A Report on an Internship with the Wall Street Zhongwen

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A Report on an Internship with the Wall Street Zhongwen

An Internship Report
Submitted to the Graduate Faculty of the
University of New Orleans
in partial fulfillment of the
requirements for the degree of

Master of Arts in Arts Administration

By
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ABSTRACT

The following internship report is based on my experience as administrative assistant to the Principal of Wall Street Zhongwen (hereinafter referred to as “WSZ”) during the spring semester of 2013. Wall Street Zhongwen is a Chinese-language school with a multifaceted mission and staff. It is based in the Financial District of New York City in the heart of Wall Street culture.

I will focus on a critical, descriptive analysis of the organization with a S.W.O.T analysis, best practices of educational institutions comparisons, and recommendations for the development of Wall Street Zhongwen.
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INTRODUCTION

This is the first time I have worked for a language-school Principal. The experience has provided to me both insight into, and a fascination with the business-agenda of art as most of my previous work has been associated exclusively with artists; the working people at Wall Street Zhongwen are wholly different from the musicians I have assisted. The staff in WSZ is a group of talented individuals with an assortment of masterful skills in painting, calligraphy, Kung Fu, Chinese philosophy, and health-training. Because the target customers are Americans or American-born Chinese, knowledge of both cultures is necessary. I was welcomed warmly by the Principal and have obtained many fruitful networking opportunities since interning at WSZ.

WSZ has artistic workshops and event for both children and adults in addition to its staple education program. My internship focused on the marketing, promoting, and structure of many classes and events. With the introduction of my friend Calvin Shoo, I got a chance to work closely with the founder of WSZ, Helen Liu, on many of her most ambitious ideas. I will give an overview of the business along with my own experiences and tasks concluding with the recommendations I find most suitable for WSZ in the future. I will also demonstrate the knowledge and skills I have learned from the Arts Administration Master’s program from the University of New Orleans, which I continue to practice in order to learn as much as possible in New York City.
CHAPTER ONE: ORGANIZATIONAL PROFILE

1. An overview of Wall Street Zhongwen

Area of Interest:

Education, business consulting, corporate training, art and culture programming

Tax Status:

Sole proprietorship

Mission statement:

WSZ is passionate about providing everyone who is interested in Chinese language, art and culture a platform to study within their budget. The goal is to help students advance their career, improve their Chinese communication skills, and most importantly, gain more wisdom from learning this ancient language and culture.
2. History of Wall Street Zhongwen

Wall Street Zhongwen (WSZ) was established in 2009 by Helen Liu in New York City. The school was founded to provide Chinese business training & consulting, including Mandarin/Chinese, Chinese Business Communication training, Chinese Art & Cultural training, as well as Chinese Business Consulting services. It concentrates on the operation of a unique, artistic, learning environment in the bustling heart of New York City’s Financial District. WSZ’s major ambition is to enhance and broaden the communication, transaction, and relationship platform between Eastern and Western businesses. Since its inception, WSZ’s philosophy has been that combining language, international business culture and art provides a unique public training superior to conventional education, emphasizing private training and small-group training for both corporations and individuals.

As per description given by Helen Liu, WSZ had three original inspirations: first, the 2008 U.S. financial crisis. The American economy was dealt a serious blow; thousands of Americans lost their jobs and struggled to find new sustenance. Helen believed that the education industry received the fewest hits from the recession. Second, faced with the increasing number of second-generation Chinese immigrants, many first-generation immigrants found it difficult to communicate with their children or grandchildren as they grew up in a primarily American society. The third reason depended on her personality and history: with extensive experience in finance, business, education, training, recruitment and contemporary art, Helen Liu decided to start a business which not only utilized her experience and skills to meet the needs of the market, but also matched her personal preferences and ideals.

The prototype of WSZ was a Chinese language program based in art and culture training catering to the working people in New York City’s Financial District. Helen Liu believed many
people possessed the desire to learn Mandarin/Chinese for personal fascination or to develop their communication skills with current or future Chinese business partners. After a one year trial operation, the she found that a one-on-one class was not the best teaching model for the market, and that group classes had higher demand and comparatively lower prices for individuals. In 2009, the major courses in the education program became group classes for adults. After running the Chinese classes for two years, the Principal observed that the adult class was hindered by a large number of flaws. The work schedule of adults in the Financial District is extremely unstable, some of them having to change their appointments every session in one semester. At the same time, the Principal found that many of her adult clients did not have a strong desire to learn Chinese or a high motivation, and thus, did not study consistently.

With the increase of market competitors, Chinese schools cannot rely exclusively on an adult education program in this situation. In WSZ’s third year, Mandarin/Chinese classes for children came into being. By the next year, the group class for children invariably began to supersede the adult class in attendance. Even when adult students do not have a stable schedule to go to class on time the children’s program remains uninterrupted as their structured time does not change from day to day. This extension provides much needed stability for WSZ, but the original intention is still strong. The corporate culture of WSZ was not simply education based on Chinese language, art and culture. Creating a viable platform to develop China-related businesses was always the essential aim of WSZ.
3. WSZ Program

3.1 Chinese class

- Chinese for adults

WSZ offers a multifaceted standard private class and group classes for students interested in Chinese for business, Chinese for children, and tutoring sessions for college students enrolled in one or more Chinese classes. Private classes are optimized to meet a student’s individual learning needs and can focus on students who wish to construct their own objectives. The Chinese standard group class possesses 6 levels: Beginner One, Beginner 2, Elementary, Pre-intermediate, Intermediate and Advanced. WSZ also designs quality group courses for motley customer needs, such as a Chinese group class for Asian-Americans. This class is designed for American-born Chinese that grew up within a Cantonese speaking family. There are three levels for this group class to help the students comprehend and communicate with daily usage of Chinese in relevant discourse.

The multifaceted system of language class in WSZ provides students with access to the fundamental logic and systems of the Chinese language in order to help them to reach their objectives in listening, speaking, reading and writing. By using the combination of current methods and materials, this class has also incorporated arts, history, and culture for a holistic and stimulating education process for students.

- Chinese for children

Since 2011, with the increasing demand of providing creative Mandarin education to children, WSZ operated a new program called "Chinese for Children". From as early as three years old, children have a remarkable ability to learn languages rapidly and efficiently. In order to catch that window of opportunity, introducing Chinese to children as a second language in the
correct way is especially important.

WSZ developed a series of techniques to teach children from 3 to 12 years old in both one-on-one and group classes. This program activates and theoretically sustains the children’s interest in learning Chinese with listening, speaking, reading and writing through a professionally written set of textbooks by Jinan University press. After the seriousness of textbook education, this class implements the use of Chinese arts, stories, poems, and games into the classroom according to their age and focuses time on memorably reinforcing what they have learned.

WSZ currently offers new options for lessons as well—Calligraphy, Chinese Ink painting, Tai Chi¹, Qi-gong², and Martial Arts³, as well as Chinese history. These lessons are for adults and children, but for children the emphasis is that learning Chinese is useful for the future, as well as fun. While children may not have the mindset to ponder the future, WSZ has developed innovative ways to encourage children to learn Chinese according to their interests, such as math, geography or history lessons in the Chinese language.

Starting in 2014, WSZ will offer three semesters of programs for children: Fall (Sep – Dec), Spring (January – June) and Summer (July – Aug). The Fall and Spring semesters are four months long, and 20 lessons in each section, with each lesson unveiling a different topic. For the summer program, the educational program focuses on the immersion of an intensive Mandarin learning camp. The weekday (Monday – Friday) morning and afternoon program is usually taught by teachers from China, who are working on their own Chinese Language and Literature programs. During the summer, Chinese art and culture workshops are also available for a special

¹ Tai Chi, an internal Chinese martial art practiced for both its defense training and its health benefits.
² Qi-gong, a practice of aligning breath, movement, and awareness for exercise, healing, and meditation.
³ Martial arts are codified systems and traditions of combat practices, which are practiced for a variety of reasons: self-defense, competition, physical health and fitness, entertainment, as well as mental, physical, and spiritual development.
weekend-curriculum with the goal of expanding cultural exposure.

- **Online classes**

  WSZ offers online audio and video Chinese classes for busy professionals. Students learn Chinese with a live or streamed online teacher and can practice Mandarin speaking with WSZ in one-minute Mandarin audio bites. This program was designed by Helen Liu, and for the few minutes of audio, each daily lesson is repeated four times per day and the entire week's series is repeated once again on the weekend for further student study. One-minute Mandarin radio was also created as WSZ special business program – “China Talk”. Every week Helen and WSZ's teachers will share one tip on how to do business with China or advice on how to keep your mind and body healthy.

### 3.2 Business Consulting

Wall Street Zhongwen provides Chinese business consulting services such as creative Chinese business training for individuals, corporations, head-hunters, interview-coaching services as well as finding talent for Chinese/Mandarin speaking professionals in real estate, education, travel, market research, cross-continental business projects and other projects.

### 3. 3 Art & Culture service

WSZ offers many options for arts lessons, such as Chinese calligraphy, Chinese music & instruments, Kung Fu, Tai Chi, and Qi Gong. On the weekend, WSZ focuses on the creation of a communication-platform between East and West, art and business, and wisdom and health.
4. Development

I assisted in crafting a strategy to establish a foundation under the name of WSZ. Since WSZ has hosted more than 300 events in the past 4 years, the Principal is starting to think about creating a new foundation to raise more money for arts & culture events. According to the future foundation, their objective will be to help over 30 artists raise money at their annual fundraising events through forums, performances, auctions, and parties. This should help extend WSZ’s reach even further into the artistic community.

