

ADVANCED VIETNAMESE

SEASSI 2018

Instructors: Cô Hồng, Cô Chi, Cô Diệp

Coordinator: Cô Hồng

Office: [REDACTED]

Telephone: [REDACTED]

Office Hours: 1:30 p.m - 3:30 p.m (Mons, Tues, & Thurs)

COURSE OUTLINE

LEARNING OUTCOMES:

Upon completion of this course, students will be able to

- Identify, discuss or/and debate and present on a variety of topics related the history, customs, habits, beliefs, various aspects of culture and current events in Vietnam.
- Write well-organized essays on various topics

INSTRUCTIONAL METHODS:

The overarching methodology will be based on a communicative, performance-based approach that gives students ample opportunity to interact with the instructor, peers, and native guest speakers through interviews, class discussions, individual presentations, skits, etc. Much emphasis will be placed on fluency and sufficient accuracy necessary for successful communication. Students will also develop reading skills as skimming and scanning, summarizing, and

Vietnamese is the language of instruction, and questions or concerns that require using English are given after class time, during the instructor's office hours or at the language table.

INSTRUCTIONAL MATERIALS:

Required: VIETNAMESE ADVANCED READING COMPREHENSION FOR FOREIGNERS.

Writers: Hwang Gwi Yeon, Trịnh Cẩm Lan, Nguyễn Khánh Hà.

Recommended Materials:

1. Bilingual dictionaries (by Bui Phung or Nguyen Dinh Hoa)
2. Monolingual dictionaries (by Hoang Phe, et al.)

Handouts and Other Sources:

Handouts, selected from culturally authentic sources, may include blogs, songs, poems, short stories, online newspaper/magazine articles, ads, photos, etc. Other sources may include movies, (YouTube) video clips, guest speakers, etc.

GRADING CRITERIA

Participation	20%
Quizzes	20%
Homework	20%
Midterm exam: oral & written	20%
Final exam: oral & written	20%
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Total	100%

Participation:

- * Attendance: 10%
- * Linguistic performance in class: 10%

Quizzes:

There are 4 quizzes on Fridays. The quiz is 10-15 minutes and covers what had been taught up to the date that is before the quiz date.

Homework:

Homework will be exercises in the textbook and/or handouts given by the instructor. Homework grade (20%) will be reduced if missing or late submission.

Exams:

The midterm and final exam include both oral and written.

Grading system:

A	: 100 – 92	C	: 77 – 72
AB	: 91 – 88	D	: 71 – 62
B	: 87 – 82	F	: ≤ 61
BC	: 81 – 78		

COURSE SCHEDULE

(The lessons are subject to change)

