

2014 SPRING Chinese 102

Instructors	Office	E-mail	Office hours
Ryan Robbins	LL 173 I	Ryan.C.Robbins@asu.edu	MW 1:15-3:15
Zhang Junlei	LL 007	Junlei.Zhang@asu.edu	
Wang Xuan	LL 007	Xuan.Wang.2@asu.edu	
TAs	Office	E-mail	Office hours
Wu Yang	LL 007	Yang.Wu.4@asu.edu	
Chang Wenbo	LL007	Wenbo.Chang@asu.edu	
Deng Xiaoyan	LL007	XDeng15@asu.edu	

NOTE: You are encouraged you to make an appointment if you need to meet outside the above time slots.

Required Texts

Integrated Chinese Level 1 Part 2, Textbook (Traditional), 3rd edition. Boston: Cheng & Tsui Company, 2008
Integrated Chinese Level 1 Part 2, Workbook (Traditional), 3rd edition. Boston: Cheng & Tsui Company, 2008
Integrated Chinese Level 1 Part 2, Character Workbook, 3rd edition. Boston: Cheng & Tsui Company, 2008
Chinese Breeze: 我一定要找到她...I Really Want to Find Her... Boston: Cheng & Tsui Company, 2008

All books and CDs are available at the university bookstore. The CDs accompanying the textbook and work book are also available at the Language Lab located in LL61. These same files can be accessed on [SILC's website](#) from any computer using your ASURITE ID.

Reference Works: *Concise English-Chinese Chinese-English Dictionary*, www.dict.cn, <http://www.nciku.com/>, zhongwen.com, mdbg.net.

Chinese Name: Please choose a Chinese name by visiting <http://www.mandarintools.com/> if you do not already have one. Under the section labeled “China Reference Tools” near the bottom of the page select “Get a Chinese Name” and follow the instructions. Print the name (including both the characters and *pinyin*) and bring it to class by Friday of Week 1.

Course Description

This is a beginning course in Modern Standard Chinese designed for students who have little or no previous background in the language, but preferably have completed 101. This course adopts different pedagogical approaches to help students acquire basic skills in listening, speaking, reading, and writing in Modern Standard Chinese. While linguistic elements are the focus of this course, appropriate cultural information related to language use is also an important component of instruction. The goal of this course is to train you to be able to function successfully in Chinese culture. You will not simply learn to “speak Chinese” or read and write characters as some form of party trick. We want to teach you a practical skill set that will allow you to communicate and behave appropriately in Chinese culture. Communication involves more than just knowing the right words. It also entails knowing how to act, what to say, how to say it, with whom it is appropriate to use certain language, gesture, body language, proxemics, and so on. Some of this information may seem intuitive to your native culture, but an accurate and informed understanding of Chinese culture will provide you the tools necessary to successfully represent yourself, develop and maintain relationships, and generally to behave in a culturally appropriate way in a Chinese context. Ultimately this means that we expect you to learn how to conduct yourself in such a way that a native Chinese person would find comfortable. If a Chinese person has to adapt to you in order to communicate, it is not likely that you can accomplish what you intend in China.

In order to learn and master these skills, you will have to practice and perform. Your performance is the focus of this course. In fact, the bulk of your grade will be based on your cumulative daily performance of Chinese, whether that be performing dialogues, participating in classroom exercises, reading, writing, or taking quizzes. If you are diligent, punctual, and complete with the work your instructors give you, your final grade in this course will reflect your ability to actually perform in Chinese. **This is a promise made only when you have completed all your work according to the schedule.** The course and its assignments are laid out and organized to systematically help you each step of the way toward greater proficiency and ability in Chinese. If you will complete all your assignments

and work according to the schedule it is almost impossible to ***not*** learn Chinese. You will feel more confident and assured in your interactions, and will be prepared with the necessary information and learning to use your Chinese to build and strengthen relationships. As you move forward in your Chinese studies, ASU's well-equipped Chinese program will be there to assist you in excellence and continued improvement.

