

13-35b.

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: 12-1366
LSC Action-Date: <u>Ap-5/2/13</u>	UWUCC Action-Date: <u>App-10/29/13</u> Senate Action Date: <u>App-12/3/13</u>

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Marveta Ryan-Sams (Chair of DUCC), Shijuan Liu and Stuart Chandler (proposers)	Email Address mmryan@iup.edu, sliu@iup.edu, chandler@iup.edu
Proposing Department/Unit Department of Foreign Languages	Phone 7-2325 (R.-Sams), 7-2328 (Liu), 7-2512(Chandler)

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

1. Course Proposals (check all that apply)

- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: CHIN 102 Elementary Chinese II

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

- This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)
 Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

- Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Marveta Ryan Sams</i>	3-25-13
Department Chairperson(s)	<i>Shijuan Liu</i>	3/25/13
College Curriculum Committee Chair	<i>Stuart Chandler</i>	4/24/13
College Dean	<i>Tom</i>	10/25/13
Director of Liberal Studies (as needed)	<i>D. H. Hunt</i>	10/22/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Stechrist</i>	10/29/13

Received

Received

OCT 15 2013

APR 25 2013

Liberal Studies

Liberal Studies

See separate document of rationales for how the course outcomes meet the Liberal Studies Expected Undergraduate Student Learning Outcomes. The document is provided separately at the request of the chair of the Department of Foreign Languages. The document of rationales is provided, along with a sample assignment and rubric, just before the Answers to the Liberal Studies Questions, at the end of the proposal.

PART II, Item 1.

CHIN 102 – NEW SYLLABUS OF RECORD

I. Catalog Description

CHIN 102 Elementary Chinese II

4c-01-4cr

Prerequisite: CHIN101

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

At the completion of CHIN 102, students will be able to...

1. identify main ideas or significant information from spoken or recorded Chinese on familiar topics;
2. pronounce Chinese phonemes and tones with consistent accuracy while discussing familiar topics, so as to be understood by a native speaker used to dealing with second-language learners;
3. communicate effectively in any of the three modes (interpersonal, interpretive, and presentational) in the following ways:
 - a) list activities of self and others, including daily routine and school activities;
 - b) discuss such topics as language study, transportation, weather, clothes, and food by using learned phrases and expressions;
 - c) negotiate uncomplicated everyday situations such as shopping and dining;
 - d) ask questions to obtain specific information about persons, places, and things;
4. identify and write approximately 500 Chinese characters that make up the vocabulary learned;
5. communicate effectively in written form on familiar topics and use the correct format for Chinese diary entries and letters;
6. recognize the relationships among selected products, practices, and perspectives of Chinese cultures;
7. compare and contrast selected aspects of Chinese cultures with their own culture.

Outcomes 1-5: Expected Undergraduate Student Learning Outcomes #1 and 2, *Informed and Empowered Learners:*

Rationale for Outcomes 1-5 (language-related outcomes): As *Informed Learners*, students acquire knowledge of vocabulary and grammar. As *Empowered Learners* in a language course, students must solve problems of communication by determining how to convey their ideas in a way that is appropriate and understandable within given contexts. In essence, students creatively synthesize linguistic and cultural information into their own messages. In order to accomplish these tasks, the students may need to access, evaluate, interpret, and use information from a variety of sources. Class activities, assignments, and assessments will require students to apply all of the aforementioned skills.

Outcome 6:

Students will be able to recognize the relationships among selected products, practices, and perspectives of Chinese cultures.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners:*

Rationale for Outcome 6: Products include but are not limited to artifacts, objects, texts, and films. Practices include but are not limited to everyday activities, special events, and celebrations. Perspectives include but are not limited to values, beliefs, attitudes, and points of view. Assignments and class activities will require students to become *informed* about products, practices, and perspectives of the culture studied, as well as their interrelationships. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible Learners*).

Outcome 7: Students will be able to compare and contrast selected aspects of Chinese cultures with their own culture.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed and Responsible Learners:*

Rationale for Outcome 7: Assignments and class activities will require students to become *informed* about cultural customs and societal changes, as well as to recognize interrelationships, commonalities, and differences among cultures. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible Learners*).

III. Detailed Course Outline

Each unit includes homework assignments, in-class activities, quizzes, and a unit exam. All outcomes may be goals for all units. **In each unit, students will learn approximately 40 new (not previously learned) characters for vocabulary and grammar related to the theme of the unit.** (The number of characters noted in the outcomes is cumulative and includes characters learned in CHIN 101.) This outline notes the particular communicative skills that are specifically stressed in the units due to their themes. Individual instructors may select from a variety of cultural topics; cultural topics listed here are examples.