FIRST SEMESTER	
TIME	LESSON and OBJECTIVES
WEEK 1	<p>1. ĐỊA LÝ VIỆT NAM (THE GEOGRAPHY OF VIETNAM)</p> <ul style="list-style-type: none"> ❖ <i>identify terminologies in the field of geography.</i> ❖ <i>identify the geography of Vietnam.</i> ❖ <i>discuss and present about the geography of a state or a country.</i>
	<p>2. HÀ NỘI (HANOI)</p> <ul style="list-style-type: none"> ❖ <i>describe architecture, attractions, and specialties of Hanoi, the capital of Vietnam.</i> ❖ <i>talk and discuss about the history of Hanoi.</i> ❖ <i>introduce a city or the capital of a state or a country.</i>
	<p>3. XÍCH LÔ HÀ NỘI (CYCLO IN HANOI)</p> <ul style="list-style-type: none"> ❖ <i>describe "xích lô".</i> ❖ <i>talk about the history of "xích lô" and its role in daily life of Hanoi people before and now.</i> ❖ <i>discuss and present about transportation.</i> <p style="text-align: center;">QUIZ 1</p>
WEEK 2	<p>4. PHỞ HÀ NỘI (PHO IN HANOI)</p> <ul style="list-style-type: none"> ❖ <i>identify terminologies in the field of cooking.</i> ❖ <i>explain why phở is the favorite food in Hanoi and how to cook it.</i> ❖ <i>introduce a common dish of an area or a country.</i>
	<p>5. VỊNH HẠ LONG (HA LONG BAY)</p> <ul style="list-style-type: none"> ❖ <i>describe location, climate of Ha Long bay.</i> ❖ <i>talk about an archaeological site.</i> ❖ <i>introduce a famous beauty spot.</i>
	<p>6. NHA TRANG BIỂN VÀ NGƯỜI (THE SEA-TOWN NHA TRANG AND ITS PEOPLE)</p> <ul style="list-style-type: none"> ❖ <i>Identify characters of people in a certain city in Vietnam, Nha Trang.</i> ❖ <i>sharing their travelling experience for tourist reference purpose.</i> ❖ <i>introduce a tourist destination with its special unique services, entertainment, and relaxation's activities.</i> <p style="text-align: center;">MIDTERM 1</p>
WEEK 3	<p>7. TÊN VÀ CÁCH ĐẶT TÊN CỦA NGƯỜI VIỆT (NAMESE OF THE VIETNAMESE AND HOW THEY NAME THEIR CHILDREN)</p> <ul style="list-style-type: none"> ❖ <i>distinguish 3 parts of Vietnamese names and functions of each part following paternalism</i> ❖ <i>identify most common family names and its reasons, the history of Vietnamese names, and the influence of other cultures on Vietnamese names</i> ❖ <i>explain how Vietnamese children get their names, and the meaning of names.</i> ❖ <i>discuss issues about changing names or getting an American name for overseas Vietnamese in US.</i>
	<p>8. TRUYỀN THUYẾT CON RỒNG CHÁU TIÊN (DESCENDANT OF FAIRY AND DRAGON)</p> <ul style="list-style-type: none"> ❖ <i>explain the root of Vietnamese and 54 groups of people in Vietnam.</i> ❖ <i>tell a legend regarding how a country or a race was created or formed.</i> ❖ <i>write a creative story on behalf of a character in the legend.</i>
	<p>9. NGƯỜI SÀI GÒN ĐỒNG LOẠT HƯỞNG ỨNG KHÔNG CHO TIỀN NGƯỜI ẮN XIN (SAIGON PEOPLE ALL AGREE NOT TO GIVE MONEY TO BEGGARS)</p>

	<ul style="list-style-type: none"> ❖ <i>identify terminologies about beggars, government's policies, and perspectives of Vietnamese regarding beggars in Da Nang.</i> ❖ <i>debate whether or not to give beggars money.</i> ❖ <i>discuss and present a social issue.</i> <p>QUIZ 2</p>
WEEK 4	<p>10. SAPA (SAPA)</p> <ul style="list-style-type: none"> ❖ <i>explain how Sapa was named.</i> ❖ <i>identify special features of Sapa in term of geographical location, ethnic groups, traditional crafts.</i> ❖ <i>introduce a town and its features.</i>
	<p>11. SÔNG NƯỚC PHƯƠNG NAM (MEKONG RIVER DELTA)</p> <ul style="list-style-type: none"> ❖ <i>identify unique features of the villages in the Mekong river delta.</i> ❖ <i>describe floating markets and explain how people advertise their merchandise using a bamboo pole.</i> ❖ <i>talk and discuss about areas by Mekong river.</i>
	<p>12. NHỮNG ĐIỀU CẦN BIẾT KHI ĐI DU LỊCH Ở VIỆT NAM (THINGS TO KNOW WHILE TRAVELLING IN VIETNAM)</p> <ul style="list-style-type: none"> ❖ <i>Identify visa documents, Vietnam customs duty free items and prohibited items.</i> ❖ <i>describe procedures for getting a visa.</i> ❖ <i>discuss about Vietnamese exchange rate and options for foreigners to withdraw cash in Vietnam</i> <p>FINAL 1</p>
SECOND SEMESTER	
WEEK 5	<p>13. NGƯỜI CAO TUỔI VIỆT NAM TRONG THIÊN NIÊN KỶ MỚI (OLD PEOPLE IN VIETNAM)</p> <ul style="list-style-type: none"> ❖ <i>identify old standard populations and terminologies about population.</i> ❖ <i>talk about standard population of some countries and continents.</i> ❖ <i>talk and discuss about programs, events which support the old people.</i>
	<p>14. BỮA ĂN HÀNG NGÀY (DAILY MEALS)</p> <ul style="list-style-type: none"> ❖ <i>name different types of rice, main dishes of a meal, and eating utensils.</i> ❖ <i>describe Vietnamese traditional daily meals.</i> ❖ <i>discuss and present about eating manners of a country.</i>
	<p>15. GIA ĐÌNH VIỆT NAM (VIETNAMESE FAMILY)</p> <ul style="list-style-type: none"> ❖ <i>identify the traditional perspectives of Vietnamese culture about getting married.</i> ❖ <i>discuss about one's ideal family and the role of each person in traditional family before and now.</i> ❖ <i>do presentation about family.</i> <p>QUIZ 3</p>
WEEK 6	<p>16. GIỖ (DEATH ANNIVERSARY)</p> <ul style="list-style-type: none"> ❖ <i>identify the perspectives of Vietnamese about worship.</i> ❖ <i>describe and explain a Viet culture point: death's anniversary.</i> ❖ <i>compare how people in different cultures commemorate their ancestors.</i>
	<p>17. SỰ TÍCH TÁO QUÂN (LEGEND OF KITCHEN GODS)</p> <ul style="list-style-type: none"> ❖ <i>name common offerings to kitchen Gods.</i> ❖ <i>explain why there are 3 kitchen Gods and who they are.</i> ❖ <i>discuss the custom of offering farewell party to kitchen Gods.</i>
	<p>18. NGƯỜI MỸ GÓC VIỆT (AMERICAN VIETNAMESE)</p> <ul style="list-style-type: none"> ❖ <i>distinguish 1st and 2nd generation Vietnamese American, 1st wave and 2nd wave of refugees</i> ❖ <i>discuss type of Vietnamese refugees and their hardships & risks when fled to US.</i>

