# Course information:

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

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Asian Languages</th>
<th>Department</th>
<th>School of International Letters and Cultures (SILC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>VTN Number</td>
<td>Number</td>
<td>Title</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>No</td>
<td></td>
<td>Elementary Vietnamese I</td>
</tr>
<tr>
<td>Is this a shared course?</td>
<td>No</td>
<td></td>
<td>If so, list all academic units offering this course</td>
</tr>
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</table>

**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 (I)
- 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 (G)
- 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:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thuy-Kim Le</td>
<td>480 965-3794</td>
<td><a href="mailto:lethuykym@gmail.com">lethuykym@gmail.com</a></td>
</tr>
<tr>
<td>Mail code</td>
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<tr>
<td>0202</td>
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**Department Chair/Director approval: (Required)**

<table>
<thead>
<tr>
<th>Chair/Director name ( Typed):</th>
<th>Chair/Director (Signature):</th>
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<tbody>
<tr>
<td>Robert Joe Cutter</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Date:</td>
<td>4/15/13</td>
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Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>1.</strong> Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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<td><strong>2.</strong> The course must match at least one of the following descriptions: (check all which may apply):</td>
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<tr>
<td></td>
<td></td>
<td><strong>a.</strong> In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
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<td><strong>b.</strong> The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
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<td><strong>c.</strong> The course is a comparative cultural study in which most, <em>i.e.</em>, more than half, of the material is devoted to non-U.S. areas.</td>
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<td><strong>d.</strong> 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.”</td>
</tr>
<tr>
<td>Criteria</td>
<td>How course meets spirit</td>
<td>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</td>
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<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>1</td>
<td>The course presents and discusses a non-US culture: Vietnam.</td>
<td>Syllabus; Table of Contents of Textbook; Teaching culture in VTN 101</td>
</tr>
<tr>
<td>2b</td>
<td>Almost all chapters of the textbooks and lectures of the instructor discuss Vietnamese culture</td>
<td>Syllabus; Table of Contents of Textbook; Teaching culture in VTN 101</td>
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</table>
Teaching Vietnamese Culture in VTN 101 - Elementary Vietnamese I

As Vietnamese language in this course is taught, the instructor automatically teaches culture.

To the instructor, culture is considered a fifth skill that must be taught along with four other language skills. Students of VTN 101 course are introduced and exposed to many aspects of Vietnamese culture right from the first day of class along with learning various Vietnamese kinship terms and practicing greetings in Vietnamese.

Various aspects of Vietnamese culture as listed below are incorporated in the curriculum and introduced in assignments, pre-planned lectures, and culture-based class activities as well as in improvised lectures and questions-answers sessions.

Most chapters in Let’s Speak Vietnamese have culture notes and proverbs related to the topic/theme of a chapter. Students are assigned to read them before coming to class and answer questions about what they already read or viewed in the case of lengthy reading passages and or video clips. In class, they may also have lectures, short discussions, and related culture-based class activities in order to develop culture competence. At least one or two questions related to culture aspects learned in each chapter are always included in the chapter quizzes and tests.

Required textbook: Let’s Speak Vietnamese (LSV)

