ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>School of International Letters &amp; Cultures</th>
<th>Department</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>CHI</td>
<td>Number</td>
<td>101</td>
</tr>
<tr>
<td>Number</td>
<td>Title</td>
<td>First year Chinese</td>
<td>Units: 5</td>
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</tbody>
</table>

Is this a cross-listed course? (Choose one)

Is this a shared course? (choose one) If so, list all academic units offering this course

Course description:
Pronunciation, grammar, elementary conversation, and development of basic reading and writing skills. Standard dialect. 5 class hours.

Requested designation: Global Awareness-G

Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (C)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
☑ Signed General Studies Program Course Proposal Cover Form
☑ Criteria Checklist for the area
☑ Course Syllabus
☑ Table of Contents from the textbook, and/or lists of course materials

Contact information:
Name  Adrianna DeFranco
Phone  x57184
Mail code  1202
E-mail: adefran1@minex1.asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Madeline K. Spring
Chair/Director (Signature):

Date: 4/5/13

Rev. 1/94, 4/95, 7/98, 4/00, 10/02, 10/03, 11/11/12/11, 7/12
Proposer: Please complete the following section and attach appropriate documentation.

<p>| YES | NO |
| --- | --- |  |  |
| ✗  | □  |  |  |
| 1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S. |  | Syllabus, see &quot;Course Description&quot; |
| 2. The course must match at least one of the following descriptions: (check all which may apply): |  |  |
| a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world. |  | Syllabus, See &quot;Course Description&quot; and &quot;Classes - FACT&quot; |
| b. The course is a language course for a contemporary non-English language, and has a significant cultural component. |  | Syllabus |
| c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas. |  |  |
| d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.&quot; |  |  |</p>
<table>
<thead>
<tr>
<th>Criteria (from check sheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets, Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
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<tr>
<td>2a: In depth area studies concerned with an examination of culture specific elements of a region, country or culture group</td>
<td>This course allows students to acquire basic skills in listening, speaking, reading and writing in Mandarin Chinese as well as the development of appropriate cultural information related to language use.</td>
<td>Syllabus course description, course objectives and class description (FACT classes) illustrates how students will acquire language skills and cultural knowledge.</td>
</tr>
<tr>
<td>2b: the course is a language course for a contemporary, non-English language and has a significant cultural component</td>
<td>This course adopts different pedagogical approaches to help students acquire basic skills in listening, speaking, reading, and writing in Modern Standard Chinese, as well as the development of appropriate cultural information related to language use. The goal of this course is to train students to be able to function successfully in Chinese culture. Students will develop a practical skill set that will allow them to communicate and behave appropriately in Chinese culture.</td>
<td>Under &quot;Class&quot; section, it shows that ACT classes are designed to elicit language performance and are conducted entirely in Chinese. FACT classes complement these classes, but allow students the opportunity to discuss the social and cultural implications of the language, and discuss other cultural issues that arise. Table of Contents of required text illustrates the &quot;Cultural Highlights&quot; section of every module.</td>
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Chinese 101 SPRING 2013

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<thead>
<tr>
<th>Instructor</th>
<th>Office</th>
<th>E-mail</th>
<th>Office hours</th>
</tr>
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<tbody>
<tr>
<td>Ryan Robbins</td>
<td>LL 173 I</td>
<td><a href="mailto:liruichen@gmail.com">liruichen@gmail.com</a></td>
<td>MW 10:45 am-12:45 pm</td>
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<tr>
<th>Teaching Associate</th>
<th>Office</th>
<th>E-mail</th>
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<tbody>
<tr>
<td>Zhang Junlei</td>
<td>LL 007</td>
<td><a href="mailto:junlei.zhang@asu.edu">junlei.zhang@asu.edu</a></td>
</tr>
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</table>

NOTE: I encourage you to make an appointment if you need to meet outside the above time slots.

**Required Texts**


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.


**Chinese Name:** If you do not already have a Chinese name please choose one using this [website](http://www.nciku.com/). 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 and bring it to class by Monday of the second week of classes.

**Course Description**

This is a beginning course in Modern Standard Chinese designed for students who have little or no previous background in the language. This course adopts different pedagogical approaches to help students acquire basic skills in listening, speaking, reading, and writing in Modern Standard Chinese. Linguistic elements are the focus of this course, however appropriate cultural information related to language use is a critical 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 within the context of 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, proverbs, 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 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, and thus your cultural literacy will be a critical component of your evaluation in this course.

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, 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. 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
- begin to develop the ability to understand main ideas, and you may be exposed to authentic spoken Chinese via audio and video.
In the area of speaking, you will
- learn to use familiar memorized language
- create language by making up your own sentences, participate in face-to-face conversations, and by asking and answering basic questions.

Reading & Writing
In the area of reading 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
In the area of writing you will
- learn to write (in Chinese characters) most of what you will learn to say
- begin to develop the ability to write short paragraphs and descriptive letters.

Cultural Literacy
In this area, you will
- accrue critical cultural information related to language use and interactions in Chinese culture
- develop a practical skill set that will allow you to communicate and behave appropriately in Chinese culture including knowing how to act, what to say, how to say it, with whom it is appropriate to use certain language, gesture, body language, proxemics. This will be accomplished through weekly FACT classes (focused on cultural literacy and skill) and through use of the Culture Highlights section of the textbook, and will be evaluated through daily activities, quizzes/tests, and dialogue performance.
- be able to successfully represent yourself, to develop and maintain relationships, and generally to behave in a culturally appropriate way in a Chinese context.

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 be two days a week (on Mondays and Wednesdays), and ACT classes will be three days a week (Tuesdays, Thursdays, and Fridays).

