



CHN101

FIRST YEAR CHINESE

Dates / contact hours: In each week there will be two sixty-minute lectures and two sixty-five minute discussion sessions. In addition, each student will have a 20-minute individualized tutorial session outside of class. Total contact hours will be 70 a semester.

Academic Credit: 1

Areas of Knowledge: Foreign language

Modes of Inquiry: FL

Course format: lecture + discussion sections

Instructor's Information

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Prerequisite(s), if applicable

Pre-arrival language proficiency questionnaires and placement tests during academic orientation

Course Description

First Year Chinese is designed for students with little to no proficiency in Mandarin Chinese. The curriculum emphasizes the development of cultural awareness in concert with a competency in listening, speaking, reading and writing. As pronunciation is essential to later progress in all other aspects of Mandarin Chinese (including discourse comprehension, proficiency in speaking, reading, idioms and pragmatics) CHN101 & 102 will systematically help students to develop the linguistic competency on sounds and tones of Mandarin by focusing on foundational work (a standard system of Romanization known as '*pinyin*' and tones) as well as developing oral and aural proficiency to function in daily communication situations. The combination of lecture and discussion sessions four days a week and the individualized tutorial sessions aim at helping students develop a solid grounding in communicative competence while acquiring knowledge and perception of Basic Mandarin Chinese.

To build a strong foundation for literacy and fluency in Mandarin Chinese, students will be introduced to Chinese etymology in both full ('fán-tǐ-zì') and simplified ('jiǎn-tǐ-zì') forms. By studying the evolution of the character from its original form in the most commonly used radicals (bùshǒu), with an explanation of its original meaning and an interpretation of form, students will learn the construction principles of Chinese characters (or hànzi) and learning strategies for remembering them.

The learning opportunities and the opportunities for language use are facilitated through incorporating task-based instruction, authentic materials, individualized tutorial sessions, and a language partner program into the communicative-based curriculum of CHN101. Knowledge and experience gained from classroom instruction is consistently reinforced and practiced as students are exposed to a variety of structured curricular contexts which involve their highly experienced Chinese language professors, peers who are native Chinese speakers at DKU and local residents. The learning opportunity extends from classroom instruction consisting of a lecture and a discussion session, the community on DKU campus through language partner program, to the community in Kunshan city via task-based activities. The function and purpose of each of these curricular components is guided and coordinated through a detailed weekly schedule which also serves as a building block for establishing constructive learning habits on daily preview and review of the materials and insuring a collaborative and conducive learning community.

Learning Chinese culture is an integral component of First Year Chinese CHN101. Students will learn some cultural facts through the map of China, different styles of Chinese cuisines and social-cultural etiquette in different weeks while at the DKU campus. The curriculum of First Year Chinese provides learners an opportunity to experience an effective linguistic development and cultural competence in Chinese.

Course Goals / Objectives

The primary goal of First Year Chinese is to help students acquire knowledge of spoken and written Chinese as well as to gain understanding of Chinese culture, society and people. Through the different curricular components in CHN101 at DKU, students will successfully achieve the learning goals by actively participating in every learning opportunity. Showing up and prepared will insure success to achieve the learning objectives in this class.

Learning objectives:

- Develop and attain oral and aural proficiency to function in daily communication situations.
- Master the Chinese writing system for rudimentary reading and writing.
- Develop reading and writing skills for functional literacy.
- Learn foundational grammar for simple sentence and short paragraph building in CHN101 and for complex sentence and short discourse buildup in CHN102.
- Use appropriate verbal and nonverbal communication demonstrating proper etiquette for daily activities in a variety of cultural contexts.
- Be aware of the cultural differences ranging from everyday customs and habits and make cultural comparisons with an open mind.

During the semester, students will learn to greet others in Chinese, introduce themselves, converse on the telephone, handle basic social situations, inquire and give directions, and talk about themselves, their interests, needs and preferences, and a variety of topics of common interest. Role-playing and problem-solving exercises will foster students' communicative competencies. Students will participate in pairs, and in small-group and whole class activities that focus on form and meaning. The variety of learning activities are designed to facilitate the development of language proficiency and accuracy as well as raise awareness of the similarities and differences in cultural perceptions, social customs, beliefs and values of another culture.

