

**COURSE SYLLABUS**

**VIETNAMESE 132a/532a**

**ACCELERATED VIETNAMESE**

**Yale University**

**Fall 2016**

**No regular final examination**

**Skills Level: L3**

**Monday, Wednesday, and Friday, 10:30-11:20 AM**

**Prerequisite: Students with background in Vietnamese language (see course description).**

**Instructor: Quang Phu Van**

**Web Page: [www.yale.edu/vietnamese](http://www.yale.edu/vietnamese)**

**Room: TBA**

**Office Hour: Tuesday, 12:00-1:00 PM, 314 Luce Hall, and by appointments**

**Telephone: 203-432-5097**

**E-mail: [quang.van@yale.edu](mailto:quang.van@yale.edu)**

**BRIEF DESCRIPTION:**

**This accelerated course is based on a community-based language model and 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. 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). Students will utilize community resources and engage with the Vietnamese American community in New Haven.**

**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**

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.

#### **COMMUNITY-BASED LANGUAGE MODEL:**

For the second part of the course, students will extend their "frame of reference" to include and engage with the Vietnamese American community in New Haven and beyond and explore ways to utilize Vietnamese community resources.

The communicative task-based activities will help build linguistic and socio-cultural competencies, solicit knowledge, facilitate understanding, and develop skills.

Utilizing the language landscape model (mapping the community), small groups of students will work on different task-based activities such as oral histories of Vietnamese Americans, immigration history, public health, or regional dialects.

Tasks and Activities might include

- Interview (critical thinking), observation, interaction
- Ethnographic research (Vietnamese American experience): Migration, Ethnicity, Assimilation, Culture

This community-based language model also incorporates a community service aspect by which students can make use of their language skills and be able to serve the needs of the community.

#### **LANGUAGE COMPETENCY:**

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 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.

**FIVE MODULES:**

- Family/Kinship
- Health
- Education and Vocation
- Pop Culture
- Food Culture

**ASSESSMENT (Community-Based Language Project):**

- An oral presentation
- An Oral narrative Project (paper or video documentary with narration in Vietnamese)
- Weekly journal and updates on Facebook (making use of online resources such as Map, History Pin, and Landscape)

**TEXTBOOK & MATERIAL REQUIRED:**

**1-Course Packet (TBA)**

**COURSE REQUIREMENTS**

1-Class attendance and Participation	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)	5%
6-Final Community-Based Language Project	25%
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<b>TOTAL</b>	<b>100%</b>

**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  $\frac{1}{2}$  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-Each student will have to attend at least one mandatory conference during the term to discuss performance and progress.**