<table>
<thead>
<tr>
<th>SOURCES</th>
<th>CULTURE ASPECTS &amp; PROVERBS INTRODUCED</th>
</tr>
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<tbody>
<tr>
<td>Appendix 1</td>
<td>Introduction to Vietnamese language (see attached)</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Vietnamese Names (see attached)</td>
</tr>
<tr>
<td>Reading passages on the internet</td>
<td>An overview of Vietnam: location, languages spoken, writing system, ethnic groups, arts, music, holidays and festivals, traditional costumes and food.</td>
</tr>
<tr>
<td>and You Tube</td>
<td></td>
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<tr>
<td>Tết Trung Thu web site:</td>
<td>Têt Trung Thu – Mid-Autumn Festival on the 15th of the eight lunar month is one of the most important holiday observed and celebrated by the Vietnamese living in Vietnam and overseas.</td>
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<tr>
<td><a href="http://www.public.asu.edu/~ickpl/">http://www.public.asu.edu/~ickpl/</a></td>
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<td>tetTT/index.htm</td>
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<tr>
<td>Chapter 1: Greeting and Getting</td>
<td>Vietnamese various terms of address</td>
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<tr>
<td>Acquainted</td>
<td>Vietnamese verbal and non-verbal greetings</td>
</tr>
<tr>
<td>Lecture with pictures and video</td>
<td>How Vietnamese introduce themselves and others.</td>
</tr>
<tr>
<td>clips whenever possible</td>
<td>The use of polite particles when addressing others.</td>
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<td></td>
<td>Lý chây cao hơn mâm cơ (A word of greeting is much more appreciated than an invitation to a feast)</td>
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<td>Trước là sau quen (First strangers, later friends)</td>
</tr>
<tr>
<td>Chapter 2: Personal Information</td>
<td>The three main regions of Vietnam and 64 provinces.</td>
</tr>
<tr>
<td>Lecture with pictures and video</td>
<td>Addresses in big cities in Vietnam may have a “/” and have a letter following the number.</td>
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<tr>
<td>clips whenever possible</td>
<td>Asking or being asked personal questions</td>
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<tr>
<td>Chapter 3: Daily Activities</td>
<td>Greetings the Vietnamese way</td>
</tr>
<tr>
<td>Lecture with pictures and video</td>
<td>Telling times the Vietnamese way</td>
</tr>
</tbody>
</table>

Reading passages on the internet and YouTube

Appendix 3: Vietnamese Names (see attached)

Reading passages on the internet and YouTube

Appendix 1: Introduction to Vietnamese language (see attached)

Appendix 3: Vietnamese Names (see attached)

Tết Trung Thu – Mid-Autumn Festival on the 15th of the eight lunar month is one of the most important holiday observed and celebrated by the Vietnamese living in Vietnam and overseas.

Chapter 1: Greeting and Getting Acquainted

Lecture with pictures and video clips whenever possible

- Vietnamese various terms of address
- Vietnamese verbal and non-verbal greetings
- How Vietnamese introduce themselves and others.
- The use of polite particles when addressing others.
- Lý chây cao hơn mâm cơ (A word of greeting is much more appreciated than an invitation to a feast)
- Trước là sau quen (First strangers, later friends)

Chapter 2: Personal Information

Lecture with pictures and video clips whenever possible

- The three main regions of Vietnam and 64 provinces.
- Addresses in big cities in Vietnam may have a “/” and have a letter following the number.
- Asking or being asked personal questions

Chapter 3: Daily Activities

Lecture with pictures and video

- Greetings the Vietnamese way
- Telling times the Vietnamese way
clips whenever possible | -Typical daily activities of Vietnamese students 

*Thì giờ là vàng bạc* (Time is gold and silver = Time is money)

| Chapter 4: Student Life
Lecture with pictures and video clips whenever possible | -Vietnamese people use lunar calendar for auspicious days to organize weddings, celebrate certain holidays and festivals and to commemorate death anniversaries. 

-An overview of Vietnamese educational system and how it is different than US educational system. 

*Có đi mới đến, có học mới hay*

(Only by going, one arrives at one’s destination

Only by learning, one attains knowledge)

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| Chapter 6: Family & Relatives
Lecture with pictures and video clips whenever possible | -Vietnamese kinship terms and extended family members 

*Trẻ lên ba, cả nhà học nói* (The whole family learns to speak with a three year old toddler)  

*Anh em như tay chân, vợ chồng như quần áo* (Brothers and sisters are like the arms and legs of the self. Wives and husbands are like clothes that can be changed)  

*Nhất mẹ, nhi cha, thứ ba bà ngoại* (First the mother, second the father, third the maternal grand mother)  

*Lấy chồng khó giữ稳固 hơn lấy chồng sang thiên hạ* (It is better to marry a poor man form one’s own village than to marry a rich man from afar)

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| Chapter 7: Hobbies & Pastimes
Lecture with pictures and video clips whenever possible | -Various popular sports in Vietnam and how many Vietnamese people watch religiously international sport events and national pastime: soccer.

