American Public University System

The Ultimate Advantage is an Educated Mind

Humanities
CHINESE 100
Basic Chinese I (Pinyin, Mandarin Simplified)
3 Credit Hours
16 Week Course

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Instructor Information

Course Materials

Software Requirements

- Microsoft Office (MS Word)
- Acrobat Reader

Evaluation Procedures:
In this course, you will be evaluated on the level of demonstrated proficiency in written assignments, quizzes and exams that include multiple choice, fill-in, and matching. Homework activities including practice with reading, listening, writing, and speaking in the target language will assist you towards becoming proficient with the content. Reading and writing will focus mainly on “pinyin” (the phonetic alphabet, which uses Romanized [Western] letters plus tone symbols for learning Chinese pronunciation), as...
well as some recognition of Simplified Chinese characters.

The first Forum posting assignment is a virtual introduction that allows us to get to know each other a little bit and also to define ourselves as individuals. It also includes a cultural piece on Introductions in China (PRC—The People’s Republic of China, also known as “Mainland China”).

The Forum postings are done in English, with the exception of the final Forum posting, which is done in pinyin.

Your class work and participation are worth 30 percent of your final grade. This score comes from the percentage of successfully completed work on the Rosetta Stone site. The Rosetta Stone site basically functions as your class time and text and is where the material will be presented and practiced. You are able to do the RS assignments as many times as you’d like to continue to improve your scores—you have unlimited access to these activities. The site is accessible through the e-classroom by clicking the ‘Rosetta Stone’ link (on the left menu list), then click ‘Chinese I’—if you ever have any type of technical trouble with Rosetta Stone, e-mail classroomsupport@apus.edu. I am not able to assist with technical issues but should be copied on any interaction with Chad so that I am aware of the problem(s) and can help out with extra time to submit work, etc.

There are four units covered in Rosetta Stone in CHINESE 100, and each of the four units has four core lessons (so a total of four units, 16 core lessons, plus additional activities, such as “Writing”, “Pronunciation”, etc.) and each unit ends with a milestone activity (a total of 4 milestones). Every third week you will have a quiz on the content covered so far on the RS website (a total of four quizzes) in the e-classroom (multiple-choice/fill-in) and one cumulative final exam, which includes some “essay” (short answer) questions. The quizzes make up 20 percent of your grade (5% each) and the final is worth 30 percent of the grade.

Students are also evaluated on participation in four Forum postings assignments covering cultural topics that require a posted commentary on the topic as well as a reply to another student’s comments. These together make up 12 percent of the overall grade. There is a final Forum posting paragraph which involves posting one excellent paragraph of 10-12 sentences to the Forum in pinyin. This will give you an opportunity to use and demonstrate skills you have achieved throughout the course and will also give you a chance to read other student work in Chinese (pinyin). This Forum post is worth 8 percent of the grade. Below is an outline of all of the evaluation criteria:

**EVALUATION CRITERIA:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage final Grade</th>
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</thead>
<tbody>
<tr>
<td>1 User guide/syllabus quiz</td>
<td>1</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Rosetta Stone participation</td>
<td>30</td>
</tr>
<tr>
<td>4 RS content Quizzes</td>
<td>20 (5% each)</td>
</tr>
<tr>
<td>4 Forum postings</td>
<td>12 (3% each)</td>
</tr>
<tr>
<td>1 Final Forum posting (in pinyin)</td>
<td>7</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL PERCENTAGE</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Course Description:
This course will expose the student to the fundamentals of the Chinese language. The student will learn basic vocabulary, verb conjugations, and grammatical usage through visual, writing, speaking, and listening exercises. The student will also learn about the Chinese culture through reading and listening exercises. This course must be completed prior to taking CHINESE 101 (Chinese II).

Course Scope:
As the American Council on the Teaching of Foreign Languages points out, in its Statement of Philosophy for its *Standards for Foreign Language Learning in the 21st Century* (1999): “Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language…”

In today’s dynamic environment, the ability to communicate in a foreign language makes candidates for employment or promotion stand out to leaders in many fields, such as management, government service, the military, medicine, law enforcement, ecology, international trade and banking, communications and journalism, missionary work, science and technology, and the travel industry. Because communicative ability in a foreign language affords direct access and genuine insights to the cultures, ideas, and ideals of foreign nations, studying a foreign language contributes in a unique way to students’ education. The ability to communicate effectively in another language—especially when combined with a solid working knowledge of another field—can be both culturally and financially rewarding.

