Comprehensive Course Syllabus

Mandarin Chinese II (WLG 620)

Course Description:

Students build upon the skills developed in Mandarin Chinese I (with appropriate review of previously learned material). They develop greater proficiency in listening, speaking, reading, and writing with an emphasis on more complex structures and discourse involving specific, descriptive expressions and sentences. Speaking will become more sophisticated as they develop pronunciation and tones for fluency. The topical context is expanded from the student’s immediate world to the world of the target cultures during the second semester.

INSTRUCTOR:

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MEETING DAYS, TIME AND ROOM(S)

1:25pm-2:10pm on A/C days and 1:00pm-2:10pm on B/D days
Room A156

OFFICE HOURS:

11–12noon on B/D days, and 1-3pm on I-days

TEXT(S) / MATERIALS:


Live Interactive Chinese Magazine 互动华语 Vol. 1 - 24, LiveABC Interactive, 2007-

You are expected to have:
Voice recording equipment (laptop & microphone), a 2-pocket folder for journals, a Chinese-English dictionary, a 1-inch 3-ring binder, pens of varied colors, several packs of 3x5 index cards, and a ring/ziplock bag/envelope for cards.

Additional instructor-created materials will be made available as needed on Moodle https://courses.imsa.edu/ under IMSA Courses => Fall 2009 => World Languages => Mandarin Chinese II. The enrollment key is “huanying”. 

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Essential Content:

Level II curriculum, like Level I, is organized around the students’ world. It encourages students to communicate on an elementary level on topics that reflect their daily lives. Introductory Level I includes such topics as Me, My friends, My family, My school, etc.. The Learning Experiences (LEs) broaden and deepen during the second year. Topics may include school life, leisure time, food, health and wellness, directions/positions and geography.

SSls and Outcomes:

I.A. Students are expected to demonstrate automaticity in skills, concepts, and processes that enable complex thought by
- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- engaging in oral and written discourse
- using strategies that enhance the effectiveness of communication
- applying content knowledge to create with the target language.
- providing and obtaining information
- decoding written and spoken language on a variety of topics
- presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- transferring content knowledge in alternative scenarios and new problems

II. A. Students are expected to identify unexamined cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry by
- recognizing that language learning is not simply a word-for-word translation process, but rather the acquisition of an entirely new set of concepts
- processing information on the nature of language and/or culture
- identifying patterns among language systems

IV.B. Students are expected to write and speak with power, economy, and elegance by
- providing and obtaining information
- presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- using strategies that enhance the effectiveness of communication
- engaging in oral and written discourse on given topics
- recognizing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background
IV.D. Students are expected to develop an aesthetic awareness and capability by

- recognizing that language learning is not a word-for-word translation process, but is the acquisition of an entirely new set of concepts.
- recognizing that people of other cultures view the world from a perspective different from their own
- experiencing more fully the artistic and cultural creations of other cultures

VA. Students are expected to identify, understand, and accept the rights and responsibilities of belonging to a diverse community by

- recognizing the existence of other peoples' world views, their unique way of life, and the patterns of behavior which order their world
- assessing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
- engaging in oral and written discourse
- providing and obtaining information
- expressing feelings and emotions
- exchanging opinions
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background
- explaining the process of stereotyping and the role stereotypes play in forming and sustaining prejudice
- demonstrating mutual cultural understanding and respect
- engaging in meaningful direct interactions with members of other cultures sharing their knowledge of language and culture

Instructional Design and Approach:

World Languages teachers establish an immersion classroom where the goal is communication in the target language with correct, uninhibited, and creative expressions. “Communication” includes speaking, reading, listening, and writing. We denote, and help students to develop skills in, three modes of communication: presentational, interpersonal, and interpretive. Our instructional design provides the opportunity for students to develop core competency learner characteristics. We empower and enable students to discover what they personally need in order to acquire and use a foreign language; we place responsibility on the individual student to collaborate, utilize problem-solving skills, and critical and creative thinking. We ask students to persist through frustration, and to maintain a tolerance for ambiguity; we demand that they look at problematic situations from various viewpoints and perspectives, and we design instruction so that they must develop and go beyond automaticity, actively construct meaning, seek connections and interactions that deepen understanding, and appreciate the value of knowledge from multiple sources and perspectives. We help students develop the cultural sensitivity that is necessary to guard against miscommunication or misunder-
standing. We assume that students will display the motivation, maturity, and personal responsibility necessary to participate in this sort of language acquisition environment.

**Student Expectations:**

Students are expected to be in class daily, to be punctual and to be prepared. In our immersion-based classroom, primary emphasis is on comprehension and communication in the target language. Don’t be afraid to make mistakes. The goal is uninhibited, creative expression and communication in Chinese, stressing a language comprehensible to the native speaker. In addition, students are expected to develop a cultural sensitivity which is necessary to guard against miscommunication or misunderstanding.