Course Objectives

In this course we will focus specifically on learning the following communication skills.

Listening & Speaking

In the area of listening you will learn to understand simple questions and answers, statements, and face-to-face conversations. You will also begin to develop the ability to understand main ideas, and you may be exposed to authentic spoken Chinese via audio or video. In the area of speaking, you will not only learn to use familiar memorized language, but also create language by making up your own sentences, participate in face-to-face conversations, and by asking and answering basic questions.

Reading & Writing

You will learn to read basic Chinese based on what you have learned to say. This will be mostly at the sentence level, but will also include short paragraph length texts. You will learn to write (in Chinese characters) most of what you will learn to say. You will begin to develop the ability to write short paragraphs and descriptive letters.

Properly written characters are essential to learning Chinese. If your characters are sloppy, missing lines, written outside the box and/or written in the wrong stroke order this will result in point deductions. At all levels of Chinese you are expected to have exactness in writing characters. Please make note that this is important to the correct learning of Chinese.

Classes

There will be two kinds of classes in this course: ACT and FACT. An ACT class is designed to elicit your performance. They are conducted entirely in Chinese. English will not be used or allowed in these classes, except when asked for with a Chinese request. In an ACT class we are striving to simulate, as much as possible, an authentic Chinese speaking environment. We consider English to be incompatible with the goal of maintaining that kind of environment. If taken seriously, this will be an important bridge to a truly authentic native speaking environment. Since English will not be allowed in ACT classes, we will spend the first week learning some classroom expressions and other survival phrases that will allow you to fully participate in a Chinese speaking environment. If a student asks questions that cannot be answered in Chinese by your ACT instructor you will be directed to ask the FACT teacher the next day. This helps to maintain class flow and limit misunderstandings and confusion; consequently we discourage you from asking grammar questions during ACT classes.

FACT classes are designed to impart the information and knowledge necessary to successfully perform in the ACT classes. At the beginning of the semester, English will be used most of the time in a FACT class. By the end of the semester we will be using both English and Chinese. FACT classes are the time to ask questions, discuss grammar and vocabulary, discuss the social and cultural implications of the language, and discuss other cultural issues that arise. We may also do some listening comprehension exercises or other language guiding activities on FACT days as well. Generally, FACT days will occur twice every five class sessions, and ACT classes will occur three times.

With the syllabus, schedules, and other information received, you should always be very clear about what and how to prepare for each class. Together the syllabus and schedule are the highest law of our course and both students and instructors are expected to act in accordance with the information and direction given therein. **If you contact me with a question and do not receive a response within three days it means the answer is either on the schedule or the syllabus and you need to find it yourself.** We will follow a very predictable schedule as outlined below.

Basic Schedule

The basic schedule will be based on a five period rotation usually beginning on Monday and ending on Friday. We will cover roughly one lesson of the text per weekly cycle as follows. Every two to three weeks we will have a review week. See the schedule for more details. The schedule will show you the structures we will be focusing on for each lesson. *Integrated Chinese* has a rather intuitive layout, with key grammar points highlighted in red. Vocabulary

lists are geared to be of digestible sizes with many of the longer-seeming lists containing repeat terms from previous lessons. You will not be required to write those characters on quizzes and tests that are printed in gray on the vocabulary lists, but should be able to read and recognize them. All of the structures delineated on the schedule may not all appear on quizzes or tests, but will be used in class for practice and you should be familiar with the entire content of each lesson as unfamiliarity with them or inability to work with these structures will affect your daily performance scores. The following is a summary of what we'll be doing each day and what you should do to prepare. Again, see the schedule for specifics and reminders:

What we'll be doing	What you should do to prepare
C1 ACT: Pronunciation work; Oral activities that practice using new structures.	memorize dialogue, practice pronunciation, be familiar with vocabulary and patterns of at least the first dialogue for each lesson, begin reviewing characters
C2 FACT: New grammar and vocabulary; Discussion on culture; Language building activities; Listening comprehension activities;	read all the grammar and vocabulary notes for both dialogues, come prepared with questions about cultural use of the language, do workbook exercises practice reading and writing characters, journal
C3 ACT: Expansion on dialogue; Pattern practice; Communicative oral activities	be very familiar with both dialogues in the lesson, including assigned vocab and patterns, continue working on exercises in workbook, continue practicing reading and writing characters, journal
C4 ACT: Reading & Writing exercises (with Characters beginning Lesson 3); Journal due; Lesson quiz given to complete at home.	do assigned r/w exercises from workbook if not already completed, be prepared to read and write assigned words, prepare for quiz—know how to use assigned words and patterns
C5 ACT: Textbook dialogue performance with partner (see schedule for the assigned lines) (Lesson 11-14); Communicative oral activities; Student dialogues with partner (Lesson 15-20).	continue practicing using language in the lesson by working with the recordings, finalize preparations for your dialogue with partner and be prepared to perform at the beginning of class, review assigned characters

Tutorials: Each week you are required to meet with your TA to discuss your most recent dialogue performances, as well as your performance on other assessments such as Quizzes, Tests, and classroom activities. **Be sure to sign up for a time by Friday January 17.** Your first tutorials will be that following week.

Evaluation

Daily grading

I believe the best way to evaluate your ability to communicate in Chinese is to evaluate you on a daily basis, whether it be through oral, reading, or written performance. Daily evaluation of your performance will no doubt increase your motivation to prepare for class. Because in-class performance comprises the bulk of your grade, little outside (written) homework will be assigned (you'll notice that Workbook assignments are only a selection of activities). You will be and should be busy enough preparing to perform in class. Because there are so many grades assigned throughout the semester, your average will not be affected much by any single score. Consistency is the key. No make-up work will be given, but you will be allowed four "free absences" during the semester (that's four for the entire Spring Semester). These absences can be for any reason, be it illness, car trouble, trips to Disneyland, or fire sale at the South Coast Boutique, but you only get four so use them wisely. If you have all of these "free absences" left at the end of the semester, four of your lowest performance scores will be deleted (most likely raising your average). Each absence past the initial four will be counted as zeroes and will lower your overall average (zeroes are the silent killers in average mathematics. Avoid them like ninjas with acid squirt-guns, also the ninjas are

accountants). Students who arrive late to class automatically lose one point (you get four total points a day). **If you are more than fifteen minutes late you will be marked absent** unless legitimate reason can be given (e.g. accident, serious personal matter, or any university excused excuse) at which point you will still lose one point but may still earn the remaining three points. I expect you to prepare well enough that you can actively participate in all classroom exercises and discussions. Your performance in them will determine your grade for that day. See the “Rubrics” in the Content section of Blackboard for more details on what I am looking for each day. Absences due to religious observances and legitimate university sanctioned activities are not counted under your four “free absences” and dialogues, quizzes, and tests taking place during those absences may be completed with no late penalty (see University policies [ACD 304-04](#) and [ACD 304-02](#) for more details on these policies).

Dialogue Performance

Each lesson of *Integrated Chinese* contains two dialogues. These are scripted conversations between the textbook characters. For Lessons 11-14 you and a partner will memorize selected lines from one of the dialogues in each lesson. Generally you will memorize five exchanges between the characters. From Lessons 15-20 you and a partner will compose your own dialogues based on lesson content. Your responsibility is to prepare this material so that you can not only repeat it (both sides of the conversation) verbatim, but that you understand the content well enough to give a believable performance in class. It is not enough to stand stock-still and recite your lines. You are practicing to perform acceptable and believable conversations with actual Chinese people. You wouldn't shuffle your feet with your hands in your pockets while trying to talk to a Chinese classmate about their day, unless you wanted them to think you either don't really care or need to use the restroom. I suggest the use of simple props, including actions, to help you feel more natural and comfortable. I understand that some people have serious struggles with public speaking or performing in front of a group, and if you would like to discuss an alternative to performing in pairs with a partner please speak to me. Be aware that reading from your script will incur a two point deduction from your score so please be familiar. See [Performance.pdf] in the Content section of Blackboard for more details on performing dialogues. The DVD's will also provide you a good example of a more natural performance of these dialogues so I suggest you refer to them often as you prepare. Your TA will give you detailed notes on your performance during your weekly tutorial meetings, where you will be able to target specific issues or challenges, and receive individual feedback on your progress.