Required Text(s)/Resources

1. Integrated Chinese, Level one Part I, 3rd Edition (Simplified), by Yuehua Liu et al.: Textbook (ISBN: 9780887276385), workbook (ISBN: 9780887276408), and character workbook (ISBN: 9780887276484)
2. Integrated Chinese supplementary materials at <http://eastasia.hawaii.edu/yao/icusers/Default.htm>
3. Supplementary materials and assignments on CHN 101 Sakai site

Recommended Text(s)/Resources

1. What Chinese Want: Culture, Communism and the Modern Chinese Consumer by Tom Doctoroff. Palgrave Macmillan. ISBN 13: 9780230340305
2. Using Food to Teach about Chinese Culture at http://www.asian-studies.org/ea/Hauf_16-3.pdf
3. The Nations Online Project (including the map of China, the most populated cities in China, and the list of country names in Chinese) at http://www.nationsonline.org/oneworld/china_administrative_map.htm

Course Requirements / Key Evidences

Quizzes and tests: Quizzes are given twice a week. A Unit test is given approximately every two to three weeks. Each unit test is comprehensive. Quizzes and review tests cannot be made up unless prior arrangements have been made with the instructor.

Mid-term oral presentation and final oral interview: There is a mid-term oral presentation and a final oral interview at the end of the semester. The oral presentation is to present the outcome of a task-based project in real life situation. When working on the task, students will collect information by interviewing the local residents, taking notes and interpreting the obtained information. Finally, students will present their findings to the class with a power point presentation. The final oral face-to-face interview is 20-30 minutes long. Students are assessed on interpersonal aural and oral skills, content, responses to questions and pragmatics. The use of linguistic elements, i.e., pronunciation, grammar and vocabulary, is an essential part of every assessment.

Written assignments: In addition the regular written assignments in the textbook for each unit, there are assignments for additional reading, audio, or video materials. Students will reflect on the content of the meetings with a native speaker or that of a task-based activity by writing a composition or recording an oral report in Chinese. The complexity of these assignments is gradually increased as your knowledge of the language progresses.

Individualized tutorial Sessions: Each student will meet an instructor (discussion session leader or teaching assistant) once a week for twenty minutes to practice listening and speaking outside of class. Individual attention is given to learners when they recap information, concepts and ideas on what they have learned in class in the week while they are also given individual attention to rectify errors in pronunciation, language forms and content. Attendance and participation are considered as part of performance in the class.

Language partner program: The language partner program at DKU provides students an out-of-class opportunity to practice Chinese and exchange ideas with peers who are Chinese native speakers. The language partners will be recruited from DKU Chinese students and selected through a questionnaire and face-to-face interviews. Language partners will attend an orientation before the program starts. The meeting with the language partner is divided into two parts. In the first half of the meeting (30 minutes), students from CHN101 are encouraged to engage in conversation only in Chinese on topics related to what they learn in the week from the class. In the second half of the meeting (30 minutes), whereas, students are free to converse with the language partner on a variety of topics in English, which allow them to compare the similarities and differences between their cultures of their own and get to know each other in more depth. They are encouraged to negotiate meaning, express feelings and emotions, and provide and obtain information when communicating with the language partners.

Extracurricular activities: Students can maximize their learning experience through extracurricular activities such as (1) Chinese Language Table with students from Chinese universities, (2) the Chinese Language Partner program and Chinese Conversation Club in International House, (3) film, art exhibitions and talks on topics related to China on campus are strongly encouraged. The instructor will give you the sign-up sheet for Chinese Table and Language Partner program in class. A bonus of 1-1.5% adding to your final grade for participating in these extracurricular activities will be applied. More details will be announced in class or posted on Sakai later.

Learning portfolio in the course Sakai: To document and assess individual progress in this course, each student will create a portfolio via Drop-box in Sakai. Every learning journal, composition (including drafts and revisions), recording exercises, and power-point-presentations, should all be placed in the individual's Dropbox. Students are encouraged to periodically review the documents in the portfolio to reflect on their learning progress and objectives. The portfolio will be assessed on the diversity of content, organization, knowledge growth and progress at the middle and the end of the term.