With the syllabus, schedules, and other information received, it 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 (at the end of this syllabus. Students will also receive an interactive Excel-based schedule with links to specific assignments etc.):

<table>
<thead>
<tr>
<th>What we’ll be doing</th>
<th>What you should do to prepare</th>
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<tr>
<td><strong>M</strong> FACT: New grammar and key vocabulary terms; Discussion on culture; Language building activities; Listening comprehension activities;</td>
<td>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</td>
</tr>
<tr>
<td><strong>T</strong> ACT: Performance of textbook dialogues with partner (Lessons 1-4); Listening &amp; Speaking activities working with key structures.</td>
<td>memorize dialogue, practice pronunciation, be familiar with vocabulary and patterns of at least the first dialogue for each lesson, begin learning characters</td>
</tr>
<tr>
<td><strong>W</strong> FACT: More grammar and culture; Reading &amp; Writing ACT: Pattern practice; Communicative oral activities</td>
<td>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</td>
</tr>
<tr>
<td><strong>Th</strong> ACT: More pattern practice and communicative oral activities; Journal due; Lesson quiz</td>
<td>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</td>
</tr>
<tr>
<td><strong>F</strong> ACT: Performance of student-generated dialogues with partner (Lesson5-10); Communicative oral activities;</td>
<td>continue practicing using lesson content 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</td>
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**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 and Tests. **Be sure to sign up for a time by Friday January 11.** Your first tutorials will follow the Lesson 1 Dialogue Performance.

**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-ups will be given, but you will be allowed four “free absences” during the semester. These absences can be for any reason, be it illness, military service, trips to Sedona, D&D tournament, etc. 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 zeros and will lower your overall average (as you know, in the world of averages the zero is a zombie with a samurai sword). Absences due to religious observances and legitimate university excused absences are not counted under your four “free absences” and dialogues, quizzes, and tests taking place during those absences may be completed at a different time to be determined by the instructor (see University policies ACD 304-04 and ACD 304-02 for more details on these policies). 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.

Dialogue Performance

Each lesson of Integrated Chinese contains two dialogues. These are scripted conversations between the textbook characters. For Lessons 1-4 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 5-10 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 and 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. See [Performance.pdf] in the Content section of Blackboard for more details on performing dialogues. 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.

Quizzes

We will generally have Lesson Quizzes on the fourth day of the lesson cycle (usually Thursday). These quizzes focus heavily on Reading and Writing Chinese. With quizzes taking place on Thursday I hope that it is clear that the focus of each week is not to simply prepare you to pass the quiz. Quizzes are just one way that you and your instructor can assess how you are progressing through the material being presented in class. My expectation is that you will bring the best you have to the quiz and try not to worry about the implication of “points.”

Tests

Tests cover two lessons’ worth of content (Lessons 2 & 3, 4 & 5 etc.) and generally occur at the end of a review week. Again, we focus on reading and writing, but there is also a speaking portion at the end of the test wherein students have a one-on-one conversation with Instructor focusing on target structures from the current lessons.

Final Exam

As this is a language class the final examination is cumulative in nature, and all content from Lessons 1 to 10 is “fair game.” Nevertheless, the final is not inordinately long and you won’t be testing for hours so don’t get bent out of shape over it. The Final is mandatory, however, and although it only counts for 2.5% of your total grade, opting not to take it at all will incur a penalty beyond the zero for the exam itself. The Final Exam for CHI 101 is scheduled on Friday May 3rd at 7:10 pm.
Oral Exams
We have no written midterm in Chinese 101, instead we have an Oral exam in the middle of the semester, and the second on the last day of class. The week before each exam a sign-up sheet will circulate allowing you and a partner of your choice to select a time to come to my 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 opportunities to expand on the structures and vocabulary. Due to the sheer volume of the items to be graded and the undue stress this would put on your TA’s, 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 TA will be responsible to grade those items (fill in the blank and sentence creation etc.) which you cannot grade or check yourself. For those of you who think you’ve hit the jackpot with a teacher who gives you all the answers to your homework, remember that when it comes time to perform in class or on quizzes and tests Workbook answers keys will avail you little. I am 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 my class, and if they can then they only do themselves harm by skipping opportunities to learn. The workbook assignment must be completed on the pages of your actual workbook (or a photocopy), removed from the workbook, and stapled together with your name printed on the first page. Workbook assignments not removed from the workbook will be accepted at half credit, while assignments without a staple or paperclip will not be accepted at all. I consider it unprofessional to hand in a stack of loose-leaf papers, especially when your TA’s will be managing the assignments for the entire class.

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. These sentences should not be simple parroting of the dialogues, 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. I also will not give points for simulated dialogues, or four unrelated sentences. I 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, and the proportion of both individual radicals within a character, as well as between each character should be balanced and deliberate. I want you to practice using rhetorical devices that allow you to connect you thoughts in extended discourse. By the end of 101 you should be able to write in short paragraphs, and all I’m asking is that you give me 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. I 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 me or your TA to make sure you are using them correctly. These are due at the beginning of class on the fourth day of each lesson cycle (Thursday). Remember to get it in on time because there is no make-up work.

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 collected twice during the semester and your corrections should all be completed IN DIFFERENT-COLORED INK (preferably a brighter color) when you turn it into your TA. 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. 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-nominal (i.e. 交通, 預報, 旅行社 etc.) and you should focus on learning more about each component character, as then how the two/three function together to provide the meaning listed in the lesson vocab list. Listing out the different meanings of each character is important, but I am even more interested in your analysis. This isn’t a research course so don’t over exert yourself, but try to gain a better understanding, and then share your thoughts with me.
Grade Breakdown

Daily Performance 36%
Dialogue Performance* (10) 12%
Quizzes (10) 12%
Journal (10) 9%
Tests (5) 7%
Portfolio (2) 7%
Oral Exams (2) 7%
Workbook (10) 5%
Final Exam 3%
Vocab Research 2%

Final Grade Conversion
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 your dialogue performance you must attend the tutorial for that week or make other arrangements with your TA.