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| Chapter 8 & 9: People: Their Physical Appearance and Qualities and Character
Lecture with pictures and video clips whenever possible | -The non-committal attitude of the Vietnamese people. 

-Differences in beauty standards of Vietnamese and American people 

*Cái nét đánh chế cái đẹp* (Good qualities surpass beauty)  

*Xấu người, đẹp nết* (Being ugly doe not matter, what matter is a good character) 

*Gái thơm tài, trai thơm sắc* (Woman go for talented men, men go for beautiful women)

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**Excerpts of culture notes from Let’s Speak Vietnamese:**

- **Chào** means *to greet*. By extension, it is ‘good morning, good afternoon, good night, and goodbye’. Vietnamese do not say *chào* alone without using a term of address.  

-Vietnamese people introduce themselves by their given name.  

-Generally Vietnamese names consist of three names in this order: family name, middle name (*tên đẻ*) and given name, e.g. *Nguyễn Quang Thái*. Typically Vietnamese are not called nor
recognized only by their family name.

Unlike Westerners who may introduce themselves as I am Mr. Brown, I am Mrs. Clark, Vietnamese people do not use any title when giving their name. For example, Miss Lan would say: Tôi là Lan. (I am Lan.) NOT Tôi là cô Lan. (I am Miss Lan.)

Vietnamese women do not change their family name after marriage. Official documents still bear the signature of their maiden name. In social situations, however, they are typically addressed by their husband’s first name. For example if the husband’s full name is Nguyễn Minh Quân, the wife will be socially referred as bà Quân.

The term bà in Vietnamese does not simply refer to a married woman like the term Mrs. in English but also to older single women. Young married women are still addressed as cô (Miss).

Vietnam is geographically known for its three regions: North, Central, and South. Each region has its own dialect with distinctive accent and its own cuisine. The country is divided into 64 provinces (tỉnh) and cities. Big cities in Vietnam are divided into quarters (quận) and wards (phường). Residential streets in Hanoi are called đường while streets that have shops and stores are called phố. In the South and Central Vietnam people do not differentiate đường and phố. They only use đường.

Addresses in big cities in Vietnam may have a slash ‘/’, read as trên or xyurtle (from French ‘sur’) as not all houses face the main streets. In fact, many houses are located in alleys (ngõ/hẻm [So]). Addresses in Vietnam may also have a letter following the number such as 265B Nguyễn Dương if the number is repeated more than once.

When acquaintances meet in the street, the first greeting phrase is Anh/chị đi đâu đó? (Where are you going there?). Similarly, when one enters a room and sees an acquaintance doing something, the greeting is: Anh/chị làm gì đó? (What are you doing there?). If a friend is writing or reading, you could ask: Anh/chị viết / đọc gì đây? (What are you writing or reading there?) even if the answer is obvious.

Unlike English, Vietnamese do not ask How are you? (Anh/chị có khỏe không?) right away when greeting people. However, when greeting foreigners “Có khỏe không?” is now used as the Vietnamese ways of greeting modeled after the Western way.

The terms tháng giêng (January) and tháng chạp (December) are usually used in the lunar calendar. Vietnamese people check the lunar calendar for auspicious days to organize weddings, celebrate certain holidays and festivals, and to commemorate death anniversaries.

Soccer and bicycle racing, sport legacies left by the French, are the two of the most common and most loved sports in Vietnam. The whole nation, old and young, male and female, watches religiously international events such as World Soccer Cup or Le tour de France broadcast on
wide screens outside coffee shops, in hotels or in the streets. All daily activities would come to a standstill while people agglomerate in public spaces to watch the broadcasts day and night.

Vietnamese will never give a definite ‘No’ to any invitation or request. They are considerate enough not to hurt the person inviting or requesting. For example when they are invited to a meal, they will not rush to accept the invitation as it is a sign of gluttony or that of poverty, nor will they refuse so as not to offend the person inviting. They would give you a ‘cúng được’ as an answer. You will never know if they will turn up at your party.

