CHN 331 Course information

<u>Student Learning Outcomes:</u>
Students will gain listening and writing skills in standard (Mandarin) Chinese, dealing with intermediate to advanced videotexts with exercises. Specifically, students will, as a result of this course:
1. Become aware of the skills and strategies available for improving listening ability in Chinese.
2. Be able to understand main ideas and most supporting details in descriptions, factual narration, news events, or other non-technical texts.
3. Be familiarized with Chinese computer technology and the World Wide Web.
4. Become acquainted with aspects of Chinese culture and social behavior that relate to the videotexts.
5. Develop the ability to compose grammatical and organized essays in Chinese related to the above topics.

<u>Texts & Materials:</u>
The required material will be a virtual CD-ROM for PC only (in order to make it work on a Mac, you must run in virtual Windows mode), titled "Kàn Na! Authentic Chinese Reading and Video," developed by the University of Hawai'i National Foreign Language Resource Center. **The CD-ROM files, in a ZIP archive, are downloadable for free at [this link](link) (scroll down and download the .zip archive); the size is approximately 253 MB. (Expand the contents to a folder on your hard drive. Use the file called "Chinese Video Menu.exe" to access lessons for CHN 331.)**

<u>Web Literacy</u>
Based on our experience, we feel it is necessary at the outset to review and/or familiarize the students with telecommunications literacy involving Chinese. See [this page](link) for information regarding input and display on machinese running Windows XP. We also encourage students to use the web as a resource for research, e.g. for finding cultural resources.

<u>Student responsibilities:</u>
1. <u>Participation and Punctuality</u>: Visit our class site at least 5 times a week, ready to communicate in both reading and writing. The student should read the instructions for each unit thoroughly and be prepared to interact with classmates. The class will progress through a series of task-based activities and punctuality in submitting assignments is of vital importance. Points will be deducted from late assignments.
2. <u>Quizzes</u>: All quizzes are listed in the unit assignments. They will be made available at a certain time. Quizzes cannot be made up unless arrangements are made a week BEFORE the quiz date. (Quizzes do not count heavily toward the course grade, however. See below.)

<u>Grading:</u>
Criteria differ from unit to unit, depending on the items there are to complete in the unit. Generally speaking, the most important criterion for receiving points is whether or not there is ample evidence of student participation, without reference to accuracy. Accuracy develops over time in the course, and improvement, rather

than high accuracy at any given point, is the goal. Quizzes are given minimal importance, counting for approximately 10% of a student's grade. Points will be assigned for all activities, and a student's final total will roughly determine his or her course grade, using the traditional formula 90-100=A, 80-89=B, etc. For those students who have chosen the CR/NC grading option, work that would receive a grade of "C" or better is needed to receive credit.

Technical Requirements

Students should have basic knowledge of how to use a computer with Chinese language applications, including how to surf the Web and how to input Chinese text.

Hardware: a Windows-based or Windows-emulating computer with 1GB of RAM

Software:

1. Chinese viewing and inputing capabilities -- in Control Panel / Region and Language / Keyboards and Languages, "Change Keyboards" and then "Add..." Chinese (Simplified, PRC), which will enable you to output Simplified OR Traditional characters using a Pinyin keyboard.
2. Web browser: Firefox preferred, Internet Explorer deprecated

Networked computers are available in the College of Language, Linguistics, and Literature's Multimedia Computer Lab during open hours in Moore 155B (Mac Lab) and Moore 153 (PC Lab), as long as no class is scheduled. Computers in both locations have the requisite software.

Prerequisites

Students must have earned credits in CHN201 or 202 (or equivalent) and taken the screening test. Please contact the instructor or Stephen Tschudi (sfleming@hawaii.edu) if you have questions.

Lesson stages

Units may take varying lengths of time to complete, but in general they will take about two weeks each. Every course has its own practices and procedures, and these always take some time to get used to. If you feel a little lost in the rest of the course website, come and review the lesson stages here in English. Armed with this background knowledge, you will be able to navigate and work in the rest of the website with more confidence.

Warm-up activities / word bank

For the sake of this example, let us suppose the unit centers around cooking. In this lesson stage, students share with each other things they already know about Chinese cuisine by filling out web-forms to answer questions such as "three words you know for ways of cooking in Chinese, including characters, Pinyin, and English equivalent." Example answers to each question are provided to guide students. Student responses are accumulated on a guestbook-page for each question, so that all the answers that have been inputted are visible at a single glance. Vocabulary contributed by the students is gathered into a course database -- a "language bank" for student use. This is always available in the left-hand menu. Moreover, words that have been inputted in a given unit are available for the student's reference when s/he uses the essay composition tool later on in the unit.

Preparatory activities

Students complete a preparatory matching task designed to be relatively easy for them in other words, at the baseline level of the lesson rather than the target level. This is usually a matching task -- for instance, they might match the picture of a Chinese dish with a description of that dish. Instant feedback is provided with a "check answers" button.

Core lesson

Students complete the CD-ROM lesson, which is structured according to a five-stage model rooted in schema theory. ATTENTION: Lesson numbers on the CD-ROM do not necessarily correspond to the number of the unit in the course. For example, in Unit 2 in the course, Lesson 6 on the CD-ROM is used.

During or after use of the CD-ROM, students can participate in a "Q&A" forum to troubleshoot any problems they had completing the CD-ROM lesson. Discussion can be in Chinese or English.

Students are assigned a discussion task. They are directed automatically to a specific thread in the forum, where they will interact with one or two other classmates in Chinese in a small group assigned by the course instructor. For example, a student's assigned task might be:

"You are in Hong Kong with Suzie and Sammy for one night. You want to eat Sichuan cuisine, but they don't. In Chinese, give them three reasons why Sichuan would be best. Through your discussion, try to decide as a group which kind of cusine you will eat."

After the students have worked on the task, the instructors choose five or six erroneous utterances (i.e., postings that have syntax or usage problems) from the student discussion threads and place them in the next forum, the "grammar clinic." Students are directed to respond to two or three of the erroneous sentences by supplying a correction. Finally, the teacher adds comments to each thread, and everyone reads over the accumulated contents of the forum.

Post-lesson activities

Students are told in advance of the final writing task of the lesson, which is usually a short persuasive essay related to the topic of the lesson. In preparation, students first read a model text on a topic related, but not identical, to the lesson topic, in which certain linguistic features — usually discourse connectors or other useful tools — are underlined. For instance, in a lesson about Chinese cuisine, the model text describes the positive features of traditional Chinese tea houses — a topic related to, but distinct from, the cuisine topic.

Students complete linguistic exercises based on the highlighted items in the model text to strengthen their familiarity with these items. For example, they might be presented with a list of adverbs and conjunctions that occurred in the model text and asked to classify them by function such as "exclusion," "contrast," "addition," and so forth. Examples are provided for support. (The most common task type is vocabulary matching, where students type numbers into boxes to show which English meaning match Chinese words on a list.)

Students complete a final writing task, usually a written role play related to the theme of lesson, and post the composition to a guestbook. For example, in the "Chinese cuisine" unit, the task might be:

"You are the manager of a restaurant that serves a certain variety of Chinese cuisine Sichuan, Cantonese, Hakka, etc. For a radio spot on a local Chinese-language station, write a brief introduction telling people about your wonderful restaurant and its cuisine."

In a final forum, each student is given a topic thread where others can respond to that student's writing with appreciations and critiques.