CHINLANG 1A: Accelerated First-Year Chinese (Michelle Leigh DiBello)

CHINLANG 1A: Accelerated First-year Modern Chinese

(5 units)

Instructor: Michelle DiBello, Ph.D. ("Dí Lǎoshī" 狄老师)

Class Hours: 10:30 – 11:45am MTWThF

Classroom: 240-101

Office: Knight Building K313

Office hours: (After class through 1:30pm on Tues / Wed / Thurs. Other times can also be arranged as needed.)

Required Texts:

3. First-year Modern Chinese Course Reader I (by Hong Zeng)

Course Description

This course in Mandarin Chinese is designed for students with no previous knowledge of the language. The goal is to establish a solid foundation in listening, speaking, reading and writing skills at the elementary level.

Chinese 1A starts with an introduction to pronunciation and the phonetics of Mandarin using the Romanization system known as Hanyu pinyin, as well as an introduction to the writing of Chinese characters. We then go on to cover five Units in the textbook, each unit consisting of two lessons. The topics addressed are as follows:

Unit 1: Me (Meeting People / Age & Nationality)
Unit 2: Family (Family and Pets / Jobs & Languages)
Unit 3: Time (Days of the Week, Hours of the Day / Months & Birthdays)
Unit 4: Food (Ordering Food / Names of Chinese Dishes)
Unit 5: Daily Life (Campus Life / Asking Where Things are Located)

Final Grade Composition

Class Participation, Preparation & Performance 5%
Homework Assignments 27%
Vocabulary Recognition Quizzes                                   3%
Lesson Review Tests (4-5)                                        45%
Oral Assessment 1 (Mid-term)                                     10%
Oral Assessment 2 (end-quarter)                                  10%

Please note that if you choose to take this course on a CR/NC grading basis, you need a C- (70%) to pass.

General Requirements

Attendance Policy:
Class attendance is mandatory for all language courses at Stanford, as explained in the Language Center Attendance Guidelines. (https://language.stanford.edu/sites/g/files/sbiybj9356/f/site-page/files/stanford_language_center_course_attendance_guidelines_-_revised_august_2020.pdf)

Stanford language classes are taught in the target language, with priority given to student production and practice. Class attendance and time on task are essential to acquiring active language skills. If learners are to become proficient, they must speak with each other and with their teacher. They must read things in common and discuss those readings, and they must articulate their reactions to discussion and materials in real time.

Potential Impact of Unexcused Absences on Final Grade
You are expected to participate actively in all class meetings as scheduled for the entire 75 minutes. Unexcused absences may result in a deduction of points from the Class Participation component of your final grade.

Excused absences and makeups
Absence may be excused at the instructor's discretion, given prompt notice by email with a legitimate reason.

If you must be absent, you have the privilege of making up that absence for a limited number of absences, pending instructor approval. Any missed class must be made up within two weeks. No makeup sessions may be scheduled during the university end-quarter or final exam periods (i.e. after week 9).

We acknowledge the ongoing potential effect of the COVID-19 pandemic on in-person class attendance and instruction. In the event that you need to isolate for a period of time, please let the instructor know as soon as possible so that a contingency plan can be arranged--this would typically be attending class via Zoom as long as you feel well enough to do so. Similarly, should the instructor need to isolate, class may be temporarily moved to a remote format.

Students who anticipate missing class during the quarter due to official University-sponsored activities or scheduled medical procedures, for example, should notify their instructor during the first week of class regarding the date(s) of expected absence(s) and the activity involved (or, in the case of medical or family emergency, as soon as they are able).

Regarding Punctuality:
To make the most of each class meeting, it is essential that everyone show up prepared and ready to start on time. Frequent unexcused tardiness will go on record, and may also impact your final grade. If you have a tight transition that makes it difficult to arrive on time, please let me know.

Class Preparation, Participation & Performance
To ensure the success of the entire class, each participant is required to adequately prepare for and attend each class meeting. Audio files for the lessons in the textbook are available on the course website on Canvas, and you are expected to use these recordings to prepare, and practice, the vocabulary and the text of each lesson. Following each class session, I will post the day's follow-up homework assignment with instructions on how and what to prepare for the next class.
**Homework Credit**

Completing homework assignments is essential to your successful participation in this course. Homework due dates (one for each Lesson, two per Unit) will be shown on the class schedule in Canvas. Homework completed and turned in on time receives full credit. Homework turned in on time but incomplete or poorly written will only receive partial credit. Late homework will not be accepted unless for a legitimate reason. No homework will be accepted more than one week after its original due date.

**Vocab Recognition Quizzes**

On each day that we begin a new Lesson in the textbook, a Vocabulary Recognition Quiz will be given for that Lesson. The quiz will show a selection of vocab words (in Chinese characters) and you will write down what they mean in English. Each Vocab Quiz is based on a full score of 3 points.

