TEXTBOOK:


Course Description: This course is an introduction to spoken Mandarin, the language with the largest number of native speakers in the world, which is the official language of mainland China and Taiwan, and one of the official languages of Singapore. Course objectives are to master Mandarin pronunciation, including the recognition and writing of Pinyin romanization, and to develop the ability to participate in simple, practical conversations on everyday topics. The relationship between Chinese language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Typical class format will include performance of memorized basic conversations, drills, questions and discussion, and various types of communicative exercises.

Learning Objectives/Goals of the Course: The focus of this course is to train you to function successfully in Chinese culture using Mandarin as your primary language. We assume that you are interested in interacting with Chinese people in a way that will permit you to pursue professional goals in some segment of Chinese society. This means that we expect you to learn how to present yourself in a way that a Chinese person will find comfortable. If a Chinese person has to adapt to you in order to communicate, it is not likely that you can accomplish what you intend in China.

This course will help you develop skills in Mandarin Chinese to communicate across ethnic, cultural, ideological and national boundaries and to develop an understanding of Chinese interpersonal behavioral culture and related thought patterns. At the end of the course, you will be expected to perform in speaking, listening, reading and writing Chinese at a basic level of proficiency. You should also demonstrate a level of cultural understanding suitable for correct performance of assigned tasks in Chinese (e.g., how to make a
request in an appropriate way). This means that we will pay attention to the way you behave as much as we attend to your use of the language. We are really coaching you to behave in Chinese culture. This is a long-term process, but we will get to it right away. In order to do this, you will have to perform. **Performance, your performance**, is the focus of this course.

We will assure you that if you do what we ask of you on a daily basis, you will learn Chinese. If you learn Chinese, you will do well in this program. Therefore, our evaluation (i.e., your grades) will be based largely on your daily performances. The following section should be read carefully and thoroughly understood.

**Attendance:** If you must miss class, please let me know well in advance if possible. You will be allowed to make up **no more than THREE** missed classes in this course. The make-ups will be conducted by the instructors by appointment and will cover the work missed. **Make-ups are to be arranged within one week** of your return to class; missed classes which are not made up within the above time frame or which exceed three in number will be entered as zeroes in your grade record. It is vital that you maintain communication with me if you miss class. It is possible to fall behind very quickly if you miss classes. You are expected to be in every class ready to perform.

**Evaluation:** The grade for this course will be based on the following:

1. Daily classroom performance including performance of the basic conversation, participation in class activities, quizzes and/or written homework (50%)
2. Unit tests (30%)
3. Final exam (20%)

Your grades in the course are largely determined by classroom performance. The reasons for this emphasis are many, but the main reason is that we are convinced that if you follow the course with consistency and persistence, you will develop significant demonstrable skills in Chinese by the end of the semester.

**Daily classroom performance (50%):**
Every class sessions will be graded on a scale of **50 possible points** –

**20** for “dialogue performance”
**10** for the overall practice based on the drills and exercises
**10** for reading and writing section
**10** for written assignments and/or quizzes.

Dialogue performance on the activities assigned on the weekly schedule will be graded on the following twenty-point scale unless indicated otherwise:

20 Performance that promises interaction with a native with no difficulty, discomfort, or misunderstanding; no English hesitation noises in speaking and no “foreignisms” in the written work.
18 Performance comprehensible to native speakers, but some non-patterned errors that would hinder smooth interaction with them.
16 Performance comprehensible to a native, but evident weakness or patterned errors.
14 Communication requires much help from interlocutor.
Performance puts burden on interlocutor. To facilitate communication, a Chinese-speaking native would probably avoid using Chinese with you.

Barely prepared, little competency evident.

Evidently unprepared, unable to perform.

Absent.

**Unit tests (30%)**

There will not be a midterm exam in this course, but there will be a written unit test every time we finish a unit in *Basic Spoken Chinese*. The test will be focusing on your listening, reading, and writing skills of what you have learned over the unit. The tests will be held according to the course schedule provided in the syllabus. However, changes may be made throughout the semester due to the progress of the students.

**Final exam (20%)**

The final exam will be held as an oral interview. It will cover all the materials that we have learned throughout the semester. It will be around 5 to 7 minutes. It will be held as a particular scenario. The grading will be focused on your speaking skills. In order to do well in this exam, you should make sure that you are familiar with all the materials, dialogues, and grammar taught throughout the semester. Make appointments with me or stop by my office if you feel like you are falling behind during the semester before it is too late. I will do everything I can to help you.