For each dialogue you perform you are required to provide your instructor with a printed script (a photo copy of the textbook dialogues for 1-4 will suffice) so that they can make marks directly on your script allowing for more detailed feedback. On that script you must include the following Five Elements of Performance:

1. Time of occurrence
 - time of day, time of year, etc.
2. Place of occurrence
 - street corner, board room, living room, restaurant
3. Roles of the participants
 - student, teacher, businessperson, cab driver, store clerk, customer
4. Script (what is said, behavior)
 - what is said and how you act based on the other elements
5. Audience
 - who else is a passive participant, i.e. in a classroom with other students, in line at the bank, etc.

Quizzes

Quizzes are generally given after the fourth class session (C4). You will take these home to complete them, but they are **not open book**. These quizzes focus heavily on Reading and Writing Chinese. Quizzes are just one way that you and your instructor can assess how you are progressing through the material being presented in class. Since Quizzes do not compose a huge part of your overall grade, my expectation is that you will bring the best you have to each Quiz and try not to worry about the implication of “points,” but instead use the Quiz to help you understand where you are failing to meet, reaching, or exceeding the expectations of the course. This will help you

to focus your attention on your weaker areas and attain balance (à la Anakin Skywalker, minus everything he did in Episodes I, II, and III, especially crying).

Tests

Tests cover between two and four lessons' worth of content (Lessons 11-12, Lessons 13-14, etc.) and generally occur at the end of a review period. There are portions for Listening, Speaking, Reading, and Writing on the test. After you have completed the Listening, Reading, and Writing portions each student will have a short individual conversation with the instructor using target structures and content from the lessons being tested during the Speaking portion.

Final Exam

The final exam for 102 is cumulative in nature. The final is not inordinately long and you won't be testing for hours so don't get bent out of shape over them. The Final is mandatory, however, and although it only counts for 1% of your total grade, opting not to take it at all will incur a participation penalty in addition to the zero for the exam itself. The 102 final will be Friday May 9th at 7:10 pm. This time is set by the University and is inviolate, so plan accordingly. You will have one hour to complete the exam. The Final Exam schedule for ASU can be found [here](#).

Oral Exams

We have no written midterms in first year Chinese. Instead we have an Oral exam in the middle of the course. The week before the exam a sign-up sheet will circulate allowing you and a partner of your choice to select a time to come to your instructor's office and take the examination. The focus of these exams is interpersonal communication skills. When you arrive you will be given a sheet of paper with a list of tasks that you will perform together to the best of your ability. These will all be tasks you are well acquainted with, having practiced and performed them numerous times in class (at the very least). Although the exam is taken in pairs, you are graded individually and the level or ability of your partner will have no bearing on your ultimate grade.

Workbook

As mentioned before the *Workbook* is a study supplement and as such assignments from the *Workbook* will be rather small, only a sampling of exercises. You are more than welcome to complete the *Workbook* in its entirety, the practice is more than helpful and will provide you extra practice with expanding the structures and vocabulary. Due to the sheer volume of the items to be graded and the undue stress this would put on your instructors, you will receive the answer key to allow you to check and grade your own work on the multiple-choice and other such questions. Your instructor will grade those items which you cannot grade or check yourself (fill in the blank and sentence creation etc.). For those of you who think you've hit the jackpot with a class that gives you all the answers to your homework, remember that when it comes time to perform in class or tests, *Workbook* answers keys will avail you little. We are not concerned about cheating, those who do not complete their homework honestly will most likely not be able to make it through the other assessments in the course, and if they can then they only do themselves harm by skipping opportunities to learn.

