

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		11-23C.	App-9/27/11	App-11/08/11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)	
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change
<input checked="" type="checkbox"/> Course Revision	<input checked="" type="checkbox"/> Course Number and/or Title Change
<input type="checkbox"/> Course Deletion	<input checked="" type="checkbox"/> Catalog Description Change
CHIN 102 Elementary Chinese II	CHIN 102 Elementary Chinese II
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate	
<input checked="" type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals	
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track
<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> Other	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
Department Curriculum Committee Chair(s)	Date
<i>Marveta Ryan Sams</i>	3-24-11
Department Chair(s)	
<i>Sean McDaniel</i>	3/21/2011
College Curriculum Committee Chair	
<i>AW Her</i>	5-4-11
College Dean	
<i>Mann</i>	5/23/11
Director of Liberal Studies *	
<i>Dwight H. Probst</i>	9/22/11
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	
<i>Gail Sechrist</i>	9/27/11

* where applicable

Received

JUN 21 2011

Liberal Studies

Course Revision: Elementary Chinese II (CHIN 102)

Part II. Description of the Curriculum Change

1. NEW SYLLABUS OF RECORD

I. Catalogue Description

CHIN 102	Elementary Chinese II	4 class hours
		0 lab hours
Prerequisites: CHIN 101		4 credits
		(4c-0l-4cr)

A continuation of Elementary Chinese I, focusing on the three modes of communication—interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing—to build proficiency in using the Chinese language in real-life situations. Also imparts knowledge of Chinese culture and society. Attendance is required. Students may not register for or take a D/F repeat in CHIN 102 when credit has already been received for a higher-numbered CHIN course.

II. Course Outcomes

Students will be able to:

1. demonstrate understanding of oral directions and narrations given at near-native speed;
2. pronounce Chinese phonemes and tones with accuracy while discussing a variety of topics;
3. identify and write at least 60 radicals (semantic components of Chinese characters);
4. identify and write at least 500 Chinese characters;
5. communicate using such grammatical forms as: the adverbs 太, 真, and 正在 ; the comparative marker 比; the sentence final particle 了 so as to indicate change of status; the sentence particle 呢 so as to indicate progressive action; the dynamic particle 过; topic-comment sentence structure, ordinal numbers, and common resultative complements;
6. use the Chinese language to talk about studying, school life, and the weather; to go shopping; to take a bus or train; to order in a restaurant; and to ask directions;
7. discuss aspects of Chinese culture, such as public transportation, Chinese New Year, and principal cuisines.

III. Detailed Course Outline (Total of 56 hours of classroom instruction)

Each unit includes quizzes and homework assignments; tests are given as indicated throughout the course.

Unit 1 Studying Chinese (8 hours)

- Talking about one's experience in learning Chinese language (grammar: the adverbs 太, 真, and 就)
- Talking about study habits (grammar: ordinal numbers)

- Learning about Chinese character writing (culture lesson)

Unit 2 School Life (8 hours)

- Describing the routine of a student on campus (grammar: position of time-when expressions)
- Writing a simple diary entry (grammar: the particle 了 in a series of realized actions)
- Writing a brief letter (grammar: 的 with polysyllabic adjectives)
- Inviting friends to go on an outing (grammar: the adverb 正在)
- Learning about Chinese letter format (cultural lesson)

Unit 3 Shopping (8 hours)

- Speaking about color, size, and price of a purchase (grammar: the modal verb 要; measure words)
- Asking for a different size and/or color of merchandise (grammar: 跟...不一样; 虽然...可是)
- Learning about Chinese currency (culture lesson)

Unit 4 Transportation (8 hours)

- Commenting about several means of transportation (grammar: topic-comment sentence structure)
- Describing a traffic route (grammar: 或者 and 还是; 先...再...)
- Offering New Year's wishes (grammar: 祝)
- Learning about Chinese New Year (culture lesson)

Unit 5 Talking About the Weather (8 hours)

- Employing basic terms for weather patterns and changes (grammar: the sentence final particle 了 so as to indicate change of status; the modal verb 会)
- Comparing the weather of two places (grammar: the comparative marker 比)
- Presenting a simple weather forecast

Unit 6 Dining (8 hours)

- Ordering Chinese dishes (grammar: resultative complements)
- Discussing dietary preferences and restrictions
- Paying for a meal (grammar: adverb 多/少 + verb)
- Learning about principal cuisines and food culture in China (culture lesson)

Unit 7 Asking Directions (8 hours)

- Identifying locations by using landmarks as references
- Asking for and giving directions (grammar: the dynamic particle 过; sentence structure 一...就...)
- Describing whether two places are close to or far away from each other (grammar: comparative sentences with 没)
- Stating purpose for going somewhere (grammar: 到 + place + 去 + action)

- Learning about greetings in Chinese (culture lesson)

Final Exam: 2 hours

*Note: Instructors may find it necessary to review other grammatical structures in addition to those listed here.

