Course Syllabus

Course Information

Course Title:      Chinese 1311.002 (Spring 2020)
Instructor:             Ms. Tzu-Ying TANG (湯子瑩 Tāng Zǐ-Yīng Lǐōshǐ)
Email:                     ttang@islander.tamucc.edu
Dates:       1/21/2019 - 5/14/2020
Time:       TR 2:00-3:15
Location:     O'conner #255 (*unless otherwise noted in the weekly schedule)
Office Location: Classroom East, room 214A
Office hours: TR 12:30 - 1:45pm, or by appointment

Website and Materials

Daily schedules, daily Grades (see Evaluation below) and comments, and additional learning materials will be made available at Blackboard. https://bb9.tamucc.edu

*Required textbook: (The same as the Fall semester)

*Recommended practice book:

*All required texts are available at university’s bookstore. YOU WILL NEED THEM RIGHT AWAY if you don’t have them!

Please note: You may go to the Tuttle Publishing website to download all CD contents as well as to access all the videos for the dialogs in Basic Mandarin Chinese. (http://www.tuttlepublishing.com/downloadable-content)

Course Description

This course is designed for students with no previous background in Mandarin. This course aims to build a solid foundation in Chinese with a focus on oral interaction. We will also work on the Chinese writing system and learn to read simple texts written in Chinese. Majority of the class time will be spent on students’ performance in Chinese in cultural contexts. During the semester, we may sometimes make changes in the schedules. Make sure to check your e-mail accounts before class.

Course Objectives

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 semester, 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 on how to behave in Chinese culture. This is a long-term process, but we will get started on it right away. In order to do this, you will have to perform. Performance, your performance, is the focus of this course.

Learning Objectives

After the successful completion of the course, students should be able to:
1. hear and produce Chinese accurately, so that they can be easily understood by native speakers;
2. perform such basic communicative acts as greetings, self-introduction, identifying items and people, purchasing items, ordering at a restaurant, giving and asking for directions, talking about daily schedules;
3. understand the basic features of the written language, and read and write simple texts;
4. develop effective learning habits and strategies for long-term learning.

Preparation and Course Requirements

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! 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. If you must miss class, please let us
know well in advance if possible. You will be allowed to make up no more than **TWO** missed classes in this course, including excused absences. The make-ups will be conducted by the instructors by appointment and will cover the work missed. Make-ups are to be arranged within two days of your return to class; missed classes which are not made up within the above time frame or which exceed two in number will be entered as zeroes in your grade record.

2. **Thorough preparation** before each class. You should plan on spending **1 to 1.5** 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 Tuesday’s (8/27) 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 other colored ink.

### 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 (120/60%)
2. Written assignments (20/ 10%)
3. Video Project (20/ 10%)
4. Quizzes (20/ 10%)
5. Final Oral Interview (20/ 10%)
Total 200/100%
Your grades in the course are largely determined by classroom performance. If you follow the course with consistency and persistence, you will develop significant demonstrable skills in Chinese by the end of the semester. All of the assignments and projects will be announced in class, please check them on slides.

Daily classroom performance (60%):
Every class sessions will be graded on a scale of 10 possible points — 5 for “dialog performance” and the other 5 for overall practice based on the drills and/or written assignments. Dialogue performance on the activities assigned on the weekly schedule will be graded on the following scale unless indicated otherwise:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>Performance is fully culturally coherent: able to perform assigned materials (Dialogues, Practice, etc.) accurately, with ease and fluency; self-correct all errors; able to appropriately apply learned patterns to other contexts; a native speaker would have no difficulty, nor experience any discomfort, when speaking with you.</td>
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<tr>
<td>4.5</td>
<td>Performance is superior: able to perform assigned materials with fluency but with a few difficulties and errors in pronunciation, word choice and grammar; able to self-correct most errors; performance is, for the most part, culturally appropriate and coherent; a native speaker might experience some puzzlement, difficulty, or discomfort when speaking with you.</td>
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<tr>
<td>4</td>
<td>Performance is good: able to perform assigned materials but with a few persistent errors in pronunciation, vocabulary and structure; able to self-correct some errors with help from the instructor; there are some aspects of your performance that would present some difficulty or discomfort for a native speaker.</td>
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<tr>
<td>3.5</td>
<td>Performance presents several clear-cut sources of difficulty, discomfort, or puzzlement in communicating with a native. Unable to perform some of the assigned materials; many errors in pronunciation, vocabulary and structure; unable to self-correct and correction comes mostly from others.</td>
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<tr>
<td>3</td>
<td>Performance requires considerable assistance from others; unfamiliar with assigned materials; performance would cause puzzlement that the native is at a loss to resolve (&quot;What is s/he trying to say?&quot;). Correction requires multiple, often repeated, correction and guidance from another.</td>
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<tr>
<td>2</td>
<td>Unfamiliar with the assigned materials.</td>
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<td>1</td>
<td>Present in body only; unable to perform in Chinese.</td>
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<tr>
<td>0</td>
<td>Absent.</td>
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Grades will be kept for every assigned performance, but those for the first three days will not be counted. This will give us all a chance to get used to this system.