To a request that they are afraid of not being able to fulfill, they would give you a smile as an answer but never a ‘No’. In that same spirit, Vietnamese people don’t say bluntly that someone is not beautiful nor ugly. They say cúng đẹp (he/she is somewhat beautiful) trông cúng được (he/she looks okay). Cũng is non-committal. If you want to know if the food at a certain restaurant is good or not, you will be told ‘cúng ngon’ as they don’t want to be responsible for any disappointment you may experience at that restaurant.

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Communicative Tasks
- To greet
- To ask and give names
- To introduce oneself and others
- To ask someone’s country of origin
- To familiarize oneself with terms of address and personal references
- To learn the polite ways to address people

Communicative Activities: Greetings and introductions

Language Skills
1. Greeting in Vietnamese
2. Indicating possession with cùa
3. Asking and telling names
4. Asking questions using the question word nào
5. Confirming with question tag phải không
6. Using terms of address – When to use it

Writing and Reading Activities: Greetings and getting acquainted

Listening Activities: Self-introductions

Chapter 2: Personal Information

Communicative Tasks
- To state one’s occupation and place of study/work
- To ask and state the place of residence
- To ask and tell someone’s age
- To count numbers from 1 to 30
- To ask and give addresses and phone numbers

Communicative Activities: Inquiring personal information

Language Skills
7. Using ở as a verb and as a preposition
8. Confirming an information is correct with có…phải không?
9. Asking for quantity with bao nhiêu and mấy
10. Asking and telling and telephone numbers
11. Indicating negation with không

Reading Activities: Identification and business cards

Listening Activities: Identifying people

Chapter 3: Subjects of Study, Times, and Schedules

Communicative Tasks
- To use numbers from 31 to 100
- To ask the time and take leave
- To greet the Vietnamese way
- To talk about daily activities

Communicative Activities: Talking about daily activities

Writing and Reading Activities: Daily schedules

Language Skills
12. Asking and telling the time
13. Using the verb đi
14. Asking what time an action takes place in the future
15. Asking what time an action takes place in the past
16. Expressing the future tense with sẽ

Listening Activities: Asking times and talking about daily activities

Chapter 4: Student Life

Communicative Tasks
- To count number from 101 to 10,000
- To talk about subjects of study and field of specialization
- To give information about self
- To talk about past, present, and future events

Communicative Activities: Interview about student life

Language Skills
17. Using personal pronouns
18. Making a question sounded friendly using đây, đó
19. Using bao giờ, khi nào, mấy giờ
20. Using lúc mấy giờ, hỏi nào, khi nào

Writing and Reading Activities: Nationwide examinations in Vietnam

Listening Activities: Plans after graduation

Chapter 5: Review 1
Chapter 6: Family and Relatives

Communicative Tasks
- To talk about families and relatives
- To inquire about someone’s marital status
- To express concerns

Writing and Reading Activities: Introducing one’s family

Listening Activities: Talking about one’s family

Language Skills
21. Using classifiers đứa, người
22. Asking if someone has done something using (đã)... chưa?
23. Asking and answering questions with có + ADJECTIVE + không?
24. Using bể, đỡ, khỏi, hết to inquire and state one’s health condition

Chapter 7: Hobbies and Pastimes

Communicative Tasks
- To talk about habits and pastimes
- To express likes and dislikes
- To express time frequencies
- To express capability and incapability

Communicative Activities: Talking about hobbies and pastimes

Writing and Reading Activities: Hobbies and pastimes

Language Skills
25. Asking questions with có + ADJ + không?
26. Asking questions with ACTIVITY + có ADJECTIVE không?
27. Using rất and làm with adjectives
28. Inquiring and expressing capability and incapability with được không and được

Listening Activities: Hobbies and pastimes

Chapter 8: People: Their Physical Appearance

Communicative Tasks
- To describe people’s physical appearance
- To express the duration of time
- To find out the reasons
- To state the purpose

Communicative Activities: Describing one’s self and someone’s physical appearance