Journal

For each lesson you will complete a Journal entry. This is to both encourage you to practice writing your characters, and to get you into the habit of making Chinese a viable and familiar tool. You should write, by hand (not type), two full sentences for each dialogue, meaning four sentences total for each lesson. You should double-space your sentences to allow room for instructor feedback. These sentences should not be simple parroting of the dialogues (these won't be accepted), you should try your best to personalize them to yourself, they should be meaningful and not nonsense sentences about you meeting a nice boy named Wang Peng and his girlfriend Li You (do **not** write about the textbook characters). You will also not receive points for simulated dialogues, or four unrelated sentences. We will learn many rhetorical devices throughout the semester that will help you to connect your sentences and advance your writing. See the examples below for more details. We will also not accept any assignment that is illegible; this includes crossed out characters or scribbles in the middle of your writing, dark eraser marks etc. Your work should be neat and orderly. Points will be deducted for sloppy penmanship as well. Your strokes should be clean and deliberate, not a sketch with multiple attempts at one line, and the proportion of both individual radicals within a character, as well as between each character should be balanced and deliberate. By 102 you should be able to write in short paragraphs, and all we are asking is that you give one cohesive paragraph consisting of at least four strong sentences. The structures of each dialogue and lesson should be your guide for the content, and you should

attempt to use them. We understand that you can only say so much at each point in our progression through the textbook, but you must stretch yourself, look up vocabulary not included in the textbook. Be sure to check any unfamiliar or new grammar you discover with your instructors to make sure you are using them correctly. These are due at the beginning of class on C4. Remember to get it in on time because even turning it in at the end of class counts as late and receives a late penalty. Here are some examples (in English for now) of what to do and what not to do with your Journals:

NO

Me: Hi Wang Peng, how are you doing?

Wang Peng: I'm doing well, but I hate spaghetti, does that make me weird?

Me: No I don't think so because I also hate spaghetti.

Wang Peng: Yeah, psshh, spaghetti.

This is not only a simulated dialogue, but it involves a fictitious character (i.e. Wang Peng)

NO

I don't like studying. Today I don't study. I watch TV after dinner. I went to bed late.

Although grammatically correct, and seemingly connected, these sentences are merely related and *not* connected by rhetorical devices like “but” “even though” “because” etc.

NO

Do you like Chinese food? I really like Chinese food. Where should we go to eat some? Do you know any good places?

This entry addresses no one and is therefore both strange and inappropriate.

YES

I saw my friend XYZ at the library today. He was eating lunch so I asked him what he thought about spaghetti. He said he didn't like it, and asked me if I thought that was weird. I actually think he's crazy because spaghetti is the best, but I'm afraid to disagree with him because he wears a leather jacket.

Instead of a dialogue this is a narrative recounting of an event. More attempts were made to connect ideas and sentences. Of course these are more complex sentences and make use of more vocab and grammar, but they are what you should ultimately be aiming for.

YES

I don't like studying so I won't study tonight. When I get home I think I'll just watch some TV after eating dinner. I'll watch TV until I'm tired, and then maybe go to bed.

This is a more cohesive and connected entry that makes use of some simple vocab and grammar to connect ideas into a higher register of discourse.

YES

I really like Chinese food, but don't know where to find the good stuff. Maybe my classmates know a good place to eat. I'll ask them tomorrow in class. I could even invite them to come with me.

The difference between an advanced language user and a novice is often just a few well-placed words and a matter of phrasing. Simply learning the code is not enough, there are many “native” speakers of both English and Chinese who are not advanced users of language.

Feedback for Journal

Each Journal assignment is worth eight points and you will see these marks on your assignments after they've been graded:

字: 2/2 Characters: how well and accurately they are written.

語: 3/3 Grammar: accuracy and appropriateness.

文: 2/2 Composition: how coherent, connected, and clearly your ideas are expressed.

