  | Email Response), |
|  |  | 4.A, 4.B, 6.A, |
|  |  | 6.B, 6.C |
| **Presentational Communication** | **Free Response** |  |
| Speaking | Cultural presentation | 2.A, 4.B, 7.B, |
|  |  | 7.C, 7.D |
| Writing | Story narration | 2.A (either Story |
|  |  | Narration or Email |
|  |  | Response), 4.B, |
|  |  | 8.B, 8.C, 8.D |

## Assessment

Formative assessments include in-class observations by the teacher, homework, exit slips, and short quizzes, which will be frequently used throughout the course. At the end of each unit, students use Personal Progress Checks in AP Classroom as a formative assessment to see how they are performing and to identify areas of improvement. Personal Progress Check questions including multiple choice and free response questions are combined in a full form to assess student understanding of the content and skills of all the task models in a unit. Students will receive feedback based on formative assessments and personalized suggestions for improving their communication skills.

Summative assessments include a semester exam testing interpretive, interpersonal and presentational modes of communication, and a research project or other project that will be given to conclude the taught units. A rubric based on ACTFL’s Performance Descriptors for Language Learners will be used for the various projects, essays, oral tests, etc.

## Course Planner

Units/Themes

**CR2**

Week Topics Activities and Assessment

U1. Families in Different Societies 不同社会里的家庭

1. T1. My family 我的家Use the target language to introduce my family.
2. T2. Chinese and American Families

中国和美国家庭

Use the target language to describe a traditional Chinese family.

1. Use the target language to compare and contrast the similarities and differences of Chinese and American families.

Opening activity: Me and my family. 我和我的家人

Essay: I live in…

Vocabulary and Lesson Quiz

“Skit show”: students perform a skit “My family, Your family”

Research and Presentation: Four generations under one roof

四世同堂. After the presentation, students are encouraged to

discuss cultural perspectives on multigenerational households **CR3 CR12**

Research and presentation: Two generations family 两代之家

Essay: Differences and similarities between Chinese and American families.

中 美 家 庭 比 较 Discussion: 1) What are the main similarities and

differences between Chinese and American families?

2) How does the culture of a society influence families? **CR4 CR13**

**CR3**

The syllabus must describe at least two activities that focus on developing an

understanding of cultural perspectives as revealed in the products and/or practices of the culture.

**CR12**

The syllabus must describe an activity or a series

of activities designed to address at least one

learning objective within Skill Category 7.

**CR4**

The syllabus must include at least two instructional activities in which students make cultural comparisons.

**CR13**

Complete **Personal Progress Check** for Unit 1: Family in Different Societies in AP Classroom

The syllabus must describe an activity or a series

of activities designed to address at least one

learning objective within Skill Category 8.

Units/Themes

**CR2**

Week Topics Activities and Assessment

U2. The Influence of Language and Culture on Identity

语言与文化对个人身份的影响

4 & 5

6 & 7

T3. Celebrations

节庆

Use the target language to describe major celebrations.

T4. Famous figures in China (athletes, educators, artists, musicians,

poets, writers, etc.)

Discussion: How many Chinese festivals do you know?

Which is your favorite one? Why? **CR10**

Project/presentation: How do Chinese people celebrate the Mid- Autumn Festival? 中国人怎样庆祝中秋节？

Compare and contrast article: Chinese and American festivals Vocabulary and Lesson Quiz

Watch documentary movies about famous people in ancient and contemporary China (e.g., Yaoming, Kongzi, Qibaishi, Libai)

Group Research and Presentation: Choose one Chinese popular athlete or other famous figure to prepare and deliver a presentation about their life and contribution to

the society as well as their influence on the new generation

Skill performance: I want to become a famous …

Discussion: Do you know Yao Ming? Compare and contrast cultural perspectives reflected in the popularity of various sports and athletes in China

and the U.S. **CR3 CR4**

**CR10**

The syllabus must describe an activity or a series

of activities designed to address at least one

learning objective within Skill Category 5.

8 T5. Traditional Sports and Games in China 传统的中国体育与游戏

Use the target language to describe and discuss traditional Chinese sports and games.