5. Marketing

Google search and newspaper advertising are two primary staples for WSZ in marketing. For the free marketing, WSZ does promotion on Facebook, Eventbrite, craigslist, Meetup, and Asian in New York every time a new event comes out. WSZ has more than 2000 members on Meetup in 12 groups, and they also have up-to-date mailing lists from all past events. For upcoming new events, WSZ usually posts to their Meetup calendar, which can be observed on the homepage of WSZ’s website, as well as utilizing social media with Facebook, Eventbrite, and Asian in New York. After the events, participants or members use Flickr, Facebook and Meetup to update the photos or videos of their programs and projects.

In January of 2013, WSZ started working with Groupon to get more potential customers from the deal-of-the-day websites that feature discounted gifts. From February to March, without promoting on WSZ’s website or other social network, 17 classes were sold in total, with half of the profits are going back to Groupon.

For the print and press marketing materials, WSZ’s bookmarks and postcards are highly effective marketing materials. Featuring Chinese ink painting by WSZ’s art director, Lianjie
Zheng, a professional and versatile Chinese artist, living dually in both New York City and Beijing, these marketing materials are more like a work of art, which people admire and save.\textsuperscript{4}

\textsuperscript{4} Lianjie Zheng biography, \url{http://www.zhenglianjie.com/}
CHAPTER TWO: INTERNSHIP DESCRIPTION

As a marketing and administrative assistant for the Principal of WSZ, I provided departmental support for marketing and public relationship activities, planning, and organizing art & cultural events. Previous to this internship, I had been an assistant to musicians and producers, and I have also worked as a teacher in an arts school in China. This is the first time I worked for a professional education institution. The Principal of WSZ has plenty of ideas and ambition to promote Chinese art and culture through education and an assortment of events. After four years of development, WSZ has already accumulated a number amount of target customers. Much of my work was to achieve the more ambitious goals of WSZ and inject fresh vitality into the company as well. My daily duties included:

- Manage the day-to-day office functions.
- Maintain the school calendar, and coordinate meetings and appointments for the Principal.
- Prepare and coordinate document flow including receiving, routing, and filing of invoices, reports, correspondence, contracts and forms.
- Communicate with students, parents, and teachers.
- Update the WSZ’s website and Facebook, Meetup, Basecamp, YouTube, and other social media.
- Utilize independent investigation and analysis of new projects such as the summer program, nanny recruitment, and Feng Shui\(^5\) workshop, and then coordination and monitoring.

\(^5\) Feng Shui, a Chinese system of geomancy believed to use the laws of both Heaven and Earth to help one improve life by receiving positive qi.
• Perform sorting, filing, and cross referencing of old materials and documents. Establish a filing system.

• Organize customer registration records; and promote and design the newsletter.

• Assist the Principal in marketing and independently plan and promote the program.

1. Website

Because WSZ is a small business in need of growth, website maintenance is a major priority. The Principal is concerned with the website because it is her main method of communication to clients and potential clients. One of my main jobs at WSZ was to help Principal update the website weekly. I used a software program called WordPress most often. In my first week, I remade and refined the entire curriculum of the spring class schedule and since then the optimization of the scheduling and classes has increased. In my second and third week, I categorized the website navigation to make it clearer and easier to use. I also classified business and art training, consulting, and testimonials. Because this website was remade from an older design, I sorted through the different categories in order to consolidate the information more efficiently. I transferred ideas from the old website and infused newer ones into the finished project.
2. Design

While design was not a major element of my work at WSZ, I did re-examine and redesign a large portion of the paperwork and promotions, such as: the children’s attendance sheet, group class attendance sheet, invoices, and receipts. I cooperated with our primary designer, Xu Lan, to make our promotional posters and PowerPoint for workshops.

3. Programs

3.1 Health consulting program

WSZ also has many programs running simultaneously and I was in charge of the coordination and execution. The first program I worked on, part of the Heath Consulting Programs, was to promote a Kung Fu, Ta Chi, and Qigong teacher’s ideals and philosophies. WSZ hoped that students engaged with the health program would in turn assist WSZ with teaching the business training programs. Next, I wrote a portfolio for the Martial Arts teacher on our website and communicated with him for specific information on his classes and experience. I helped arrange the New Tang Dynasty Television Special Report on his work and relationship to our school Principal. A program very important to Helen Lui, the goal of the health program program is to use several ancient Chinese techniques such as Calligraphy, Feng Shui, Chinese ink painting, Chinese traditional music, and Chinese ancient poetry to improve a person’s life and health. A Feng Shui project that was established later on did have a positive turnout and review. I believe this was due to my role in working with the teacher, Li Li, being the holder of a PhD from Cornell University in Biophysics and my own poster design and placement. In addition to online postings, I found several strategic locations for pamphlets and posters.
throughout the Financial District and upper Manhattan.

3.2 Nanny Recruitment

In our school there are many parents that wish to get their children immersed in their studies, including hiring a Chinese-speaking employee in their household so that the children can practice their Chinese at home. From the contacts made through the Chinese classes, the Nanny Recruitment program was implemented. This was the second program I worked on, and the idea was to recruit Chinese nannies living and working in New York City to work at clients’ houses so that their children had someone at home to practice with. I first posted advertisements online, and after over ten nanny applications were received, we chose five of them for an interview. Requirements were at least one year of nanny experience, an undergraduate degree, and to be fluent in English and Chinese. Nannies were hired after a successful interview and background check. I developed the formal Nanny Application that including the agreement between parents and WSZ, and reviewed the application portfolios.

There was one case in the program that did not work out. A particular set of parents had introduced so many students to WSZ that they felt they should not be charged a recruitment fee for finding a nanny. Unfortunately, our Principal disagreed and in this instance WSZ lost a client.

3.3 Networking

In the next month the Principal attended a meeting with the China General Chamber of Commerce – U.S.A (CGCC), an organization with hundreds of paid members interested in doing business with China. At the monthly morning conference, WSZ provided support for the conference and I arranged a guest list and registration for the attending members, as well as
providing a professional copy including company cards for CGCC. After communicating and networking with the members of CCGC, I learned that several businesses want to work with China but require a liaison in order to do so. The classes and service WSZ provides can bridge the gap between the business communities of China and the U.S.

3.4 China Talk

The idea of China Talk, an online blog, is to provide our clients and potential clients with more knowledge about WSZ and in tandem promote Chinese philosophy to Americans. China Talk can be viewed in either Mandarin or English. The teacher records a few minutes of a topic about Chinese art and culture, or advice about business with Chinese. There are three major ideas of this program: business tips for potential clients, furthering Chinese language skills, and China Talk also helps build trust with viewers. My job in this program was to help the Principal pick out a relevant topic and record it. Then I would upload the file to YouTube, Facebook and the WSZ’s website. Over the three months I worked with seven episodes of the China Talk program, including the titles: Introduction of China Talk, Building relationships with Chinese people, Thinking Out of the Box, What is Face?, Deep Lung Breathing, and How to Build Trust with Chinese People.
CHAPTER THREE: SWOT ANALYSIS

1. Strengths

1.1 Chinese-Americans in New York

There are over 500,000 Chinese living in New York City\(^6\) since 2010, and their presence provides an important part of the huge melting pot of ethnicities and cultures that New York City is known for. WSZ provides an invaluable service for second-generation Chinese immigrants: multiple connections to their Chinese culture in an American society. As far as we know, the first generation Chinese face a common issue for immigrants: their children will not grow up in a strictly Chinese environment as they did, so certain cultural elements and colloquial language are lost to the younger generation. This leads many parents as well as single adults to search for morning and after-school programs to enroll either themselves or their children in order to preserve their cultural heritage. WSZ provides this specific and much needed service.

1.2 Chinese Business Demand

Another important emphasis of the program is the attention paid to business within the Chinese market. Whether it is making a deal with Chinese businessmen, learning the language for market expansion, or how to understand Chinese business ethics and etiquette, this is an essential element of WSZ's strength. Since such attention is placed on business, WSZ has a wide variety of clients. Many of these clients come from the heart of the Financial District, home to many clients looking to engage the Chinese business market, and which is also fairly close to

Chinatown. Most programs focus on one-on-one lessons, but group-tailored classes have recently been added for package deals.

1.3 Located in Financial District

Most Chinese schools in the area are in Queens or Brooklyn but WSZ operates its station in the heart of the Financial District, for the distinct purpose of conveniently drawing professional business men and women. These clients are interested in expanding their market to China and are easily able to afford classes. Their general mindset could be something of a “special interest” student taking their first class. If they are interested, they are willing to give the program a few tries to satiate curiosity. The WSZ’s school location is also very close to the subway; trains 4, 5, R, and One pass by, and it is near the famous Bronze Bull, and New York Stock Exchange, possibly obtaining new clients through spontaneity.

1.4 Close to Good Community

The clients who live in TriBeca and Battery Park area are very fortunate individuals; they have the ability to spend extra money on their children for private schools and activities such as dance class, sports, and music lessons. Learning another language or culture easily catches their attention when thinking of their child’s afternoon activities. Most of WSZ’s clients live in TriBeca and Battery Park or work in the Financial District. So not only is the location key for WSZ's initial success, but the location helps to sustain long-lasting relationships to the community, which can ensure its preservation.
1.5 Talented Team

Wall Street Zhongwen has been concentrating on seeking Chinese health, and art and culture masters to set up their own unique team; music, Feng Shui, Tai Chi, Calligraphy, and Kung Fu teachers that all share a common goal of bringing Chinese culture and arts to children and adults alike. There are lots different teachers, who in addition to teaching classes, also work on several workshops and events. These individuals are very talented, masters in their crafts, and are motivated by a desire to preserve and teach their philanthropic vision of preserving and teaching their crafts to younger generations.