完: 1/1 Completion: whether there are four accurate and complete sentences.

Portfolio

As you complete your Quizzes, Tests, Workbook assignments, and Journals you will be receiving feedback from your instructors. You should collect all of these into your Portfolio, with the intent that you will respond to instructor feedback and make the indicated changes or corrections. The Portfolio is usually collected after the midterm and your corrections should all be completed **IN DIFFERENT-COLORED INK** (preferably a brighter color) when you turn it in. Characters written incorrectly should be re-written in full. When correcting a written sentence, the entire sentence should be re-written with the errors corrected, even if you were only directed to add one character. For every error not corrected points will be deducted. If no corrections are made you will receive no points for that assignment in the Portfolio short of a half point for including the assignment in your Portfolio. Obviously corrections to errors on Listening or Speaking prompts on quizzes and tests are not possible, but you should correct the Listening portions of the Workbook using the Answer Key. True or False and Multiple Choice questions should not only be answered correctly, but you must also indicate how you know the right answer (i.e. what information or clue did you miss the first time). The purpose of the Portfolio is to encourage you to address your challenges and find the solutions, preferably when the information is still fresh in your mind; learning from your mistakes is a very important part of learning in general and will go a very long way in your Chinese studies.

Vocabulary Research

During each review week you are assigned to select two terms from the vocabulary lists of each lesson (four in total) to research more deeply. These terms must be at least bi-nomial (i.e. 交通 jiāotōng, 預報 yùbào, 旅行社 lǚxíngshè, etc.) and you should focus on learning more about each component character, and then how the two/three function together to provide the meaning listed in the lesson vocab list. While researching how all the radicals of one character combine to give its meaning can sometimes be enlightening, it is rare for them to do so, and so I ask that you not do this on your Vocab Research assignments. Listing out the different meanings of each individual character is important, but I am even more interested in your analysis of all the characters as a unit.

You will also be required to find **four** new vocab words related to the lessons being reviewed that week. You don't need to research the meanings of each character in your new terms, and they necessarily need to be bi-nomial. In total you will have eight terms on each Vocab Research assignment, **four** that you already know from the lessons but have now looked at more closely, and **four** that are wholly new. For example, if Lesson 4 were Hobbits, you might want to look more closely at terms like 魔戒 mójiè (the One Ring) if they were on the provided vocab list, and if the book didn't introduce how to say Eleveses or Shire, you would want to look those up. You should at least consult zhongwen.com and mdbg.net (we'll talk more about these during the first review week). This isn't a research course however, so don't over exert yourself, but do try to gain a better understanding, and then share your thoughts with me. Below is an example Vocab Research assignment:

Vocab Research for Lessons 99&100:

Lesson 99: Legend of the Eagle Shooting Hero 射鵰英雄傳

降龍十八掌: The Eighteen Dragon-quelling Palms

降: jiàng/xiáng—to surrender; to quell, subdue; lower, reduce

龍: long—dragon

十八: shíbā—eighteen

掌: zhǎng—palm, hand

Analysis: I think this name for Guo Jing's signature martial art style is pretty straightforward, there are 18 different palm strikes, and each one is implied to contain the power to quell a dragon or cause it to surrender. Hence: The Eighteen Dragon-quelling Palms.

筋斗: to flip

筋: jīn—muscle; tendon, sinew; fiber

斗: dòu—something shaped like a bowl; whorl (e.g. fingerprint); Big Dipper

Analysis: I think when you do a flip you use your muscles to roll your body up like a bowl or the whorl of a fingerprint.

NEW TERMS

骨折 gǔzhé—fracture

裂傷 lièshāng—laceration

I would then complete the same process for Lesson 100 *The Taming of the Shrew*. By the end I would have generated 8 total terms for my Vocab Research Assignment.

