

**LOYOLA UNIVERSITY CHICAGO  
LOYOLA VIETNAM CENTER**

**VIET 101: Regular Vietnamese**

Point of Entry for Course:

**Instructor Information:**

Trung T. Nguyen  
M.A., Foreign Literature  
Department of Linguistics and Literature  
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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 introduce students to the most fundamental elements of Vietnamese language from which elementary skills in listening, speaking, reading comprehension and grammar will be built upon. The course places foci on pronunciation drilling (especially in the contour tone system) and interpreting core grammatical patterns. 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 basic expressions 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. Pronounce Vietnamese words in clear and comprehensible way;
2. Use correctly basic Vietnamese grammatical patterns in both oral and written forms;
3. Confidently participate in simple daily conversations;

4. Read and write short, simple texts such as street addresses, signboards, text messages, 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:

Midterm Test	30 points
Final Test	70 points
<b>Total</b>	<b>100 points</b>

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

<b>DATE</b>	<b>TOPIC</b>	
1 <sup>st</sup> Week	<ul style="list-style-type: none"> <li>▪ Vietnamese Alphabet</li> <li>▪ Tone System</li> <li>▪ Spelling Rules</li> <li>▪ Topic 1: Greetings</li> </ul>	27 <sup>th</sup> Aug 29 <sup>th</sup> Aug
2 <sup>nd</sup> Week	<ul style="list-style-type: none"> <li>▪ Topic 1: Greetings (Cont.)</li> <li>▪ Topic 2: Language and Nationality</li> </ul>	03 <sup>rd</sup> Sep 05 <sup>th</sup> Sep 06 <sup>th</sup> Sep
3 <sup>rd</sup> Week	<ul style="list-style-type: none"> <li>▪ Topic 2: Language and Nationality (Cont.)</li> <li>▪ Topic 3: Directions and Places</li> </ul>	10 <sup>th</sup> Sep 12 <sup>th</sup> Sep
4 <sup>th</sup> Week	<ul style="list-style-type: none"> <li>▪ Topic 3: Directions and Places (Cont.)</li> <li>▪ Topic 4: Expressing Basic Needs and Desires</li> </ul>	17 <sup>th</sup> Sep 19 <sup>th</sup> Sep
5 <sup>th</sup> Week	<ul style="list-style-type: none"> <li>▪ Topic 4: Expressing Basic Needs and Desires (Cont.)</li> </ul>	24 <sup>th</sup> Sep 26 <sup>th</sup> Sep
6 <sup>th</sup> Week	<ul style="list-style-type: none"> <li>▪ Topic 5: Objects and Their Features</li> </ul>	01 <sup>st</sup> Oct 03 <sup>rd</sup> Oct
7 <sup>th</sup> Week	<ul style="list-style-type: none"> <li>▪ Topic 5: Objects and Their Features (Cont.)</li> </ul>	08 <sup>th</sup> Oct 10 <sup>th</sup> Oct
8 <sup>th</sup> Week	<ul style="list-style-type: none"> <li>▪ Review Session and Midterm Test</li> </ul>	15 <sup>th</sup> Oct 17 <sup>th</sup> Oct
9 <sup>th</sup> Week	<b>Off</b>	22 <sup>nd</sup> Oct 24 <sup>th</sup> Oct
10 <sup>th</sup> Week	<ul style="list-style-type: none"> <li>▪ Topic 6: Date and Time</li> </ul>	29 <sup>th</sup> Oct 31 <sup>st</sup> Oct

11 <sup>th</sup> Week	▪ Topic 7: Local Life	05 <sup>th</sup> Nov 07 <sup>th</sup> Nov
12 <sup>th</sup> Week	▪ Topic 7: Daily Life Experience	12 <sup>th</sup> Nov
13 <sup>th</sup> Week	▪ Topic 7: Daily Life Experience (Cont.)	19 <sup>th</sup> Nov 21 <sup>st</sup> Nov
14 <sup>th</sup> Week	▪ Topic 8: Travel Experience	26 <sup>th</sup> Nov 28 <sup>th</sup> Nov
15 <sup>th</sup> Week	▪ Review Session and Final Test	03 <sup>rd</sup> Dec 05 <sup>th</sup> Dec

**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.