1.6 Facility

The structure of the studio is very economical. Inside there is a closed portion restricted to office space and tutoring, but the majority of its 2000 square ft. space is dedicated to classes. Along the walls and on the tables are musical instruments, calligraphy ink and paper, Chinese textbooks, tea cups, tables, and yoga mats. The space comfortably allows for ten clients at a time so WSZ can host visitors in an interesting venue and quickly set up for classes with ease. In addition to her office, Helen Lui sometimes hosts classes at her loft in TriBeca, adding a second and more convenient location for many clients living in her own residential community.

1.7 TV interview and reports

Based on the large number of events featuring cultural and art seminars at its headquarters, WSZ has been the subject of numerous media reports. The media partners include New Tang Dynasty (NTD), Meetup.com, TVBS, and others. It is worth mentioning that the special report on Chinese art and culture is a long-term cooperation project with NTD. WSZ
introduces a different master to the TV show each time. The reports are very well received from the mainly Chinese audience.

1.8 Online Courses

In addition to the classroom, WSZ utilizes many contemporary ways of teaching. Online classes provide training videos and audio clips for learning Chinese and business methods at your own pace, and gradually allow people to learn about the organization and classes at no cost to them. These individuals, after enough viewings and searching, may turn into paying clients. The online classes extend the area from the Financial District to practical visits from any of the five boroughs and also allow student who are sick or on vacation to continue their studies or review for their next class.

1.9 Artistic Marketing Materials

Helen Liu, has a broad experience in the arts and so amalgamating business and art is a natural move for her. Because of her art experience, Helen Liu has good taste in the arts, giving the appearance of grandness and stability. Her marketing material is aesthetically sound and she has many good ideas as well. All of the pictures and materials are come from WSZ’s art director, Lianjie Zheng, with his copyright authorization.

1.10 Public Relations

WSZ often arranges events to promote WSZ artists or lend the WSZ brand and name to a high profile event that represents the philosophy of the company. Lianjie Zheng exemplifies a contemporary art lifestyle by living and working in both New York City and Beijing. WSZ has
sponsored many lectures, art classes, and artistic activities with him. One such workshop is “Calligraphy and Tea tasting with Lianjie Zheng” in 2012. This workshop not only publicized Lianjie Zheng’s philosophy of calligraphy but also provided a chance for WSZ’s students to communicate with each other to see who was interested in Chinese calligraphy.

1.11 Volunteers

The volunteers of WSZ come from different schools within New York and most of them are seeking their Masters degree in Chinese Language and Literature Education. Due to the professional background and passion for an education career from these young enthusiastic volunteers, WSZ always has new vitality injected into the core team. There are up to three volunteers on call for classes and events at all times.

2. Weakness

2.1 Website and Social Media

WSZ has many social media outlets such as Facebook, Twitter, Flickr, and YouTube, but they are not updated frequently and lack functionality with the WSZ website, which is given much more individual attention. A holistic approach would improve digital marketing, but first requires that the website’s primary and secondary functions are properly implemented with more concise details about the organization. Further examination and work in this aspect is needed.

2.2 Unsound Registration System

WSZ’s registration system is in need of attention. Events and classes have a sign-in sheet for all attendees and staff, so there are hundreds of records for students and people who have
attended WSZ's classes and events. After they signed in, the staff should transcribe the information into the computer. However, this clerical work is neglected, causing an increased workload for the company. Because of untimely and inaccurate record updates, most members and students don't receive timely WSZ’s communications.

2.3 Limited Number of Students

Busy adult students who work on Wall Street do not have a lot of time to study and they eventually stop coming to classes because of business obligations or gradual disinterest. As for children, the American families can't practice what their children have learned in class and it is difficult for the children to remember everything they have learned without practicing at home. From the parents’ perspective it may not be worth it to send their children to school if they feel their child is not progressing. Therefore, the clientele is unstable and it is very hard for teachers to construct a linear curriculum as students continuously come and go.

2.4 Unstable Team

WSZ has a great variety of tutors and artists working for it, but most of them are not stable employees. They usually get together for a specific program or event that is in their field and may continue to provide private classes for some clients, but they do not have a stable schedule for week-to-week classes. Many of them pursue careers elsewhere or have a business of their own and so they cannot focus completely on WSZ's projects, especially those that won't result in immediate benefits. Similar to the students, the teachers have a very high turnover rate which inevitably affects class schedules, students, and the overall foundation of the company.
3. Opportunity

3.1 Summer Camp

WSZ offers a summer camp lasting one month for 6 hours a day. There are two programs within the day: a morning class and an afternoon class, both of which are at the same level. In the first hour, “Story time” teaches character and basic Chinese principles and special topics. The second hour, Mandarin Intensive Class, is an arts and crafts program sometimes including music, games and is designed specifically for students to quickly improve their Chinese. WSZ invites experienced teachers from China to the summer camp for fresh perspective and methods. If the younger kids do not practice their Chinese regularly, their progress will falter and WSZ may lose them over the summer. There is more time during summer for the students and more flexibility for activities and trips. I believe that another summer opportunity is to support an existing summer program, one that is well established and respected. WSZ can provide teachers, events, and activities, supplementing the camp schedule with ease.

3.2 Online Management System

The use of the online management system will bring huge benefits to WSZ. Since 2013, after accumulating a large number of clients, WSZ has tried to use online payment systems alongside an online registration system. Utilizing online student management systems and Web-streaming devices will greatly help WSZ's online community facets. Currently, the trial run software includes Paypal, Eventbrite, and Basecamp. By using Paypal, WSZ provides more convenient service to their clients, and the students or parents can buy their products online directly. On Eventbrite, WSZ sale their workshop and creative events to their target audience.
This program have the similar function as Meetup, but more developed than Meetup. On this program WSZ could sale it’s product to the younger customers. As for Basecamp, it is a new online service for education school, their customer can use it organize their students’ class, homework and activities. On this website WSZ’s students not only can see their schedule and tasks, they can also communicate with each other. This program saves much time for teachers at WSZ and allows them to focus on planning for the class; instead of explaining what the children have learned at a parent/teacher conference, Basecamp allows a streamlined effect, where the platform to communicate with all of the parents is accessible at anytime and information is received accordingly.

3.3 Creative Events

The planning of new WSZ marketing programs that include sponsorship with the arts director and teacher such as the “Calligraphy Auction” promotes WSZ and benefits sponsors by selling their works of calligraphy at events. In order to publicize these events, a senior artistic reviewer has also been made a part of the new marketing strategy, focusing on untapped angles for exposure and publicity.

3.4 Corporate Training Program

In order to sell the programs of WSZ to bigger businesses the classes will be bundled up into several different packages: The Healthy Corporate Training includes Kung Fu, Tai Chi, and Qi-gong classes for stress relief and clear minds at work; The Art and Culture package includes Calligraphy, Chinese ink painting, and Chinese ancient music classes for peaceful hobbies; The Culture package includes the study and understanding of Daoism, Confucius philosophy, Feng
Shui, and Yi Jing\(^7\).

3.5 After school program

WSZ plans on providing after-school Chinese classes to the private schools of Manhattan such as Leman Manhattan, the Birch Wathen Lenox School, Avenues of the World School, York Preparatory School, and Dalton School. Far more private schools in Manhattan have started to provide Mandarin/Chinese in their after-school programs, and WSZ has the ambition and knowledge to sell quality after-school courses to the private schools of Manhattan. The first step is to cooperate with the school, give them a demonstration class for the after-school program to see if it is something they wish to pursue and then extended to the other areas of New York by the same method. This will allow the schools to see first-hand the multi-faceted programs the organization has to offer. This has the potential to be a long term and steady source of income for WSZ.

3.6 Children’s Festival

I believe an opportunity to sponsor one of the big children’s festivals in New York is a useful step for WSZ to take; there are many festivals to choose from, such as New York Int'l Childress's Film Festival, New York International Childers's Film Festival, and New York Children’s Theatre festival. WSZ has the artistic programs to readily support these events and it is a good way to expand their audience. WSZ can promote itself with posters cards, the package bundles and the interesting teachers. We could also begin to work with other groups to host smaller such events for the children.

\(^7\) Yi Jing, as a divination tool and as a philosophical text for seekers of wisdom
4. Threats

4.1 Other Chinese Schools in Manhattan

Searching for results from Yelp, there are 19 schools which provide Mandarin/Chinese classes in Manhattan, but on the bright side for WSZ, none of them have done a substantial amount of work on social media. Many of these schools, such as New York Chinese School, Chinese Classes New York City, and Chinese Public school, offer from beginner to advanced Mandarin/Chinese in Manhattan. After analysis I believe that the China Institute is one of WSZ’s biggest competitors, which was founded in 1926 and has a similar business model to WSZ. China Institute has better web design, and presents more exhibitions and programs about traditional and contemporary Chinese arts and culture. Additionally, China Institute offers original and traveling exhibitions include performing arts programs, lecture series, short courses, film screenings and workshops.

4.2 Private/Public schools in Manhattan

For the private/public schools in Manhattan, there are more and more schools providing Mandarin/Chinese class for their after school programs, so Wall Street Zhongwen is already losing many clients to these more convenient afterschool programs. For example, PS 310 in Sunset Park, Brooklyn launched Chinese bilingual programs aimed at native Chinese speakers in 2010. These schools and organizations are better funded and have more stable employees than Wall Street Zhongwen, so competition is difficult.
CHAPTER FOUR: BEST PRACTICE

1. Best Practice of arts and culture program

Fiona Hyslop, the minister for Culture and External Affairs of Scottish Government said, “Learning through the arts and culture creativity enriches education, stimulates imagination and innovation, and provides students with exciting and fulfilling experiences that they build on throughout their lives”.

