



Syllabus, Spring Semester, 2008-2009 School Year

Course: CHIN 1102, Beginning Chinese II **Credit Hours:** 5

Time and Location: Classroom Section 61: M, 6:00-8:50 P.M., B-116.

Online Hours: Determined by Individual Students.

Instructor: Paul G. Fendos, Jr. **Office Phone:** 952-846-4792.

Office Hours: See Instructor..

E-mail: pfendos@inverhills.edu **Homepage:** <http://faculty.inverhills.edu/pfendos/pgfendos@yahoo.com> <http://fendos.tripod.com>

Required Texts: *Chinese Link: Elementary Chinese-Text*, compiled by Sue-mei Wu et al. New Jersey: Pearson/Prentice Hall, 2006.

Chinese Link: Elementary Chinese-Work Book, compiled by Sue-mei Wu et al. New Jersey: Pearson/Prentice Hall, 2006.

Chinese Link: Elementary Chinese-Audio CDs, by Sue-mei Wu et al. New Jersey: Pearson/Prentice Hall, 2006.

Chinese Link: Elementary Chinese is one of the newest Chinese-language textbooks on the market. Consisting of 22 lessons, it aims to “integrate communication, culture, comparison, connections, and communities” into a Chinese curriculum. Emphasis is on helping learners “develop their communicative competence in the four basic skills of listening, speaking, reading, and writing,” all while learning elements of Chinese culture (from the People’s Republic of China and Taiwan). Both traditional and simplified characters are introduced. (The above-listed materials can be bought in a shrink-wrapped Value Pack at the Inver Hills Community College Bookstore.)

NEW *A New Practical Chinese English Dictionary 最新實用漢英辭典*, by Shih-chiu Liang 梁實秋 (Taipei: Far Eastern Book Co., Ltd.).

This is a ‘radical’ dictionary. It can be purchased at any number of online book stores, including Amazon.com or Cheng & Tsui Books (<http://www.cheng-tsui.com>), or at the Inver Hills Community College Bookstore. The ISBN number is 9576122309.

Recommended Materials: ‘Chinese Character Flash Cards 888.’ China Books & Periodicals. ISBN 0835126781 (Amazon.com)

Derived from several sets of books, these represent the most commonly used Chinese characters. Traditional and simplified versions of many characters are provided, though this set is based mostly on simplified characters. Flash cards can also be purchased at <http://audioforum.com/> under the title ‘Chinese Vocabulary Cards.’

Chinese Link: Elementary Chinese-Video on DVD, by Sue-mei Wu et al. New Jersey: Pearson/Prentice Hall, 2007.

This **Video on DVD** re-enacts the ‘Language in Use’ sections of the main text and should be seen as companion material for the main text. These videos will be provided for classroom use by the instructor. However, any student wanting a personal copy must purchase their own DVD through Pearson/Prentice Hall (ISBN # 0-13-231854-7). Copies are also available at the Inver Hills Community College Bookstore.

Supplementary Materials: *Chinese in Action (DVD)*. By Jennifer Li-chia Liu & Instructional Support Services Media Production. Indiana University, 2003.

Twenty live-action videos emphasizing real-world communication in familiar situations. Stand-alone study and practice tool on everyday themes and cross-cultural communication. Viewers can watch videos without subtitles or with Chinese subtitles, easily moving from main menus to specific lessons. Classroom-tested approach that makes learning an interactive, cognitive process. Provided for classroom use by instructor. Available in the Inver Hills Community College Bookstore.

Regional (Chinese, P.R.C & Taiwan) Language IME Software. Microsoft Corporation.

Part of the Regional and Language Options function of Microsoft Word, these IME files allow easy viewing of Chinese-language documents or websites and make Chinese word-processing possible with the click of a mouse. Both P.R.C. and Taiwan IME files are included in all versions of Microsoft and need only be installed. These files are already installed on IHCC computers for classroom use. If you wish to install them on your home computer please refer to the following site: <http://www.chrissimpson.com/tutorial1.html> .

Clavis Sinica. By David Porter. University of Michigan, 2003.