IV. Evaluation Methods

Participation (15%)

It is essential that students attend class regularly and be actively engaged with the material. A student may miss up to four classes without such absences adversely affecting the final grade (see attendance policy below). Participation will be measured according to evidence of preparation, listening skill, and accuracy of language, as well as effort to speak in Chinese and willingness to cooperate with peers on tasks.

Quizzes (20%)

Students will be learning new characters and grammatical structures every week. Most classes will begin with a short quiz on the characters and grammar points due for that day. The three lowest quiz grades will not count toward one's final quiz average. There are no make-ups given for these quizzes except for verified family or medical emergencies or University-sponsored activities .

Homework Assignments (10%)

Homework will regularly be assigned from the workbook associated with the textbook. Assignments include: interpretive listening and reading comprehension activities, grammar exercises, brief translations from Chinese to English, and prompts to apply to new circumstances what has been learned in the lesson. Homework must be submitted by the due date provided by the instructor.

Written Tests (30%; three tests, each test 10%)

Written tests will be given upon the completion of Units 1, 3, and 5. Such tests will focus on the most recent units covered, but can include any material studied to that point. These tests will be graded according to interpretive listening comprehension, interpretive reading comprehension, accuracy of characters, grammatical accuracy, vocabulary usage, and functional ability in Chinese. There are no make-ups given for these tests except for verified family or medical emergencies or University-sponsored activities.

Oral Test (10%)

An oral test will be conducted after completing Unit 6. This test will be graded according to listening comprehension, accuracy of pronunciation and grammar, and fluency. It will focus on the material introduced in Unit 6, but will include material from previous lessons as well. There are no make-ups given for this test except for verified family or medical emergencies or University-sponsored activities.

Final Examination (15%)

The first part of this test will focus on Unit 7. The second part will be cumulative. There are no make-ups given for this examination except for verified family or medical emergencies or University-sponsored activities.

Student Outcomes Assessment Matrix: CHIN 201

Course Objective	National Standards for Chinese Language Learning*	Course Assessment Technique(s) Measuring Objective
1. Demonstrate understanding of oral directions and narrations given at native or near-native speed.	1.2	Formative activities: homework Summative activities: written tests (listening comprehension section); oral test
2. Pronounce Chinese phonemes and tones with accuracy while discussing a variety of topics.	1.3	Summative activity: oral test
3. Identify and write at least 60 radicals (semantic components of Chinese characters).	1.2, 1.3	Summative activities: quizzes
4. Identify and write at least 500 Chinese characters.	1.2, 1.3	Formative activities: homework Summative activities: quizzes; written tests
5. Communicate using such grammatical forms as: the comparative marker 比; the sentence final particle 了 so as to indicate change of status; the sentence particle 呢 so as to indicate progressive action; the dynamic particle 过; and common resultative complements.	1.1, 1.2, 1.3, 4.1	Formative activities: homework Summative activities: written tests; oral test
6. Use the Chinese language to talk about studying, school life, and the weather; to go shopping; to take a bus or train; to order in a restaurant; and to ask directions.	1.1, 1.3, 2.1, 2.2	Formative activities: homework Summative activities: written tests; oral test
7. Discuss aspects of Chinese culture, such as public transportation, Chinese New Year, and principal cuisines.	2.1, 2.2, 3.2, 4.2	Formative activities: homework Summative activities: written tests; oral test

*National Standards in Foreign Language Education Project (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press.

