

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 with cohesive devices to provide information in a coherent and fluent manner. They learn to initiate and sustain a conversation, discussion, or debate. Students narrate, describe, and predict events within context. Culture is a critical part of Chinese III curriculum. Students will be immersed in cultural intricacies through learning about traditional and contemporary cultural perspective and products. The curriculum will be guided by the global themes adopted by AP Chinese Language Exam.

Grade Level: Junior/Senior

Prerequisite: Mandarin Chinese II and recommendation of Instructor

INSTRUCTOR:

- Name: Christine Zhang 张老师 (Zhang Laoshi)
- Office: Room A127
- Telephone number: 630.907.5469
- Email addresses: czhang1@imsa.edu; shaopingzhang@gmail.com

MEETING DAYS, TIME AND ROOMS:

<u>Meeting Days</u>	<u>Room</u>	<u>Meeting Time</u>
ABCD	Room A129	Mod 3 10:00am-10:55am Mod 7 2:20pm – 3:15pm

OFFICE HOURS:

1:30-3pm on I-days, or by appointment

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.

Students are expected to have:

Voice recording equipment (laptop w/built-in microphone, iPad, smart phones, etc.), a 1-inch 3-ring binder, ONE 70 or 100-page composition notebook with RED cover, pencils, and pens of varied colors.

Essential Content:

In this course, students will be exposed to authentic material such as podcasts, movies and short films. They 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 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. Level III topics may include College and Career Planning, Friendship and Love, The Art and Etiquette of Chinese Food, Studying Chinese, Holidays & Celebrations, Family Structure, and Travel & Tourism.

SSLs and Outcomes:

I.A. Students are expected to demonstrate automaticity in skills, concepts, and processes that enable complex thoughts 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

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- ❖ 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 misunderstanding. We assume that students

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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 that 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.

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

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

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 %
Formative	Homework assignments, quizzes, and Tingxies (character dictation), in-class task-based activities	10-15	20

Summative	Interpretive: listening and reading assessments	1-2	80
	Presentational: oral presentation, skit, text messages, short essays, story narration	1-2	
	Interpersonal: simulated conversations, discussions, interviews, email correspondence and Wechat posting.	1-2	

Cut-off values for grades:

A	92.5
A-	90
B+	87.5
B	82.5
B-	80
C+	77.5
C	72.5
C-	70

Sequence of Topics and Activities

Level III Mandarin Chinese will be structured into larger 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.

College and Career Planning 专业规划: students are to describe their college planning process and ex- press and defend their college/career of choice. Essential Questions: What profession do I plan to pursue in the future? How do I choose colleges?

Friendship and Love 爱情和友情: describing your emotions, making aware of and explaining your emotional needs to your friends and applying effective communication strategies to handle friendship troubles. Essential Questions: What does it mean to be a good friend? How to handle touchy friendship troubles with finesse? How is the nature of dating relationship in China different?

Studying Chinese! 学习中文: taking Chinese for the 3rd year, describing the linguistic characteristics of the Chinese language, and sharing personal experiences studying Mandarin at IMSA and what it plays in applying for colleges. Essential Questions: Why do I study Chinese? What are the challenges in studying Chinese? What strategies do I need to communicate better in Chinese?

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The Art and Etiquette of Chinese Food 食在中国: appreciating various authentic dishes, comparing a variety of regional cuisine, and comparing and contrasting dining etiquette in China and US. Essential Questions: What role does food play in the Chinese culture? How is food influenced by regional geography, weather and cultures? How does dining etiquette reflect cultural practices and perspectives in China?

Holidays and Celebrations 中国节庆: learning the practices and perspectives of the major holidays and festivals celebrated in the Chinese-speaking world, understanding the concept of culture through comparisons with their own culture. Essential Questions: How have the customs and traditions of Chinese New Year evolved? How do Chinese New Year wishes and US New Year resolutions differ?

Sub Theme: Last Train Home: to examine the New Year migration phenomenon and its underlying issues in family dynamics, economic/social inequity and personal responsibility

Family Structure 大家族: talking about family immigration history, race, country of origin, languages spoken, profession, marriage status, highest education, etc., Describing the family structure, traditions, and value systems in their own family, discussing traditional and modern families, comparing the different family values and customs in one's own culture and others.

Essential Questions: Who are in my big family? What is the immigration history of my family? Why do I have to know? How do we celebrate as a family?

Travel and Tourism 旅行和旅游: learning key historic sites and attractions in China and Taiwan, planning for a class trip to China and making a detail itinerary, role-playing situations at the airport, a hotel, a subway station, in a taxi, or in a shop. Essential Questions: Why do we travel to another country? How do means of transportation change the modern life in China? How do we plan a successful trip? To refer IMSA's World Language Learning Standards:

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