Clavis Sinica is a computer-based Chinese-language text reader that works as a text writer but also allows students to surf the Internet and cut and paste Chinese-language texts from Chinese websites for easy reading. Software includes an online dictionary, character tools that give pronunciation and explain structure of characters, and Chinese-character flashcards. Installed on IHCC computers. A discounted student version can also be purchased for the very affordable price of \$39.95 at <http://www.clavisinica.com/index.html> . This is an excellent piece of software.

Course Description: Second semester of one-year sequence in elementary Chinese. Main objective is to continue elementary training in basic language skills of listening, speaking, reading, and writing. Specific goals include 1) increase knowledge of the nature and history of the Chinese language, 2) understand and use more basic sentence patterns and 600-plus vocabulary words, 3) recognize and write approximately 500 Chinese characters, 4) write Chinese sentences and paragraphs, and 5) translate difficult sentences and paragraphs from Chinese into English. Students also have further practice with Chinese-English dictionaries, Chinese word-processing software, Chinese-language Internet software, and Clavis Sinica, a computer-based Chinese text reader.

Course Objectives: See **Abbreviated Schedule of Classes and Assignments** below.

Approach to Learning: The **text** for this course (same text used in the first and second semesters of Beginning Chinese) is organized around **twenty-two core lessons**, the main

sections of which include elements of the **structuralist, communicative, and social-linguistic** approaches to language learning and teaching.

Main Sections of Twenty-two Core Lessons of Text

Vocabulary: *Pinyin*, grammatical function, and traditional and simplified forms of core and supplementary vocabulary (and characters) provided.

Language Link: Situations that incorporate lesson's vocabulary and grammar into basic sentence patterns. Language Link serves as model of correct usage, with dialogue being the basic format in which sentence patterns are introduced.

Grammar: Explanations of language supplemented with practice examples.

Supplementary Practice: Application of learned vocabulary and grammar in different formats (short essays, diaries, emails, and letters incorporated into this section).

Activities: A variety of listening, character, grammar, and communicative exercises that maintain a balance between structural drills and real-life communicative tasks.

Culture Link: Notes on elements of Chinese culture, idioms, phrases, and short pieces of poetry that relate to core topics of lesson.

The **course itself** is broken into **three main parts: classroom, online, and homework**. **Classroom** activities center on the practical language skills of listening, speaking, and reading. Specific language exercises include pronunciation drills, sentence build-up, reading sentences and dialogues, simulating dialogues, conversation practice, and viewing videos. **Online** activities cover **1) Discussion Boards** on core materials introduced in the different sections of each lesson, and **2) directed interactive listening and comprehension exercises using uploaded Audio files** or working online. **(NOTE: For those who may not be familiar with D2L, the Online System, part of the first classroom session will be used to introduce this system and give students practice in using it.)** **Homework** consists of activities that reinforce learned materials. Specific assignments range from **1) individual listening exercises, pronunciation practice, and sentence pattern repetition using Audio CDs**, to **2) workbook-based character writing, grammar, composition, and comprehension exercises**, and **3) directed online interactive activities**.

The **personal insights** of the instructor into both the Chinese language and the Chinese culture are also an important part of the course. As an American who studied Chinese in an American university environment and then lived and taught in a Chinese-speaking country, I have discovered that textbook Chinese and actual usage (the living language) are not always the same. My comments and explanations, therefore, as well as my general experiences as a student, may serve to make a beginner's study of the Chinese language more engaging and meaningful.

D2L, The Online Learning System: As was mentioned above, part of the first classroom will be used to introduce and give students practice in using D2L, the Online Learning System that will be utilized during this course. Students can get a head start by registering for D2L before class starts (along with their Online Services, E-mail, and I-NET accounts. Follow these steps.

1. Go to the Inver Hills CC main web page at <http://www.inverhills.edu/> .

2. Under 'Inver Login' in the left column, click on 'Activate Student Accounts.'
3. Follow the directions for activating all your student accounts.

If you get lost, do not fear. Bring your Tech ID number to class and we can get you registered at that time too.

Once online you will need to learn how to get around in D2L. Again, you will be introduced to the basics the first day of class. However, you might want to check the following website for more detailed information: <http://tegrity1.mnscu.edu/tegrity/> .