You will need a minimum of 60% to pass the course. Percentage Grade Scale:

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 59 and below = F

There is no curve in this course. You are competing against the communicative demands of the language, not against each other. Each person will have to perform to receive credit; but there is nothing in the grading system to discourage collaborative efforts to achieve the highest level of performance possible.

**Classes**

The classes are designed to elicit your performance. **They are conducted in Chinese only.** English will not be used except when asked for with a Chinese request. Classes are the equivalent of being in a total Chinese environment, and we consider English to be incompatible with the goal of maintaining that environment. However, if you do have a question that obstruct you from learning during the first 70 minutes. To ensure you learn the most out of the first 70 minutes, you may raise your hand and say: I have a question (wǒ yǒu wèntí) and you may ask in English. Classes will mostly be composed of two major components: 45 minutes of speaking and listening and 30 minutes of reading and writing.

In the **speaking and listening section**: there will be dialogue performances and interactive exercises. You will receive a grade for each of these components—20 points maximum for the dialogue and 10 for the overall exercises.
In the **reading and writing section**: there will be reading performances, reading exercises and writing quizzes/writing assignments. You will receive a grade for each of these components—10 points maximum for reading and writing section and 10 for written assignments and/or quizzes.

**Weekly schedule**

You will receive **detailed weekly schedules** every week with details of what to prepare and what to expect in class in the next week. You will receive it through email or in class. It is very important to understand and read the weekly schedule carefully to know the exact days to turn in the homework and dates of the tests.

**We may sometimes make changes in the schedules. If there is something about the course you do not understand, it is your responsibility to seek clarification in a timely manner.**

**Preparation for Classes** You must come to class well-prepared in the assigned materials. Here is the **secret to success** in learning Chinese: The most important materials are the AUDIO/VIDEO FILES. Whenever possible, your preparation should emphasize the audio and video files. Below are important comments for you:

1. **Be sure to come to every class**: frequent cutting equals certain disaster! I cannot emphasize enough the importance of regular class attendance and of getting out of each class the maximum possible. You should always participate actively, paying close attention to everything you hear and see and anticipating the responses to questions even when you’re not called upon.

2. We can’t overstress the importance of **thorough preparation before each class**. You should plan on spending **1.5 to 2 hours** in preparation for each period of class. This includes studying the explanations in the textbook and, especially, listening to and repeating after the audio and video recordings. Work with the recordings as actively as possible and (except for the pronunciation exercises the first few days) always be thinking of the meaning of what you are hearing and saying.

3. Memory work will be a very important part of the course. Starting when we begin conversation, you should memorize the basic conversation that constitutes the core of each lesson by working intensively with the CD and DVD that accompany the textbooks; **do not rely on reading the romanization in your textbook**. Memorize each basic conversation thoroughly, so you can perform it in class accurately and fluently. It is essential to internalize the new words, grammar patterns, and cultural behavior so they will be readily available to you for your own use when needed. Memorization will greatly aid your fluency and naturalness of speaking. Students sometimes question the necessity of repetition, drill, and memorization. Certainly, these are only the first steps leading to our ultimate goal of communicative competence; however, they are very important steps, since they firmly establish in your brain the sounds and structures of the language for you to draw on later in your own speech. We hope that you understand the importance of these activities and ask that you work hard at them.

4. **Late homework will not be accepted**, except in cases of serious medical or family emergency. **Tests cannot be made up for students** who miss class, except in cases of serious medical or family emergency or give me a notice at least a week before.

5. To give you as much practice as possible in using Chinese, starting with **Wednesday’s (9/3) class** and continuing through the end of the semester, **Chinese only is to be used during the first 70 minutes of every class**. If you have questions that can be asked or answered only in English, please: (1) ask during the last 5 minutes of class; (2) ask the instructor right after class is over; (3) make an appointment to meet with the instructor individually; or (4) communicate with the instructor via e-mail (5) **raise your hand and say** I have
a question (wǒ yǒu wèn tí). In our classes we want to create as “Chinese” an atmosphere as possible and get you used to thinking only in Chinese; if we were to revert to English every few minutes, this would be hard to accomplish.

6. Please do all writing (including homework, tests, and the final exam) in no. 2 pencil, black ink, or blue ink. Please do not use very light pencils or red or green ink.

**Final Words** You are expected to devote the necessary time and effort to learn the material. This course is the result of years of experience in materials development and teaching. The instructor does her best to make this as enjoyable as possible; however, you must do the work and learn the material. Ultimately, your attitude toward this endeavor will be the biggest single factor in your achievement in this course, as learning as a class requires a great amount of cooperation with both classmates and instructors. Your teacher is determined to give you the best possible opportunity to learn the language. If you ever think we are not living up to this, discuss it with Ms. Grace Guo (Guō lǎoshī). I am excited about having you in our Basic Chinese course II and, while you should be prepared for a lot of hard work, I think you'll be surprised at how much you will have learned by the end of the semester.

