



**Gifted LearningLinks Program
Honors/AP®
Course Syllabus**

**Instructor name: Mr. Chengkuan Zhou
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**Academic Year 2010-2011
Gifted LearningLinks Program**

Course Title:

- a. Chinese I Honors/Textbook-*Chinese Link* (Level I, Part I) 中文天地

Course Description:

- a. "If the 19th century belonged to Britain, and the 20th century to the United States, then the 21st century will surely belong to China. My advice: Make sure your kids learn Chinese." — Jim Rogers, noted investment fund manager. Chinese I Honors is an introduction to the Mandarin Chinese language and culture. The four language skills of listening, speaking, reading and writing are developed as students actively participate in online activities, engage in guided conversations and write, utilizing familiar vocabulary and structures. The geography of China and cultural information about daily life and social customs are integrated into the curriculum.
- b. It is believed that language and communication are at the heart of the human experience. The main goal of learning a language is to be able to communicate interpersonally, interpretively, and in presentation settings. Prior to learning the four language skills, students will focus initially on pronunciation (Pinyin) system. The course essentials will cover conducting greetings, asking/answering simple yes/no questions, exchanging names, getting to know each other, initiating and/or responding and/or understanding simple and short conversations individually and in small groups, and conveying meanings through spoken conversations and written Chinese individually or in small groups if possible.

Outcomes:

Upon successful completion of this course, students will:

1. become familiar with basic Chinese pronunciation (Pinyin) system;
2. use survival phrases;
3. conduct simple greetings in Chinese;
4. ask and answer simple yes/no questions;
5. exchange names;
6. introduce and get to know each other;
7. find out who someone else is;
8. talk about family members;
9. talk about each other;
10. understand common classroom interactions;

11. be able to read simple written Chinese (Pinyin and characters);
12. be able to initiate and respond to short simple conversations on various topics;
13. understand simple spoken Chinese (Pinyin-sounds);
14. talk about nationalities and languages;
15. be able to talk and write in Chinese to their peers about a variety of topics;
16. discuss other people;
17. share likes and dislikes;
18. introduce their classmates;
19. introduce their family members;
20. describe school activities;
21. describe time and schedules;
22. and tell their names to others.

Resources and Materials (Required Textbooks for the Course):

- **Chinese Link Beginning Chinese**, Level 1, Part 1 (Simplified Character Version, Second Edition) 中文天地
ISBN: 978-0-13-137547-5
- **Chinese Link Student Activities Manual**, Level 1, Part 1 (Simplified Character Version, Second Edition) 中文天地
ISBN: 978-0-205-69638-3
- **Chinese Link Character Book**, Level 1, Part 1, (Simplified Character Version, Second Edition) 中文天地
ISBN: 978-0-205-78298-7
- **All Text Audio Resources are online:**
http://wps.prenhall.com/wl_wu_chinese_link_2nd_edition/
- **All the books and CDs can be ordered online through the publisher's website or through the CTD bookstore:**
<http://www.pearsonhighered.com/chineselink/>
- **Supplementary websites:**
Pinyin Table: <http://www.studypond.com/pinyin.aspx>
Pinyin on YouTube: <http://www.youtube.com/watch?v=b9Ayvvy-Dgs>
Pinyin Learning: <http://www.pinyin.org/>
Quizlet: <http://quizlet.com/>

Instructor Biography:

Mr. Chengkuan Zhou went to school both in China and America. When Mr. Zhou went to college in China, he majored in the English language and Chinese. At graduate school in China, he majored in linguistics and literature. He went to South Dakota State University to get his second Master's degree. He is also taking classes towards a doctorate degree.

Currently, Mr. Zhou teaches Chinese and ACT/SAT preparation classes at Evanston Township High School. However, he has experience teaching various subjects in China and the United States at both high school and college levels. As an exchange professor at South Dakota State University, he taught Chinese and gave presentations about China and Chinese Culture. He also taught foreign students Chinese at the University of Yunnan for a short time. He taught Chinese, ELL, and reading in Sioux Falls School District of South Dakota until he came to ETHS.

Mr. Zhou likes reading, literature, history, language learning, and Chinese calligraphy. He also likes reading news or watching news and sports games when he has time.

Contact Information

Email: xxx@xxx.xxx

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Address: xxx, xxx; xxx, xx xxxxx

The best way to contact is to send me email. I check my email regularly and will reply on the same day.

Schedule: More information and instructions will be added at least a week ahead.

SEMESTER ONE				
	Topic/Focus	Activities & Reading Assignments	What do I need to post to the Discussion Board?	What do I need to turn in?
Week 1	Orientation to Chinese I Honors and Pinyin Foundation	<ol style="list-style-type: none"> Welcome to Gifted LearningLinks Course overview, introduction, and the technology tools required for the course Introduction of Chinese pronunciation system (Pinyin) 	Any suggestions and concerns you have and would like your teacher know in advance.	Assignment: 20 combinations of initials and finals
Week 2	Pinyin Foundation	Listen, Imitate, and Practice (Initials and Final)	How you did in the first week and suggestions concerns.	Assignment: another 20 combinations of initials and finals
Week 3	Pinyin Foundation	Do all the pinyin homework activities in Activities Book		