In most Chinese institutions in New York City, more attention is given to the education program instead of the art and culture program because the former one can bring them more revenue. But without art and culture events or workshops, the students hardly understand or appreciate what they have learned. The best practices of WSZ are to help students maximize their language skills prior to school entry with creative solutions for the clients after work/school period. The education programs of WSZ emphasize on providing optimal art and culture relevance resources to maximize student’s learning with relatable examples and exercises, including health, Yoga, Qi Gong, and instrumental basis. Students and clients from WSZ are encouraged to understand the difference between eastern and western culture when they start benefiting from WSZ’s service.

8 http://www.creativeidentities.org
2. Best Practice of education Program

Thomas L. Friedman, author of The World Is Flat, illustrates a twenty-first century world that is very different from the one in which we were educated. To survive in this newer, globally competitive world, today's student will need creativity, problem-solving abilities, a passion for learning, a dedicated work ethic, and lifelong learning opportunities. Students can develop these abilities through instruction based on the best practices of WSZ, as the organization’s heart beats affirmatively with the teaching strategies of tomorrow for youngsters and adults.9

The education institutions in America are quite different from China, which are based on two distinct education methods. In China, the students from seven to eighteen years old usually spend at least six to ten hours of highly intense lectures and study at school (not including lunch) but in America, students are less pressured to study and go home earlier if they do not have any afterschool activities. Because of this, Chinese students study foreign language as a tool or skill while American students may see it as more of a recreation or luxury; American education is not particularly focused on world languages. Chinese parents like to push their kids to study even when the children are exhausted or uninterested because they feel the amount and quality of

9 Thomas L. Friedman, The World Is Flat: A Brief History of the Twenty-first Century, 2006
learning is extraordinarily important. WSZ adopts the gentler American method, believing the learning experience as important as the knowledge gained. Encouraging teachers to be creative and draw the students in, whether it is a corporate package or children’s class, WSZ does manage to find a balance between a fun and structured learning environment. For instance, the implementation of music in class allows the students a happy earning experience singing which helps them remember the Chinese words and phrases learned. WSZ has a student named Michael (who is my favorite student), and he always made sure when he saw me to tell me how much he like his Chinese name song. Every time new students arrive, he would insist the teachers sing their name song. WSZ also uses a Chinese animation TV show, which the kids like best; when the class is over, no one wants to leave. In the next class, some students would still taking about what happened in the previous episode. The children are enjoying their learning, which makes makes the staff of WSZ more at ease knowing their practices are working.

3. Similar school

The China Institute was founded in 1926 by both American and Chinese educators including John Dewey, Hu Shih, Paul Monroe and Dr. Kuo Ping-wen. According to their materials, it is the oldest bicultural organization operating in America focused on China. China Institute is an education/language school based on the fundamental premise of diversity and knowledge. It strives to provide a unique service in the education and corporate world in which both students and executives are familiar and aware of China’s influence in the competitive and

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10 China Institute, http://www.chinainstitute.org/
educational market. Its programs are diverse and plentiful. Teachers at China institute are constantly reminded of the creativity required to make a language school work, and as a result, a multitude of classes are present and inspired. The China Institute is a large organization and while it has a staff of teachers present, it participates in the STARTALK program (described hereafter) for its supply of new teachers.

According to their annual report in 2010, their executive programs for Chinese corporate and government officials yielded positive results, with an emphasis placed on China “going green” for the future (an activity was even planned and executed to clean several New York City parks)\(^\text{11}\). Many new initiatives were started in this year, including the China Impact Speaker Series, a 60-person event designed for American business and U.S.-based Chinese businesses to discuss mutual interests over a dinner-lecture. Another was the consolidation of a monthly e-newsletter started in February to continue their ongoing theme of interaction and communication.

The China Institute is a prime example of practices to follow. Its mission statement is to “advance a deeper understanding of China through programs in education, culture, business and art in the belief that cross-cultural understanding strengthens the global community.”\(^\text{12}\) This is certainly true even after a glimpse of their Children’s program, where the youngsters are exposed to Chinese language and culture in a magnificent way, usually including a class theme, such as cooking or singing to enhance the practicality of their learning. It also has many summer programs for children 3-8 where they are immersed in Chinese language and culture. Another successful summer program is Summer Study in China, in which 20 students from around the world are given the chance to live in Beijing, with a host family to further the immersion of the

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\(^{11}\) China Institute, http://www.chinainstitute.org

\(^{12}\) http://www.chinainstitute.org/about/mission-and-history
culture and language. The Beijing Yucai School teaches them over the six-week period and it is said to be the equivalent of one-year high school studying. This program is highly effective and rewarding for the students who do continue to study over the years, giving incentive and real-world experience.

The China Institute in many ways is an attainable goal for WSZ to emulate and WSZ does in fact succeed in many similar best practices. For example, when working with children in America, less pressure is placed on the student as far as a communal contribution, rather, the child’s uniqueness and individuality is more precisely valued. Students learning Chinese in America as opposed to students in China are given a less strict lesson plan with more variation and play. Language is not viewed as an art in China but WSZ manages to keep the student experience fairly upbeat and spontaneous. The Children’s curriculum is intertwined with songs, games, instruments, tea, and food, which is something the more renowned Chinese Institute practices extremely well. One class in particular focuses on the children cooking particular Chinese dishes while using Mandarin Chinese. This excellent focus gives the children a wonderful experience with the language as well as a highly social classroom environment to encourage learning. WSZ could host classes similar to dumpling-making, Lantern-making and the multiple field trips planned to keep the students interested and active.

Another program the two organizations share is a corporate package in which the institution provides trained teachers to teach a class of business Chinese language and idiosyncrasies. The China Institute operates this program at a class of no more than five, while WSZ would theoretically try to support a class of a dozen students. The China Institute’s method of teaching is more pragmatic and assertive as it ensures the clients involved feel they are not
only getting their money’s worth but the attention and tutelage they require. Thy also regularly hold events where businessmen and women can meet and discuss future plans of business. One of the major differences between The China Institute and WSZ is not simply age, but structure. WSZ can easily focus itself for the incredibly specific clientele by following the examples of its predecessor and bettering its foundational practices for a long-term experience with clients.

4. Similar program

“It was a fun, yet educational way to learn the language and culture. Truly the highlight of my summer! The teachers were understanding and energetic.”--STARTALK student participant

“This training program is the best to help teachers achieve and improve their goals.”--STARTALK teacher participant

STARTALK is a multi-million dollar, multi-year national project under the National Security Language Initiative (NSLI 2006). This well-funded program seeks to expand and improve the learning of increasingly relevant world languages that are overlooked in many US language programs. STARTALK’s mission statement is to enlarge the number of Americans learning and teaching what they foresee as critical foreign languages needed for future growth by providing both students and teachers in K-16 compulsory education with engaging summer experiences that strive to exemplify best practices in the language field. STARTALK focuses on

13 STARTALK https://startalk.umd.edu
the establishment of a solid knowledge base and best practices of Standards-based language learning and teaching, curriculum, instructional strategies, materials, assessment, and program evaluation.  

The National Foreign Language Center at the University of Maryland has been the administrative headquarters for STARTALK since its beginnings in 2007. STARTALK expanded its selection of languages from two to ten and exponentially grew from 34 to 156 programs in the short span of five years. The number of students enrolled in STARTALK programs greatly increased from 874 to 7,672, and the number of teachers who participated in teaching and class development grew from 448 to 1,583. Chinese has been the most learned and sought after language for both student and teacher programs in this five-year span.  

STARTALK teacher programs are well executed. Teachers address topics that meet the different needs of participants and there are several different methods that appear to be used, from individual to group-based. Workshop topics include standards-based teaching (Bangor Chinese School in Maine), assessment (Center for Applied Linguistics in D.C.), technology (Northern Virginia Community College), teaching methodology (Brigham Young University in Utah), immersion methodologies (Concordia Language Villages in Minnesota), and teacher leadership (Center for Applied Second Language Studies in Oregon). These programs ensure the teachers are collectively learning new techniques in order to keep classes at the highest quality possible for the students. The teacher programs provide an emphasis on the integration of theory and practice. A unique feature of the Mandarin Institute teacher program is the opportunity for teacher participants to teach real students in the classroom, so that their first on-site job is not
their first attempt. This Teacher Program is used to earn university credit and also teacher license requirements and it appears that much attention is given to the Chinese language program.\textsuperscript{14}

WSZ and STARTALK share many similarities. WSZ is clearly in STARTALK’s early stage but the programs share a unified outlook of bringing language education to people in places where the education programs are structured with a diverse learning environment for students. Opportunities are given to broaden horizons and education through effective learning courses designed for life-long utilization. Aside from staff and student numbers, the two organizations seem similar but WSZ separates itself with a few specific specialties.

\textsuperscript{14} Mandarin Institute, http://www.mandarininstitute.org/node/122
CHAPTER FIVE: RECOMMENDATIONS

Over all, WSZ wonderfully inspires its clients with Chinese art and culture programs. The ideal of WSZ is to amalgamate perfection between arts and business, using the remaining benefits as funding for artistic programs. The education program earns the most money while the arts and cultural sections earn a modest amount; though there is room for growth. When the Principal and staff come up with a creative idea for WSZ's program, a problem arises with the idea as well. The Principal can be strict in her methods and reticent to hear new ideas. The ideas and philosophy of WSZ are, however, truly wonderful. I learned a great deal from working with WSZ but when programs are executed there are a few things lacking. The ideas I will give should help the school last longer and become more effective for the future.