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

Throughout this course, we will create a Chinese cultural environment in the class. We would like you to pretend that you are in a Chinese-speaking world as soon as you step into the classroom. Here are some basic behavioral rules that you need to follow in order to show respect to the teachers and your classmates:

1. Do not wear a cap or hat in class.
2. Do not eat or chew gum.
3. Do not cross your legs when seated.
4. Do not put your hands in your pockets when you perform the dialogs (unless it is required in the dialog script).
5. When the teacher says “Wǒmen shàngkè ba (Let’s begin class)” to begin class, students are expected to respond with “Lǎoshī hǎo (How are you teacher?)” to greet their teacher.
6. When the teacher says “Wǒmen xiàkè le (We end class now)” at the end of class, students are expected to say “Xièxiè lǎoshī (Thank you, teacher)” to show their appreciation.
7. Address your teachers by either “Surname lǎoshī 老师” or “Nín 您” when talking or emailing them.
8. Make sure that your cell phone is turned off or in a silent mode when you are in the classroom.
9. Please do all writing (including homework and tests) in no. 2 pencil, black ink, or blue ink. Please do not use very light pencils or red or green ink.
10. Hand in your homework to your teacher with both hands to show respect.

Disabilities Accommodations:
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 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.

Academic Advising:
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.
**Dropping a Class:**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. *Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. The last day to drop a class for the spring semester is April 10, 2020.

**Grade Appeals**

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf.

**Course schedule**

*(Tentative)*

<table>
<thead>
<tr>
<th>Jan. Wk1</th>
<th><strong>Tuesday</strong></th>
<th><strong>Thursday</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>21</strong></td>
<td><strong>23</strong></td>
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<tr>
<td></td>
<td>Course intro: How to prepare for class</td>
<td>Cultural Experience: Chinese New Year</td>
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<td></td>
<td>Classroom Expression Review</td>
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<td></td>
<td>Review Chinese I</td>
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<td>Jan. Wk2</td>
<td><strong>28</strong></td>
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<tr>
<td></td>
<td>SL3-1(1)</td>
<td><strong>30</strong></td>
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<tr>
<td></td>
<td>SL 1-1~1-4 Review</td>
<td>SL3-1(2)</td>
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<td></td>
<td>Pinyin practice</td>
<td>SL 2-1~2-4 Review</td>
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<td></td>
<td></td>
<td>RW review (A-1~A-4)</td>
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<tr>
<td>Feb. Wk3</td>
<td><strong>4</strong></td>
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<tr>
<td></td>
<td>SL3-1(3)</td>
<td><strong>6</strong></td>
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<tr>
<td></td>
<td>SL1-1~2-4 Review</td>
<td>Reading and Writing Lecture</td>
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<tr>
<td></td>
<td>RW review (B-1~B-4)</td>
<td>RW 1-1</td>
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<tr>
<td></td>
<td></td>
<td>RW review(A-1~B-4)</td>
</tr>
</tbody>
</table>
| Feb. Wk4 | 11 | SL3-2 (1)  
|         |    | RW(A-1~A-2)  
|         | 13 | SL3-2 (2)  
|         |    | RW(A-1~A-2)  
| Feb. Wk5 | 18 | SL Unit Review(3-1~3-2)  
|         |    | RW 1-2  
|         |    | RW(A-3~A-4)  
|         | 20 | Cultural Experience:  
|         |    | Chinese Folk Religion  
|         |    | RW Quiz(1-1~1-2)  
| Feb. Wk6 | 25 | SL3-3(1)  
|         |    | RW (B-1~B-2)  
|         | 27 | SL3-3(2)  
|         |    | RW (B-1~B-2)  
| Mar. Wk7 | 3  | SL Unit Review(3-1~3-3)  
|         |    | SL Quiz(3-1~3-3)  
|         |    | RW 1-3  
|         | 5  | Cultural Experience:  
|         |    | Chinese Painting  
| Mar. Wk8 | 10 | Spring Break  
|         | 12 | Spring Break  
| Mar. Wk9 | 17 | SL4-2(1)  
|         |    | RW 1-4  
|         | 19 | SL4-2(2)  
|         |    | RW Quiz(1-3~1-4)  
| Mar. Wk10 | 24 | SL4-3(1)  
|         | 26 | SL4-3(2)  
| Mar Apr. Wk11 | 31 | SL 4-2~4-3 Review  
|         |    | SL Quiz(4-2~4-3)  
|         |    | RW 2-1  
|         | 2  | Cultural experience:  
|         |    | Chinese Opera  
| Apr. Wk12 | 7  | SL4-4(1)  
|         | 9  | SL4-4(2)  
| Apr. Wk13 | 14 | Time (SL3-4&4-1)  
|         |    | Review RW 1-4  
|         | 16 | SL5-1(1)  
|         |    | RW 2-2  

| Apr. Wk14 | 21  
SL5-1(2)  
RW Quiz(2-1~2-2) | 23  
SL5-1(3) |
| Apr. Wk15 | 28  
SL 4-4~5-1 Review  
SL Quiz(4-4&5-1)  
RW 2-3 | 30  
Cultural experience:  
Dining Culture |
| May. Wk16 | 5  
SL Review All (1-1~5-1)  
SL Quiz(1-1~5-1)  
RW Unit Review(A-1~2-3) | 7  
Reading Day |
| May. Wk17 | 12  
Final exam | 14 |