

Syllabus for
CHI 301 Phonetics and Conversation
3 Credit hours
Fall 2025

I. COURSE DESCRIPTION

Instruction in advanced conversation for proficiency with practical phonetics and drills for improvement of students' aural-oral skills. Focuses on particular problem areas for English speakers, such as difficult vowels and consonants, and tones. Includes speech patterns ranging from versification to slang of different degrees. Covers most activities listed in the ACTFL intermediate high competencies. (Taught in Chinese.)

Prerequisite: Proficiency examination or CHI 204 with a grade of "C" or higher.

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successful class participation, teacher lectures, laboratory attendance, and assigned oral and written reports, the student will be able to do the following:

1. Express his or her basic understanding of the nature and meaning of language in its composition and use in interaction with people.
2. Reproduce the phonemes in Chinese by listening to the recordings that correspond to repeating after a native speaker.
3. Describe and recognize in pictorial form the position of vocal organs and reproducing sounds.
4. Cite problem areas for native English speakers learning Chinese and be able to explain those problems whether phonetic or syntactic.
5. Speak properly, being cognizant of appropriate speech styles and vocabulary (e.g., formal, familiar, colloquial, slang).
6. Perform most activities listed in the ACTFL intermediate high competencies.

B. Unit Objectives

The student is expected to master the following individual unit objectives:

1. Correct errors of articulation, intonation, and rhythm.
2. Demonstrate his or her knowledge of versification and different styles of prose by reading and reciting the selections and conversing concerning them.
3. Give the position of a sound in pictorial form.
4. Point out problem areas and differences of sounds, etc., for native English speakers by listening to and comparing two speeches in two languages.
5. Evaluate himself or herself and others by analyzing exercises.

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the Translation and Interpreting program.

- A. Outcome 1 – Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian worldview.
- B. Outcome 2 – Student demonstrates developing target language proficiency or better in the

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four modes of communication.

- C. Outcome 3 – Student demonstrates awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, and social groups.
- D. Outcome 4 – Student is able to think critically, analyze source and target language linguistic structures, synthesize information and evaluate information critically.

IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page.

- A. Spiritual Integrity
- B. Intellectual Pursuit
- C. Global Engagement

V. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Textbooks
Liu, Y., Yao, T., Bi, N., Ge, L., & Shi, Y. (2017). *Integrated Chinese Volume 2, Simplified Chinese* (4th ed.). Boston, MA: Cheng & Tsui. ISBN-13: 978-1622911417
- B. Required Materials
 - 1. Integrated Chinese 2, workbook (Simplified Chinese) ISBN-13: 978-1622911431
 - 2. Integrated Chinese 2, character workbook (Simplified and Traditional Chinese) ISBN-13: 978-1622911448
 - 3. Other materials are available at D2L.

III. COURSE POLICIES AND PROCEDURES

- A. University Policies and Procedures
 - 1. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 - 2. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

3. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
4. Students are to be in compliance with university, school, and departmental policies regarding Key Program Assessment requirements.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Class Assignments**

- a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

3. **Late Work**

- a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
- c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and

the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.

4. **Attendance**

a. **Excused and Unexcused Absences**—Class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.

b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:

- (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
- (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
- (3) Obtain information covered during an absence. All work must be completed as scheduled.
- (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.

5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.

a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.

- b. When writing an essay in another language, use of translation applications or software programs (to translate an entire essay or paragraph, for example) is considered a form of plagiarism—submitting work as if it were your own—and is not allowed.
 - c. Students may be asked to submit their assignments to the D2L Dropbox for plagiarism detection.
 - 6. **Incompletes**—As stated in the University catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.
 - 7. **Key Program Assessment**— If this course requires a KPA assignment, it is listed in the next section (“Course Policies and Procedures”). Students need to comply as indicated in this syllabus and/or by the instructor.
- C. Course Policies and Procedures
 - 1. **Grades**
 - a. The final grade is based on assignments, quizzes, exams, attendance and participation in class and other assigned activities.
 - b. Quizzes over chapter readings, grammar points, and vocabulary can be given at any time with or without notice, but a chapter test is administered after the completion of each chapter.
 - c. A minimum grade of “C” is required in this course before the next level can be taken.
 - d. Grading Scale: A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below
 - e. Students are required to participate in at least two events (on or off campus) related to Chinese culture. This may include attending a Chinese church service, attending a Chinese cultural event in the community, or another activity as approved by the instructor.
 - 2. **Extra-credit**
 - a. Extra credit cannot raise a grade from a “D” to a “C” if the cumulative score is lower than a 68% before extra credit points are added.
 - b. Students may earn up to 2% extra credit in the course by participating in activities or events related to the Chinese language and culture beyond the cultural requirement as state in 1e above.
 - 3. **Key Program Assessment Requirements**
There is no KPA requirement for this class.

IV. COURSE CALENDAR

Week1	Introduction of Chinese Phonetics
Week2-4	Lesson 19 Travel ;
Week5-8	Lesson 20 At the Airport ;
Week9-15	Phonetic Alphabet; Mandarin Syllables; Pinyin System and Rules; Tone Sandhi Functions of intonation;
Week16	Final Exam

* A detailed calendar of activities and assignments is available at <http://d2l.oru.edu>.

Primary Program: B.A. Translation and Interpreting
CHI 301 Phonetics and Conversation
Fall 2025

This course contributes to the University and program outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

OUTCOMES	Significant Contribution	Moderate Contribution	Minimal Contribution
Spiritual Integrity			
CHI Outcome 1: Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian worldview.			X

Personal Resilience

Intellectual Pursuit			
CHI Outcome 2: Student demonstrates developing target language proficiency or better in the four modes of communication.	X		
CHI Outcome 4: Student is able to think critically, analyze source and target language linguistic structures, synthesize information and evaluate information critically.	X		

Global Engagement			
CHI Outcome 3: Student demonstrates awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, and social groups.	X		

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