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

How to Prepare for Class

The audio recordings 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 on a regular (i.e. daily) basis. It is vital to your success that you use these texts (yes audio can be text 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 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.

While you are only required to perform five 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 the language of each lesson (vocabulary and grammar) reviewed for Monday so you can actively and successfully participate in class where we will cover the majority, if not all, of the grammar structures in the lesson and you should be at the very least quite familiar with them and the vocabulary. The next day, Tuesday, you will perform your memorized dialogues with your partners (for Lessons 1–4), and practice with the patterns of the lesson. 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). I 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. I 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 me know first, otherwise no cellphones, no texting, no tablets, and no computers. I shouldn’t have to say this, 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. Trust me when I say that you had better be Ryu Hayabusa level sneaky if you want to check your phone, because I find this particular social phenomenon very rude and will be watching for it.

Threatening Behavior
Threatening or disrespectful behavior will not be tolerated, and will be handled in accord with the Student Services Manual, SSM 104-02

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.mandarintoools.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 AECP: 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 Honor's contracts: If you would like to complete an Honor's contract for this course you must contact First Year Chinese Supervisor Ryan Robbins at ryan.c.robbins@asu.edu for details.

Academic Dishonesty

The instructor for this course abides by ASU’s Office of Student Life: “Student Academic Integrity Policy.” See: https://provost.asu.edu/academicintegrity. 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 if they were own. This also includes the use of translating software like google translate, babelfish or wenlin. I can't imagine why
you'd want to cheat in a language course but maybe you can help me to understand when and if I catch you. When in doubt, ask the instructor.

**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

**Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.
<table>
<thead>
<tr>
<th><strong>Key</strong></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAD.</td>
<td>Assigned Radicals for that week</td>
</tr>
<tr>
<td>AUDI</td>
<td>Recordings for Textbook Dialogues</td>
</tr>
<tr>
<td>TB</td>
<td>Textbook</td>
</tr>
<tr>
<td>WB</td>
<td>Workbook</td>
</tr>
<tr>
<td>DIAL</td>
<td>Textbook Dialogue Sections</td>
</tr>
<tr>
<td>DIAL</td>
<td>Dialogue Performances</td>
</tr>
<tr>
<td>QUIZ</td>
<td>Lesson Quizzes</td>
</tr>
<tr>
<td>Vocab</td>
<td>Review Week assignment</td>
</tr>
<tr>
<td>Research</td>
<td>assignment to research vocabulary items</td>
</tr>
<tr>
<td>TEST</td>
<td>Review Test comprising two Lessons</td>
</tr>
<tr>
<td>Journal</td>
<td>Four-sentence writing assignment</td>
</tr>
<tr>
<td>Lesson #</td>
<td>Workbook assignment</td>
</tr>
<tr>
<td>ORAL EXAM</td>
<td>Oral Exam covering five Lessons, scheduled outside of class time</td>
</tr>
<tr>
<td>FINAL</td>
<td>Final Written examination</td>
</tr>
<tr>
<td>Week One</td>
<td>WHAT WE'LL WORK ON/WHAT YOU SHOULD PREPARE</td>
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<tr>
<td>----------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>8 T</td>
<td>Pinyin Simple Finals; b, p, m, f; d, t, n, l; g, k (TB pp.1-3) We begin learning basic pronunciation today, you should have previewed the indicated pages and listened to the modeled pronunciation for the sounds at least once before class today</td>
</tr>
<tr>
<td>9 W</td>
<td>Classroom and Survival Expression (TB p.16) Compound Finals Intro to Tones, Tone Sandhi</td>
</tr>
<tr>
<td>Week Two</td>
<td>WHAT WE'LL WORK ON</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>1 Th 0</td>
<td>Pinyin: j, q, x—zh, ch, shi, r (TB pp. 4-5) You should have previewed the indicated pages and listened to the modeled pronunciation for the sounds at least once before class today. Tones in combination 1-4; 1<em>1, 1</em>2, 1<em>3, 1</em>4–4<em>1, 4</em>2, 4<em>3, 4</em>4 (TB pp. 8-11)</td>
</tr>
</tbody>
</table>

1 F 1

Pinyin and Tones Wrap-up (don’t worry, we’re not finished with these, we’ll simply be moving into real language contexts to continue practicing them. First up, Lesson 1: Greetings) | All pinyin (TB pp. 1-7) All Tones (TB pp. 8-11) Audio | WB Intro due
Lesson 1 - Grammar and Culture

QUIZ Pinyin

You should have read through Lesson 1 (pp. 21-37) -- that's both dialogues -- and be generally familiar with the structures introduced there.

Lesson 1 DIAL 1-2

Prepare for QUIZ tomorrow

Lesson 1 DIAL 1-2

DIAL performance tomorrow

Lesson 1 DIAL 1-2

Preview Lesson 2 and begin practicing assigned DIAL lines with partner. LISTEN TO THE AUDIO
<table>
<thead>
<tr>
<th>Week Three</th>
<th>WHAT WE'LL WORK ON/WHAT YOU SHOULD PREPARE</th>
<th>HOMEWORK</th>
<th>WORKBOOK/DUE ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 M</td>
<td>Martin Luther King Jr. Day</td>
<td>de, measure words: (ge, èr/lǐtiān, kǒu)</td>
<td>Lesson 2 DIAL 1-2 LISTEN TO THE AUDIO Journal</td>
</tr>
<tr>
<td>1</td>
<td>No Class</td>
<td>Question words: shéi, shénme, nà, nàr, and jì, yǒu/méiyǒu, dōu and dōu bù/měi</td>
<td></td>
</tr>
<tr>
<td>2 T</td>
<td>C2: ACT</td>
<td>de, measure words: (ge, èr/lǐtiān, kǒu)</td>
<td>Review structures and usage in DIAL 1-2 for exercises in class tomorrow. AUDIO Journal</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 2- From here on out, you should have practiced and prepared the assigned lines from the dialogue to perform with your partner today. DIAL performances</td>
<td>Question words: shéi, shénme, nà, nàr, and jì, yǒu/méiyǒu, dōu and dōu bù/měi</td>
<td></td>
</tr>
<tr>
<td>2 W</td>
<td>C3: FACT</td>
<td>de, measure words: (ge, èr/lǐtiān, kǒu)</td>
<td>Lesson 2 DIAL 1-2 LISTEN TO THE AUDIO Journal</td>
</tr>
<tr>
<td>3</td>
<td>Lesson 2: DIAL 1-2 (pp. 42-59)--- Again today we cover the Grammar and Culture of Lesson 2 in English, be sure you have read and are</td>
<td>Question words: shéi, shénme, nà, nàr, and jì, yǒu/méiyǒu, dōu and dōu bù/měi</td>
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</tbody>
</table>
familiar with the content so that we spend our time on clarification and mastery as opposed to introducing things you should have already previewed.