Our major focus is on learning to communicate appropriately in practical, culturally authentic contexts. Students acquire knowledge (e.g., vocabulary phrases, verb forms, and sentence patterns), practice and demonstrate comprehension (through listening or
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reading and then responding appropriately), and apply what they have learned (through question and answer techniques which require them to speak or write, using correct vocabulary, verb forms and sentence structures). Students are also, to a limited extent, asked to use their Chinese to engage in role-playing and solve problems (and thus engage in analysis, synthesis, and evaluation).

In these courses, students gradually add to their repertoire of vocabulary and communication skills, practice question-and-answer techniques, and apply what they learn in order to communicate and solve problems in practical situations. Both courses conclude with a general review and a comprehensive examination. In addition to preparing students for the examination, the review provides a retrospective overview which clarifies how the vocabulary, forms, culture, and conversational techniques learned in this course form a cohesive whole. The general review in Chinese 100 shows how those topics relate to what will be studied in the continuation course, Chinese 101.

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Course Objectives:
Students who successfully complete Chinese 100 and 101 should be able to:

► (Listening Skills)
1. Distinguish all the sounds of Chinese that are important to meaning.
2. Comprehend brief sentences expressed within the framework of high-frequency vocabulary, grammatical forms, and sentence structures.
3. Determine the meaning of unfamiliar words or phrases through logical guessing based on contextual clues.

► (Speaking Skills)
1. Pronounce all the sounds of Chinese and link sounds together in sentences with sufficient accuracy to be understood by Chinese speakers.
2. Use high-frequency vocabulary, grammatical forms, and sentence structures to converse in brief sentences in everyday situations (such as greetings, asking for directions, answering short questions, expressing basic needs and reactions, exchanging information, or persuading others).

► (Reading Skills)
2. Accurately answer straightforward questions based on a reading passage.
3. Determine the meaning of unfamiliar words or phrases through logical guessing based on contextual clues.

► (Writing Skills)
1. Compose in Chinese (pinyin) a brief paragraph about an everyday topic, with the help of a dictionary and grammar book, without committing major errors and with sufficient clarity for Chinese speakers knowledgeable in pinyin to understand the paragraph the first time they read it.
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2. Compose in Chinese (pinyin) a succinct paragraph about an everyday topic, without using a dictionary or grammar book, with sufficient clarity for Chinese speakers knowledgeable in pinyin to understand the paragraph, even though the student might have committed certain errors, such as verb or adjective agreement.

► (Culture-related Skills)
1. Demonstrate basic knowledge of similarities and differences in the main aspects of the culture of Chinese-speaking territories.
2. Demonstrate basic knowledge of culturally conditioned behavior patterns (such as formality or familiarity in addressing people, gestures used in greeting others, and table manners) and employ those patterns appropriately with Chinese speakers.

Students who successfully complete CHINESE 100 are expected to perform well in the basic skills categories (excluding 2 under Writing Skills), but the range of grammar forms and sentence structures that they have mastered will be more limited than that of students completing CHINESE 101. Students who successfully complete CHINESE 101 are expected to perform well in all the categories and also perform with a greater degree of spontaneity and accuracy than CHINESE 100 students.

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Course Delivery Method

These credits in CHINESE 100 (Chinese I) delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course Materials and access to an online learning management system will be made available to each student. Online assignments are due by the last day of each week and include Forum questions (accomplished in groups through a threaded forum posting), and examinations and quizzes (graded electronically). Assigned faculty will support the students throughout this 16-week course.

IMPORTANT NOTICE: To maximize the student experience this course requires either Internet Explorer 6, Firefox 2, Safari 2, or higher; cookies must be enabled

Grading

Please see the student handbook to reference the University’s grading scale.
Student Handbook (please read immediately)
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### Course Outline

