

CHIN 1001 OL- Elementary Chinese I Asynchronous Syllabus

Course Description:

CHIN 1001 – Elementary Chinese I is an introduction to listening, speaking, reading and writing in Chinese and to the culture of Chinese-speaking regions.

Learning Objectives:

Upon successful completion of this course the student will be able to:

1. Use Chinese to communicate with peers and instructors both orally and in writing to create a shared community experience.
2. Employ strategies to comprehend texts (in written, aural, and video form) written by and for Chinese speakers.
3. Employ strategies to express ideas orally and in writing related to familiar topics in presentational contexts.
4. Employ strategies to express ideas in interpersonal contexts in culturally appropriate ways, including identifying and signaling comprehension breakdown, asking and answering questions, and requesting information.
5. Understand and communicate the basics of Chinese-speaking cultures, modes of life, and customs.
6. Develop intercultural awareness through the study of the similarities and differences among and the relationships between language and culture systems.
7. Be prepared to continue developing Chinese language skills and cultural understanding in CHIN 1002.

Evaluation Criteria

Conversations	10%
Assignments	40%
Final Project	15%
Oral Exam	15%
Test	20%

Description of Graded Components

Conversations (10%)

Conversational assignments are designed to help you build confidence and fluency in using the language in real-life situations. By practicing conversations, you will not only improve your speaking and listening skills but also gain a deeper understanding of cultural nuances and context. There are Eight conversation assignments assigned in the semester. Students are required to complete six speaking assignments over the semester.

Assignments (40%)

The homework is required to help you grasp the new vocabulary and grammar better from each lesson. It's also a good way to practice your character writing. Students are expected to finish the Workbook tasks after each lesson; submit your assignment on Canvas.

Oral Exam (15%)

In the 8th Week of the semester, you will participate in an instructor-graded Oral Examination. During this assessment, your listening and speaking skills, as well as your understanding of the course content, will be evaluated through an interview on selected topics.

Test (20%)

Tests are given at the end of **every two** lessons; there will be 4 tests. The final test will be a comprehensive exam covering the lessons taught in the textbook.

Final Project (15%)

Individual or pair presentation (5-8 minutes). Select listed topics and use the vocabulary and grammar you have accumulated throughout this semester as much as possible. You will provide written comments and feedback on the presentations of all peers.

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Course Materials

Course Text: Integrated Chinese Volume One 4th Edition (Simplified) Boston: Cheng & Tsui Co., 2010.

Information on how to purchase the text *is* available on our Canvas site.

All course materials (discussions, assignments, grades etc.) will be hosted in Canvas.

Course Expectations & Guidelines

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>. Any student suspected of cheating or plagiarizing on an assignment, project or exam will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Attendance /or Participation

While this asynchronous course offers flexibility in completing your work, staying on schedule is critical. Regular engagement with course materials and timely submission of assignments are key to your success. Refer to the Canvas schedule for all assignment due dates.

Collaboration and Group Work

Language learning occurs in a community of people. This semester, you will participate in multiple small group activities both oral and written.

However, the following forms of assistance are not allowed for doing any of the work in this course: copying (from someone else's assignments or from another source [a reading in a textbook, the Internet, etc.]) without clear attribution of the source; having another student, a tutor, or a friend suggest changes or correct the work you are to turn in; completing assignments in consultation with other students (“working together”) unless specified by your instructor; translating directly from another source; and especially **using electronic translation programs**. These restrictions apply to any work turned in for this course, even daily homework assignments. The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. GT subscribes to a digital plagiarism detection program called Turnitin, which may be used to check assignments submitted in this course.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

No late assignments or extensions will be granted. Please plan accordingly. Contact your instructor in the case of extenuating circumstances.

Student-Faculty Expectations Agreement

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Campus Resources for Students

The Center for Academic Success (success.gatech.edu/) offers a variety of academic support services to help students succeed academically at Georgia Tech (e.g. tutoring, peer-led study groups, study skills, etc.).

The Office of Disability Services (disabilityservices.gatech.edu/) ensures that students with disabilities have equal access to all programs and activities offered at Georgia Tech. They provide documentation and officially sanctioned requests for accommodation for students, and

serve as a resource for instructors as they build learning environments to meet the needs of all students.

OMED: Educational Services (omed.gatech.edu/) is the unit charged by Georgia Tech with the retention, development, and performance of the complete student learner who is traditionally underrepresented: African American, HiCHINic, and Native American. OMED's programming and academic support services are aimed at equipping all students with strategies to navigate the Georgia Tech environment.

Support for Students in Distress

Counseling Center counseling.gatech.edu/ 404-894-2575

Dean of Students (Student Life) studentlife.gatech.edu/ 404-385-8772

GT Police police.gatech.edu/ 404-894-2500

Stamps Health Services health.gatech.edu/ 404-894-1420