<table>
<thead>
<tr>
<th>2 Th 4</th>
<th>C4: ACT</th>
<th>de, measure words: <em>(ge, èr/liǎng, kǒu)</em></th>
<th>AUDIO</th>
<th>Journal due tomorrow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lesson 2- Exercises and Activities</td>
<td>Question words: <em>shéi, shénmé, nǎ, nǐ, yǒu/méiyǒu, dōu and dōu bù/méi</em></td>
<td></td>
<td>QUIZ tomorrow</td>
</tr>
<tr>
<td></td>
<td>Bring a photo or drawing of your family and be prepared to discuss them and their occupations (ask your instructor if you don't know how to say your family members' occupations)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2 F 5</th>
<th>C5: ACT</th>
<th>de, measure words: <em>(ge, èr/liǎng, kǒu)</em></th>
<th>Review Lessons 1-2, particularly the characters. LISTEN TO THE AUDIO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lesson 2- Exercises and Activities</td>
<td>Question words: <em>shéi, shénmé, nǎ, nǐ, yǒu/méiyǒu, dōu and dōu bù/méi</em></td>
<td>TES on Friday VOCAB RESEARCH</td>
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<td></td>
<td>QUIZ Lesson 2</td>
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</table>

**Week Four**

**WHAT WE’LL WORK ON/WHAT YOU SHOULD**

**HOMEWORK**

**WORKBOOK/DUE ASSIGNMENTS**
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 M</td>
<td>8</td>
<td>C1: REVIEW Character Introduction; VOCAB RESEARCH; Exercises and Activities</td>
<td>請問，呢，什麼，叫，是，嗎，不，也的，measure words: (個, 二/兩, 口) Question words: 誰, 什麼, 哪, 哪兒, and 幾, 有沒有, 都 and 都不/沒 Lessons 1-2 Characters AUDIO Lesson 1.1 Listen: 1 A&amp;B. Read: 1 A&amp;B Lesson 1.2 Listen. A-C. Read: D. Write: B &amp;C</td>
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<td>2 T</td>
<td>9</td>
<td></td>
<td>Lessons 1-2 Characters AUDIO</td>
</tr>
<tr>
<td>3 W</td>
<td>0</td>
<td>C3: REVIEW Lessons 1-2 Grammar and Culture; Exercises and Activities; DVD presentation</td>
<td>請問，呢，什麼，叫，是，嗎，不，也的，measure words: (個, 二/兩, 口) Question words: 誰, 什麼, 哪, 哪兒, and 幾, 有沒有, 都 and 都不/沒 Lessons 1-2 Characters AUDIO Lesson 2.1 Listen: A&amp;C. Read: B&amp;C. Write: C &amp; E Lesson 2.2 Listen: A. Read: B. Write: A &amp; C.</td>
</tr>
<tr>
<td>3 Th</td>
<td>1</td>
<td>C4: REVIEW Lessons 1-2 Exercises and Activities</td>
<td>請問，呢，什麼，叫，是，嗎，不，也的，measure words: (個, 二/兩, 口) Question words: 誰, 什麼, 哪, 哪兒, and 幾, 有沒有, 都 and 都不/沒 Lessons 1-2 Characters AUDIO TEST tomorrow</td>
</tr>
<tr>
<td>Week Five</td>
<td>WHAT WE'LL WORK ON/ WHAT YOU SHOULD PREPARE</td>
<td>STRUCTURES</td>
<td>HOMEWORK</td>
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<tr>
<td>4 M</td>
<td><strong>C1: FACT</strong></td>
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<td></td>
<td>Lesson 3: DIAL 1-2 (pp. 66-82)</td>
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<td></td>
<td>Grammar and Culture</td>
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<td><strong>Lesson 3 DIAL 1-2 characters</strong></td>
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<td>LISTEN TO THE AUDIO</td>
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<td><strong>Journal</strong></td>
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<td></td>
<td>DIAL performances tomorrow</td>
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<td>5 T</td>
<td><strong>C2: ACT</strong></td>
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<td></td>
<td>Lesson 3-Exercises and Activities</td>
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<td>DIAL performances</td>
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<td></td>
<td><strong>Review structures and usage in DIAL 1-2</strong></td>
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<td>for exercises in class</td>
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<td>tomorrow.characters</td>
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<td>AUDIO</td>
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<td><strong>Journal</strong></td>
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<td>6 W</td>
<td><strong>C3: FACT</strong></td>
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<td></td>
<td>Lesson 3-Grammar and Culture</td>
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<td></td>
<td><strong>Audio</strong></td>
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<td><strong>Journal due tomorrow</strong></td>
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<td></td>
<td><strong>QUIZ</strong></td>
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<td>7 Th</td>
<td><strong>C4: ACT</strong></td>
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<td></td>
<td>Lesson 3-Exercises and Activities</td>
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<td></td>
<td><strong>QUIZ</strong></td>
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<td></td>
<td><strong>Lesson 3 DIAL 1-2 characters</strong></td>
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<td>AUDIO</td>
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<td><strong>Journal 3 Due</strong></td>
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</table>
8 F

**C5: ACT**
Lesson 3-Exercises and Activities

**Time:** 分鍾, 小時, 的 Again, 還是, A-not-A questions, 還,
很, 爲什麼, (因)

Preview Lesson 4 and begin practicing assigned dialogue lines with partner.