**Unit Review Tests (4)**

One Pronunciation / Pinyin quiz will be given on day four of the first week of class. After that, a short Unit Review Test will be given upon the completion of each textbook Unit (covering 4.5 Units, two lessons per unit). These tests will typically consist of character writing, translation and answering some oral questions in writing (characters). If you need to miss class on the day of a Review Test, please email the teacher in advance or as soon as possible. It is the student's responsibility to schedule a make-up test, and this must be completed within one week of the originally scheduled test date.

There is no comprehensive written final exam.

**Mid-term and End-Quarter Oral Assessments**

Individual oral assessment interviews with the instructor (of 10-15 minutes each) will be scheduled during the fourth and final weeks of classes. Each oral assessment will be comprehensive of all material covered from the beginning of the quarter and consists of three parts: 1) Reading aloud an assigned dialogue text, 2) Responding to about twenty questions (drawn from the oral question recordings on Canvas) and 3) Asking the teacher 3-5 questions. Your oral proficiency will be graded based on pronunciation and grammatical accuracy, as well as fluency, and how well you are able to perform the communicative functions practiced in class.

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**Policy on Auditors**

Per Language Center policy, we cannot accept auditors in this type of course, with the exception of Stanford faculty members and Knight Fellows.

**Free Resource: Language Conversation Partners**

For additional practice with pronunciation accuracy and using what you learn in class, you can sign up for 30-minute online practice sessions with a qualified peer Language Conversation Partner at THIS LINK (https://studentlearning.stanford.edu/tutoring/meet-our-lcps#chinese), or navigate there from tutoring.stanford.edu. This is a free service provided by the VPTL for all students currently enrolled in CHINLANG courses.

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**Access and Accommodations**

Stanford is committed to providing equal educational opportunities for disabled students. Disabled students are a valued and essential part of the Stanford community. We welcome you to our class.

If you experience disability, please register with the Office of Accessible Education (OAE). Professional staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter for faculty. To get started, or to re-initiate services, please visit [oae.stanford.edu](http://oae.stanford.edu/).
If you already have an Academic Accommodation Letter, we invite you to share your letter with us. Academic Accommodation Letters should be shared at the earliest possible opportunity so we may partner with you and OAE to identify any barriers to access and inclusion that might be encountered in your experience of this course.

Inclusivity. This is an inclusive classroom—everyone is welcome; everyone belongs. Regarding personal pronouns: I am committed to referring to you with the correct pronoun. Please feel free to correct me if I make a mistake.

Statement on Academic Integrity and Outside Assistance

All students are expected to read and abide by the Stanford Honor Code (https://communitystandards.stanford.edu/student-conduct-process/honor-code-and-fundamental-standard) with regard to classwork, activities, and assignments related to their language classes. Academic integrity is at the heart of language acquisition: only you are responsible for your own learning and can demonstrate what you can do. Plagiarism refers to the unattributed, direct copying of text and/or ideas from a source other than yourself. In language courses, this includes translations of source material into the target language. Plagiarism is strictly forbidden as a part of Stanford’s Honor Code. The use of translation services and apps during language exams, including but not limited to online translators such as Google Translate, is considered to be unpermitted aid and a hindrance to student learning.

Within the context of language learning, digital language tools may be helpful if used judiciously with the guidance of your instructor. Permitted assistance on assignments may take various forms. We expect you to use your textbook, dictionaries and grammar resources in the composition process, aligned with what you are learning in class. Under no circumstances, however, is another person or service to compose an essay for you or contribute to the ideas or substantive expression of individual assignments. For collaborative or group work, your instructor will issue guidelines on what is appropriate. Your instructor may also ask you to declare the amount and type of assistance you have received on any written or oral assignment.

We do not discourage assistance in the preparation of oral assignments. It is always helpful to have another person listen to you practice your oral presentations and provide feedback on your manner of expression. Under no circumstances is another person or service to compose or develop the assignment for you or contribute to its ideas or substantive expression. Similarly, it is always helpful to practice conversation with native speakers or someone more knowledgeable as a way to increase your comfort level while preparing for oral interviews. Divulging the content of the interview, as with any exam, is not permitted, as this violates Stanford’s Honor Code.

Link to Updated Clarifications on Permitted/Unpermitted Aid in a Remote Learning Environment from The Office of Community Standards / Judicial Affairs (https://communitystandards.stanford.edu/bja-guidance-remote-teaching-and-learning-environment)

Statement of Affective Support / Acknowledgment of the Ongoing COVID-19 Context:

As we all continue to live and work with ongoing COVID-19 pandemic. I want to acknowledge the challenges of this, and express my gratitude to you for your willingness to participate in this course. I thank everyone in advance for the patience, adaptability and understanding it may take to make everything work!

As your instructor, I care about your overall well-being. Please feel free to reach out to me if you are having any difficulties, whether with the course material or with other circumstances, at any time by email, or during office hours (on Fridays from 10:00am-12:00pm PST). I can be flexible about assignment and project completion dates if needed.

Also, I want to call attention to the support Stanford offers through Counseling and Psychological Services (CAPS), available 24 hours a day at 650-723-3785. There is a lot of support available to you to help you through a difficult time.

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