

# Chinese 332 Spring 2021

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## Syllabus

### CHN332 Syllabus

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- **Student Learning Outcomes:**

Students will gain reading and writing skills in standard (Mandarin) Chinese, dealing with intermediate to advanced texts. Specifically, students will, as a result of this course:

1. Become aware of the skills and strategies available for improving reading 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 readings.
5. Develop the ability to compose grammatical and organized essays in Chinese related to the above topics.

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- **Course Materials & Texts:**

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 ISO archive titled "KanNaChnRdg and Video.iso", are **downloadable for free via this link**: <https://scholarspace.manoa.hawaii.edu/handle/10125/14544>; **the size is approximately 319**

**MB. Important: please down load .iso version (318.16MB) rather than the .zip version.** (Expand the contents to a folder on your hard drive. **Use the file called "Chinese Reading Menu.exe" to access lessons for CHN 332.**)

Contact Stephen Tschudi (Tang Laoshi), [sfleming@hawaii.edu](mailto:sfleming@hawaii.edu), for **tech support**.

*If you need help with the course materials, please contact the instructor.*

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- **Web Literacy**

Based on our experience, we feel it is necessary at the outset to review and/or familiarize the students with telecommunications literacy involving Chinese. Emails are sent out to students regarding Chinese input and display on the Web and for typing text. We also encourage students to use the web as a resource for research, e.g. for finding cultural resources.

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- **Student Responsibilities:**

1. **Participation and Punctuality:** 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. **No credit will be given for late assignments without a valid reason.**
2. **Quizzes:** 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.)

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- **Grading:**

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. The instructor may add + or - to the letter grade for students whose scores fall close to the top or bottom end of the range of any letter grade. 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.

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- **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 PC with at least 1 GB of RAM

Software:

Operating System: Windows XP (Service Pack 2) or later

Chinese viewing and inputting capabilities (part of the Windows OS, or choose a 3rd-party option such as Google Chinese Pinyin Input Method).

Web browser: We recommend Firefox 3.6 or Chrome 8 or better

**note:** 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.

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- **Prerequisites**

Students must have earned credits in CHN 301 (or equivalent) and taken the screening test. Please contact the instructor if you have questions.

Student conduct is governed by the Student Conduct Code (

[http://studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/proscribed\\_conduct.php](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/proscribed_conduct.php)). Misconduct, including plagiarism, will be referred to the Dean of Students for action.

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- **Lesson Stages**

Here you will find a description of the stages you will go through as you progress through each of the units in the course. 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.

### 1. Warm-up activities / word bank

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. For those queries that elicit vocabulary from the students, the instructors will gather the inputted data into a course database -- a "language bank" for student use. This is always available on the right side of the screen. 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.

### 2. 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.

### 3. 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 cuisine 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.

### 4. 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.

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.

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### CENTER FOR LANGUAGE & TECHNOLOGY

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You are logged in as 蒋老师 Li Jiang (Log out)

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Data retention summary