

Mandarin Chinese I (WLG 610) Course Syllabus

Course Description:

In Chinese I students begin to develop proficiency in listening, speaking, reading, and writing. Mandarin 普通话/华语 (*Putonghua/Huayu*), the official spoken language of the People's Republic of China, the official spoken language of Taiwan, and one of the four official languages of Singapore, will be taught in this course. Topics revolve around the students' immediate world: introducing self, family, friends, school, interests, hobbies, hometown, and foreign countries. Students build good pronunciation and listening skills, and read simple authentic texts. Students learn Pinyin Romanization system along with the Chinese writing system and progress to recognizing Chinese characters (汉字, *hanzi*). In addition, students also examine the uniqueness of Chinese culture, using their own culture and experiences to detect cultural differences in and outside of the Chinese-speaking world.

Instructor :

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Class Information :

Meeting Days	Meeting Time	Room
ABCD	Mod 1 8:00am- 8:55am	Room A129
ABCD	Mod 2 9:00am- 9:55am	Room A129
ABCD	Mod 6 1:20pm- 2:15pm	Room A129

Text(s) / Materials:

Textbooks will not be used in this class. Curriculum outlines and instructor-created materials will be both distributed in class and posted online on **Schoology** - Please visit the website <http://www.schoology.com>

Supplies that students are expected to have:

- A laptop, tablet or smartphone w/built-in microphone
- A 70-page or 100-page composition notebook with **green** cover
- Several No. 2 pencils and pens of varied colors
- A binder (1/2 inch or 1 inch 3-ring binder) is recommended to keep all handouts organized for the current unit.

Essential Content:

Level I Mandarin Chinese 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 the following topics: "I am ...", "My family is ...", "My friends are ...", "I speak Chinese ...", "My daily routine", "At school, I ...", and "During my leisure time, I....".

World Language Expectations for End of 1st Year Mandarin Chinese Students

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
ACTFL Proficiency Level	Novice Mid (Strong)	Novice Mid	Novice Low
Power School Grade	A-/A	B+/B/B-	C+/C/C-/D

Grading

Type		# of Assignments per Quarter	Total %
Participation	Active participation in class	Weekly	10
Formative	Homework assignments, quizzes, and Tingxies (character dictation), in-class task-based activities	10-15	20
Summative	Interpretive: listening and reading assessments	1-2	70
	Presentational: oral presentation, skit, text messages, short essays, story narration	1-2	
	Interpersonal: simulated conversations, discussions, interviews	1-2	
	Integrated Performance Assessment (IPA): combination of 3 communicative modes	1	

Cut-off values for grades:

A	93	B+	87	C+	77	D	Below 70
A-	90	B	83	C	73		
		B-	80	C-	70		

Sequence of Topics and Activities

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

I am ... 我是: basic personal info, numbers, age, dorm address, email address, negations, classroom expressions, four tones, and radicals/base elements.

Essential questions: Who am I in my Chinese class? How different is Chinese language to my home language? How do I survive in my immersion-based Chinese language classroom?

Key Assessment: Greetings (presentational)

My family is ...我的家人: he, she, they; family members, professions, basic descriptors, possessives, measure words, ordinal numbers, and Pinyin (Romanization).

Essential questions: What is a family? How do Chinese do or celebrate as a family?

What are the differences between Chinese families and American families?

Key Assessment: My Family (interpersonal)

My friends are ...我的朋友: grade level, school name, physical features, state verbs & adjectives for describing people, and personal attributes

Essential questions: Who are my friends at school? How are my friends different from me?

Key Assessment: Personal Ad (presentational)

I speak Chinese 我说中文: countries, languages, people, nationality, heritage, language proficiency, and language learning experiences

Essential questions: How does studying Chinese change who I am? How proficient am I in languages?

Key Assessment: Languages and me – a short speech (presentational)

My Daily Routine 我的一天: date/time, daily schedule, routine activities, event sequence, and past events.

Essential questions: How do I spend my typical day? How do I communicate events occurred in the past?

Key Assessment: My Day (presentational)

At school I ...我在学校: subjects, teachers, classes, class schedule, classroom procedures, likes/dislikes, and classroom objects.

Essential questions: Why do I like/not like my classes and teachers? How do I better prepare for my class? How do I communicate my needs in the classroom? How are schools in China different from ours?

Key Assessment: Chinese student exchange (interpersonal)

During my leisure time, I ...我平常喜欢: sports, hobbies, comparisons, interests, time, making a date, and time expressions.

Essential questions: How do my friends and I spend our free time? How do Chinese teens view weekends? What cultural differences there are between Chinese sports and US sports?

Key Assessment: Oral Proficiency Interview (interpersonal)

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 cul-

tural 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. 10-15 minutes on listening/speaking, 10-15 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 is assigned daily to help students achieve the identified learning targets for the level. Students are expected to complete homework assignments, but they will not be graded. In addition, completion of designated homework assignments will also be required prior to any student-initiated re-assessment.