1. Management

Perhaps the most important issue for WSZ is the irregular management structure. While I assisted the Principal with many different tasks, there was not an evenly distributed internal division of labor. Employees seemed to casually come into being an instructor for an event and then eventually disappear. On many of the projects I did not feel that we were all working as a team, more like loosely collaborative associates. Much of this, I feel, is because of the constant coming and going of individuals for specific projects; when those projects are over or unsuccessful, they move on. This also makes it difficult to resolve problems between people. This leads to the Principal asking for more work from another employee at unusual times before or after an event. The key to repairing this infrastructure is a long-term operation change. An
appropriate adjustment of permanent staff and instructors would eventually solve this issue, but in the meantime the Principal can hold meetings more regularly and assign tasks evenly to a professional staff with goals for the month and quarter.

2. Marketing

Website

The model website has not been updated for a while, and even after several different designers and interns edit the database, the website lacks the original clarity and is not completely functional. The homepage of WSZ’s website has an unsightly appearance and content updates are entirely deficient too. The website does not have a uniform design style; the color does not comply with the set color theme, the font size and font in all page standards are not in sync, and navigation is not streamlined correctly. Categories are not straightforward enough, and there is a plethora of repeated information. The website copywriting is also in need of attention as there are no professional English expressions. Therefore, WSZ requires a fixed site designer to do regular maintenance while also hiring a native English-speaker to proofread the text. Perhaps this could be covered by a single website editor to do long-term work. Out of consideration for expenses, an in-school design major, and English major can do the job in less than a week over very few hours.

Social media

The idea to build up all kinds of social media for WSZ is good and motivational, but no employee took this responsibility as their own. Without consistently uploading information, it is very easy to lose viewers. Due to the lack of the employees who are familiar with all of the
functions of social media, the important disadvantage is consistently missing opportunities on the social media networks. Though long-term use of Facebook, Twitter and Flickr are still in the experimental period, as long as the clients follow their subscriptions, new postings, and the useful information about WSZ or Chinese learning WSZ can still reach many potential clients. My recommendation for WSZ is not that the content needs to be changed, but that the updating needs to be a priority every day. After a new public account on social media is set up with the intention of receiving followers the company should update it regularly. No matter what information is posted for the clients, the clients should feel that the whole company is putting great effort into their work and communicating that information as enthusiastically as possible.

Email

The email system of WSZ is in utter chaos. The Principal has more than a thousand friends and clients on her contact list and furthermore her personal account and the company account are not isolated from each other. Efficiently working with the Principal’s email box is impossible. When I have had to deal with information with the company’s account, we have to change computers or switch the account we are using. This is a frustrating problem that not only appears in the email, but also for the documents we need for school. My opinion is that a clean, tidy email system and file handling habit are very important for a small company. Regularly sorting through the email content and company files is not hard work and buying a efficiency of office software like Constant Contact is also a good way to ease the office workload. More useful tips of email marketing:

- Offer a free download or free gift to make people willing to add their email address to your list
● Send regular emails to your list
● Start a free monthly email newsletter
● Add audio, video and social sharing functionality to your emails

**Target Audience**

Initially, the company's target audience was people who work on Wall Street who are interested in Chinese art and culture. After a year they refined it as primary or secondary school students whose parents work near or around the Financial District. One year afterwards the regular students are identified as the younger students between 2-10 years of age. In this series of different attempts, I think there is a clear target audience that is extremely important for WSZ. Based on comparison a similar school it’s proportion of adult class and children’s classes-a school that has years of experience-propose that the target audience of WSZ be kids between five to twelve years old. Middle and high school teenagers in Manhattan make a better fit for the corporate program.

**In-person Networking**

Networking is about asking for advice and information. It is about talking to people, creating opportunities to exchange information and viewing relationships as ways to be mutual resources for each other. What the Principal of WSZ has done in personal networking includes registering for a conference, introducing WSZ’s business to other local business owners, planning a local business workshop, among other methods. But when I was working for the Principal of WSZ, I noticed that she does not have an efficient method to stay in contact with our potential clients. Faced with hundreds of business card and friend requests from the internet, how could
someone remember WSZ? I found some recommendations from the "Network guild" of Davidson College for her personal networking:\(^5\):

Step 1: Have a clear objective.

Step 2: Develop your approach script

Step 3: Make a list of your contacts.

Step 4: Contact your connection and ask for an appointment.

Step 5: Have your meeting with your contact.

Step 6: Write or email a thank you note.

Step 7: Follow up with your contacts and nurture the relationship.

**Programming**

Successful implementation of the Bilingual Education School will require dedication and innovation. Developing staff capacity, engaging communications between students and school, distributing resources equitably, and creating new sections in education are critical for the success of WSZ.

For more recommendation for WSZ education programs, I recommend:

1. WSZ education programs should be focused on addressing the professional training and development of educators working with middle-school age students.

2. “Successful language education programs will require increasing numbers of properly certified bilingual education and world language teachers and administrators”\(^6\). Using innovative

\(^5\) Office of career center, Davidson College. “Networking Guild”.

\(^6\) A report of the bilingual education and world language commission.
strategies and incentives to recruit, hire, and develop a diverse workforce of teachers is another way to help keep the school stable and growing fast.

3. Research\(^{17}\) shows that the more parents and teachers share relevant information with each other about a student, the better equipped both will be to help that student achieve academically. So improving interactions with social media or traditional communication platform is a good two-way communication between families and schools. Effective communication strategies involve\(^{18}\):

- **Initiation:** Teachers should initiate contact as soon as they know which students will be in their classroom for the school year. Contact can occur by means of an introductory phone call or a letter to the home introducing yourself to the parents and establishing expectations.

- **Timeliness:** Staff should make contact soon after a problem has been identified, so a timely solution can be found. Waiting too long can create new problems, possibly through the frustration of those involved.

- **Consistency and frequency:** Parents want frequent, ongoing feedback about how their children are performing with homework.

- **Follow-through:** Parents and teachers each want to see that the other will actually do what they say they will do.

- **Clarity and usefulness of communication:** Parents and teachers should have the information they need to help students, in a form and language that makes sense to them.

4. Training staff should have a good habit of keeping the facility clean for the next class and

\(^{17}\) A Union of professionals, American foundation of teach *Building Parent-Teacher Relationships*, 2011.04

5. Because these are young students, healthy snacks should be available to them during breaks.

6. Online videos should be able to give advice and information readily and instructors should search for interesting news in their field to give fresher topics to for inspiration in classes.

7. Create new enrichment, support, and extended learning programs. Prepare the facility for what the children respond to. For instance, if the students prefer the role-play for learning, more props such as a head-dresses should be obtained to continue the preferred style of learning in order to make the children feel more comfortable and thus increase their learning capability.

8. Maintaining the class learning and homework synchronization. This will ensure that the children will continue learning in the classroom and at home, sustaining and improving their knowledge from workshops and classroom.
CONCLUSION

For a small, bilingual, for profit education institution, many factors can lead to its life and death. If a large-scale educational institution fails an endeavor or project the founder may use the benefits of other more successful projects to balance this downfall and perhaps help the company break even, while smaller educational institutions cannot afford this and inevitably every decision becomes critical. WSZ is a company where every choice matters. From communication with the employees, teachers, and students, I learned more than how to be a successful business woman, but also how to be a successful person. In a small business, the factors, rewards, and consequences created by the people in charge of the company plays the most important and responsible role. Developing good personal habits, maintaining a positive disposition, treating your colleagues well, and confidence in your choices at work are very important for success.

I have seen first-hand the troubles that can arise from lack of cooperation and communication. An appropriate split of the rewards is essential to maintaining your word and the loyalty of your staff. Collaborations are good, but there should always be a clear outcome if the goal is reached. As a new small educational institution, it is good for it to have several expanding artistic experts and specialized teachers but if the company cannot afford this, a more general staff may be required. This will lead to greater earning potential and collaborations with other artists in the future.

A good reputation is the key for a company to achieve its ideal long-term win-win situations. Thinking ahead and clever innovation are valuable mindsets for small and medium enterprises, but innovation must be grounded in reality. Steadily expand step-by-step to exalt the company in a pragmatic and patient way.

Spending three months in WSZ was a very valuable and rewarding time for me. For what
I have learned is worth much more than three months’ time or money. As a long-time music enthusiast and pupil, I have retained an interest in running an educational institution. In my undergraduate studies many of my peers were so specialized they missed the holistic truth of the working world. Employers want a balanced employee, capable of many options, and with the potential to rise throughout the company. This internship has given me a chance to clarify my career goals by practicing and learning new skills in order to obtain a well-rounded work experience. I want to continue pursuing new and exciting experiences in this vast, artistic world. This will lead to a greater and more fulfilling career.

Finally, I have seen that many of the principles and structure needed to operate an organization is much like managing an artist. The artist can be fickle, impatient, brilliant, hard-working, optimistic or lethargic. How well one operates an educational institution is dependent on the founder commiserating with the talent, being calm and patient, enduring both fair and treacherous weather and most importantly, turning all opportunities to the organizations and the students benefit. If you want to become a qualified agent or the manager of a prosperous company, more learning, thinking, lessons from defeat, and compassion for your students or employees is always in line with the direction of the brightest light; by this practice, you will never get lost.
WORKS CITED

Wall Street Zhongwen, www.wallstreetchinese.net


Creative Identities, http://www.creativeidentities.org

China Institute, http://www.chinainstitute.org/

STARTALK, https://startalk.umd.edu


Office of career center, Davidson College. “Networking Guid”.