**DIAL** performances on Tuesday

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**Week Six**

**WHAT WE’LL WORK ON/ WHAT YOU SHOULD PREPARE**

**WHAT STRUCTURES**

**HOMEWORK**

**WORKBOOK/DUE ASSIGNMENTS**

1 M

**C1: FACT**
Lesson 4:
DIAL 1-2 (pp. 98-109)-
Grammar and Culture

As you have probably noticed the amount of structures in each lesson is steadily increasing. Bear in mind that some are simply key vocabulary items as opposed to grammatical structures. Be sure to allot enough time to review all the necessary information before class.

STPVO and word order, A not A again, 因為...所以, 那, 好嗎?/好不好, 常常, Kind of verbs: 只, 想, 覺得, V+O's, 怎麼樣, 喜歡 VS 想, and 覺得, 好久

Lesson 4 DIAL 1-2 characters

LISTEN TO THE AUDIO

Journal

DIAL performances tomorrow

Lesson 4.1

Listen: B & C.

Read: B & C.

Write: D Lesson 4.2

Listen: D. Read:
A & D. Write: A & E.
<table>
<thead>
<tr>
<th>Week</th>
<th>WHAT WE'LL</th>
<th>HOMEWORK</th>
<th>WORKBOOK/DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 T</td>
<td><strong>C2: ACT</strong></td>
<td>Review structures and usage in DIAL 1-2 for exercises in class tomorrow. Characters</td>
<td>AUDIO Journal</td>
</tr>
<tr>
<td></td>
<td>Lesson 4-Exercises and Activities</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>DIAL performances</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 W</td>
<td><strong>C3: FACT</strong></td>
<td>AUDIO Characters Journal due tomorrow QUIZ tomorrow</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson 4-Grammar and Culture ACT Lesson 4-Exercises and Activities</td>
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<tr>
<td>1 Th</td>
<td><strong>C4: ACT</strong></td>
<td>Lesson 4 DIAL 1-2 characters</td>
<td>AUDIO</td>
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<td></td>
<td>Lesson 4-Exercises and Activities</td>
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<tr>
<td></td>
<td>QUIZ Lesson 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 F</td>
<td><strong>C5: ACT</strong></td>
<td>Preview Lesson 5 and begin designing your dialogue lines with partner. Characters</td>
<td>WB Lesson 4 due</td>
</tr>
<tr>
<td></td>
<td>Lesson 4-Exercises and Activities</td>
<td></td>
<td>LISTEN TO THE AUDIO DIAL performances on Friday</td>
</tr>
<tr>
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<tr>
<td>Seven</td>
<td>WORK ON/WHAT YOU SHOULD PREPARE</td>
<td>STRUCTURES</td>
<td>ASSIGNMENTS</td>
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<tr>
<td>1 M</td>
<td>C1: FACT Lesson 5: DIAL 1-2 (pp. 122-34) Grammar and Culture Note that DIAL performances have been moved to Fridays to allow you more time to work on your scripts.</td>
<td>呀, 在, 一下, 點兒, 吧, Measure Words, 給, 很 +Adj, 很 again, 可以, 要, 了, 一起, 才</td>
<td>Lesson 5 DIAL 1-2 characters LISTEN TO THE AUDIO Journal DIAL prep</td>
</tr>
<tr>
<td>1 T</td>
<td>C2: ACT Lesson 5-Exercises and Activities</td>
<td>呀, 在, 一下, 點兒, 吧, Measure Words, 給, 很 +Adj, 很 again, 可以, 要, 了, 一起, 才</td>
<td>Review structures and usage in DIAL 1-2 for exercises in class tomorrow. AUDIO Journal Dial prep</td>
</tr>
<tr>
<td>2 W</td>
<td>C3: FACT Lesson 5-Grammar and Culture ACT Lesson 5-Exercises and Activities</td>
<td>呀, 在, 一下, 點兒, 吧, Measure Words, 給, 很 +Adj, 很 again, 可以, 要, 了, 一起, 才</td>
<td>AUDIO characters Journal due tomorrow QUIZ tomorrow DIAL prep</td>
</tr>
<tr>
<td>2 Th</td>
<td>C4: ACT Lesson 5-Exercises and Activities QUIZ Lesson 5</td>
<td>呀, 在, 一下, 點兒, 吧, Measure Words, 給, 很 +Adj, 很 again, 可以, 要, 了, 一起, 才</td>
<td>Lesson 5 DIAL 1-2 characters AUDIODIAL performances tomorrow</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Journal 5 Due</td>
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</tbody>
</table>
Week Eight  WHAT WE’LL WORK ON/ WHAT YOU SHOULD PREPARE

2 M  C1: REVIEW - Grammar and Culture; VOCAB R Exercises and Activities

2 T  C2: REVIEW TEST Lesson 2 & 3

HOMEWORK

WB Lesson 5 due

Review Lessons 2-5 characters
LISTEN TO THE AUDIO DIA on Tuesday and Friday
VOCAB 2&3, 4&5

WORKBOOK/DUE ASSIGNMENTS

Review Lessons 2-3 Characters
AUDIO TEST tomorrow

的, measure words: (個, 二/兩, 口)
Question words: 誰, 什麼, 哪, 哪兒, and 幾, 有沒有, 都 and 都不/沒日, 月, 年.
Time: 分鐘, 小時, 的 Again, 還是, A-not-A questions, 還, 很, 爲什麼, (因) 爲