Review of skills from CHIN 101 and celebration of Chinese New Year (4 hours)

- Course introduction
- Reviewing key words and expressions covered in CHIN 101
- Reviewing Pinyin (Chinese Romanization phonetic system) and practicing it with classical poems
- Reviewing similarities and differences between lunar calendar and solar calendar
- Learning Chinese New Year's greetings, both orally and in writing
- Understanding Chinese New Year related cultures (e.g., special food to eat, traditional celebration activities)

Unit 1: Studying Chinese (8 hours)

- Vocabulary: language learning
- Grammar: the adverbs 太, 真, and 就; double objects; descriptive complements; the use of nouns and pronouns in continuous discourse
- Communicative skills: discussing experiences and opinions in learning Chinese language; commenting on exams and one's language learning levels; describing the way one reads, writes, and speaks Chinese
- Culture: understanding traditional Chinese stationery and history of Chinese writing

Unit 2: School Life (8 hours)

- Vocabulary: daily activities and school life
- Grammar: series of verbs/verb phrases; position of time-when expressions; the particle 了 in a series of realized actions; 的 with polysyllabic adjectives; 一边...一边; 正在; 除了...以外, 还...; the adverb 就
- Communicative skills: describing the routine of a student on campus; writing a simple diary entry; writing a brief letter in appropriate format
- Culture: understanding daily routine of students on campus in China

Unit 3: Shopping (8 hours)

- Vocabulary: colors, clothes, sizes, currency, and payment methods
- Grammar: the modal verb 要; measure words; 跟/和...(不)一样; 虽然...可是/但是
- Communicative skills: discussing color, size, and fit of clothes and shoes; discussing prices and payment methods; asking for an exchange of merchandise; asking for a better price through bargaining
- Culture: understanding Chinese traditional attire, shopping options in China, and related knowledge (e.g., no sale tax in mainland China)

Unit 4: Transportation (8 hours)

- Vocabulary: winter vacation, means of transportation (e.g., bus, taxi) and communication (e.g., emailing, texting)
- Grammar: topic-comment sentence structure; 或者 and 还是; 先...再...; 每...都
- Communicative skills: discussing various means of transportation; giving directions; commenting on the availability of public transportation and describing the traffic in an area; discussing means of communication; offering a ride to someone; and expressing appreciation for a favor
- Culture: understanding transportation systems in China and comparing them with those of the United States

Unit 5: Talking about the weather (8 hours)

- Vocabulary: weather, season, temperature
- Grammar: the particle 了 to indicate change of status; the modal verb 会; the comparative marker 比
- Communicative skills: employing basic terms for weather patterns in four seasons; describing simple weather change; discussing activities to do in accordance with the weather; comparing the weather of two places; presenting a simple weather forecast
- Culture: identifying temperature scale and climate conditions in China

Unit 6: Dining (9 hours)

- Vocabulary: food items and common dishes, dining in a restaurant and in a student cafeteria
- Grammar: reduplication of adjectives; resultative complement; 一... 也/都... 不/没...; adverb 多/少+verb;
- Communicative skills: ordering dishes (including asking the waiter/waitress to recommend dishes); discussing dietary preferences and restrictions; describing food flavors; asking to rush an order; giving instructions or commands in the appropriate social register; dealing with simple complications while dining, such as desired food not being available, or food being incorrectly prepared; discussing the correct or incorrect change after paying for the meal
- Culture: understanding principal cuisines, food culture, and dining etiquette in China

Review and Practice for Oral Exam (2 hour)

Individual Oral Interaction (1 hour)

Cumulative Activity: Final Written Exam

IV. Evaluation Methods

Method	Percentage
Quizzes.....	15%
Unit Written Exams	30%
Final Written Exam	15%
Group Oral Projects.....	10%
Final Oral Interaction.....	10%
Homework.....	10%
Participation.....	10%
Total.....	100%

Participation will be evaluated as determined by the instructor, through graded in-class assignments and/or a daily grade that reflects the student's level of active engagement in class.

V. Grading Scale

91-100 = A 82-90 = B 73-81 = C 64-72 = D 0-63 = F

VI. Attendance Policy

Attendance is required. [The instructor should specify an attendance policy that is acceptable to the faculty of the Department of Foreign Languages, and that is in accordance with the Undergraduate Course Attendance Policy, found in the Undergraduate Catalog.]

