Instructor: Gigi Do-Nguyen  
Fall 2014  
Section  
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Office: 3100 Main, 11th floor  
Office hours: TBA

 Required Textbook & Materials

1. VocabuLearn Vietnamese  
2. Rainbow Int’l Series

Recommended:
CD program--coordinates with the workbook (not the same as textbook cassette). Students may obtain copies free of charge through the library by providing new or used 90-minute tapes. Fill out a request form at the library circulation desk. Duplication may take up to one week.

COURSE DESCRIPTION

Vietnamese 1412, Beginning Vietnamese II, is a four credit-hour course, which meets five hours per week. It is part of the four-semester beginning and intermediate (1411-1412, 2311-2312) sequence. The course transfers to universities as foreign language credit.

HCC Core Curriculum

Vietnamese 1412 fulfills the following core objectives: Critical Thinking, Communication Skills, Teamwork, Social Responsibility and Personal Responsibility.

Critical thinking will be valued at 20% of the total core objectives. Students will be assessed on their ability to compare and contrast linguistic and vocabulary patterns between target language and first language. Written exams will cover the following components: listening comprehension, vocabulary usage, completing paragraphs requiring specific grammatical structures, reading comprehension, and guided writing based on authentic real life situations.

Program Learning Outcomes

The student will:
1. Speak clearly and fluently enough for a target-language speaker to understand and interpret intent without difficulty.
2. Comprehend the main points of standard discourse and authentic material in target language spoken at near-native speed.
3. Write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames.
4. Read with understanding authentic written material in the target language on a variety of topics related to daily life in the target-language world.
5. Demonstrate knowledge and awareness of characteristics, perspectives, practices and products that reflect the culture of the target language.

Course Student Learning Outcomes
The student will:
1. Communicate orally in the target language using a series of simple sentences to describe self, family, and academic, work, and social experiences.
2. Comprehend clear standard discourse related to self, family, and academic, work and social experiences.
3. Create connected text on topics of familiar and of personal interest, such as short letters describing experiences and impressions.
4. Comprehend authentic texts, such as newspaper articles, letters, and brief narratives that use everyday high frequency language.
5. Compare and contrast the characteristic perspectives, practices and products that reflect the culture of the target language and those of the student’s own culture.

Learning Objectives
1.1 speak in complete sentences about everyday activities using past tense, object pronouns and reflexives
1.2 construct dialogues in the present and past tenses regarding travel, technology, relationships, household chores
2.1 respond accurately in the past tense and expressing health issues, and unexpected and accidental occurrences
2.2 elaborate in the past tense on elements of a given conversation
3.1 write in short cohesive sentences in the past tense describing situations regarding travel, technology, relationships, and household chores
3.2 narrate a short paragraph using the present and past tenses
4.1 read an article and respond accurately to questions in different modalities
4.2 analyze and summarize major themes and characters from selected readings
5.1 recognize and interpret the nuances within the target culture
5.2 evaluate the cultural aspects that provide insight into the unique characteristics between the Vietnamese-speaking cultures and the United States’ culture

7. STUDENT ASSESSMENTS FOR LEARNING OBJECTIVES
1. 1: Students will construct dialogues in complete sentences about everyday activities and will be assessed using a rubric
2.1 Students will be interviewed by the instructor and/or their peers using questions in the present tense dealing with everyday activities and will be evaluated according to:
a. fluency
b. vocabulary
c. grammar
d. pronunciation

3.1 Students will write short compositions about everyday life situations, including their own experiences. They will be assessed according to content, grammar, vocabulary, and sentence structure.

4.1 Student will read a short passage. They will be assessed using different modalities, such as multiple choice, true/false, short answers, and/or fill in the blank.

5.1 Students will research and present either orally or in writing a brief report on cultural aspects of the target language such as health, sports, the environment, and the arts.

COURSE GRADE

30 %  3 major tests--oral and written portions
20 %  final exam--oral and written portions
20 %  written homework
10 %  quizzes—oral or written
20 %  oral participation (taking into account effort, attendance, tardiness)

HCCS Grading System:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 %</td>
<td>A</td>
</tr>
<tr>
<td>80-89 %</td>
<td>B</td>
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<tr>
<td>70-79 %</td>
<td>C</td>
</tr>
<tr>
<td>60-69 %</td>
<td>D</td>
</tr>
<tr>
<td>59 &amp; below</td>
<td>F</td>
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</tbody>
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MAKEUP POLICY

1. Students are responsible for material covered and announcements made during any absence. It is the responsibility of the student to consult with the instructor about work missed and make-up assignments. Exchanging phone numbers with one or two other students for times when you miss a single class is a good idea.

2. Quizzes: Must be made up prior to the next class meeting following the quiz. Missing one quiz will not count against you. Missing several will count.

3. One major test during the semester may be made up if you have a legitimate reason for your absence. Contact your instructor as soon as you return to class or, preferably, by telephone beforehand.

ATTENDANCE AND PROMPTNESS

Class will begin at the scheduled time. Please be on time, as coming and going disrupt the class. Attendance is essential and daily records will be kept. In accordance with HCCS official policy, a student may be dropped for excessive absences after missing more than two weeks of class. Consult with the instructor in case of serious illness or business reasons for absence. Students will lose points on the participation grade for every class missed over two weeks. Absences will
be counted from the first class day of the semester, no matter when the student registers or first attends.

**CELL PHONES AND BEEPERs**

Please turn off all cell phones and beepers before class. Their use disrupts the class.

**POLICY ON ACADEMIC DISHONESTY**

Students are expected to do their own work, unless an assignment is made specifically as a group assignment. Plagiarism (handing in another person's work as your own), or cheating will result in a grade of F for the assignment, quiz, or test in question. For a second offense, the student may receive a grade of F for the course.

**REASONABLE ACCOMMODATIONS**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Support Services Office, SJAC 102, 713-718-6164, at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office.

**Calendar**

**First Day of Class:** Tuesday, August 26

**Last Day to Drop a Course Without Receiving a Grade:** Friday, September 5 @ 4:00pm

**Last Day to Withdraw:** Friday, November 7 @ 4:00pm

**Thanksgiving Holidays:** Thursday, November 27 to Sunday, November 30

**Last Day of Instruction:** Thursday, December 4

**Vietnamese 1412 Course Syllabus**

This is a tentative schedule. The instructor reserves the right to amend the class schedule.

**Week 1**  
Review of alphabets and tone language

**Week 2**  
Basic vocabulary words and expressions
Week 3 - Continue to work on basic vocabulary words and expressions

Week 4, 5 Differentiating regional accents
Understanding the different dialects spoken in Vietnam

Week 6, 7, 8 Learning basic writing skills

Week 9, 10, 11, 12 Course projects – Go into a Vietnamese speaking environment, and work on a class project that will require reading, writing, and speaking Vietnamese.

Week 13, 14, 15 While continuing on the basics of vocabulary, grammar, phonics, and pronunciation, practice reading, writing, and speaking.

Week 16 Finals: Oral and Written