Writing and Reading Activities: Describing people’s physical appearance

Language Skills
29. Using the interrogative pronoun ai
30. To ask the description of one’s physical appearance with như thế nào?
31. Using để làm gì to ask the purpose of an activity
32. Asking for the duration of time with bao lâu and bao lâu rồi

Listening Activities: Describing people

Chapter 9: People: Their Qualities and Character

Communicative Tasks
- To describe people’s qualities
- To indicate contrasts
- To make comparisons
- To express opinions

Communicative Activities: Being a matchmaker

Reading Activities: Looking for a soul mate

Writing Activities: Describing a character

Language Skills
33. Asking for an opinion with thấy như thế nào?
34. Making comparisons with hơn, như
35. Indicating a contrast using còn ... thì
36. Expressing the superlative form nhất, hơn cả, hơn hết

Listening Activities: Describing people’s character

Chapter 10: Review 2

Chapter 11: Things and Possessions

Communicative Tasks
- To ask how to say something in Vietnamese
- To describe things
- To indicate locations

Language Skills
37. Using classifiers
38. Using cho as to allow and as to and for
39. Giving emphasis on the object instead of
• To ask about quantity
• To count and talk about things using classifiers

Communicative Activities: Asking for permission

Writing and Reading Activities: Describing a room in your house
Listening Activities: Looking for things

Chapter 12: At the Shop
Communicative Tasks
• To ask and request to see a merchandise
• To ask for and tell the price
• To bargain
• To negotiate
• To use classifiers appropriately

Communicative Activities: Shopping and bargaining

Language Skills
40. Asking for and giving the prices and bargaining
41. Using nũa, ruốï and ruốï
42. Using dề to let someone do something
43. Using direct and indirect speeches

Writing and Reading Activities: Shopping
Listening Activities: Merchandise and prices

Chapter 13: Houses
Communicative Tasks
• To describe rooms and houses
• To ask the distance and the duration of time
• To rent a place to stay

Communicative Activities: Renting a room
Writing Activities: My dream house

Language Skills
44. Using có as to have and there is/there are
45. Asking the distance with bao xa
46. Expressing the time spent with mắt

Reading Activities: Reading the ads for rooms and houses to rent
Listening Activities: Renting a room

Chapter 14: Modes of Transport
Communicative Tasks
• To talk about different means of transport
• To ask and give directions
• To express time sequences
• To express imperatives and conditions
• To talk about past experiences
• To express gratitude and reply to thanks

Communicative Activities: Asking and giving directions

Language Skills
47. Asking about mode of transport with bằng gì?
48. Using imperative forms: đi, hãy, and dùng
49. Talking about experiences using bao giờ chưa and lan nào chưa

Reading Activities: Daily transportation
Writing Activities: About my recent trip
Listening Activities: Giving and taking directions

Chapter 15: Review 3

Chapter 16: At the Market
Communicative Tasks
• To ask and give advice
• To negotiate
• To give instructions
• To express the units of measurements

Communicative Activities: Buying groceries
Writing Activities: Your favorite recipe

Language Skills
50. Indicating a restriction of an action with mới + VERB
51. Pluralizing ai, gì, đầu
52. Exhorting using cứ + VERB

Reading Activities: Recipe for a VN dish
Listening Activities: Shopping list
Chapter 17: At the Restaurant

Communicative Tasks
- To request and obtain information
- To discuss choice of food to order
- To order food in a restaurant

Communicative Activities: Ordering food at a restaurant

Reading Activities: Restaurant advertisement

Writing Activities: Review of a restaurant

Chapter 18: Telephones

Communicative Tasks
- To make phone calls
- To answer phone calls
- To leave messages with someone
- To make requests
- To set up an appointment by phone

Communicative Activities: Talking on the phone

Language Skills
53. Using gì after a noun
54. Using two clauses sentences
55. Using dĩng in different patterns
56. To learn basic sentence structures, using tuy, the nào/sao cũng được, mỗi thứ một đĩa,
VERB + thử xem