	<ul style="list-style-type: none"> ❖ <i>discuss about population of Vietnamese American communities and their life in US.</i> <p>MIDTERM 2</p>
WEEK 7	<p>19. BIA HƠI VỚI NGƯỜI HÀ NỘI (DRAFT BEER AND HANOI PEOPLE)</p> <ul style="list-style-type: none"> ❖ <i>talk about the of draft beer in Hanoi and its history.</i> ❖ <i>discuss about the habit of drinking beer of Hanoi people, especially married men.</i>
	<p>20. QUÁN VĨA HÈ (FOOD CARTS ON SIDEWALK)</p> <ul style="list-style-type: none"> ❖ <i>describe food carts types in Vietnam and how they look like.</i> ❖ <i>discuss the pros and cons of food carts in Vietnam.</i>
	<p>21. VAI TRÒ CỦA ĐÀN ÔNG VÀ PHỤ NỮ TRONG GIA ĐÌNH VIỆT NAM (ROLES OF MEN AND WOMEN IN VIETNAMESE FAMILY)</p> <ul style="list-style-type: none"> ❖ <i>identify the terms referring to inequality and inequity.</i> ❖ <i>describe roles of men and women in Vietnamese traditional family.</i> ❖ <i>discuss and debate options to promote gender equity.</i> <p>QUIZ 4</p>
WEEK 8	<p>22. TẾT TRUNG THU (MID-AUTUMN FESTIVAL)</p> <ul style="list-style-type: none"> ❖ <i>name traditional food and stuff on Mid-autumn festival.</i> ❖ <i>talk about the origin of Mid-autumn festival in Vietnam, and how Vietnamese celebrate the festival.</i> <p><i>introduce a traditional festival of a country.</i></p>
	<p>23. TẾT NGUYÊN ĐÁN (VIETNAMESE NEW YEAR)</p> <ul style="list-style-type: none"> ❖ <i>explain some key customs on Tet, Vietnamese new year, such as “cúng giao thừa”, “đi hái lộc”, “mừng tuổi”, “xông nhà”, etc.</i> ❖ <i>describe how Vietnamese celebrate Tet.</i> ❖ <i>introduce new year of a country.</i>
	<p>24. MÚA RỐI NƯỚC (WATER PUPPETRY)</p> <ul style="list-style-type: none"> ❖ <i>describe water puppetry in Vietnam regarding stage, theme of kits, background music, makin puppets, etc.</i> ❖ <i>talk and discuss about a puppet performance they have watched.</i> <p>FINAL 2</p>

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide’s [Rules, Rights and Responsibilities](#)

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>