The amount of time outside of class that a student needs to spend in order to acquire proficiency in Chinese varies from individual to individual. A reasonable expectation is 20-30 minutes (e.g. 15 minutes on listening/speaking, 5-10 minutes in writing characters) per day. Shorter daily study sessions are much more conducive to language acquisition than one or two longer periods during the week. Active class participation is essential to student success and to the success of the course. Also students are encouraged to take advantage of the opportunities to be able to practice and reinforce what they have learned in the classroom with so many native Mandarin-speaking students on campus.

Homework will be assigned daily, but it may or may not be checked. Checking and/or grading of homework will be unannounced. Students are expected to complete all assignments before the class period they are due. *No late homework will be accepted*, unless due to an excused absence (as defined in the IMSA Student Handbook). In the case of excused absences, students will be permitted to complete any missed assignments within a reasonable amount of time.

There will be no eating in class. The student may only drink water during class. In addition, bathroom/locker/dorm passes are privileges and are not necessary. If the student absolutely needs to use one, the student is expected to request politely in Chinese.

A different Class Leader (班长 banzhang) will be assigned each week. The Class Leader will call the class to order at the beginning and have everyone stand by saying, 起立(qi li); followed by 敬礼(jing li). Then the class will bow to the teacher and say, 老师好 (laoshi hao) meaning “Hello Teacher”, after which the Class Leader will tell the class to sit down by saying 坐下(zuo xia). This will repeat at the end of class, after which the teacher will dismiss the class.

The WL team follows Academy’s attendance policy. It states that three unexcused tardies equal one unexcused absence, and four unexcused absences may result
in the student being withdrawn from the course. Tardiness and unexcused absences will affect student’s participation grade.

Although students are expected to work collaboratively both inside and outside of the class; most homework assignments are to be completed individually. Please refer to Student Handbook pages 9-10 for IMSA academic dishonesty policies.

**Assessment Practices, Procedures, and Processes:**

Assessment involves both the teacher and the student. The teacher provides regular feedback on student performance. The student follows through on the teacher’s feedback, and engages in self-assessment. Emphasis is on continuous efforts to improve language proficiency. Students are assessed **daily** on the production of spoken and written language, and on reading and listening comprehension. **Listening** comprehension is assessed through conversational comprehension, interviews, and various aural activities. **Speaking/oral** is assessed through informal conversations, individual and group work, in-class activities, audio and video assessments. Oral performance assessment includes quality of pronunciation, intonation, and fluency. **Reading** comprehension is assessed through reading short passages and simple authentic texts. **Written** proficiency is assessed through homework assignments, 听写“Tingxie” (dictations), quizzes, and tests. 听写“Tingxie” will be given weekly (usually on Thursdays).

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<thead>
<tr>
<th>Grading Type</th>
<th>Projected # of Assignments/Quarter</th>
<th>Total %</th>
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<tbody>
<tr>
<td><strong>Formative</strong></td>
<td></td>
<td></td>
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<tr>
<td>Homework &amp; Quizzes/Tingxie</td>
<td>10-12</td>
<td>30</td>
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<tr>
<td>In-class task-based activities including prepared skits or improvising dialogs</td>
<td>5-6</td>
<td>10</td>
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<tr>
<td>class participation including tardiness &amp; unexcused absences</td>
<td>3-5</td>
<td>10</td>
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<tr>
<td><strong>Summative</strong></td>
<td></td>
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<tr>
<td>Video assessments, interviews, &amp; projects</td>
<td>2</td>
<td>30</td>
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<tr>
<td>Unit exams &amp; Chinese Character Tests</td>
<td>2</td>
<td>20</td>
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Cut-off values for grades:

- A 92.5
- A- 90
- B+ 87.5
- B 82.5
- B- 80
- C+ 77.5
It is the policy of IMSA’s World Languages Team not to give letter grades to sophomores for the first quarter of each year. Sophomores will get a “P” for passing, “C-” or “D” for not meeting expectations. This is done for all foreign language classes.

Sequence of Topics and Activities

Further explanation, including targeted SSLs, grammar, vocabulary, and culture, will be provided at the start of each unit.


Leisure Time 休闲时间: making a phone call, leaving a note, making a date/an appointment, planning, explaining, expressing opinions, describing how an action is performed (degree of complement expressions).

Food 食物: fruits, vegetables, meats, seafood, beverages, utensils, Chinese dishes, ordering food at a restaurant, ordering take-out and making comparisons.

Health and Wellness 身心健康: body parts, sicknesses, symptoms, moods, feelings, emotions, and medical consultations.

Directions/Positions and Geography 方向/地理位置: explaining where something is located, asking and giving directions, comparing Chicago with major cities in China geographically.

To reference IMSA’s World Language Learning Standards:
http://www.imsa.edu/learning/standards/wlang.php