

**LOYOLA UNIVERSITY CHICAGO
LOYOLA VIETNAM CENTER**

VIET 11: Intensive Vietnamese

Point of Entry for Course:

Instructor Information:

Ngoc A. Nguyen
M.A., Vietnamese Studies
Department of Linguistics and Literature
Ho Chi Minh City University of Education
280 An Duong Vuong St., Dist.5, Ho Chi Minh City, Vietnam
Phone: (+84) 0986177207
Email: anhngoc1103.nguyen@gmail.com

Office Hours

Office hours will be held by appointment. Additionally, throughout the semester the instructor may host *optional* hour long chat sessions in which students can log in to ask questions and check-in regarding the course.

Description:

This course is designed to provide students basic Vietnamese vocabulary and grammar so that those who starts learning intensive Vietnamese as a foreign language can communicate effectively in Vietnamese. The course places focus on communication and over view of Vietnamese phonetics, vocabulary and grammar. The vocabulary is chosen based on their practicality and grouped into essential topics that students will find helpful in their daily life across Vietnam.

Outcome & Objectives:

Learning Outcome

Students will be able to get a sense of how Vietnamese works, to understand most of daily expressions, common communication and also generate their own sentences regarding essential and familiar topics. Those who wish to continue their Vietnamese language learning after the semester will also find the instruction helpful in preparing them with systematic knowledge for further education.

Objectives

Upon completion of this course, students will be able to:

1. Achieve a solid foundation in conversational Vietnamese;

2. Use correctly basic everyday needs in Vietnamese, such as ordering food, going shopping, using public transportation, asking directions, etc;
3. Become well-versed in the basic pronunciation and grammatical rules of Vietnamese;
4. Read and write simple topics in Vietnamese such as introducing, food, shopping, traveling, etc;
5. Demonstrate basic understanding of Vietnamese cultural interactions.

Institutional Policies & Philosophies:

IDEA Objectives for the Faculty Information Form

- Gaining factual knowledge (vocabulary, grammar, pronunciation, etc.)
ESSENTIAL
- Learning fundamental principles, generalizations, or theories **ESSENTIAL**
- Learning to apply course material (to communicate effectively) **IMPORTANT**
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course **IMPORTANT**
- Acquiring skills in working with others as a member of a team **MINOR**
- Developing creative capacities (writing, designing, performing in art, music, drama, etc.) **MINOR**
- Gaining a broader understanding and appreciation of local intellectual/cultural activity (music, science, literature, etc.) **MINOR**
- Developing skill in expressing oneself orally or in writing **MINOR**
- Learning how to find and use resources for answering questions or solving problems **MINOR**
- Developing a clearer understanding of, and commitment to, personal values **MINOR**
- Acquiring an interest in learning more by asking questions and seeking answers **MINOR**

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For

this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>.

Reading Materials:

Required Texts

Du Ngoc Ngan (ed.) (2012). *Vietnamese for Foreigners 1*. HCMC: University of Education Publishing House.

Recommended Texts

Nguyen Van Hue (ed.) (2003). *Dictionary of Basic Vietnamese Grammar*. HCMC: National University Publishing House.

Additional Readings

Additional readings will be provided in the form of documents accessible via the Sakai site for this course. A full reference list of these readings is provided at the end of the syllabus. The instructor may add additional readings not listed in this syllabus during the course of the semester.

Requirements & Expectations:

Copyright

Copyright Policy: Copyright law was designed to give rights to the creators of written work, artistic work, computer programs and other creative materials. The Copyright Act requires that people who use or reference the work of others must follow a set of guidelines designed to protect authors' rights. Unfortunately, copyright law is complex and too often incomprehensible; that does not, however, excuse users from following the rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research) that are copyright protected and (2) that any research or creative work should be cited according to the conventions of your discipline. These same rules apply to students use and dissemination of materials associated with the course. For LUC's copyright resources check online: <http://www.luc.edu/copyright/highlights.shtml>

Preparation

Students are expected to read their assigned lessons and do assigned homework before class.