Reading Activities: Favorite VN dishes

Listening Activities: Telephone expressions

Chapter 19: At the Hotel

Communicative Tasks
- To check into and out of a hotel
- To report things that are not working in your room
- To ask for things you may need at a hotel
- To inquire services offered

Communicative Activities: Renting a room at a hotel

Language Skills
60. Using dẹu for emphasis
61. Expressing a condition with conjunction nếu
62. Reviewing the use of thì

Reading Activities: Hotel listings on the internet

Writing Activities: Letter of complaint

Listening Activities: Experience with accommodation

Chapter 20: Review Chapter 4

Appendices
- Appendix 1: Introduction to Vietnamese Language
- Appendix 2: Pronunciation Guide and Drills
- Appendix 3: Vietnamese Names
- Appendix 4: Classroom Expressions
- Appendix 5: Index of Grammar
- Appendix 6: Vietnamese-English Glossary

References

About the authors

Online Resources
- Audio Program with MP3 files
- Online review activities
- Listening and Pronunciation Program

http://www.public.asu.edu/~ickpl/lsv/index.htm
http://www.public.asu.edu/~ickpl/lsv1/index.htm
http://www.public.asu.edu/~ickpl/listening/index.htm
ARIZONA STATE UNIVERSITY
School of International Letters and Cultures

COURSE SYLLABUS - FALL SEMESTER

VTN 101 ELEMENTARY VIETNAMESE - in HYBRID MODE

Class meetings: T & Th: 12:00 – 1:15 p.m. Classroom: ___
Online learning: M, W, F
Instructor: Lê Phạm Thúy-Kim Office: LL 413C TL: 480 965-3794
Office Hours: T & Th: 10:30 -11:30 a.m. in LL 413C and by appointment
Web Site: http://www.public.asu.edu/~ickpl/viet/index.htm

Technical Support Contact Information:
-For technical assistance 6:30 a.m. - 12:30 a.m., daily, please contact the University Technology Office Help Desk: Email: helpdesk@asu.edu Phone: 480-965-6500
-For information on systems outages see the ASU systems status calendar: http://systemstatus.asu.edu/status/calendar.asp

COURSE DESCRIPTION
This course is designed to enable students to learn Vietnamese by listening, speaking, reading, and writing. Students will learn to understand Vietnamese well enough to carry out routine tasks and engage in simple conversations as well as to read and write short paragraphs and letters. They will also learn about some aspects of everyday culture in Vietnam.

COURSE OBJECTIVES
By the end of this course, students would be able to:

• introduce and talk about themselves, their family, and others
• ask for and give information about schools, daily activities, hobbies, pastimes and other interests
• describe and identify people
• understand Vietnamese well enough to carry out routine tasks and engage in simple conversations
• read and write short paragraphs, notes, and short letters.

COURSE FORMAT & EXPECTATION
Class meetings will be only on Tuesday and Thursday but since this is a 5-credit course, you should have available a minimum of about 10 hours weekly devoted to Vietnamese: 2.5 hours in class and at least 7-10 additional hours per week dedicated to studying, practicing, and completing assignments. There are multiple tasks to be completed during the week, so you must be a self-motivated and self-directed student and you must be able to follow printed instructions carefully and to organize your time efficiently so that you meet the deadlines specified on the weekly schedules.
An online Blackboard Learning System for this course has been set up. This site is a central place to find course information and materials, such as the syllabus, course schedule, announcements, and assignments. To access it, go to https://webapp4.asu.edu/myasu/ and log in using your ASURITE ID and password; then click on VTN 101 Elementary Vietnamese - I (Fall – AY). Weekly schedules of the following weeks are posted by midnight each FRIDAY, if not sooner. It is your responsibilities to access the weekly schedule EVERY WEEKEND in order to complete required assignment and homework and be prepared before coming to class the following week.

Typical in-class activities: lectures and oral activities including pair work and role play activities.