Late Work

All work (Workbook, Journals, Quizzes, Tests, Portfolios) turned in after the designated time will incur a 10% deduction (even if you bring it later the same day). For each day passed the due date an additional 15% will be deducted. The one exception is a missed Test, wherein the Speaking portion is not subject to make-up and thus 10 points are automatically deducted from your make-up score so there that no other late deductions are made on Tests Oral Exams and Dialogues cannot be completed late unless missed during an excused absence. All make-up examinations must be completed during the instructors regularly scheduled office hours.

China Breeze

During the second half of First Year Chinese at ASU you begin the Reading Chinese For Fun program. It is so named because the goal is to help you develop a healthy habit of reading for pleasure in Chinese. Mountains of [research](#) confirm the marked benefit that comes from reading for fun. If you want to very quickly improve your Speaking, Listening, Reading, and Writing proficiency, in **any** language, find a book you enjoy and start reading! This semester you will read a book that is not a textbook, but a short novel that should pique your interest. The story revolves around a group of college friends attempting to fulfill the cryptic dying wish of their professor. You will read this short story over the duration of the semester, two chapters at a time, and during review weeks you will have a chance to discuss what you've read and how you feel about the characters, plot, etc. with your classmates in small group discussions. There will be no quizzes or tests on the book, it is not designed as homework *per se*, but instead should be seen as a recommended read from a tight-knit book club of your peers. The novel is written in simplified characters and I have prepared a conversion chart for all the new character forms you'll be encountering and include it in the reading supplement. This supplement also includes suggested ideas and questions you might consider as you read and prepare for discussion groups. You don't have to like this book, you can hate it if you want, just be ready to share your thoughts, whatever they are !

Grade Breakdown

102

Daily Performance	36%
Dialogue Performance* (10)	14%
Quizzes (10)	8%
Journal (10)	9%
Tests (5)	9%
Portfolio (2)	7%
Oral Exams (2)	7%
Workbook (10)	5%
China Breeze (4)	2%
Vocab Research (3)	2%
Final Exam	1%

Final Grade Conversion^o

A+	98-100
A	94-97
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	70-76
D	60-69
F	below 60

* to receive full points for each of your dialogue performance you must attend the tutorial for that week or make other arrangements with your instructor.

- The lowest score of one chapter quiz (including the *Pinyin* quiz) and one test will be dropped in the calculation of final grade. If you happen to miss a test or quiz during an unexcused absence(s), that test or quiz will count as your lowest score and will be dropped. You're welcome.

How to Prepare for Class

The audio recordings and DVD content are perhaps the single most important element to your experience in Chinese 101, and it is a requirement of the course that you listen to the recordings and view the DVD on a regular (i.e. daily) basis. It is vital to your success that you use these texts (yes audio and video can be texts too!) together with the textbook. In fact, you may spend as much or more time listening to these than with the textbook. When memorizing a dialogue it is suggested that you use the text only briefly to familiarize yourself with the context of the dialogue and the newly introduced language. Beyond that, you should use only the recorded/filmed versions of the dialogue until you have mastered it and can imagine yourself comfortably assuming the roles of the speakers. When practicing with these texts, repeat your responses out loud so you can hear yourself speaking and try to gauge how accurately you are representing what is being said. You may even want to record your voice and compare it with the native models on the recordings. The DVD performances aren't going to win any Oscars, but they do provide a performance element that is not necessarily present in the audio alone. You will be able to assess things like inflection (in a tonal language? Wowie!), proxemics (body language, distance from speaking partner etc.), and other important behavioral concerns as you watch the characters "act" out what you are learning to merely "say."

