

Syllabus for Chinese 195
Introductory Chinese II
Moravian College, Spring Term 2015

I. Course Description

This course is a Continuation of Chinese 190. CHIN 190 and CHIN 195 are both introduction to spoken and written 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.

II. Course Information

The course starts on 1/19/2015, and ends on 5/8/2015.

MWF 8:55 am to 10:05 am: Priscilla Payne Hurd Complex, room 103

III. Instructor

Ms. Chia-Ling Yeh (叶佳玲老师 Yè Jiālíng lǎoshī)

Office: Comenius Hall, Room 401

Office Hours: MWF 12:00 pm to 1:00 pm (by appointment)

Email: yehc@moravian.edu

IV. Materials

1. *Basic Spoken Chinese*, Cornelius C. Kubler. Tuttle Publishing, Rutland, 2011. <and accompanying CD>
2. *Basic Spoken Chinese Practice Essentials*, Cornelius C. Kubler and Yang Wang. Tuttle Publishing, Rutland, 2011. <and accompanying CD>
3. *Basic Written Chinese*, Cornelius C. Kubler. Tuttle Publishing, Rutland, 2012.<and accompanying CD>
4. *Basic Written Chinese Practice Essentials*, Cornelius C. Kubler and Jerling Guo Kubler. Tuttle Publishing, Rutland, 2012. <and accompanying CD>

- You will need all four textbooks right away!
- Supplementary materials will be uploaded on Blackboard. Please check this before preparing for class.

V. Course Objectives

The focus of this course is to train you to function successfully in Chinese culture using Mandarin as your primary language. I 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 I 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 this 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 I will pay attention to the way you behave as much as I attend to your use of the language. I am going to coach you on how to behave in Chinese culture. This is a long-term process, but we will get started on it right away.

In short, I expect that at the end of the semester, your use of Chinese language is **authentic, useful** and **culturally appropriate**. In order to do this, you will have to perform. **Performance**, your performance, is the focus of this course.

VI. 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.

VII. Evaluation

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

1. **Classroom performance including performance of the basic conversation, and participation in class activities (40%)**
2. **Quiz and written homework (30%)**
3. **Pop songs performance (5%)** (Fairytale/Love against the will)
4. **Midterm exam (10%)**
5. **Final exam (15%)**

➤ Classroom performance

The evaluation will be based largely on your classroom performances. The main reason is that I am convinced that if you follow the program with consistency and persistence, you will develop

significant demonstrable skills in Chinese by the end of the semester. Therefore, classroom performance is the best way to evaluate your skills in Chinese.

Your performance on the activities assigned on the weekly schedule will be graded on the following scale unless indicated otherwise:

A = 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.

A- = 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.

B+ = 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.

B = 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.

B- = Performance requires considerable assistance from others; unfamiliar with assigned materials; performance would cause puzzlement that the native is at a loss to resolve ("What is s/he trying to say?"). Correction requires multiple, often repeated, correction and guidance from another.

C+ = Unfamiliar with the assigned materials.

C = Present in body only; unable to perform in Chinese.

F = Absent.

Grades will be kept for every assigned performance, but those for the first week will not be counted.

This will give us all a chance to get used to this system. As of **Monday, January 26**, the grading system will go into full effect. You will need a minimum of 60% to pass the course. Percentage

Grade Scale:

93-100% = A	90-92% = A-	
87-89% = B+	83-86% = B	80-82% = B-
77-79% = C+	73-76% = C	70-72% = C-
67-69% = D+	63-66% = D	60-62% = D-
< 59% = F		

NOTE: The final grade will be grounded down. (e.g. 89.9=B+)

Grades and comments will be recorded on Blackboard online. You should check it daily to track your progress. If you have a question about a grade, feel free to discuss with me.

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.

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, 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 a week 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 F in your grade record. It is vital that you maintain communication with us if you miss class. If you often miss class, except for getting zeroes in your grade records, it is possible to fall far behind very quickly.

Arrive on time to class. Being late for class will affect your performance grade directly. If you make an appointment with the instructor and do not show up or are more than 5 minutes late, you will receive a grade of F for the missed class, and cannot make up for the class any more.

VIII. ACT Classes

The ACT classes are designed to elicit your performance. They are conducted in Chinese only. English will not be used except when specifically requested in Chinese. ACT classes are the equivalent of being in a totally Chinese environment, and we consider English to be incompatible with the goal of maintaining that environment. ACT classes will usually have two major components: a basic conversation and interactive exercises. You will receive a grade for these components. All classes will be ACT classes unless indicated otherwise on the daily schedules.

When the teacher says “Wǒmen shàngkè ba (*Let's begin class*)” to begin class, students are expected to perform only in Chinese until the teacher says “Wǒmen xiàkè le (*We end class now*)” to end 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.

You will receive detailed weekly schedules online, which tell you what to prepare and what to expect in class. 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.

IX. Preparation for Classes

1. I can't overstress the importance of *thorough preparation before each class*. You should plan on spending **two or more hours** in preparation for each 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.
2. Memory work will be an important part of the course. When we begin conversation check, 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 pinyin in your textbook. Work on each basic conversation until you can perform it in class accurately and fluently. This will enable you to build on the basic conversation, alter it according to changes in the context, and be creative with the language in general. 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.
3. **Late homework will be accepted with a penalty (-1 point per class time) and will not be accepted a week late**, except in cases of serious medical or family emergency. Tests including midterm exam and final exam cannot be made up for students who miss class. If you miss class which has quiz, you can retest it in make-up class. (Reminder: You will be allowed to make up no more than **THREE** missed classes in this course)
4. 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.

X. Classroom Etiquette

1. No caps.
2. No eating or chewing gum.

3. Do not cross or shake your legs when you are seated.
4. Do not put your hands in your pockets when you do the dialog performance.
5. Hand in your homework to your teacher **with both hands**.
6. 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.
7. When the teacher says “Wǒmen xiàkè le (*We end class now*)” at the end of class, students are expected to say “Xièxie lǎoshī (*Thank you, teacher*)” to show their appreciation.
8. When you write your teacher an email, start with “Laoshi hao.” Do not start with “Hi” or “Hello”, which are considered inappropriate in Chinese culture.
9. If you must bring a cell phone to class, make certain it is turned off. If your cell phone rings during class, your performance grade will be deducted immediately.

XI. Note on Disabilities/Student Accommodations

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

XII. Academic Honesty

Students are bound by the college's policy on academic honesty in all aspects of this course. All students are responsible for following the rules listed in the Student Handbook and Catalog regarding the university academic integrity policy.

XIII. Final Comments

It's wonderful that you find Chinese language is interesting and made a decision to learn Chinese continually. I am determined to give you the best possible opportunity to learn the language and will do my best to make this as enjoyable an experience 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 semester, as learning as a class requires a great amount of cooperation with both classmates and the instructor. If you ever think I'm not living up to this, please feel free to discuss your concerns with me. If I think you are not doing your best, I will be sure to let you know. While we should all be well prepared for the class, I believe we could have a fulfilling semester!

NOTE: It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course, and to change the syllabus if needed.