的, measure words: (個, 二/兩, 口)
Question words: 誰, 什麼, 哪, 哪兒, and 幾, 有沒有, 都 and 都不/沒日, 月, 年.
Time: 分鐘, 小時, 的 Again, 還是, A-not-A questions, 還, 很, 爲什麼, (因) 爲
STPVO and word order, A not A again, 常常, Kind of verbs: 只, 想, 覺得, V+O's. 怎麼樣, 喜歡 VS 想, and 覺得, 好久呀，在，一下，點兒，吧，Measure Words, 給，很 +Adj, 很 again, 可以，要，了，一起，才
<table>
<thead>
<tr>
<th>Week Nine</th>
<th>WHAT WE’LL WORK ON/WHAT YOU SHOULD PREPARE</th>
<th>HOMEWORK</th>
<th>WORKBOOK/DUE ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 M</td>
<td>C1: FACT Lesson 6: DIAL 1-2 (pp. 150-70) Grammar and Culture</td>
<td>給+OV, 要 again, 什麼時候, 以後/以前, 要是, 別+V 上/下 and Time Expressions, 跟, 得 dei, 進/去, 到, 但是</td>
<td>Lesson 6 DIAL 1-2 characters LISTEN TO THE AUDIO Journal DIAL prep</td>
</tr>
<tr>
<td>5 T</td>
<td>C2: ACT Lesson 6: Exercises and Activities</td>
<td>給+OV, 要 again, 什麼時候, 以後/以前, 要是, 別+V 上/下 and Time Expressions, 跟, 得 dei, 進/去, 到, 但是</td>
<td>Review structures and usage in DIAL 1-2 for exercises in class tomorrow. characters AUDIO Journal Dial prep</td>
</tr>
<tr>
<td>6 W</td>
<td>C3: FACT Lesson 6: Grammar and Culture ACT</td>
<td>給+OV, 要 again, 什麼時候, 以後/以前, 要是, 別+V 上/下 and Time Expressions,</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6 - Exercises and Activities

7 Th C4: ACT
Lesson 6 - Exercises and Activities
QUIZ Lesson 6

給+OV, 要 again, 什麼時候, 以後/以前, 要是, 別+V 上/下 and Time Expressions, 跟, 得 dei, 進/去, 到, 但是

Lesson 6 DIAL 1-2
characters
AUDIO
DIAL performances tomorrow

8 F C5: ACT
Lesson 6 - Exercises and Activities
DIAL performances

給+OV, 要 again, 什麼時候, 以後/以前, 要是, 別+V 上/下 and Time Expressions, 跟, 得 dei, 進/去, 到, 但是

Preview Lesson 7 and begin designing your dialogue lines with partner.
characters
LISTEN TO THE AUDIO
SPRING BREAK: Don't forget to pretend to think about studying

Week Ten
WHAT WE'LL WORK ON/YOU SHOULD PREPARE

1 M Spring Break
1
1 T 2
1 W 3
1 Th 4
1 F 5

WHAT WE'LL WORK ON/WHAT YOU SHOULD PREPARE
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<thead>
<tr>
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<th>Section</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 M</td>
<td><strong>C1:</strong> FACT</td>
<td>得 de, 太, 就 time word, 給 again, 真 + Adj, Ordinal numbers with 第, 有一點兒 + Adj, 頗, 的 again, hey where did my pronouns go?</td>
</tr>
<tr>
<td>8</td>
<td>Lesson 7: DIAL 1-2 (pp. 175-95) Grammar and Culture</td>
<td>Lesson 7 DIAL 1-2 characters LISTEN TO THE AUDIO Journal DIAL prep</td>
</tr>
<tr>
<td>1 T</td>
<td><strong>C2:</strong> ACT</td>
<td>得 de, 太, 就 time word, 給 again, 真 + Adj, Ordinal numbers with 第, 有一點兒 + Adj, 頗, 的 again, hey where did my pronouns go?</td>
</tr>
<tr>
<td>9</td>
<td>Lesson 7-Exercises and Activities</td>
<td>Review structures and usage in DIAL 1-2 for exercises in class tomorrow. characters AUDIO Journal DIAL prep</td>
</tr>
<tr>
<td>2 W</td>
<td><strong>C3:</strong> FACT</td>
<td>得 de, 太, 就 time word, 給 again, 真 + Adj, Ordinal numbers with 第, 有一點兒 + Adj, 頗, 的 again, hey where did my pronouns go?</td>
</tr>
<tr>
<td>0</td>
<td>Lesson 7-Grammar and Culture</td>
<td>AUDIO characters Journal due tomorrow</td>
</tr>
<tr>
<td></td>
<td>ACT Lesson 7-Exercises and Activities</td>
<td>QUIZ tomorrow DIAL prep</td>
</tr>
<tr>
<td>2 Th</td>
<td><strong>C4:</strong> ACT</td>
<td>得 de, 太, 就 time word, 給 again, 真 + Adj, Ordinal numbers with 第, 有一點兒 + Adj, 頗, 的 again, hey where did my pronouns go?</td>
</tr>
<tr>
<td>1</td>
<td>Lesson 7-Exercises and Activities</td>
<td>Lesson 7 DIAL 1-2 characters AUDIO DIAL performances tomorrow</td>
</tr>
<tr>
<td></td>
<td>QUIZ Lesson 7</td>
<td></td>
</tr>
<tr>
<td>2 F</td>
<td><strong>C5:</strong> ACT</td>
<td>得 de, 太, 就 time word, 給 again, 真 + Adj, Ordinal numbers with 第, 有一點兒</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 7-Exercises and Activities</td>
<td>Review Lessons 6-7 characters LISTEN TO THE AUDIO DIAL on Friday VOCAB RESEAR</td>
</tr>
<tr>
<td></td>
<td>DIAL</td>
<td></td>
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<td>WB Lesson 7 due</td>
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<tr>
<td>Week</td>
<td>WHAT WE'LL WORK ON/WHAT YOU SHOULD PREPARE</td>
<td>HOMEWORK</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Twelve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 M 5</td>
<td>C1: REVIEW Lesson 6-7 Grammar and Culture;</td>
<td>Review Lessons 6-7 Characters AUDIO</td>
</tr>
<tr>
<td></td>
<td>ЖО, 要 again, 什麼時候, 以後/以前, 要是, 別+V 上/下 and Time Expressions, 跟, 得 dei, 進/去, 到, 但是 得 de, 太, 就 time word, 給 again, 真 +Adj, Ordinal numbers with 第, 有一點兒 +Adj, 怎麼, 的 again, hey where did my pronouns go?</td>
<td></td>
</tr>
<tr>
<td>2 T 6</td>
<td>C2: REVIEW Lesson 6-7 Exercises and Activities</td>
<td>Lessons 6-7 Characters AUDIO</td>
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</tbody>
</table>