While you are only required to perform five to seven exchanges worth of one dialogue in any given lesson, you should strive for mastery of the entire dialogue and will be responsible for all of the content even if you aren't called to perform it in front of the class. A quick look at the [Schedule.xlsx] (also in the Content section of Blackboard) will show you that you are expected to have at least the first dialogue's worth of language (vocabulary and grammar) reviewed for C1 so you can actively and successfully participate in classroom activities. The next class, C2, we will cover the majority if not all the grammar structures in the lesson and you should be at the very least quite familiar with them and the vocabulary. The weekend will most likely be the best time to prepare for class, but that may not always be possible for some or for everyone. The key is to do what you can each day to prepare for class, and if you have time to do more you certainly should, you can never be over-prepared. The [Schedule] has reminders on what you should be reviewing and practicing for each class, but don't rely on one Excel file to order your life. Generally, one should study two hours outside of class for every hour spent in class in order to prepare and review the materials. Practice is the key in learning a language. Memorization is a large part of language learning. The more your practice repeating, recalling, and copying words, phrases and characters the better and quicker you will learn. That is not to say that those two hours should be completed all at once. It is more a matter of establishing a regular schedule of study. Your brain craves regularity and it learns most quickly when you can repeat activities on a regular schedule. For instance, in general you should be able to review and practice all the require characters for each lesson by doing around thirty minutes of practice each day (see [Character Practice.pdf] in the Content section for a very helpful method of character learning). We cannot encourage you enough to be creative and determined to **use** and **incorporate** the content you are learning into your growing bank of Chinese language ability. To make the best use of your class time, it is essential to preview the vocabulary, grammar, and Chinese characters before each class. Stay on top of your study schedule and you'll be fine, we promise. And more than fine, you will progress and be successful.

Cellphones and Other Technology

If you would like to record the audio of our lectures that is perfectly fine, just let your instructor know first, otherwise no cellphones, no texting, no tablets, and no computers. It shouldn't need to be said, but no headphones once class has started (i.e. if you walk in late and are still listening to your tunes you're gonna have a bad time). All you need and may have on your desk are your textbooks and a writing utensil. If you are waiting on a serious call or message be sure to let your instructor know, because even if you are checking the time, if an instructor sees you looking at your technology item, you will lose your participation points for that day, and you will receive a zero. Believe it when we say that you had better be Ryu Hayabusa level sneaky if you want to check your phone, because we find this particular social phenomenon very rude and will be watching for it.

Helpful Links

- Useful for learning [Pinyin](#).
- Useful for [character writing](#), and [another](#).

Also see these resources to help you study:

- <http://www.zhongwen.com> (this site will be particularly helpful with the Vocabulary Research assignment)
- <http://www.csulb.edu/~txie/online.htm> (some things on the site are no longer available, but still quite a bit)
- <http://www.chinese-tools.com/>
- <http://www.mandarintools.com/>
- <http://www.uni.edu/becker/chinese2.html#games> (kind of a sensory overload, good luck)
- <http://www.uni.edu/becker/chinese2.html>

Other useful information

1. Conversation Partner Program with AECF: The American English and Culture Program offers a Conversation Partner Program with their Chinese students. This is a give-and-take arrangement: you practice speaking Chinese with them and they practice speaking English with you. Registration forms will be available from your instructor.
2. The HAV Student Success Center will be open for foreign language tutoring starting on Monday, August 27th. Foreign language tutoring is located on the 2nd floor of Mesquite Hall (Building F) in the Hassayampa Academic Village (HAV) complex. They provide tutoring to students in many languages that are taught on the ASU Tempe campus (including Chinese). Appointments are not required for use of their services, but they are preferred. To schedule an appointment you can call the HAV Student Success Center directly at 480-965-6254 or visit their website <http://studentsuccess.asu.edu/tempe>.
3. Study Abroad Opportunities through IPO: The International Programs Office offers exchange programs in China, Taiwan. The International Programs Office usually hosts a Study Abroad Fair every semester. Please contact IPO at (480) 965-5965 for more information.
4. Barrett College Honors Contracts: We currently do not offer an Honors Contract.

Academic Dishonesty

Academic dishonesty will result at a minimum in a failing grade for the entire course. Academic dishonesty includes, but is not limited to, cheating on any graded exercise and plagiarism. Plagiarism is any effort to present the work, writing, or ideas of others as if they were own. This also includes the use of translating software like google translate, babelfish or wenlin. The official ASU Academic Integrity Statement is as follows:

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.