Attendance and Participation

Students are required to be present in class during the semester. Being absent for more than two sessions without appropriate excuses will be considered as not being qualified for the tests. Students are encouraged to actively participate in class by asking relevant questions and answering those questions raised by either the instructor or other classmates.

Civil Discourse

The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view. Any interaction in the course should respect the rights of others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (e.g., gendered, racial or ethnic) comments, especially comments directed at a classmate. This is coupled with the realization that although students should feel comfortable voicing their opinions, they must also be prepared to assume responsibility for the impact that contributions may have on others.

Email/ Sakai

Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai will be used as a source of continual updates about course material. You can expect that all emails to the instructor will be responded to within 48 business hours.

E-mail will be an integral part of this course as will working within the Sakai platform through discussion boards. Make sure you:

1. Check your e-mail at least three times per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered a reasonable amount of time to receive a reply.
3. Include "subject" headings and use something that is descriptive and refers to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is important, but being considerate of others online is just as important as in the classroom.

5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message hard to read and is considered “shouting.” Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your messages.

Evaluation & Grading:

All coursework and assignments must be completed by the end of the term as grades of incomplete are generally not assigned. The distribution of points is provided below:

Attendance and Participation	20 points
Midterm Test	30 points
<u>Final Test</u>	<u>50 points</u>
Total	100 points

The following point spread will be used to determine the final course grade:

<u>Total Points Earned</u>	<u>Final Grade</u>
100 – 94	A
93 – 90	A-
89 – 87	B+
86 – 84	B
83 – 80	B-
79 – 77	C+
76 – 74	C
73 – 70	C-
69 – 60	D
59 – 0	F

Course Sequence

DATE	TOPIC
1 st Week	<ul style="list-style-type: none"> ▪ Vietnamese Alphabet ▪ Tone System ▪ Spelling Rules ▪ Topic 1: Greetings
2 nd Week	<ul style="list-style-type: none"> ▪ Topic 1: Greetings (Cont.) ▪ Topic 2: Language and Nationality
3 rd Week	<ul style="list-style-type: none"> ▪ Topic 2: Language and Nationality (Cont.)

	<ul style="list-style-type: none"> ▪ Topic 3: Occupation and Working places
4 th Week	No class this week
5 th Week	<ul style="list-style-type: none"> ▪ Topic 3: Occupation and Working places (Cont,) ▪ Topic 4: Family and Age
6 th Week	<ul style="list-style-type: none"> ▪ Topic 5: Things
7 th Week	<ul style="list-style-type: none"> ▪ Topic 5: Things (Cont,) ▪ Topic 6: Expressing Needs and Desires
8 th Week	<ul style="list-style-type: none"> ▪ Topic 6: Expressing Needs and Desires (Cont,) ▪ Midterm test
9 th Week	<ul style="list-style-type: none"> ▪ Topic 7: Directions and Places ▪ Topic 8: Date and Time
10 th Week	<ul style="list-style-type: none"> ▪ Topic 9: Daily Activities
11 th Week	<ul style="list-style-type: none"> ▪ No class this week
12 th Week	<ul style="list-style-type: none"> ▪ Topic 10: Eating and Drinking
13 th Week	<ul style="list-style-type: none"> ▪ Topic 11: Shopping ▪ Topic 12: Daily Life Experience
14 th Week	<ul style="list-style-type: none"> ▪ Topic 13: Travel Experience
15 th Week	<ul style="list-style-type: none"> ▪ Review Session and Final Test

Full Readings Reference List:

Du Ngoc Ngan (ed.) (2012). *Vietnamese for Foreigners 1*. HCMC: University of Education Publishing House.

Nguyen Van Hue (ed.) (2003). *Dictionary of Basic Vietnamese Grammar*. HCMC: National University Publishing House.