Group Research and Presentation: Chinese sports and games

Skit performance: Do you like playing? 乒乓

Compare and contrast article: traditional Chinese and American sports and games

Vocabulary and Lesson Quiz

Complete **Personal Progress Check** for Unit 2: The Influence of Language and Culture on Identity in AP Classroom

Week 9: Mid-semester review and AP Chinese mock exam

Units/Themes Week Topics Activities and Assessment

U3. Influences of Beauty and Art 美与艺术的影响

10 T6. Cities, Historic resorts, Architecture

Use the target language to describe major cities, historic resorts, and architecture.

Discussion: Which Chinese city would you like to

visit the most? Why?

Email: Students email questions to a classmate regarding the Chinese city they would most like to visit. The receiver then responds to the questions posed

by their classmate. **CR11**

Essay: Discuss the cultural and/or historical importance of a famous architectural landmark or building in China.

Vocabulary and Lesson Quiz

**CR11**

The syllabus must describe an activity or a series

of activities designed to address at least one

learning objective within

1. T7. Operas and Movies

戏剧和电影

Use the target language to describe and discuss Chinese operas and movies.

1. T8. Literature

文学

Use the target language to engage in conversations about representative Chinese literature work.

1. T9. Art & Crafts

美术与工艺

Use the target language to describe and discuss Chinese arts and crafts.

Watch and discuss: In the movie *The Gua Sha Treatment*, how does the

cultural misunderstanding impact Xu’s life?

电影《刮痧》里，文化误解

如何影响到许家的生活？ **CR7** Presentation: Choose and introduce one Chinese movie

and provide your perspectives, thoughts, or views on it.

Vocabulary and Lesson Quiz

Introduce the four classical novels 四大名著

Essay: Which one of the Chinese four classical novels do you

like the most, and why?

你喜欢中国四大名著中的哪一 部 ？ 为 什 么 ？ Presentation: Do you know Li Bai?

你知道李白吗？

Discuss the main features of traditional Chinese painting.

Story narration:

看图写故事

Research on presentation: What is porcelain?

What is pottery?

瓷器与陶器

Skill Category 6.

**CR7**

The syllabus must describe an activity or a series

of activities designed to address at least one

learning objective within Skill Category 2 using an authentic source. The

source(s) must be cited or briefly described in the activity.

Complete **Personal Progress Check** for Unit 3: Influences of Beauty and Art in AP Classroom

Units/Themes Week Topics Activities and Assessment

U4. Factors that Impact the Quality of Life

影响生活质量的因素

1. T10. Population in China and the U.S. 中国与美国的人口

Use the target language to discuss the impact of population size and social structure on life quality

in China and the U.S.

Group project: Students use a variety of online sources to compare the population of China and the U.S (e.g.,

The size, the social structure, etc.). Students identify new vocabulary in the sources and deduce the meaning

of unfamiliar words using the context. **CR9**

中美人口数量和社会结构比较

Story narration:

看图写故事

Vocabulary and Lesson Quiz

**CR9**

The syllabus must describe an activity or a series

of activities designed to address at least one

learning objective within

1. Midyear Review AP Chinese Mock Exam

Skill Category 4 using an authentic source. The

1. T11. Life of Senior People

老年生活

Use the target language to discuss the life

of senior people.

1. T12. Youth Culture

青年文化

Use the target language to discuss the life of high school students.

1. T13. Food culture

饮食文化

Use the target language to describe Chinese major cuisines.

1. T14. Shopping

购物

Use the target language to address shopping.

Discussion: Who takes care

of the older people? Students identify the main idea and supporting details from

an article online regarding caretaking of older generations.

谁来照顾老年人？ **CR6** story writing 看图写故事Group Debate: Who takes care of senior people?

Discussion: Peer influence on schooling. Prior to the discussion, students read an online article regarding peer influence on education and identify the points of view represented in the article.

伙伴对学业的影响 **CR8** Discussion: Should high school students date?

中学生可以交男女朋友吗？

Essay: Why is there different cuisine in North China and South China? **CR13**

Essay: Chinese major cuisines

Presentation: Introduce a Chinese cuisine that you know the most about. **CR12**

Vocabulary and Lesson Quiz

Group Debate: Shopping online or at store? Why?