V. Example Grading Scale

90-100% A 80-89% B 70-79% C 60-69% D 59% or less F

VI. Undergraduate Course Attendance Policy

The number of allowable UNEXCUSED ABSENCES in CHIN 102 is FOUR. **According to departmental policy, for every unexcused absence after the fourth, two percentage points will be subtracted from the overall course grade.** Absences may be excused only for (1) extended illness or emergency and (2) University-sponsored activities. Written verification of each activity is required prior to the class absence. In cases of illness, a receipt from the Health Center will be accepted if the absence is for one day only. When the absence occurs for two or more consecutive classes, a note from a physician is required—either a notation on the Health Center form or a separate letter—stating the number of days that the student was supposed to miss. In either case, the student must present the Health Center receipt or the physician note on the day the student returns to class or else the receipt/note will not be accepted. All excused absences must be documented. Documentation must be presented to the professor according to the timeline outlined above in order for the absence to be excused.

VII. Required Textbooks

1. Liu , Yuehua *et. al.* (2009). *Integrated Chinese Level 1, Part 1: Textbook* (third edition). Boston: Cheng & Tsui Co.
2. Liu , Yuehua *et. al.* (2009). *Integrated Chinese Level 1, Part 1: Workbook* (third edition). Boston: Cheng & Tsui Co.
3. Liu , Yuehua *et. al.* (2009). *Integrated Chinese Level 1, Part 1: Character Workbook* (third edition). Boston: Cheng & Tsui Co.
4. Liu , Yuehua *et. al.* (2009). *Integrated Chinese Level 1, Part 2: Textbook* (third edition). Boston: Cheng & Tsui Co.
5. Liu , Yuehua *et. al.* (2009). *Integrated Chinese Level 1, Part 2: Workbook* (third edition). Boston: Cheng & Tsui Co.

Recommended Text:

Liu , Yuehua *et. al.* (2009). *Integrated Chinese Level 1, Part 2: Character Workbook* (third edition). Boston: Cheng & Tsui Co.

VIII. Special Resource Requirements

None.

IX. Bibliography

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- Lantolf, J.P., & Poehner, M.E. (2007). *Dynamic assessment in the foreign language classroom: a teacher's guide*. University park, Pa: CALPER Publications.
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- Wu, Guo. (2005). The discourse function of the Chinese particle NE in statements, *Journal of the Chinese language teachers association* 40: 1, 47-82.
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2. A SUMMARY OF THE PROPOSED REVISIONS

CHIN 102 originally gained approval in the 1960s. The course was not taught for some thirty years until it was reintroduced into the curriculum five years ago. The Syllabus of Record has been lost, so it is difficult to state precisely what revisions are being made, but four revisions can be identified:

(1) CHIN 102 has been a three-credit course meeting three times per week. It will now be taught as a four-credit class meeting four times per week.

(2) The original catalogue description (see below) indicated that the class was “designed primarily for the general student who will complete a two-semester sequence only.” The audience for CHIN 102 is now wider. In addition to students enrolling in the course as part of the three-semester sequence that fulfills an intermediate-level college or departmental language requirement, the class also serves as a starting point for Asian Studies majors and other students who hope to attain proficiency.

(3) The 1960s Catalogue Description indicate that the “basic objective is maximum reading ability.” The course now sees all four basic skills—listening, speaking, reading, and writing—as equally important within the three modes of communication—interpersonal, interpretive, presentational. It should be noted that in recent decades significant pedagogical advances have been made in the instruction of Chinese as a second language. The new Syllabus of Record is structured according to the latest pedagogical practices.

(4) Changes are being made to the Catalogue Description.

(5) The revision indicates that CHIN 102 counts as a Liberal Studies elective. Hence, Chinese should be added to the parenthetical list of foreign language prefixes which may be used twice as a Liberal Studies Elective (Catalogue page 38) and to the list of Liberal Studies Electives (pages 38-39),

(6) The revision indicates that CHIN 102 counts as a Liberal Studies non-Western course. Hence, Chinese should be included in the list of “Non-Western Cultures” that “Also fulfill LS Elective requirement.” (pages 39-40). Currently, Chinese is listed in this category under the CRLG prefix.

3. JUSTIFICATION /RATIONALE FOR THE REVISION

The justifications for the four revisions being made are:

(1) CHIN 102 will shift from being a three-credit course to a four-credit course so that it will follow the same structure as for the instruction of Spanish at IUP. In the strongest Chinese language programs in the United States, classes meet either four or five times per week. Changing to a four-credit class will allow us to conform to such a model, enabling students to progress that must faster in their Chinese. It will also make it possible for those students taking the language to fulfill a language requirement to do so in three semesters instead of four, a schedule preferred by students.

(2) Language requirements have changed since the original Catalogue Description and more advanced offerings of Chinese are now available so that students can continue studying the language.

