

Comprehensive Course Syllabus

Mandarin Chinese II (WLG 620)

Course Description :

Students build upon the skills developed in Mandarin Chinese I. They develop greater proficiency in listening, speaking, reading, and writing with an emphasis on more complex structures and descriptive expressions. Speaking will become more sophisticated as they engage in discourse involving narrations that reflect connectedness and cohesiveness. The topical context is expanded from the student's immediate world to the world of the target cultures in this year.

Instructor :

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Meeting Days, Time and Room:

Meeting Days	Meeting Time	Room
ABCD	Mod 4 11:00am-11:55am	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 **yellow** cover
- Several No. 2 pencils and pens of varied colors
- A binder (1/2 inch or 1 inch 3-ring binder) is required to keep all handouts organized for the current unit.

Essential Content:

Level II curriculum is organized around the students' world. It encourages students to communicate at an elementary to intermediate level on topics that reflect their daily lives. Level II topics may include School Life, Home & Community, Food, Weather, Clothes & Fashion, Shopping, and Health.

World Language Expectations for End of 2nd Year Mandarin Chinese Students

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

Grading

Type		# of Assignments per Quarter	Total %
Participation	Active participation in class activities	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	92.5	B+	87.5	C+	77.5
A-	90	B	82.5	C	72.5
		B-	80	C-	70

SSLs and Outcomes:

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>

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.

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 nec-

essary 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 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. Students will receive 85% of the grade of the reassessment. The maximum grade that students will receive for the reassessments is 85%.

Sequence of Topics and Activities

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

High School Life 高中生活: talking about recreational activities, making plans, describing challenges in high school, exchanging information on ways to balance school and life, and comparing school schedule and extracurricular activities in the US and in the target culture

Essential Questions:

1. How is my high school experience?
2. How do I balance schoolwork and life?
3. How does my high school life differ from others in a typical high school in the US and in the target culture?

Home and Community 家和社区: describing one's room, home, and community, explaining where things are in their rooms, homes, and communities, describing how to get from one place to another in their communities; making comparisons between communities in America and in the target culture

Essential Questions:

1. What's special about my home/community/?
2. How does one's home and community influence one's life?

Food 食物: expressing and inquiring about food preference, presenting/choosing from alternatives, ordering food at a restaurant, describing flavors and tastes, requesting service at a restaurant, complaining about food/service, and providing basic commentary on food

Essential Questions:

1. What do people eat in the US vs. in the target language culture?
2. How is eating at a restaurant and at home like in the target culture?
3. How does food reflect cultural practices and perspectives?

Weather 天气: exchange information about weather and seasons, express preferences in weather/seasons, describe impacts of seasons on lives such as moods, clothing, and leisure activities, engage in conversation about how weather affect our lives, identify key information from weather forecast and related info

Essential Questions:

1. How does weather affect our lives, the clothing we wear, and the things we do for fun?

Clothes & Fashion 服饰和流行: describing clothing and accessories, expressing likes and dislikes in fashion, making clothing suggestions for different occasions and weather conditions, discussing what is “fashionable” in the US vs. in the target culture

Essential Questions:

1. What do I like to wear and why?
2. How are American fashion trend similar to and/or different from the target culture?

Shopping 买东西: interpreting nominal prices and determining actual prices out of sales signs and flyers, understanding marketing strategies, engaging in shopping activities, seeking assistance in a shop; developing negotiating strategies

Essential Questions:

1. What is shopping like in the target language culture?
2. How is shopping here in the US different than shopping in the target culture?