#### 16 Week Course

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<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s) *documents found in Course Materials Section</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LANGUAGE BASICS Unit I, Lesson one.</td>
<td>Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order.</td>
<td>Unit 1, Lesson 1: Complete Unit I, lesson 1 (core lesson [the diamond] and the focused activities, which are the squares that follow); Discussion Board #1 (introduction), take Syllabus/User Guide Quiz (click “Assignments and Exams” then “Syllabus/User Guide Quiz”).</td>
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<td>2</td>
<td>LANGUAGE BASICS Continue with topics from week one, going on to Unit I, Lesson two: direct objects, people and animals.</td>
<td>See, hear, speak, and write using topics in a meaningful way.</td>
<td>Unit 1, Lesson 2: Complete lesson 2 (core lesson [diamond] and the focused activities [squares] that follow).</td>
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<td>3</td>
<td>LANGUAGE BASICS Continue review from Unit I Lessons 1 and 2; continue to Unit I Lesson 3: colors, sizes, pronouns,</td>
<td>Demonstrate proficiency with Unit I, Lessons 1-3 (Quiz #1).</td>
<td>Unit 1, Lesson 3: Complete lesson 3 (core lesson and the focused activities that follow. Complete Quiz #1 (click “Assignments and Exams” link and</td>
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<td>4</td>
<td>LANGUAGE BASICS Review; Continue to Unit 1, Lesson 4: Numbers 1-6; clothing and quantities.</td>
<td>Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order.</td>
<td>Unit I, Lesson 4: Complete lesson 4 (core lesson and the focused activities that follow); Complete Milestone exercise.</td>
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<td>5</td>
<td>GREETING AND INTRODUCTIONS Unit 2, Lesson 1: family relationships, numbers 7-12 and ages.</td>
<td>See, hear, speak, and write using topics in a meaningful way.</td>
<td>Unit 2, Lesson 1: Complete core lesson 1 and focused activities that follow; Discussion Board #2: Post and reply to cultural topic on DB.</td>
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<td>6</td>
<td>GREETING AND INTRODUCTIONS Review; Continue Unit 2, Lesson 2: prepositions of place, family at home, location and ownership.</td>
<td>Demonstrate proficiency with Unit 1 - Unit 2, lessons 1-2 (Quiz #2).</td>
<td>Unit 2, Lesson 2: Complete core lesson 2 and focused activities; Quiz #2.</td>
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<td>7</td>
<td>GREETING AND INTRODUCTIONS Review; Continue Unit 2, Lesson 3: Where are you from? Greetings and introductions.</td>
<td>Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order.</td>
<td>Unit 2, Lesson 3: Complete core lesson 3 and focused activities.</td>
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<tr>
<td>8</td>
<td>GREETING AND INTRODUCTIONS Review; Continue Unit 2, Lesson 4: Clothing, colors, and physical attributes; physical states, conversational dialogue.</td>
<td>See, hear, speak, and write using topics in a meaningful way.</td>
<td>Unit 2, Lesson 4: Complete core lesson 4 and focused activities. Complete Milestone exercise; Discussion Board #3: Post and reply to cultural topic on DB.</td>
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<tr>
<td>9</td>
<td>WORK AND SCHOOL Unit 3, Lesson 1: locations and times of day: when, but,</td>
<td>Demonstrate proficiency with Units 1 and 2- Unit 3, lesson 1 (Quiz #3).</td>
<td>Unit 3, Lesson 1: Complete core lesson 1 and focused activities. Quiz #3.</td>
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<tr>
<td>Date</td>
<td>Section</td>
<td>Notes</td>
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<tr>
<td>10</td>
<td>WORK AND SCHOOL</td>
<td>Review; Continue Unit 3, Lesson 2: Calendar terms, polite conversation, senses and seasons. Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order. Unit 3, Lesson 2: Complete core lesson 2 and focused activities.</td>
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<tr>
<td>11</td>
<td>WORK AND SCHOOL</td>
<td>Review; Continue Unit 3, Lesson 3: Speaking languages; numbers 21-69; teaching and studying languages. See, hear, speak, and write using topics in a meaningful way. Unit 3, Lesson 3: Complete core lesson 3 and focused activities. Discussion Board #4: Post and reply to cultural topic in DB.</td>
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<tr>
<td>12</td>
<td>WORK AND SCHOOL</td>
<td>Review; Continue Unit 3, Lesson 4: Waking up and washing up; why and because; grooming habits. Demonstrate proficiency with Units 1-3 (Quiz #4). Unit 3, Lesson 4: Complete core lesson 4 and focused activities. Complete Milestone exercise; Quiz #4.</td>
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<tr>
<td>13</td>
<td>SHOPPING</td>
<td>Unit 4, Lesson 1: Have and need; buying, selling, and shopping; using landmarks to provide directions. Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order. Unit 4, Lesson 1: Complete core lesson 1 and focused activities.</td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>SHOPPING</td>
<td>Review; Continue Unit 4, Lesson 2: Leisure and preferred activities; quantity comparisons and differentiation; currency and cost. See, hear, speak, and write using topics in a meaningful way. Unit 4, Lesson 2: Complete core and focused activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>SHOPPING</td>
<td>Review; Continue Unit 4, Lesson 3: Reinforce proficiency by seeing, hearing. Unit 4, Lesson 3: Complete core lesson and focused activities.</td>
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</tbody>
</table>
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| 16 | SHOPPING Review; Complete Unit 4, Lesson 4: Comparing and contrasting; size and preference. | Materials and merchandise; weight and speed, young and old. | Complete Final DB: only ONE 10-12 sentence paragraph in pinyin (upload as word document in Assignments link)—no “reply” post necessary. | Demonstrating proficiency with Units 1-4 (Final exam). |