Technology Considerations, if applicable

1. Sakai class site
2. Remote access over VPN to internet
3. Projection of PowerPoint and video clips

Assessment Information / Grading Procedures

Daily attendance is essential to students' success in learning Chinese. Participation in class not only insures the value of learning in terms of listening comprehension, speaking fluency, understanding of the content and usage of phrases and speech patterns, but also fulfills responsibility to build a constructive and motivated learning community with fellow students. Class participation and performance in every curricular component will be considered in borderline grade decisions. For example, if a student misses the class more than twice without a legitimate excuse, the final course grade will be lowered one level. The weighting of points is given below:

Quizzes

25%

Review Tests and Final Written Test	35%
Midterm and Final Oral Exams	10%
Assignments	15%
Attendance/Participation/Individual Sessions/Language partner program	15%

Grading Scale:

A----Excellent, exceptional quality

A- = 90-93 A = 94-97 A+=98-100

B---- Superior work

B- = 80-83 B = 84-86 B+ = 87-89

C---- Satisfactory, average

C- = 70-73 C = 74-76 C+ = 77-79

D---- Low pass

D+ 67-69, D 64-66, and D-60-63

F = Below 59

Note: More details on assessment are described in the section of “Course Policies and Guidelines” in this syllabus.

Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

While learning cultural facts through the map of China, different styles of Chinese cuisines and social-cultural etiquettes in different weeks, students in DKU CHN101 will be provided with ample opportunities to learn about each other’s culture when they share ideas, perspectives and perceptions on those topics between the culture of their own and that of China. A series of task-based activities coupled with the language partner program will enable students’ interaction with Chinese native speakers of different ages and social-economic backgrounds and allow them to experience cross-cultural communication in the global setting.

Course Policies and Guidelines

Course Policy:

1. **Preview and Review:** Habitual preview and review of the materials assigned to the class each day is essential to the success of learning in DKU CHN101. Students are expected to preview the material before coming to class. Lectures and discussions are not designed to repeat exactly what is mentioned in the textbooks but to reinforce the content, grammatical structure and speech patterns introduced in each lesson, and to clarify questions and practice the material. Students are also expected to review materials learned in class and listen to the audio files for each lesson every day for a few hours rather than study long hours two or three times a week. The results of these two different study behaviors usually reflect upon your performance in class. The homework assignments and content covered in each class are described in the weekly schedule: It is useful to consult the content for daily preview and review.

2. **Audio files in the course Sakai:** Students are encouraged to listen to the audio files on Sakai as often as they can. Instructors can tell the difference between students who listen to the recording often and those who don't. The reward for working hard will be realized in a positive assessment of your performance in the oral exams, quizzes, and each review test. For problems accessing Sakai, please get in touch with the computer specialist or the office of Instructional Technology at the DKU campus.

3. **Total immersion:** Students are encouraged to only speak Chinese in the classroom. You should always try to express yourself in Chinese. The instructor might have to use English to explain the material only when necessary. However, thinking in Chinese, talking, listening, and writing Chinese are the goals you should strive for. It is the best way to achieve your goal in learning a foreign language.

4. **Class etiquette:** To build a respectful and conducive learning environment, please turn off cell-phones. Do not email, text, chew gum or eat food when in class or individualized tutorial sessions.

5. The illness notification can be accepted up to two times, and the notification should be sent to the instructor in advance of the class. Without any notification in advance of class, the student cannot make up any graded work, quizzes or tests. After two illness notifications, the student will be required to provide a Dean's excuse or Doctor's note. Please use the illness excuse with caution and in accordance with the Duke Community Standard of Academic Integrity (<http://www.integrity.duke.edu/ugrad/student.html>).

6. A **make-up quiz or test** has to be taken the day after the illness notification is submitted, otherwise a 10% deduction will be applied to the score.

7. An **unexcused absence** will lower your final grade by 0.5%. Two instances of tardiness (10 minutes late) are counted as one absence. The student is responsible for the material and assignments from a missed session.

8. **Missed graded work:** No late assignments will be accepted unless a formal excuse is submitted in advance (see the policies described in "Daily attendance and participation"). "Incomplete" is not allowed because progress is evaluated through a process of frequent and continuous assessment and class participation, which cannot be made up out of the class context later.

9. You are expected to strictly abide by the **Duke Community Standard** (For details see <http://honorcouncil.groups.duke.edu/communitystandard.html>) and **Academic Integrity**. If you have any questions, please consult the principle instructor. Any violation will be pursued according to the judicial policies described in <http://www.integrity.duke.edu/ugrad/>.

10. **Accommodation:** If you feel you need an accommodation based on the impact of a learning disability, please contact your dean at DKU.

Tentative Course Outline or Schedule

Monday	Tuesday	Wednesday	Thursday
Lecture (65 minutes)	Discussion/Drill sessions (60 minutes)	Lecture (65 minutes)	Discussion/Drill sessions (60 minutes)
Individualized tutorial sessions (20 minutes/per session) every week			