+Adj, 怎麼, 的 again, hey where did my pronouns go?
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<th>Section</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 W</td>
<td>C3: REVIEW</td>
<td>Lessons 6-7 Grammar and Culture; Exercises and Activities; DVD presentation</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>給+OV, 要 again, 什麼時候, 以後/以前, 要是, 別用 上/下 and Time Expressions, 跟, 得 dei, 進/去, 到, 但是 得 de, 太, 就 time word, 給 again, 真 +Adj, Ordinal numbers with 第, 有一點兒 +Adj, 怎麼, 的 again, hey where did my pronouns go?</td>
</tr>
<tr>
<td>2 Th</td>
<td>C4: REVIEW</td>
<td>Lessons 6-7 Characters Audio TES tomorrow</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>給+OV, 要 again, 什麼時候, 以後/以前, 要是, 別用 上/下 and Time Expressions, 跟, 得 dei, 進/去, 到, 但是 得 de, 太, 就 time word, 給 again, 真 +Adj, Ordinal numbers with 第, 有一點兒 +Adj, 怎麼, 的 again, hey where did my pronouns go?</td>
</tr>
<tr>
<td>Week</td>
<td>WHAT WE'LL WORK ON / WHAT YOU SHOULD PREPARE</td>
<td>HOMEWORK</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Thirteen</td>
<td>C1: FACT Lesson 8: DIAL 1-2 (pp. 201-21)-Grammar and Culture</td>
<td>STPVO, 就 again, 一邊...一</td>
</tr>
<tr>
<td>APR 1 M</td>
<td></td>
<td>邊, 到, 了 again, 正在, 的 again, 除</td>
</tr>
<tr>
<td></td>
<td></td>
<td>了...以外, 還, 後來 vs 以後, 就 again, 會/能/可以</td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2 T  C2: ACT
Lesson 8-Exercises and Activities
STPVO, 就 again, 一邊...一邊, 到, 了 again, 正在, 的 again, 除了...以外, 還, 後來 vs 以後, 就 again, 會/能/可以
Review structures and usage in DIAL 1-2 for exercises in class tomorrow.
characters
AUDIO
Journal
Dial prep

3 W  C3: FACT
Lesson 8-Grammar and Culture
STPVO, 就 again, 一邊...一邊, 到, 了 again, 正在, 的 again, 除了...以外, 還, 後來 vs 以後, 就 again, 會/能/可以
AUDIO
characters
Journal due tomorrow
QUIZ tomorrow
DIAL prep

4 Th  C4: ACT
Lesson 8-Exercises and Activities
STPVO, 就 again, 一邊...一邊, 到, 了 again, 正在, 的 again, 除了...以外, 還, 後來 vs 以後, 就 again, 會/能/可以
Lesson 8 DIAL 1-2
characters
AUDIO
DIAL performances tomorrow

5 F  C5: ACT
Lesson 8-Exercises and Activities/DIAL performances
STPVO, 就 again, 一邊...一邊, 到, 了 again, 正在, 的 again, 除了...以外, 還, 後來 vs 以後, 就 again, 會/能/可以
Preview Lesson 9 and begin designing your dialogue lines with partner.characters LISTEN TO THE AUDIO
WB Lesson 8 due

Week Fourteen
WHAT WE'LL WORK ON/
WHAT YOU SHOULD PREPARE

HOMEWORK

WORKBOOK/DUE ASSIGNMENTS
<table>
<thead>
<tr>
<th>Day</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 M</td>
<td>C1: FACT Lesson 9: DIAL 1-2 (pp. 225-46) Grammar and Culture Wearing verbs, 要 again, 的 again, 多 in questions, Money! 跟...一樣, 雖然... 可是</td>
</tr>
<tr>
<td>9 T</td>
<td>C2: ACT Lesson 9- Exercices and Activities Wearing verbs, 要 again, 的 again, 多 in questions, Money! 跟...一樣, 雖然... 可是 Review structures and usage in DIAL 1-2 for exercises in class tomorrow.</td>
</tr>
<tr>
<td>1 W</td>
<td>C3: FACT Lesson 9- Grammar and Culture ACT Lesson 9- Exercices and Activities Wearing verbs, 要 again, 的 again, 多 in questions, Money! 跟...一樣, 雖然... 可是 AUDIO characters Journal due tomorrow QUIZ tomorrow</td>
</tr>
<tr>
<td>1 Th</td>
<td>C4: ACT Lesson 9- Exercices and Activities QUIZ Lesson 9 Wearing verbs, 要 again, 的 again, 多 in questions, Money! 跟...一樣, 雖然... 可是 Lesson 9 DIAL 1-2 characters AUDIO DIAL performances tomorrow</td>
</tr>
<tr>
<td>1 F</td>
<td>C5: ACT Lesson 9- Exercices and Activities DIAL performances Review Lessons 8-9 characters LISTEN TO THE AUDIO DIA on Friday VOCAB RESEARCH</td>
</tr>
</tbody>
</table>