Skit performance: Shopping

Compare and contrast article: the advantages and disadvantages of using cash versus credit cards. Which form of payment do you prefer, and why?

specific source(s) must be identified in the activity.

**CR6**

The syllabus must describe an instructional activity

or a series of instructional activities designed to address at least one

learning objective within Skill Category 1 using an authentic source.

**CR8**

The syllabus must describe an activity or a series

of activities designed to address at least one

learning objective within Skill Category 3 using an authentic source. The

source(s) must be cited or briefly described in the activity.

Complete **Personal Progress Check** for Unit 5: Factors that Impact the Quality of Life in AP Classroom

Units/Themes Week Topics Activities and Assessment

U5. How Science and Technology Affect Our lives

科技如何影响我们的生活

1. T15. Internet

网络

Use the target language to describe the use of the internet and the impact technology has brought.

1. T16. Mail and Email

邮件和电子邮件

Use the target language to compare and contrast the use of conventional mail and email.

1. T17. Cash, credit card, and online bank

现金、信用卡和网上银行Use the target language to compare and contrast pros and cons of cash,

a credit card, and an online bank.

1. T18. The Four Great Inventions 四大发明

Use the target language to engage in a conversation about China’s contribution to the world.

1. T19. Health Care

保健

Use the target language to describe China’s major healthcare methods.

Essay: How has internet impacted our lives?

网 络 如 何 影 响 我 们 的 生 活 ？ Discussion: How to use the internet to facilitate our learning. 如何利用网络提高我们的学 习？

Discussion: Do you prefer to write a hardcopy letter or send an email? Why?

Group Debate: Should we use conventional mail

written by hand or email?

Discussion: Do you prefer using cash, a credit card, or an online bank? Why?

你更喜欢使用现金、信用卡 还是网上银行？为什么？

Presentation: Pros and cons of cash, a credit card, and an online bank.

Research & Presentation: What are the four great inventions? 什么是四大发明？

Story narration:

看图写作文

Vocabulary and Lesson Quiz

Discussion: What is food therapy?

Group Research and Presentation: Chinese traditional medicine

Vocabulary and Lesson Quiz

1. Mid-Semester Review AP Chinese Mock Exam
2. T20. Artificial Intelligence - AI 人工智能

Use the target language to engage in conversation about China’s contribution to the world.

1. T21. Green energy

绿色能源

Use the target language to explain green energy.

Discussion: What do you know about AI?

Research Presentation: How does AI impact our lives? How do robots affect our lives?

什么是绿色能源？ Presentation: Why do we need to promote the use of green energy?

Skill performance: What is green energy?

Complete **Personal Progress Check** for Unit 4: How Science and Technology Affect Our lives in AP Classroom

Units/Themes Week Topics Activities and Assessment

U6. Environmental, Political, and Social Challenges

环境、政治及社会挑战

1. T22. Plastic Pollution

塑 料 污 染

Use the target language to discuss plastic pollution.

1. T23. Animal Abuse

虐待动物

Use the target language to discuss the issue

of animal abuse.

1. T24. Global Warming

全球变暖

Discussion: What is plastic waste?

什么是塑料垃圾？

Research and Presentation: How does plastic pollution affect wildlife?

塑料污染如何影响野生动物看图写作文

Writing assignment: What steps can be taken to prevent humans from abusing animals?

Discussion: What are the most effective ways that can be taken to prevent animal abuse? **CR10**

Vocabulary and Lesson Quiz

Conversation:

What is global warming? What caused it?

Writing assignment: Write a report on the consequences caused by global warming.

Story Narration

看图写作文

Complete **Personal Progress Check** for Unit 6: Environmental, Political, and Social Challenges in AP Classroom

Units/Themes Week Topics Activities and Assessment

1. AP Practice Exam Interpretive Communication:

Audio and Print Texts

Interpersonal and Presentational Writing: Email and Story Narration

Interpersonal and Presentational Speaking: Conversation and Cultural Presentation

## Reference:

1. & 33 Final Project

年终项目

Students select a topic studied during the course and create

a video presentation. In their presentations, students are expected to make cultural comparisons related to the topic and demonstrate connections to two or more courses themes.

AP Chinese Language and Culture Course and Exam Description