COURSE SYLLABUS

VIETNAMESE 132/532

ACCELERATED VIETNAMESE

Yale University

Fall 2015

No regular final examination
Skills L3
Tuesday and Thursday, 4:00 PM to 5:15 PM

Skill level L3

Prerequisite: Students with background in Vietnamese language (see course description). Offered every fall semester.

BRIEF DESCRIPTION:
This accelerated course is designed for heritage students or speakers of Vietnamese language who can comprehend and speak informal Vietnamese on topics related to everyday situations but have not learned to read or to write. The aim is to develop students’ grammatical accuracy and overall competence in speaking, reading, and writing skills and covers topics such as the alphabet, diacritical marks, kinship terms, food culture, forms of politeness and socio-cultural rules, and formal and informal language. Attention will be paid to communicative modes (Interpersonal, Interpretive, and Presentational) as well as the five C’s of foreign language education (Communication, Cultures, Connections, Comparisons, and Communities).

Instructor: Quang Phu Van

Web Page: www.yale.edu/vietnamese

Room: TBA

Office Hour: Monday, 12:00-1:00 PM, 314 Luce Hall, and by appointments
Prerequisite: Students with background in Vietnamese language (see course description).

DETAILED DESCRIPTION: Vietnamese 132 is an accelerated course for students of Vietnamese heritage, whose listening and speaking abilities usually exceed their reading and writing skills. It is designed to further develop students’ reading and writing proficiencies and also enhancing their oral skills.

The course will provide students with ongoing and varied opportunities to develop their oral and written proficiencies across the three communicative modes: interpersonal (speaking, listening, reading and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills); and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the American Council on the Teaching Foreign Languages.

Students will master the Romanization alphabet, read and write texts in Vietnamese, and present their research on lesson-related topics to the class. They will also expand their vocabulary and learn to interpret and infer different meanings in the texts. Furthermore, students will develop an appreciation of Vietnamese folk poems, proverbs, and different aspects of Vietnamese traditional culture and pop culture.

TEXTBOOK & MATERIAL REQUIRED:

1-Course Packet (TBA)

GOALS OF THE COURSE

LISTENING

Students develop listening skill at an intermediate level or higher. Listening activities are aided by visual materials, e.g. pictures, diagrams, audiotapes, and videos. Students will learn to detect distinctive consonants, vowel sounds and tones. At the end of the course, students can comprehend familiar sentence patterns and vocabulary spoken at a normal speed by a native speaker.

ORAL SKILLS Students learn individual sounds, places and manners of articulation, and have a fair command of Vietnamese singled and combined consonants and vowels. Students develop speaking skills using basic vocabulary to perform simple tasks such as asking for directions, dates and times, greetings, ordering foods, and so on. The oral activities include regular work on pronunciation and tones. Students are encouraged to practice, use, and express what they learn. Singing, reciting poems, chanting, role-playing, games, and other task-based activities in Vietnamese are meant to help students improve their speaking skills. By the end of the course, students should be able to understand more complicated
questions and answers, statements, and face-to-face conversations in Vietnamese. Students will have many opportunities to interact and interview guest speakers inside and outside the classroom.

READING Students improve their reading ability by developing their vocabulary, grammar, and meaning-based knowledge. Students will read authentic and semi-authentic texts appropriate to their level. Students will learn to identify the main points of a reading passage, some specific information, and begin building a foundation of vocabulary.

WRITING AND GRAMMAR Frequent writing practice ranges from one paragraph to a page. Students learn new grammar points that appear in the dialogues and the reading texts and grasp the basic structure of Vietnamese sentences. Emphasis will be placed on using appropriate forms of address and reference, common kinship terms, and classifiers. In addition, students begin to use the points covered in the course and to recognize some of the mistakes that are common in their own writing and to correct these errors. Practice is oral as well as written (dictation, drills, role-playing, and other writing activities).

SOCIETY AND CULTURE Aspects of Vietnamese society and culture are reflected in the course materials and students will occasionally learn about common life experiences of Vietnamese people such as values, norms, routines, and facts. Students will attend at least one field trip during the term. Other outside the classroom activities will be announced.

COURSE REQUIREMENTS

1-Class attendance (and a Field Trip) 10%
2-Homework and assignments 20%
3-Quizzes (the 2 lowest scores will be dropped) 30%
4-Daily journal 10%
5-Project proposal (mid-term) 15%
6-Final Project (class portfolio) 15%

100%

Please note:

1-Absence from a quiz or a test will be excused only if students provide written proof of the reason for the absence. Since the two (2) lowest scores on the
quizzes will be dropped, the instructor is not required to give make-up.

2-Homework and assignments have to be turned in on time and on a daily basis. Daily journal have to be turned in each Monday.

3-Faithful attendance and punctuality are required. A lateness of more than five (5) minutes will count as ½ unexcused absence. A lateness of more than ten (10) minutes will count as a full unexcused absence.

Class attendance=10% of the total grade

2 absences = -0

3 absences= -1/2%

4 absences= -1 %

5 absences= -2%

6 absences= -3%

4-You will have to attend at least one mandatory conference in my office during the term. We will meet individually to talk about your progress and concerns one-on-one.