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Appendix A: Board and Staff

Helen Liu, Principal, Founder
Rose (Shiying) Wang, Executive Director
Lianjie Zheng, Artistic Director
Jenny Guo, Administrative Assistant
Alex (Lin) Shang, Chinese Language trainer
Qianqian Zhu, Chinese Language trainer
Melene Niu, Chinese Language trainer
Zhou Qing, Chinese Language trainer
Yalin, Chinese Language trainer
Wenting Li, Chinese Language trainer
QX Wang, Calligraphy/Chinese Ink instructor
Zheng Lianjie, Calligraphy/Chinese Ink instructor
Guan Zhiyuan, Calligraphy/Chinese Ink instructor
Du Changsong, Chinese instrument instructor
Frances Lee, Fengshui master
Fengxiao Liang, Kung Fu master
Appendix B: Marketing material

Rain, frog, flower with memory (2010), Zheng Lianjie
Ink & acrylic on rice paper, 90 x 49 cm

provides Chinese language, business
communication, art and culture training,
and much more.

Ink painting by artist Zheng Lianjie

Bridges the East and West by
learning Chinese language,
culture and art
WALL STREET ZHONGWEN

INVOICE

Date: February 15th, 2013

Bill to:
Santiago Stelley Studio
2 Gold Street, suite 2405
New York, NY 10038

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<th>Description of work</th>
<th>Hour</th>
<th>Total ($)</th>
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<td>Casting assistance</td>
<td>5 hours</td>
<td>@$10.00/hr</td>
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Amount Due 50.00

(Please make check payable to Wall Street Zhongwen within 5 working days)
Date: February 11th, 2012

Issue to: John Dowd
31 Morisson Ave
Staten Island

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<td>Learning materials:</td>
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<td>Short term spoken Chinese with CD</td>
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Total Amount $825.00
# Client Registration Form

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| Start Date | /   / |
| Registration Fee | $ 100 |
| Retain payment | $ |

**Payment Method**
- □ Cash
- □ Check
- □ Credit Card

**Note:** Please make the payment to “Wall Street Zhongwen.”

**Regulation**
- Minimum charge per project is $500, 50% must be paid in advance as retain.
- Full payment must be paid when the a suitable candidate is selected by the client.

I hereby acknowledge the payment of the service above and the regulation of Wall Street Zhongwen speaking Service.

Signature__________________  Date___________________
### Appendix D: Curriculum
**Happy Chinese 5-6 years old  Spring 2013**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Learn Topic</th>
<th>Characters &amp; sentence (45 min)</th>
<th>Sing &amp; song (45 min)</th>
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</table>
| 1 | Greetings & Self-introduction | A. Pinyin – initials  
B. Chinese writing-stokes  
C. Self-introduction  
D. Greetings role play  
E. What is this? What is that? | A. Hello song  
B. Alphabet song  
C. Chinese poetry reciting  
D. Game 1 |
| 2 | Number & family | A. Pinyin – initials  
B. Chinese numbers & math (plus, minus)  
C. Family members  
D. How much? How old are you? | A. My good mother song  
B. Digital poetry  
C. Painting my mom/Dad  
D. Game 2 |
| 3 | Festival & Chinese Zodiac | A. Pinyin – finals  
B. Chinese festival  
C. 12 Chinese Zodiac signs  
D. What’s your Zodiac? What’s your favorite festival? | A. Happy New Year song  
B. Chinese Paper-cutting  
C. Chinese New Year cartoon  
D. Game 3 |
| 4 | Time & color | A. Pinyin – tones  
B. Date and time.  
C. Colors in writing  
D. What’s the time? | A. The song of seven-color light  
B. Chinese poetry reciting  
C. Game 4 |
| 5 | Nature & four seasons | A. Pinyin – tones  
B. 5 elements of earth characters – making flashcards  
C. Four seasons  
D. What do you like? | A. Where is spring song  
B. Video of 4 season in China  
C. Story time  
D. Game 5 |
| 6 | Body & clothes | A. Body part  
B. What are you wearing today?  
C. Body and clothes  
D. Where are you from? What do you do? | A. Clapping song  
B. Draw my clothes  
C. Story time and role play  
D. Game 6 |
| 7 | Review 1 | A. Grand review of Pinyin  
B. Flashcard competitions  
B. Pinyin Review  
C. Role play – sentences review | A. Calligraphy & ink painting  
- writing characters learned  
B. Chinese poetry reciting  
C. Number competitions  
D. Game 7 |
| 8 | Location & directions | A. Location characters  
B. East, West, South & North  
C. Left, right, top, bottom, Front, behind  
C. Where is xx? where are you going? | A. Location song  
B. Video about big city  
C. Story time and role play  
D. Game 8 |
| 9 | City & transportation | A. Famous cities/ Countries  
B. The name of Transportation  
C. Verb about transportation  
D. How can I go to xx? | A. I love Beijing song  
B. Story time and Role play  
C. Chinese poetry reciting  
D. Game 9 |
| 10 | Field trip | A. Nature & spring | A. Learn happy song on the way  
B. Game 10 |
| 11 | Occupation & ideals | A. Occupational classification  
B. My favorite job  
C. Role play  
D. Who do you want to be? | A. Nursery rhymes from classical music  
B. Story time and role play  
C. Arts and craft  
D. Game 11 |
| 12 | Nature & Weather | A. Characters of weather & seasons  
B. Verb about weather  
C. Figure weather  
B. What do you like? Why? | A. Four-season song  
B. Role play Clothing & seasons  
C. Make a leaves specimens  
D. Game 12 |
| 13 | Animal & Earth | A. Animal in writing  
B. Product of nature  
C. Where are you from? What do you do? | A. Guess season  
B. Yin & Yang  
C. Story time  
D. Game 13 |
| 14 | Household goods & Sports | A. The name of house hold goods  
B. What sports do you like  
C. Adjective about sports  
D. How xx can you xx? | A. Boating song  
B. How to use Chopsticks  
C. Move up  
D. Game 14 |
| 15 | Review 2 | A. Flashcard game with characters  
B. Character posters | A. Songs review  
B. Chinese poetry review  
C. Game 15 |
| 16 | School & home | A. Characters about school  
B. Living rooms, kitchen, bedroom  
C. What’s your school? Where you live? | A. I love my home song  
B. Your school (drawing)  
C. Story time  
D. Game 16 |
| 17 | Emotion & preferences | A. Characters of emotion  
B. My hobby  
C. Improvisation  
D. What’s your hobby? | A. Are you happy song.  
B. Draw four mood  
C. Role play  
D. Game 17 |
| 18 | Historical Sites & place | A. Map with Chinese characters  
B. Learn characters with picture  
C. What do you like to do? | A. Great wall song  
B. Jigsaw puzzle  
C. Arts and crafts  
D. Game 18 |
| 19 | Theater & performance | A. Chinese classical play  
B. The basis of performances  
C. Performance time | A. Arts and craft  
B. Performance time  
C. Game 19 |
<p>| 20 | Final | Final Presentation to parents | Performance |</p>
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</table>
| 1      | Number      | A. Counting numbers  
B. Greetings role play | A. Hello song  
C. Number poetry |
| 2      | Color       | A. Identify seven color  
B. Draw a rainbow | A. Seven-color light song  
B. Story time |
| 3      | Color & number review | A. Class review  
B. Draw a rainbow | A. Seven-color light song  
B. Story time |
| 4      | Animal      | A. Characters of Animal  
B. plant of nature | A. Two tigers song  
B. Arts and craft |
| 5      | Body        | A. Identify body parts  
B. Where is xx? | A. Clapping song  
B. Story time and role play |
| 6      | Animal & body review | A. Class review  
B. Hand Drawing? | A. Clapping song  
B. Story time and role play |
| 7      | Weather     | A. Characters in weather  
B. What are you wearing today? | C. Clapping song  
D. Story time and role play |
| 8      | Food        | A. The name of the food  
B. What do you like to eat/drink? | A. Chinese song “Wa Ha Ha”  
B. Arts and craft: colorful drinks |
| 9      | Weather & food review | A. Class review  
B. Art and craft | A. I love Beijing's Tiananmen Square song  
B. Chinese poetry reciting |
| 10     | Music       | A. Seven notes of music  
B. How to singing | A. Qiyin Song  
B. Story time and role play |
| 11     | Earth       | A. Characters of Earth  
C. What’s on the earth? | A. Little Swallow song  
B. Chinese poetry reciting |
| 12     | Music & Earth review | A. Class review  
B. Cartoon about earth | A. Chinese song “Lost towel”  
B. Chinese poetry reciting |
| 13     | Family      | A. Family members  
B. Role play | A. My good mother song  
B. Draw my mom/dad |
| 14     | Sports      | A. Characters of sports  
B. Body movement | A. Clapping song  
B. Chinese poetry song |
|   | Family & Sports review | A. Class review  
|   |   | B. Draw a creature  
|   |   | A. School song  
|   |   | Chinese poetry and song  
| 15 | Fruit | A. What fruit do you know?  
|   |   | B. Draw a fruit  
|   |   | A. Find a friend song  
|   |   | B. Story time  
| 16 | Plant | A. Characters of plant  
|   |   | B. Learn characters with picture  
|   |   | B. Chinese song Jasmine  
|   |   | C. Arts and craft  
| 17 | Fruit & plant review | A. Class review  
|   |   | B. How to take care of plant?  
|   |   | D. Little star  
|   |   | Chinese poetry and song  
| 17 | Singing | A. Learn little instrument  
|   |   | B. Characters in music  
|   |   | A. Sing in a mini band  
|   |   | B. Game time  
| 18 | Dance | A. Reading story  
|   |   | B. Play a game in a role  
|   |   | A. Puzzles game  
|   |   | B. Art and craft: make a prize  
| 19 | Final | Final Presentation to parents  
|   |   | Performance  
| 20 |   |   |   |
### Chinese for Children After school program 7-12 years old