Independent and online learning activities: integrated web-based practice activities to be completed outside of the classroom

REQUIRED TEXTS

1. *Let's Speak Vietnamese* by Lê Phạm Thuý-Kim and Nguyễn Bích Thuận

2. *Workbook to Accompany Let's Speak Vietnamese* by Lê Phạm Thuý-Kim

   *These books are only sold online via: http://sites.google.com/site/presslenguyen/lsv

3. Downloadable MP3 files accompanied chapters 1 – 10 of both books http://www.public.asu.edu/~ickpl/lsv/index.htm

4. Supplementary web-based materials as assigned and provided by the instructor.

ONLINE LEARNING MATERIALS:

1. *Let's Speak Vietnamese online: ID = lsv Password = sachviet*
   http://www.public.asu.edu/~ickpl/secure/LSV_online/index.htm

2. Online audio-flashcards and review activities:
   http://www.public.asu.edu/~ickpl/lsv1/index.htm

COURSE REQUIREMENTS

1. Preview vocabulary and grammar explanation of assigned lessons before class.

2. Class attendance, participation and full attention: Your class preparation and participation in class activities will be evaluated. Tardiness, absences, speaking too much English and sluggish group work will result in a lower grade.

3. Complete all web-based activities and other written assignment and submit them on time.
4. Written homework will be collected on Tuesday and Thursday and checked by the instructor. It will not be graded; however, to obtain full credit, you must turn in the assignments on the date when they are due. Late homework will not be credited.

5. Compositions: There will be 4 compositions to be written on topics assigned by the instructor and they will be graded.

6. Quizzes and tests (oral and written): There will be 5 chapter quizzes and 2 review tests during the semester covering grammar, vocabulary, culture notes, speaking skills and aural comprehension.

**GRADING POLICY**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Oral and written tests (2)</td>
<td>30%</td>
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<tr>
<td>Quizzes (5)</td>
<td>35%</td>
</tr>
<tr>
<td>Attendance, class preparation and participation</td>
<td>15%</td>
</tr>
<tr>
<td>Homework, assignments, and compositions</td>
<td>20%</td>
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</tbody>
</table>

The grading system of plus and minus of this course is as followed:

- 97-100% = A+
- 87-89% = B+
- 76-79% = C+
- 93-96% = A
- 83-86% = B
- 70-75% = C
- 90-92% = A-
- 80-82% = B-
- 60-69% = D

There will be no make-up work, no late work, no extensions, and no supplemental work to raise your grade, except as described above.

**ATTENDANCE POLICY**

Class attendance on Tuesday and Thursday is MANDATORY. You are expected to arrive to class on time and prepared for that day’s work. Assignments assigned are due on dates specified. Any in-class work that has been missed as a result of tardiness or absence cannot be made up, which means you will lose out on participation points. If you are absent for any reason, you are responsible for the materials covered in class. If you are absent, you MAY NOT use your absence as an excuse for not being prepared or not turning in your homework the next day.

For all unexcused and undocumented absences, there will be no make-ups on quizzes or tests and no quizzes or tests will be given early. If you know you will be absent on the day of a test, notify the instructor as soon as you know. Authorized make-up quizzes or tests must be completed within 5 days of the day of the original quiz/test date.

All absences are considered unexcused unless they fall within these 4 categories: (1) religious observance, (2) university-sanctioned activities (official absence form required), (3) serious accident or illness (doctor’s note/accident report required) or (4) death in the immediate family. Please present your written permission to be excused from class no later than two weeks from the date of the missed class. You are allowed
only THREE unexcused absences per semester. Each unexcused absence after the third will reduce your final grade by two percentage points. However excessive unexcused absences of 5 or more may result in a failing final grade.

CLASS CANCELLATION
As soon as I know I have to cancel classes, I will try to inform you via email, so please try to check your email before class or I might ask SILC office staff to post a sign on the classroom door or I will call one of your classmates. If I am unable to contact you via the above means, you are to wait for me in the classroom for 15 minutes. If I don’t show up after 15 minutes, you may leave.