(3) The proposed Syllabus of Record reflects the latest pedagogical advances in the teaching Chinese as a second language. Such a syllabus should be on file, especially given the importance of Chinese language instruction to the Asian Studies minor and major.

(4) Revisions to Course Description are being made to reflect the addition of a fourth credit and the updated pedagogy.

(5) CHIN 102 should fulfill the same Liberal Studies elective requirements as do other foreign languages taught by IUP faculty.

(6) CHIN 102 should count as a Liberal Studies non-Western course, just as do such CRLG classes as Arabic, Hindi, Japanese, and Korean.

THE OLD SYLLABUS OF RECORD

The old Syllabus of Record, which dates to the 1960s, cannot be located. The Catalogue Description from that time reads:

This elementary sequence is designed primarily for the general student who will complete a two-semester sequence only. Its basic objective is maximum reading ability; further but secondary objectives are accuracy of pronunciation, some ability to understand the spoken word and in self-expression, and an introduction to the motives and currents of the background cultures. These courses may not be taken for credit by those who have completed a two-year sequence in high school.

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

First Composition Course Second Composition Course
 Mathematics

KNOWLEDGE AREAS:

Humanities: History Fine Arts
 Humanities: Philos/Rel Studies Social Sciences
 Humanities: Literature Non-Western Cultures
 Natural Sci: Laboratory Health & Wellness
 Natural Sci: Non-laboratory Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim	Sec	Incid	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A. Intellectual Skills and Modes of Thinking:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. Literacy--writing, reading, speaking, listening.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Understanding numerical data.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4. Historical consciousness.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. Scientific Inquiry.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6. Values (Ethical mode of thinking or application of ethical perception).
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7. Aesthetic mode of thinking.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	C. Understanding the Physical Nature of Human Beings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	D. Collateral Skills:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Use of the library.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

IV.

- A. For the foreseeable future, there will only be one section of this course. When more than one is offered, basic equivalency among sections will be ensured through establishing departmental guidelines and using the same textbook.
- B. Chinese are an ethnic minority in the United States. Hence, by its very nature this class will include the perspective and contributions of an ethnic minority.
- C. In addition to the basic textbook used, the course will also include short examples of advertisements, tongue-twisters, and poems.
- D. This is a second-semester elementary-level language course. It will include Asian Studies majors and students with other majors.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

CHECK LIST -- NON-WESTERN CULTURES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture,...
- ... comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- A variety of perspectives or methodologies--anthropological, geographical, historical, sociological, and so forth--may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.

Part III. Letters of Support or Acknowledgement

This course revision does not affect any other department.

Course Revision : CHIN 102 Elementary Chinese II

COURSE ANALYSIS QUESTIONNAIRE

A. *Details of the Course*

A1. The course is part of the sequence necessary to fulfill departmental or college requirements for intermediate-level foreign language. It is also part of the sequence necessary to for Asian Studies majors to achieve proficiency in an Asian language. It will count as a Liberal Studies elective and as a Liberal Studies Non-Western course.

A2. This course revision requires that CHIN 101 and CHIN 201 also become 4-cr. classes.

A3. This course is currently being offered.

A4. This is not a dual-level course.

A5. This course may not be taken for variable credit.

A6. This course is offered for four credits at many institutions, for example:

Pennsylvania State University	CHNS 002 "Elementary Chinese II"
Temple University	CHI 1002 "Chinese Elements II"
Cornell University	CHIN 1102 "Beginning Mandarin II"
College of William and Mary	CHIN 102 "Elementary Chinese II"

A7. This course is not connected to any outside agency

B. *Interdisciplinary Implications*

B1. This course will be taught by one instructor.

B2. This course does not duplicate or affect courses offered by other departments

B3. This course will not be cross-listed.

B4. Seats will be made available to Continuing Education students

C. *Implementation*

C1. Faculty resources are adequate.

C2. No additional space, equipment, or supplies are needed. Class room space will be made available in the same manner as is done for other language courses.

C3. None of the resources for this course are based on a grant.

C4. This course will be offered once every year.

C5. One section will be offered.

C6. Twenty-eight students.

C7. The American Council on the Teaching of Foreign Languages (ACTFL) recommends a class size limit of 15, and the Association of Departments of Foreign Languages (ADFL) suggests 15 as the optimum class size.

C8. This course is not a distance education course.

D. *Miscellaneous.*

No additional information is being supplied.