Comprehensive Course Syllabus

Mandarin Chinese III (WLG 630)

Course Description:

In Level III, students continue to build communication skills developed in Levels I and II. Specifically, students participate actively in extended oral and written discourse, using compound and complex sentences to provide information in a coherent and fluent manner. Students narrate, describe, and predict events within context. They develop critiquing skills. Students explore options in a given situation, and handle difficulties and unexpected events. They also learn to initiate and sustain a conversation, discussion, or debate. Students demonstrate these language functions in various contexts. Students keep a journal throughout the school year as a reflective process and assessment tool.

INSTRUCTOR:

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- Telephone number: 630.907.5473
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MEETING DAYS, TIME AND ROOM(S)

9:35am-10:45am on A/C days and 9:35am-10:20am 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-

Poor Anna 可怜的安娜, modified by Dr. Yuehua Zhang, based on Blaine Ray’s “Pobre Ana”. Peking University Press, 2006.

Mary in Shanghai 马丽去上海, modified by Yuhong Tang and Dr. Yuehua Zhang, based on Blaine Ray’s “Patricia Va A California”. Peking University Press, 2006.
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 III. The enrollment key is “zenmeyang”.

Essential Content:

In this course, students will be exposed to authentic material such as movies, short films, soap operas, and children’s story books and animation. The student will continue to learn colloquial expressions used in modern Mandarin-speaking world. Students will also have opportunities to compare their own culture with Chinese culture through reading short stories and fables. Major Chinese holidays and festivals will also be incorporated into the curriculum. Students will compare and replicate classical and modern Chinese as a spoken art form to develop an appreciation of the Chinese culture and language.

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
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igniting and nurturing creative, ethical scientific minds that advance the human condition

- 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 expres-
sions. "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 misunderstanding. 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 Chi-
inese.

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 unex-
cused 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 im-
prove language proficiency. Students are assessed daily on the production of spoken and written language, and on reading and listening comprehension. Listening comprehen-
sion 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>Grade</th>
<th>Projected # of Assignments/Quarter</th>
<th>Total %</th>
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<tbody>
<tr>
<td>Formative</td>
<td>Homework &amp; Quizzes/Tingxies</td>
<td>10-12</td>
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<td>In-class task-based activities including prepared skits or improvising dialogs</td>
<td>5-6</td>
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Grading
Sequence of Topics and Activities

Level III Mandarin Chinese will be structured differently from Level I and II curriculum. Large thematic units consisting of several small topics will be introduced. Culture is not a separate unit to be studied in isolation. Rather it will be studied and discussed throughout the academic year as it relates to other units.


Chinese Festivals 中国节庆: holidays (中秋节 Mid Autumn Festival, 春节 Spring Festival, 鬼节 Ghost Festival, 情人节 Valentine’s Day) festivals, traditions, cooking, music, arts and crafts.

A Trip to China 去中国旅行: travel, tourism & cities (北京, 上海, 西安, 台北), Mandarin-speaking regions (中国, 台湾, 香港, 新加坡), geography, historic sites (紫禁城, 天安门, 颐和园, 长城), weather, clothing, shopping, transportation, comparisons.

Leisure Activities for the Youth 年轻人的休闲活动: movies, soap opera, pop music, raps, and other leisure activities.
Studying Abroad 游学/留学: education, friendship, customs, news, media, internet, and living in China/Taiwan.

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