**Week Fifteen**

**WHAT WE'LL WORK ON/ WHAT YOU SHOULD PREPARE**

**HOMEWORK**

**WORKBOOK/DUE ASSIGNMENTS**
C1: REVIEW
- Lesson 8-9
Grammar and Culture;

VOCAB RESEARCH

STPVO, 就 again, 一边...一边, 到, 了 again, 正在, 的 again, 除了...以外, 还, 后来 vs 以后, 就 again, 会/能/可以

Wearing verbs, 要 again, 的 again, 多 in questions, Money! 跟...一样, 虽然...可是

C2: REVIEW
Lesson 8-
Exercises and Activities

STPVO, 就 again, 一边...一边, 到, 了 again, 正在, 的 again, 除了...以外, 还, 后来 vs 以后, 就 again, 会/能/可以

Wearing verbs, 要 again, 的 again, 多 in questions, Money! 跟...一样, 虽然...可是

C3: REVIEW
Lessons 8-9
Grammar and Culture;
Exercises and Activities;
DVD presentation

STPVO, 就 again, 一边...一边, 到, 了 again, 正在, 的 again, 除了...以外, 还, 后来 vs 以后, 就 again, 会/能/可以

Wearing verbs, 要 again, 的 again, 多 in questions, Money! 跟...一
<table>
<thead>
<tr>
<th>Week</th>
<th>WHAT WE’LL WORK ON/WHAT YOU</th>
<th>WORKBOOK/DUE ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixteen</td>
<td>C4: REVIEW Lessons 9-Exercises and Activities</td>
<td>STPVO, 就 again, 一邊...一 邊, 到, 了 again, 正在, of again, 除 了...以外, 還, 後 來 vs 以後, 就 again, 會/能/可 以 Wearing verbs, 要 again, 的 again, 多 in questions, Money! 跟...一 樣, 雖然... 可是 Lessons 8-9 Characters AUDIO TES tomorrow</td>
</tr>
<tr>
<td>F 9</td>
<td>C5: REVIEW TES Lessons 8 &amp; 9</td>
<td>STPVO, 就 again, 一邊...一 邊, 到, 了 again, 正在, of again, 除 了...以外, 還, 後 來 vs 以後, 就 again, 會/能/可 以 Wearing verbs, 要 again, 的 again, 多 in questions, Money! 跟...一 樣, 雖然... 可是 Preview Lessons 10 Characters Listen to the AUDIO DIAL performances on Friday</td>
</tr>
<tr>
<td>Day</td>
<td>Lesson</td>
<td>Topic</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>2 M</td>
<td>C1: FACT</td>
<td>Lesson 10: DIAL 1-2 (pp. 251-68)-Grammar and Culture</td>
</tr>
<tr>
<td>2 T</td>
<td>C2: ACT</td>
<td>Lesson 10-Exercises and Activities</td>
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<tr>
<td>2 W</td>
<td>C3: FACT</td>
<td>Lesson 10-Exercises and Activities</td>
</tr>
<tr>
<td>2 Th</td>
<td>C4: ACT</td>
<td>Lesson 10-Exercises and Activities</td>
</tr>
<tr>
<td>2 F</td>
<td>C5: ACT</td>
<td>Lesson 10-Exercises and Activities</td>
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</tbody>
</table>

**Week End**

**WHAT WE'LL WORK ON/WHAT YOU SHOULD**

**WORKBOOK/DUE ASSIGNMENTS**

**Lesson 10.1**
- Listen A&B Read A&C
- Write A-C, F,
- G
- Listen B Read C
- Write B & C
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 2</td>
<td>China Breeze</td>
<td>Prepare for FINAL</td>
</tr>
<tr>
<td>T 3</td>
<td>Final Discussion</td>
<td></td>
</tr>
<tr>
<td>F 3</td>
<td>ORAL EXAM 2</td>
<td>Prepare for FINAL</td>
</tr>
<tr>
<td></td>
<td>May</td>
<td>Portfolio</td>
</tr>
<tr>
<td></td>
<td>3 F</td>
<td>2 due</td>
</tr>
<tr>
<td></td>
<td>FINAL EXAM 7:10 pm</td>
<td>Everything!</td>
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</tbody>
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Student Dialogue Guidelines

<table>
<thead>
<tr>
<th>Required Vocabulary Items</th>
<th>Required Grammar Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIAL 1 ALL LINES</td>
<td>--</td>
</tr>
<tr>
<td>DIAL 2 ALL LINES</td>
<td>--</td>
</tr>
<tr>
<td>DIAL 1 Starting from &quot;我星期四請你吃飯怎麼樣?&quot;</td>
<td>--</td>
</tr>
</tbody>
</table>

| 介紹. 哪兒. 高興, 漂亮, 聊天(兒), 回家在. 了, 才 | 一下, 一點 (兒), 很+adj. |

語法. 寫, 難, 多, 開始, 早上 得 (i.e. 寫得很 好), 太/真, 就, 有(一) 點 兒, 怎麼, 的 (nominalizer)

起床, 電腦, 中午, 已經, 知道, 希望 Time question (什麼時候/幾 點), 一邊...一 邊, 正在, 除
了...以外

買，東西，便宜，樣子，不過，挺
要 (desire)，想 (would like to...), 多 + adj in questions. A 跟 B 一樣 + adj, 雖然...可是, Amounts of money

坐，然後，最後，走，讓，特別
Topic comment, 或者 and 還是, 先...再... (然後), 每...都, 要...了，花 (money or time)
Integrated Chinese
Level 1 Part 1
Textbook
Traditional Characters

Third Edition

中文聽說讀寫

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4 Series of Verbs/Verb Phrases
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