Week 4	Unit One Greetings	Study New Words and Patterns	It depends on the content of each unit.	See the assignments for more information.
Week 5	Unit One Greetings	Study Text and Grammar		
Week 6	Unit One Greetings	Review and Do all the Exercises		
Week 7	Unit Two Names	Study New Words and Patterns		
Week 8	Unit Two Names	Study Text and Grammar		
Week 9	Unit Two Names	Review and Do all the Exercises		
Week 10	Unit Three Nationalities and Languages	Study New Words and Patterns		
Week 11	Unit Three Nationalities and Languages	Study Text and Grammar		
Week 12	Unit Three Nationalities and Languages	Review and Do all the Exercises		
Week 13	Unit Four Studies	Study New Words and Patterns		
Week 14	Unit Four Studies	Study Text and Grammar		
Week 15	Unit Four Studies	Review and Do all the Exercises		
Week 16	Unit Five Introductions	Study New Words and Patterns		
Week 17	Unit Five Introductions	Study Text and Grammar		
Week 18	Unit Five Introductions	Review and Do all the Exercises		

**SEMESTER ONE EVALUATIONS
EMAILED**

SEMESTER TWO

	Topic/Focus	Activities & Reading Assignments	What do I need to post to the Discussion Board?	What do I need to turn in?
Week 19	Unit Six Family	Study New Words and Patterns	It depends on the content of each unit.	See the assignments for more information.
Week 20	Unit Six Family	Study Text and Grammar		
Week 21	Unit Six Family	Review and Do all the Exercises		
Week 22	Unit Seven Address	Study New Words and Patterns		
Week 23	Unit Seven Address	Study Text and Grammar		
Week 24	Unit Seven Address	Review and Do all the Exercises		
Week 25	Unit Eight Meeting and Making Plans	Study New Words and Patterns		
Week 26	Unit Eight Meeting and Making Plans	Study Text and Grammar		
Week 27	Unit Eight Meeting and Making Plans	Review and Do all the Exercises		
Week 28	Unit Nine Phone Calls	Study New Words and Patterns		
Week 29	Unit Nine Phone Calls	Study Text and Grammar		
Week 30	Unit Nine Phone Calls	Review and Do all the Exercises		
Week 31	Unit Ten Time and Schedules	Study New Words and Patterns		

Week 32	Unit Ten Time and Schedules	Study Text and Grammar	It depends on the content of each unit.	See the assignments for more information.
Week 33	Unit Ten Time and Schedules	Review and Do all the Exercises		
Week 34	Unit Eleven Ordering Food	Study New Words and Patterns		
Week 35	Unit Eleven Ordering Food	Study Text and Grammar		
Week 36	Unit Eleven Ordering Food	Review and Do all the Exercises		
SEMESTER TWO EVALUATIONS				

Academic and Performance Expectations:

Gifted LearningLinks courses are intended for highly motivated, independent learners.

- While instructors initiate contact with students, it is each student's responsibility to contact the instructor with questions and concerns.
- While online programming provides students with the flexibility to schedule study time around their other academic and personal commitments, GLL students must be able to:
 - Devote the appropriate amount of time per week to study for their courses (see above chart)
 - Plan ahead and meet all assignment and test deadlines as set out in the course syllabus.
- Unless prior arrangements have been made with the instructor, students are expected to follow the course syllabus and meet all course requirements outlined therein.

Performance issues will be resolved in the following ways:

- Instructor and student will confer
- Instructor will contact the parent(s)/guardian(s)
- Gifted LearningLinks staff will arrange a conference with the student, parent(s)/guardian(s) and instructor.

Chronic performance problems unresolved by the above measures may warrant dismissal from the program. If CTD dismisses a student from a Gifted LearningLinks course, CTD will enter a grade of "X" for that course on the student's transcript.

Student Evaluation and Grading Policies for Credit Courses Only:

- a. CTD Grading scale

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F Below 60
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

b. Breakdown of grades (e.g. 10% quizzes, 30% journal, 50% papers, 10% tests)

Unit Quizzes (20%)	The quizzes (closed book) will consist of matching items, multiple choice questions, various written questions, reading comprehension, translation, and so on. The quizzes can be submitted through email.
Written Assignments (20%)	Assignments should be finished on time and sent to the instructor via email or due on class discussion.
Character writing (10%)	Students should finish character writing assignments for each unit. The characters will be from Vocabulary Lists in the Textbook. Students can practice writing the characters in Character Book if they have it. A character writing sheet can be downloaded and printed.
Oral (speaking) Assignments (20%)	The assignments may include individual oral presentations, short dialogues with a partner, role play of Language in Use in the textbook, class discussions, and other oral activities in the textbook and Student Activities Manual book. Some oral assignments can be recorded and sent as sound files to the instructor.
Writing in Chinese (10%)	The writing assignments should be typed in Chinese with font 12 and double space. (Add Chinese to Input languages by changing your regional language setting)
Final Exam (including listening and reading) (20%)	This exam will consist of matching, multiple choices, and other written questions.

- c. Students receive a Semester I evaluation via email after week 18 of the course. If the student has not completed 18 weeks of the course they will receive an incomplete. This grade will be revised upon completion of the course to reflect the quality of the work completed.
- d. Students receive a Semester II evaluation upon completion of the course.
- e. Interim progress reports are emailed when a student is earning a grade of C or below.

Intellectual Ownership, Academic Honesty, & Netiquette:

The Gifted LearningLinks online course environment is offered as a virtual space where students and professionals may meet, communicate, and collaborate. Participants are expected to behave as they would in the workplace or in a face-to-face classroom, following online rules of etiquette (netiquette). Students are expected to act with honesty and personal integrity in all of their academic work and social interactions. This applies to all academic exercises including assignments, papers, labs, and assessments. See the CTD Web site for specific details:

<http://www.ctd.northwestern.edu/gll/program/academics/expectations/>