CLASSROOM CODE OF CONDUCT
You should contribute to creating a supportive, respectful, encouraging classroom environment by your attitude and behavior toward your instructor and peers. Aside from prohibited conduct as outlined in the Student Code of Conduct (available at http://www.asu.edu/aad/manuals/ssm/ssm104-01.html), I define the following behaviors as disruptive, which, if repeated, will result in your removal from the class and/or the course.

1. Disrespectful comments to the instructor and/or classmates
2. Conducting personal business of any kind, including but not limited to reading materials other than this course’s materials and/or doing work of other classes
3. Private conversations of any kind, while the instructor or peers are holding the floor
4. Eating in class
5. An interruption of the class by your electronic device (e.g., pagers, cell phones, or text messaging media): As a courtesy to others, please be sure to all personal communication devices (pagers, cell phones,) and/or noisemaking devices before the class period and leave them off until the end of the class period.

Since students will be required to engage in Discussion Board in Blackboard, you should also read: the Computer, Internet and Electronic Communications Policy: http://www.asu.edu/aad/manuals/acd/acd125.html

STUDENT ACADEMIC INTEGRITY POLICY:
Cooperative or collaborative learning is encouraged. However, there is a fine line between collaboration and cheating. Submitting the work of another person is considered cheating and offenders are subject to university disciplinary action. ALL work completed in Vietnamese classes must be the work of the student. Please refer to: http://provost.asu.edu/academicintegrity/policy

The following constitute a violation of the Academic Integrity Policy and will be sanctioned accordingly:

1. Cheating on quizzes and tests (crib sheets, electronic devices, classmates or any other form).
2. Plagiarism
3. Assistance from any individual on the following: essays, homework and assignment
4. Use of any form of translation programs or electronic translators to do assignments

I welcome any questions you may have concerning academic integrity and will do my best to help you understand the standards of academic scholarship. I also sanction any incidents of academic dishonesty in my courses using University and CLAS guidelines.

COURSE COMMUNICATION
Please check your ASU email often and contact me by email (kim.le@asu.edu) or take advantage of my office hours and meet with me outside of class if you have any questions or need assistance with your learning Vietnamese. When contacting me by email, allow for at least 12 hours during the week and 24 hours on the weekend for me to respond to your email; but I usually check my email message at least 3, 4 times/day.

ACCESS TO ASU LANGUAGE LAB
All students enrolled in language courses are eligible to use language computer labs located in rooms LL 60 and LL 65 in the basement of Languages and Literatures building. They will be able to log on and print only language-related documents by logging in with their ASURITE name and password. The lab schedules for the fall semester will be posted by August 30 in the labs, in the hallway leading to the labs, and online at http://silc.asu.edu/lab/hours

DISABILITY ACCOMMODATIONS
If you need disability accommodations in this class, please see me ASAP. Information regarding disability is confidential. http://www.asu.edu/drs
VTN 101 – SESSION C - FALL 2013  
TENTATIVE COURSE SCHEDULE  
(subjected to change according to class pace)

Legend:  
**CH:** Chapter  
**Q.** = Quiz  
**WRITT.** = Written Test

Detailed homework and online assignment are be posted in **CHAPTER MODULES** of BB.  
**Written homework is due IN CLASS** on Tuesday and Thursday.  
**Online assignment is due before noon** on Tuesday and Thursday.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<td>CHPT. 1</td>
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<td>3 – 9/1</td>
<td>LABOR DAY</td>
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<td>CHPT. 2</td>
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<td>QUIZ #3; C. 4</td>
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<td>8 – 10/6</td>
<td>CHPT.4</td>
<td>ORAL TEST#1</td>
<td>CHPT. 5</td>
<td>WRITT. TEST #1</td>
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<td>CHPT. 6</td>
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<td>CH. 10</td>
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<td>REVIEW</td>
<td>TEST #2</td>
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**Important Dates:**
- **August 28**  
  Last day to register and drop/add without college approval
- **August 28**  
  Residency classification petition deadline
- **October 1**  
  Deadline to apply for graduation
- **November 7**  
  Course withdrawal – In person and online
- **December 6**  
  Complete session withdrawal – In person and online