Please see the Student Handbook to reference all University policies. In addition to other important policies, the Student Handbook will cover the:

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy
- Disability Accommodations

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
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- **Electronic Journals**: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

- **Smarthinking**: Students have access to 10 free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

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**Selected Bibliography:**
You will find valuable information in the Online Resource Center, such as these websites, which students have found to be of immediate help in this course:


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**Professor’s Notes:**
There will be a weekly updated “Professor’s note” in the Announcements page you will come to after logging on to your APUS classroom on Sakai. If there is other specific instruction necessary, I may e-mail the entire class. The announcement will tell you which week we are in as well. Always follow your syllabus for details on the week’s work.

**Exams:**
Your exams and quizzes will be taken in the E-class room and are accessed by clicking the “Tests and Quizzes” link. There are four quizzes, a practice quiz (which is the “syllabus/user guide quiz”) and a Final Exam same link.

When you take the Exams and Quizzes, you will take them as closed book, closed note exams. This is really a test of your own knowledge and learning. As such, I trust you in your own integrity in taking these tests and exam. There is a time limit although there should be plenty of time to comfortably take the quizzes and review them prior to submission. Please only access the quiz when you are ready to take it and have a good connection to the internet.

It is recommended that you carefully look over your answers and see if you think you had an answer that worked that was marked incorrect—sometimes there is more than one answer, and you can challenge such things by emailing your professor immediately after reviewing your score. After considering any
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challenges, your score will be calculated and any necessary changes will be made to your grade summary.

Course Procedures and Grading Policies

How to contact me

E-mail – Feel free to contact me whenever you have questions or doubts and whenever you need guidance or assistance. You can contact me through the Messages link of your course. However, if you need to contact me after the course is over, I can be reached at my APU classroom internal e-mail address. Usually, you can expect a response from me within 24 hours during the week and within 48 hours during weekends or holidays. When you send me an e-mail message be sure to include both your first and last name, and the section of the course that you are taking with me. In other words, E-MAIL ME FROM OUR COURSE and not from your math or English course, for example.

E-mails – All classroom e-mails are sent and received using your APUS Mailbox and address. DO NOT USE YOUR PERSONAL OR OFFICE EMAIL ACCOUNT. It is essential that you read your e-mail every time you log on to the internet and the classroom. I sincerely and strongly recommend that you enter the electronic classroom as often as possible, preferably several times per week. Updates for assignments, exams, and so forth, will be sent to you via e-mail. Please remember that, when you send me an e-mail message, you need to include your first and last name as well as the section of the course that you are taking with me. In other words, e-mail me from our course and not from, for example, your APUS English course. If you refer to assignments in an e-mail, please do not just say “the exam we took,” or “the last Discussion Board.” In your e-mail messages, refer to assignments specifically, for example “Quiz #2” or “Week Four Forum posting.”

Syllabus – Be sure to glance through this entire syllabus and familiarize yourself with it as quickly as possible. The idea is, of course, not to memorize it but rather to know where to find the information you need and to help you follow our course procedures correctly. It describes the course and provides essential information such as our goals, the course requirements, how to use your study time most effectively, your assignments, and how you will be graded. The syllabus provides easy access to everything you need to complete your course.