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<td>B p m f d t n l</td>
<td>Lesson 2. Body parts</td>
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<td>Lesson 4. Location</td>
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<td>combinations</td>
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<td>Review</td>
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<td>Write full name</td>
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| 1      | A. Writing: Numbers & Greeting  
B. Reading: Chinese History A |
|        | A. Video Story: Ugly Duckling  
B. Topic: Self introduction |
|        | A. Sing a "Ni hao" song  
B. Chinese poetry reciting |
| 2      | A. Writing: Body Parts  
B. Reading: Chinese History B |
|        | A. Video Story: Pinocchio  
B. Topic: What’s lie? |
|        | A. Clapping song  
B. Jigsaw puzzle |
| 3      | A. Writing: Nature & month  
B. Reading: Chinese Art A |
|        | A. Video Story: Alice  
B. Topic: What’s the different of 12 month? |
|        | A. Chinese poetry reciting  
B. December flower |
| 4      | A. Writing: Review  
B. Reading: Chinese Art B |
|        | A. Video Story: Cinderella  
B. Topic: My favorite story. |
|        | A. Alphabet song  
B. Riddles |
| 5      | A. Writing: Weather  
B. Reading: Chinese Culture A |
|        | A. Video Story: Father Noah’s Ark  
B. Topic: What is the different of four season |
|        | A. Guess season  
B. Chinese song “Where is spring” |
| 6      | A. Writing: Animals & Colors  
B. Reading: Chinese Culture B |
|        | A. Video Story: Dumbo  
B. Topic: What do you do in the zoo? |
|        | A. Chinese song “Jasmine”  
B. Chinese poetry song |
| 7      | A. Writing: Direction  
B. Reading: Chinese Geography A |
|        | A. Video Story: Snow White  
B. Topic: What country do you know? |
|        | A. Chinese song about direction  
B. Arts and craft : Brush painting |
| 8      | A. Writing: Review  
B. Reading: Chinese Geography B |
|        | A. Video Story: The Big Bad Wolf  
B. Topic: My favorite place. |
|        | A. Flashcard games  
B. Chinese song “Great Wall Ballad” |
| 9      | A. Writing: School  
B. Reading: Chinese four great inventions |
|        | A. Video Story: Little Hiawatha  
B. What do you do at school? |
|        | A. Chinese chess  
B. School song |
| 10     | **Field trip**  
B. Topic: Where is my favorite place. |
|        | A. Learn happy song on the way  
B. Game 10 |
| 11     | A. Writing: Transportation  
B. Reading: Chinese Architecture |
|        | A. Video Story: Music-land  
B. Topic: My favorite music/painting |
|        | A. Chinese song “Little car”  
B. Games |
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<td>B. Make Mine Music</td>
<td>Talk about your Chinese/American Zodiac</td>
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<td>A. Peculiar Penguins</td>
<td>My favorite historical sites.</td>
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<td>A. So Dear to My Heart</td>
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<td>B. The Three Little Pigs</td>
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<td>B. Chinese City</td>
<td>A. Role play</td>
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<td>B. Chinese Myths</td>
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<td>B. Game</td>
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<td>B. Chinese food</td>
<td>A. Chinese song “Singing smile”</td>
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</table>
| 1      | A. Writing: Stokes 1  
B. Reading: Chinese Classical Literature A | A. Video Story: Donald Duck  
B. Topic: Self introduction | A. Alphabet song  
C. Chinese poetry reciting |
| 2      | A. Writing: Stokes 2  
B. Reading: Chinese Classical Literature B | A. Video Story: Donald’s happy life  
B. Topic: How to be happy? | A. Digital poetry  
B. Painting my mom/Dad |
| 3      | A. Writing: Economic  
B. Reading: Chinese news for children A | A. Video Story: Micky Mose  
B. Topic: What’s the different between 12 month? | A. Happy New Year song  
B. Chinese Paper-cutting |
| 4      | C. Writing: Agriculture  
A. Reading: Chinese agriculture | A. Video Story: The Complete Pluto  
B. Topic: My favorite story. | A. The song of seven-color light  
B. Chinese poetry reciting |
| 5      | A. Writing: Physical  
B. Reading: Chinese children's theater excerpts A | A. Video Story: Song of the South  
B. Topic: What is the different of four season | A. Where is spring song  
B. Video of 4 season in China |
| 6      | A. Writing: Geography  
B. Reading: Chinese Childers's theater excerpts B | A. Video Story: Funny little bonny  
B. Topic: What do you do in the zoo? | A. Role play  
B. Game 6 |
| 7      | A. Writing: Review  
B. Reading: Chinese news for Children B | A. Video Story: Genius wild wolf  
B. Topic: What country do you know? | A. Chinese poetry reciting  
B. Number competitions |
| 8      | A. Writing: Entertainment  
B. Reading: Chinese Geography B | A. Video Story: Felix the cat  
B. Topic: My favorite place. | A. Location song  
B. Video about big city |
| 9      | A. Writing: Education  
B. Reading: Chinese classical Children story A | A. Video Story: Daffy Duck  
B. What do you do at school? | A. I love Beijing song  
B. Chinese poetry reciting |
| 10     | **Field trip**  
A. Video Story: Casper’s  
B. Topic: Where is my favorite place. | | A. Learn happy song on the way  
B. Game |
| 11     | A. Writing: Tool  
B. Reading: Chinese classical | A. Video Story: Popeye  
B. Topic: My favorite | A. Nursery rhymes from classical music  
B. Story time and role play |
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| 12 | A. Writing: Business  
B. Reading: Chinese classical Children story C | A. Video Story: Road runner and coyote  
B. Topic: My family. |
|   | A. Four-season song  
B. Make a leaves specimens |
| 13 | A. Writing: Review  
B. Reading: Three Character Classic | A. Video Story: Droopy  
B. Topic: Talk about your Chinese/American Zodiac |
|   | A. Guess season  
B. Game |
| 14 | A. Writing: Drama  
B. Reading: The Analects | A. Video Story: Casts and dogs  
B. Topic: My favorite historical sites. |
|   | A. Boating song  
B. How to use Chopsticks |
| 15 | A. Writing: Work  
B. Reading: Tao Te Ching | A. Video Story: Apple Andy  
B. Topic: My favorite city. |
|   | A. Songs review  
B. Chinese poetry review |
| 16 | A. Writing: Household goods  
B. Reading: Chinese mythology A | A. Video Story: Tweety and Sylvester  
B. Topic: Chinese/American festival. |
|   | A. I love my home song  
B. Draw my school |
| 17 | A. Writing: School supplies  
B. Reading: Chinese mythology B | A. Video Story: Quick draw McGraws  
B. Topic: Chinese/American Myths. |
|   | A. Are you happy song.  
B. Draw four mood |
| 18 | A. Writing: Travel  
B. Reading: Counts trick | A. Video Story: The windin the willows  
B. Topic: What we eat in China/America |
|   | A. Great wall song  
B. Jigsaw puzzle |
| 19 | A. Writing: Communication  
B. Reading: How to make friend | A. Video Story: The screwy  
B. Topic: Chinese New Year. |
|   | A. Arts and craft  
B. Performance time |
| 20 | **Final** | **Final Presentation to parents**  
**Performance** |
### Summer camp, 5-7 years old B

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| 1      | A. Writing: Numbers & Greeting  
B. Reading: Chinese History A | A. Video Story: Sima Guang drop tank  
B. Topic: Self introduction | A. Sing a "Ni hao" song  
B. Chinese poetry reciting |
| 2      | A. Writing: Body Parts  
B. Reading: Chinese History B | A. Video Story: Cat Fishing  
B. Topic: How to fishing. | A. Clapping song  
B. Jigsaw puzzle |
| 3      | A. Writing: Nature & month  
B. Reading: Chinese Art A | A. Video Story: Three Pigs  
B. Topic: What’s the different of 12 month? | A. Chinese poetry reciting  
B. December flower |
| 4      | A. Writing: Review  
B. Reading: Chinese Art B | A. Video Story: Blessing in disguise  
B. Topic: Chinese/American Art. | A. Alphabet song  
B. Riddles |
| 5      | A. Writing: Weather  
B. Reading: Chinese Culture A | A. Video Story: Pony Crossing River  
B. Topic: Talking about Weather. | A. Guess season  
B. Chinese song “Where is spring” |
| 6      | A. Writing: Animals & Colors  
B. Reading: Chinese Culture B | A. Video Story: Fox and Grape  
B. Topic: How to be a good boy/girl? | A. Chinese song “Jasmine”  
B. Chinese poetry song |
| 7      | A. Writing: Direction  
B. Reading: Chinese Geography A | A. Video Story: Yugong Moving Mountains  
B. Topic: How to use transportation? | A. Chinese song about direction  
B. Arts and craft : Brush painting |
| 8      | A. Writing: Review  
B. Reading: Chinese Geography B | A. Video Story: Spoil Things by Excessive Enthusiasm  
B. Topic: My favorite Geography. | A. Flashcard games  
B. Chinese song “Great Wall Ballad” |
| 9      | A. Writing: School  
B. Reading: Chinese four great inventions | A. Video Story: Luban Learning Carpentry  
B. Topic: Talk about your school. | A. Chinese chess  
B. School song |
| 10     | Field trip | A. Video Story: The Frog in the Shallow Well  
B. Topic: My favorite trip. | A. Learn happy song on the way |
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     B. Reading: Chinese Architecture | A. Video Story: Toothbrush Train is Coming  
     B. Games |
| 12 | A. Writing: Family  
     B. Reading: Chinese music | A. Video Story: Tadpoles Looking for Their Mother  
     B. Topic: My family. | A. Chinese song “My good mom”  
     B. Flashcard games |
| 13 | A. Writing: Review  
     B. Reading: Chinese Zodiac | A. Video Story: Maliang and his Magical Writing Brush  
     B. Topic: My Chinese/ American Zodiac. | A. Role play  
     B. Game |
| 14 | A. Writing: Garden  
     B. Reading: Chinese Historical Sites | A. Video Story: Monkey and Moon  
     B. Topic: How to be a smart monkey? | A. Chinese song “Wa Haha”  
     B. Chinese poetry reciting |
| 15 | A. Writing: Direction 2  
     B. Reading: Chinese City | A. Video Story: Houyi Shooting Suns  
     B. Topic: My favorite sports. | A. Chinese song review  
     B. Arts and craft : Origami |
| 16 | A. Writing: New Year  
     B. Reading: Chinese festival | A. Video Story: Chang’e Flying to the Moon  
     B. Topic: What we do in Chinese Festival? | A. Happy New Year song  
     B. Game |
| 17 | A. Writing: Review  
     B. Reading: Chinese Myths | A. Video Story: Blind Man with Elephant  
     B. Topic: Chinese/American fairy tale. | A. Songs review  
     B. Game |
| 18 | A. Writing: School 2  
     B. Reading: Chinese food | A. Video Story: Study with Snow Light  
     B. Topic: My favorite food. | A. Chinese song “Singing smile”  
     B. Handcraft |
| 19 | A. Writing: Classroom  
     B. Reading: Chinese New Year | A. Video Story: Mend the Fold after a Sheep is Lost  
     B. Topic: How to celebrate Chinese New Year? | A. Finding friends song  
     B. Arts and craft: soup sculpture |
| 20 | **Final** | Final Presentation to parents | **Performance** |
### Summer camp, 8-12 years old