Bathroom passes: If the student absolutely needs to use one, the student is expected to request politely **in Chinese**.

The WL team follows Academy's attendance policy. Tardiness and absences may adversely affect student's learning.

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 for IMSA academic dishonesty policies.

Academic Integrity: IMSA students are expected to conduct themselves in accordance with five fundamental values: honesty, trust, fairness, respect, and responsibility. Please refer to the Student Handbook/Planner for the Academy's academic honesty policy. Examples of cheating in the Chinese classroom include but are not limited to: copying someone else's work and presenting it as your own work; using an online translator for more than individual words; and using an English version of a Chinese language text.

Assessment Practices, Procedures, and Processes:

Assessment is an ongoing process of goal setting and measuring involves both the teacher and the student. The teacher provides regular feedback on student performance. Students incorporate the teacher's feedback to improve their proficiency. Students are encouraged to engage in self-assessment regularly. Emphasis is on continuous efforts to improve language proficiency instead of completion of tactical tasks.

Students are assessed **daily** on the production of spoken and written language, and on reading and listening comprehension. Summative assessments are held towards the conclusion of each unit. There are two types of assessment: formative and summative. **Formative assessments** are used throughout instructions to provide the teacher and students with the indications of students' progress. They are given frequently to help you master the necessary skills. In general, there are 20-30 formative assessments per semester. Failure to do well in one quiz will not significantly affect your grade. This approach was designed to allow you to take risks and learn while making mistakes. **Summative assessments** are unit tests. They provide evidence on whether you have achieved the unit objectives and targeted proficiency. There are 3 modes of assessments: interpretive, interpersonal and presentational. In each unit, you will be asked to demonstrate your mastery in all three modes. These summative assessments assess what the students can do with language in spontaneous and unrehearsed fashion in terms of speaking, writing, listening, and reading in simulated real-world situations in familiar contexts.

Make-up assessments are given at the discretion of the instructor. Students with unexcused absence will not be entitled to the privilege of make-up exams. Students who miss a test due to excused absence should notify the instructor **before** exam time if at all possible. If a make-up test is appropriate, students should arrange to take a make-up exam as soon as possible within one week of the scheduled time of the exam.

Re-assessments are available for students who receive grades less than 80% within two weeks after the test date. There will be requirements to be fulfilled prior to the re-assessments, examples are, but not limited to, completions of homework or satisfactory results on highly relevant quizzes.

In addition, missing current homework assignments will revoke students' opportunity to re-assessments. The maximum grade that students will receive for the reassessments is 85%.

Essential Experiential Aspect

At the Illinois Mathematics and Science Academy®, one of our main objectives in teaching foreign languages is for students to engage, on a deep, intellectual, and personal level, in new ways of seeing, thinking, interacting, and communicating. In order for this objective to be realized, students must encounter a communicative system and cultural perspectives different from their own. It is essential for our students' growth that they engage in immersion-based learning experiences where they are supported in going beyond normal comfort levels, and where they learn to function within a system that is unfamiliar to them, thereby developing real-world proficiency in another language and in other cultures.

As a result of language learning, our students think and act globally, are cosmopolitan in their outlook, and international in their understanding. They will be ethical leaders who advance the human condition. When one speaks another language, he or she thinks and acts differently. One's perspective is widened and horizons are expanded. Students have a greater capacity to empathize, to make friends, to imagine "what it would be like" to be in another person's shoes. Imagination is stretched. Students no longer see "aliens" or "others", but rather they see real people with differences and similarities. If students stop studying a language, they may forget the words and grammar details. However, learning another language and its culture(s), learning how to effectively communicate with other human beings, and learning how meaning is constructed through words other than one's native tongue, will remain for a lifetime.

The IMSA World Language Learning Standards, in which the five unifying concepts (communication, cultures, communities, comparisons, and connections) are embedded, are the guiding principles of the program. Our standards are adapted from Standards for foreign language learning: Preparing for the 21st century, National Standards in Foreign Language Education Project, 1996.

Students studying foreign language at IMSA will:

- ❖ Communicate in multiple modes (Interpersonal, Interpretive, and Presentational).
- ❖ Understand the relationships among the Practices, Products, and Perspectives of the cultures studied.
- ❖ Reinforce and further knowledge of other disciplines through the foreign language.
- ❖ Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- ❖ Understand the nature of language through comparisons of their own language and the language studied.
- ❖ Understand the concept of culture through comparisons of their own culture and the cultures studied.
- ❖ Use knowledge of language and culture both within and beyond the school setting for personal enjoyment and enrichment.

In addition, the WL team guides students in the development of their metacognitive skills, their ability to collaborate, and their ability to accurately assess learning--skills which are applicable to all of their learning experiences.

Standards of Significant Learning Outcomes: The following SSL's, correlated with learning outcomes, will be targeted and assessed in this course.

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

To reference IMSA's World Language Learning Standards:

<https://www.imsa.edu/academics/standards/worldlanguage.php>