Course Outline, Week by Week – In this syllabus, the course is organized around the activities you will undertake each week. For our purposes, each “week” ends at midnight on Sundays. I recommend treating each week like a standard school week and try to do your work during the weekdays; I allow until Sunday at midnight just for a buffer—don’t wait until Sunday night to do a week’s
worth of work if you can help it. Expect to spend 1.5-2 hours a week on the Rosetta Stone exercises which can mentally serve as your class room attendance (or “lecture”). (This average does not include time spent on quizzes or DB tasks.) If you are not spending at least 1.5-2 hours a week on the RS site, you are most likely not doing all of the required work in Rosetta Stone. If you have any questions about what is required of you on the Rosetta Stone site, please ask me early on. The RS work is not optional, even if it is review for you and you have previous experience with the content. I recommend treating this course like a Monday-Wednesday-Friday course and “attend” it three times a week for at least an hour each time (of course any three days of the week that work for you and at any time of day/night.) You will learn more by attending more regularly and avoiding sitting down for one long session to cram it all in.

**Readings, Assignments, and Classroom Participation** – The Rosetta Stone (RS) materials will work you through a process towards discovering meaning and recognizing patterns. You need to work your way through the pages in order and possibly make notes about material that you find hard to remember. You may ask me for help or support at any time and can also check the Announcements for specific weekly grammar instruction.

Your participation will come from the Forum interaction as well as completion of the assignments of each Unit we cover in Rosetta Stone.

**EXTRA PRACTICE:** You can and should re-do all activities until you score a perfect grade.

**QUIZZES AND EXAMS:** You will take multiple choice/fill-in/matching type quizzes and exams in the e-classroom.

**Final Examination** – Your final examination will be cumulative and in a closed book, closed notes environment. The examination counts 30% of your course grade. There is a time limit on the Final Examination. In general, the final examination will be similar in format and content to the chapter quizzes. An effective way to study for it is to review your chapter exams and quizzes. You will be given plenty of time for the exam, so don’t feel pressure about the time. It just has a limit so that it you are forced to sit down and do it all in one sitting which allows for a more valid test result. It is an un-proctored exam. The exam has 40 multiple choice questions and ten “essay” response question (of 1-2 sentences.)

**Forum Assignments:** Forum assignments are designed to promote interactivity among students and enhance the online learning process. The Forum provides maximum flexibility because you do not have to be online at the same time as another person, yet you can read what other students have written.
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Forum assignments will be used to discuss topics on cultural comparisons or analysis of thematic content (for example art or poetry).

The most efficient way to complete a Forum assignment is to read the cultural topic, post your opinions/comments, and then read some of the other “posts” on the Forum left by fellow students. Find one of particular interest and “reply” to that student’s post. Your comments must be on the Forum to receive credit. You do not need to e-mail me your Forum posts. Be sure to respond to two other students’ postings.

Post your initial post by Thursday of the week a Forum has been assigned so that there will be material for other students to reply to by Sunday. I will grade both posts together: if you do not submit both posts at the same time, I will wait until I receive the second post to grade both of them. Please always proofread your work and use proper grammar, spelling, and punctuation. Being casual with your writing will affect your grade. You can expect that any work you submit that needs to be graded by me will be turned around within five days of submission. If you have not received credit for your work and it has been more than five days, please feel free to check in with me.

All posts must consist of a minimum of 10 good sentences (the maximum length is 12 good sentences). A “good” sentence is (on average) 10-15 words long, and contains no spelling, punctuation, or grammar errors.

→ Late Submissions ←
It is well understood that students have busy lives, often juggling school with family and work. I am very willing to work with you if you can communicate with me about needing a few extra days to submit an assignment. The student handbook goes over what to do in the event of deployment or TDY so consult that as well as letting me know what is going on. If you need a formal extension, you must go through administration and I will approve or decline the request. These formal extensions are for one to three months in length beyond the original end date of the course.

If you have an emergency of some kind or just need some extra help and have fallen behind, I can negotiate extensions of up to a week or so. You will need to file an official extension (of up to 30 days) with APUS if there is a real emergency that hinders your successful completion of the course. If you fall behind, I will allow you to catch up as long as you can complete all of your work by the end of the course date. It is recommended that you follow the syllabus in order to organize your time and get through the material—you don’t want to find yourself at the end of the course with weeks’ worth of work to accomplish, so try to stay on with the schedule.