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<td>A. Video Story: Sima Guang drop tank&lt;br&gt;B. Topic: Self introduction</td>
<td>Sing a &quot;Ni hao&quot; song&lt;br&gt;B. Chinese poetry reciting</td>
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<td>Reading: Chinese History A</td>
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<td>2</td>
<td>Writing: Body Parts</td>
<td>A. Video Story: Cat Fishing&lt;br&gt;B. Topic: How to fishing.</td>
<td>A. Clapping song&lt;br&gt;B. Jigsaw puzzle</td>
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<td>Reading: Chinese Art A</td>
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<td>6</td>
<td>Writing: Animals &amp; Colors</td>
<td>A. Video Story: Fox and Grape&lt;br&gt;B. Topic: How to be a good boy/girl?</td>
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<td>Reading: Chinese Culture B</td>
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<td>7</td>
<td>Writing: Direction</td>
<td>A. Video Story: Yugong Moving Mountains&lt;br&gt;B. Topic: How to use transportation?</td>
<td>Chinese song about direction&lt;br&gt;Arts and craft : Brush painting</td>
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<td>Reading: Chinese Geography A</td>
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<td>8</td>
<td>Writing: Review</td>
<td>A. Video Story: Spoil Things by Excessive Enthusiasm&lt;br&gt;B. Topic: My favorite Geography.</td>
<td>Flashcard games&lt;br&gt;Chinese song “Great Wall Ballad”</td>
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<td>Reading: Chinese Geography B</td>
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<td>Writing: School</td>
<td>A. Video Story: Luban Learning Carpentry&lt;br&gt;B. Topic: Talk about your school.</td>
<td>Chinese chess&lt;br&gt;School song</td>
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<td>Reading: Chinese four great inventions</td>
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<td>A. Video Story: The Frog in the Shallow Well&lt;br&gt;B. Topic: My favorite trip.</td>
<td>A. Learn happy song on the way&lt;br&gt;B. Game 10</td>
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<td>Tadpoles Looking for Their Mother</td>
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<td>Chinese Zodiac</td>
<td>Maliang and his Magical Writing Brush</td>
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<td>Monkey and Moon</td>
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<td>Chinese City</td>
<td>Houyi Shooting Suns</td>
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<td>Mend the Fold after a Sheep is Lost</td>
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<td>Performance</td>
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<td>Listening &amp; Speaking</td>
<td>Workshop</td>
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<td>A. Writing: Stokes 1</td>
<td>A. Video Story: Rooster</td>
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<td>A. Video Story: Moon</td>
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<td>B. Reading: Chinese Classical Literature B</td>
<td>B. Topic: How to write a story.</td>
<td>B. Painting my mom/Dad</td>
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<td>A. Video Story: Nu Wa made man</td>
<td>A. Happy New Year song</td>
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<td>C. Writing: Agriculture</td>
<td>A. Video Story: The legendary</td>
<td>A. The song of seven-color light</td>
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<td>A. Reading: Chinese agriculture</td>
<td>B. Topic: Chinese/American Art.</td>
<td>B. Chinese poetry reciting</td>
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<td>A. Writing: Physical</td>
<td>A. Video Story: Two bears</td>
<td>A. Where is spring song</td>
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<td>B. Reading: Chinese children's theater excerpts A</td>
<td>B. Topic: Talking about Weather.</td>
<td>B. Video of 4 season in China</td>
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<td>A. Video Story: Rats meeting</td>
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<td>B. Reading: Chinese children's theater excerpts B</td>
<td>B. Topic: How to be a good boy/girl?</td>
<td>B. Game 6</td>
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<td>A. Writing: Review</td>
<td>A. Video Story: High and mighty tiger</td>
<td>A. Chinese poetry reciting</td>
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<td>B. Reading: Chinese news for Children B</td>
<td>B. Topic: How to use transportation?</td>
<td>B. Number competitions</td>
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<td>A. Writing: Entertainment</td>
<td>A. Video Story: Deer of Nine Colours</td>
<td>A. Location song</td>
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<td>B. Reading: Chinese Geography B</td>
<td>B. Topic: My favorite Geography.</td>
<td>B. Video about big city</td>
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<td>A. Writing: Education</td>
<td>A. Video Story: Daughter of the Sea</td>
<td>A. I love Beijing song</td>
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<td>B. Reading: Chinese classical Children story A</td>
<td>B. Topic: Talk about your school.</td>
<td>B. Chinese poetry reciting</td>
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<td>Field trip</td>
<td>A. Video Story: Sit back and wait</td>
<td>A. happy song</td>
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<td>B. Topic: My favorite trip.</td>
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<td>A. Writing: Tool</td>
<td>A. Video Story: To remedy the situation</td>
<td>A. Nursery rhymes from classical music</td>
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<td>B. Reading: Chinese classical children story B</td>
<td>B. Topic: The different of</td>
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|   | A. Writing: Business | Business | A. Video Story: The dog and his reflection | A. Four-season song
 |   | B. Reading: Chinese classical | Chinese classical | B. B. Topic: My family. | B. Make a leaves specimens
   |   | A. Video Story: Vista | Vista | A. Guess season | A. Guess season
   | 13 | B. Topic: Chinese/ American | Chinese/ American | B. Game | B. Game
   |   | A. Writing: Drama | Drama | A. Video Story: Mountains | A. Boating song
   |   | B. Reading: The Analects | The Analects | B. Topic: How to be a smart monkey? | B. How to use Chopsticks
   | 14 | A. Video Story: Smart Avanti | Smart Avanti | A. Songs review | A. Songs review
   |   | B. Topic: My favorite sports. | My favorite sports. | B. Chinese poetry review | B. Chinese poetry review
   |   | A. Video Story: The Little Match Girl | The Little Match Girl | A. I love my home song | A. I love my home song
   |   | A. Video Story: The wolf is coming | The wolf is coming | A. Are you happy song. | A. Are you happy song.
   | 16 | A. The blind man asked the sun | The blind man asked the sun | A. Great wall song | A. Great wall song
   | 17 | A. Tanxiaoshida | Tanxiaoshida | A. Arts and craft | A. Arts and craft
   |   | B. Reading: How to make friend | How to make friend | B. Performance time | B. Performance time
   | 18 | Final | Final | Final Presentation to parents | Final Presentation to parents
   |   | Performance | Performance | Performance | Performance


Appendix E: WSZ program poster

Our Feng Shui service includes:

- Individual Fengshui consulting service
- Residential Fengshui consulting
- Office Fengshui consulting
- Commercial property Fengshui consulting
- Business Fengshui consulting
- Real Estate development Fengshui consulting
Innovative and creative teaching methods & curriculum
Happy learning process
Building confidence in Mandarin speaking
Implementing Chinese culture & art into the study
Storytelling, Chinese songs, games, cultural and art workshops: Tai-chi, calligraphy, Chinese traditional instruments etc
Intensive Mandarin learning environment
Professional native Chinese teacher major in bilingual education

CHINESE FOR CHILDREN
learn Chinese for the future
Appendix F: Workshop calendar

February 2013

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<th>SUN</th>
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March 2013

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- 11:00 AM: Tao Lian Tai Chi workshop by Master Liang
- 4:00 PM: Art workshop: Chinese calligraphy
- 11:00 AM: Special Chinese New Year event: Dim Sum Lunar New Year parade in Manhattan Chinatown
- 7:00 PM: Yu opera - Cheng Ying Reaches the Orphan on Broadway
- 4:00 PM: Special Chinese culture lecture: Introduction to "The Analects of Confucius"
- 7:00 PM: Chinese language workshop: how to learn mandarin
- 4:00 PM: Health workshop: Chinese Health maintenance - Yang Shen
- 4:00 PM: Chinese music & Tea performance
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<th>Sun</th>
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<td>6:00 PM Plum Blossom and Fleur-de-Lys: War and Peace in the Forbidden City &amp; Versailles</td>
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<td>7:00 PM Chinese language workshop</td>
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<td>5:00 PM Wisdom of Fengshui workshop</td>
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<td>12:00 PM Art workshop: Chinese calligraphy</td>
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<td>5:00 PM Yoga &amp; Tea by donation at Initieca loft</td>
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4:00 PM
Art of Scientific Home Fangzhua workshop with Dr. Li