**Classroom Etiquette**

1. No eating or chewing gum.
2. Hand in your homework with both hands to the instructor
3. If you must bring a cell phone to class, make certain it is turned off.
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus</th>
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| Week 1 (Jan 21) | Syllabus  
Self introduction |  |
| Week 2 (Jan 26, 28) | BSC: Unit 3-1  
BWC: Unit 1-1 |  |
| Week 3 (Feb 2, 4)      | BSC: Unit 3-2  
BWC: Unit 1-2 |  |
| Week 4 (Feb 9, 11)     | BSC: Unit 3-3  
BWC: Unit 1-3 |  |
| Week 5 (Feb 16, 18)    | BSC: Unit 3-4  
BWC: Unit 1-4 |  |
| Week 6 (Feb 23, 25)    | Unit Test #1: BSC Unit 3  
Unit Test #2: BWC Unit 1 |  |
| Week 7 (Mar 2, 4)      | BSC: Unit 4-1  
BWC: Unit 2-1 |  |
| Week 8 (Mar 7, 11)     | BSC: Unit 4-2  
BWC: Unit 2-2 |  |
| Week 9 (Mar 16, 18)    | Spring Break |  |
| Week 10 (Mar 23, 25)   | BSC: Unit 4-3  
BWC: Unit 2-3 |  |
| Week 11 (Mar 30, Apr 1) | BSC: Unit 4-4  
BWC: Unit 2-4 |  |
| Week 12 (Apr 6, 8)     | Unit Test #3: BSC Unit 4  
Unit Test #4: BWC Unit 2 |  |
| Week 13 (Apr 13, 15)   | BSC: Unit 5-1  
BWC: Unit 3-1 |  |
| Week 14 (Apr 20, 22)   | BSC: Unit 5-2  
BWC: Unit 3-2 |  |
| Week 15 (Apr 27, 29)   | BSC: Unit 5-3  
BWC: Unit 3-3 |  |
| Week 16 (May 4, 6)     | BSC: Unit 5-4  
BWC: Unit 3-4 |  |
| Week 17 (May 11, 13)   | Final Exam  
Oral interview |  |
IMPORTANT INFORMATION – Spring 2015

**Dates to remember:**

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<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>January</td>
<td>21</td>
<td>Wednesday</td>
<td>Classes begin</td>
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<tr>
<td>January</td>
<td>28</td>
<td>Wednesday</td>
<td>Last day to register or add a class</td>
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<tr>
<td>March</td>
<td>16-20</td>
<td>Monday/Friday</td>
<td>Spring Break</td>
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<td>April</td>
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<td>Friday</td>
<td>Last day to drop a class</td>
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<td>May</td>
<td>04</td>
<td>Monday</td>
<td>Last day to withdraw from university</td>
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<tr>
<td>May</td>
<td>05</td>
<td>Tuesday</td>
<td>Last day of classes</td>
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<tr>
<td>May</td>
<td>06</td>
<td>Wednesday</td>
<td>Reading Day</td>
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<tr>
<td>May</td>
<td>07-08 &amp; 11-13</td>
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<td>Final Examinations</td>
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<tr>
<td>May</td>
<td>14-15</td>
<td>Thursday &amp; Friday</td>
<td>Grading Days</td>
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<tr>
<td>May</td>
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<td>Saturday</td>
<td>Spring Commencement</td>
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<tr>
<td>May</td>
<td>18</td>
<td>Monday</td>
<td>Spring Grades Due</td>
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**Academic Advising:**
Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. In our college the undergraduate advisor is Linda Miller (825-3466) [Linda.miller@tamucc.edu](mailto:Linda.miller@tamucc.edu). The graduate advisor is Rachelle Stanley (825-3466, [Rachelle.stanley@tamucc.edu](mailto:Rachelle.stanley@tamucc.edu)). Both are located on the second floor of Driftwood. Students who have yet to declare a major are advised by the Academic Advising Transition Center. FMI - please call (361) 825-5931 or log on to [http://www.tamucc.edu/~aac](http://www.tamucc.edu/~aac).

**Americans with Disabilities Act:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**GRADE APPEALS PROCESS:** Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [cla.tamucc.edu/students/studentinfo.html](http://cla.tamucc.edu/students/studentinfo.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.