There are, of course, some common sense rules of etiquette that should be applied during the online portion of this course. The instructor will give his guidelines during the first day of the classroom portion of this course. You might want to look over two relatively useful websites also: **Chatiquette** (<http://www.albion.com/netiquette/>); and **Netiquette** (<http://www.education.qld.gov.au/learningplace/communication/chat/chatiquette.html>);

Grading: Final grades for each semester of this one-year course will be based on mid-term and final exams (300 points each for a total of 600 points), homework assignments (300 points total), and attendance (300 points total). Missed exams should be made up and tardy assignments handed in (even if late), otherwise students risk receiving grades of zero for those exams/tests and assignments. It is the student's responsibility to ensure that all assignments and tests have been completed. Attendance is important because one cannot learn a foreign language well without attending class regularly, learning the required materials, and participating in in-class exercises and conversations. Final grades will be calculated by applying a student's cumulative point total (maximum point total being 1200) to the following scale:

- 90% of total possible points and above = A
- 80%-89% = B
- 70%-79% = C
- 60%-69% = D
- Below 60% = F

Extra-Credit will be offered for active participation in the **Discussion Boards** mentioned above that are a part of the online class. There will be 8 different Discussion Boards, the titles of which correspond to different parts of each lesson: Vocabulary, Language Notes, Grammar, Language Link, Supplementary Practice, Culture Link, Fun with Chinese, and Let's Go. Students are encouraged to ask questions on material in any of these sections, or offer their answers to questions already posted. The teacher will monitor both questions and answers, adding his own comments when appropriate. A point will be rewarded weekly for each question asked or answer provided on any of these Discussion Boards, up to a total of 10 points per week, or a total of 160 possible points for the whole semester. Questions and answers must, of course, be related to text materials or China. But it is not difficult to see that active participation in these Discussion Boards could raise your grade one level (for example, from a 'B' to an 'A').

Peer Review & Question/Answer Sessions:

Academic Progress Policy: Six Credits and above—2.0 GPA and 67% Completion Rate.

ADA Statement: Reasonable accommodations that make sure all materials, discussions, and activities that are part of this course are accessible will be provided to students with physical, sensory, cognitive, systemic, and psychiatric disabilities. To discuss accommodations for this course, please visit the Disability Services Office (L224) or contact by phone (651-450-8628 or TTY 651-450-8369) and contact the instructor.

Religious Accommodation Statement: Inver Hills strongly supports the principles of free expression and respect for the diversity of beliefs, including religious observances, among our academic community. It is the policy of the college to provide reasonable accommodations for students when religious observances conflict with classroom activities or course requirements. It is the responsibility of students to inform instructors in a timely fashion of such conflicts. If a mutually agreed accommodation is not possible, students may initiate an appeal. The procedure for this appeal is the same as the Grade Appeal Policy described in the Catalog and on the IHCC website.

Student's Right to Know: Policies on Harassment and Discrimination, Crime Awareness and Campus Security Report, Drug- and Alcohol-Free Campus, Student Conduct, and Academic Honesty are available on the IHCC website. Inver Hills has established policies and procedures to handle violations in a timely manner.

Incomplete Grade and Withdrawal Information: Students must initiate requests for either an incomplete grade or withdrawal from a course by filing the appropriate form with Enrollment Services. Students who stop attending classes without completing the withdrawal process may receive a grade of "F," and are responsible for all tuition/fees associated with the course registration. Withdrawal forms must be submitted by (here insert the last day to withdraw). Please see the current Class Schedule or Catalog for details.

Abbreviated Schedule of Classes and Assignments: An abbreviated schedule of classes and assignments will be available on the D2L site under Syllabus.

Daily Class Schedule will be uploaded to the Course D2L site before the Spring 2009 semester begins.

(Students can see info at D2L site only after registering for course.)

**Do not know what D2L (Desire to Learn OnLine Course System) is?
Go to [D2L Login](#) and register now. It is free if you are an enrolled student.**



**Worried you might not know how to use D2L? Not a problem.
We will go over how to use D2L for this class the first day of the course.**