VII. Required Textbooks, Supplemental Books, and Readings

Required texts:

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

Supplemental materials:

It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. However, the students' linguistic skills at this level are not advanced enough to tackle a book-length reading assignment. In keeping with the spirit of this requirement, though, each faculty member will incorporate pedagogically suitable materials into the course that allow student

learning to extend beyond textbook-based activities. Some sample reading activities may include:

- Using song lyrics, poems, newspaper and magazine articles, video-clips, and movies as part of language proficiency activities.
- Having students research an aspect of a particular topic (i.e. Chinese traditional holidays, current events) and bring their findings to class for a discussions or activity.
- Asking students to locate or to read background information on a well-known person or cultural product; students would bring the information to class for an oral communication activity. For example: biographical information on Li Bai prior to reading his poems; or information on basketball player Yao Ming or actor Jackie Chan for discussions of their lives.

VIII. Special Resource Requirements

Students need to have access to the internet for web-based activities.

IX. Bibliography

- American Council on the Teaching of Foreign Languages. (2012). *ACTFL proficiency guidelines—speaking* (3rd ed.). Alexandria, VA: Available: <http://actflproficiencyguidelines2012.org>
- Aski, J. M. (2003). Foreign Language Textbook Activities: Keeping Pace with Second Language Acquisition Research. *Foreign Language Annals*, 36, 57-65.
- Bi, P. and Liu, Y. (2007). *Teaching demonstrations for beginning Chinese* (初级汉语课堂教学演示). Beijing: Foreign Language Teaching and Research Press.
- Da, J., Jiang, S., & Liu, S. (Eds.).(2012). *Proceedings of the 7th International Conference & Workshops on Technology & Chinese Language*, Honolulu: National Foreign Language Resource Center, University of Hawaii Press
- Ellis, R. (2008). *Principles of instructed second language acquisition*. Center for Applied Linguistics Digest. Washington, DC, December. Retrieved from http://www.cal.org/resources/digest/digest_pdfs/Instructed2ndLangFinalWeb.pdf.
- Everson, M.E., & Shen, H.H. (Eds.). (2010). *Research among learners of Chinese as a foreign language*. Honolulu: National Foreign Language Resource Center, University of Hawaii Press
- Everson, M. & Xiao, Y. (Eds.) (2008). *Teaching Chinese as a foreign language: theories and applications*. Boston, MA: Cheng & Tsui.
- Glisan, E.W., Adair-Hauck, B., Koda, K., Sandrock, S.P., & Swender, D. (2003). *ACTFL integrated performance assessment*. Yonkers, NY: ACTFL.
- Glisan, E.W., Uribe, D., & Adair-Hauck, B. (2007). Research on integrated performance assessment at the post-secondary level: student performance across the modes of communication. *The Canadian Modern Languages Review*, 64, 39-68.
- Jin, H. (2009). Participatory learning in internet web technology: a study of three web tools in the context of CFL learning (网络科技与参与式学习: 三种网络工具在中文教学中的作用), *Journal of the Chinese Language Teachers Association*. 44(1), 25-49.
- Ke, C. (2005). Patterns of acquisition of Chinese linguistic features by CFL learners, *Journal of the Chinese Language Teachers Association*, 40(1), 1-24
- Lin, Y. (2000). Vocabulary acquisition and learning Chinese as a foreign language *Journal of the Chinese Language Teachers Association*, 35 (1), 85-108.
- National Standards in Foreign Language Education Project. (2006). *Standards for foreign language learning in the 21st Century*, (3rd ed.). Lawrence, KS: Allen Press.

- Salaberry, R. (1997). The role of input and output practice in second-language acquisition. *Canadian Modern Language Review*, 53, 422-453.
- Shen, H. (2008). An analysis of word decision strategies among learners of Chinese. *Foreign Language Annals*, 41(3), 501-524.
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- Shrum, J. L. & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction*. (4th ed). Boston: Cengage.
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- Winke, P.M., & Abbuhl, R. (2007). Taking a closer look at vocabulary learning strategies: A case study of a Chinese foreign language class. *Foreign Language Annals*, 40(4), 697-712.
- Xing, J. (2000). Pedagogical grammar of Chinese: spatial and temporal expressions, *Journal of the Chinese Language Teachers Association*, 35 (2), 75-90.
- Xing, J. (2011). *A contrastive model of teaching Chinese to native English speakers* (国别化: 对英汉语教学法). Beijing: Peking University Press.
- Xu, P., & Jen, T. (2005) (Eds.). *Chinese character instruction and computer technology* (汉字教学与科技). Taiwan: Linking Publishing House.
- Yu, L. (2009). Where is culture? culture instruction and the foreign language textbook, *Journal of the Chinese Language Teachers Association*., 44(3), 73-108.
- Zhang, Z. (2009). Myth, reality and Character instruction in the 21st century, *Journal of the Chinese Language Teachers Association*, 44 (1), 69-80.

Part II, Item 2. A SUMMARY OF THE PROPOSED REVISIONS

- A. The course outcomes were revised from the original Syllabus of Record to fit the Expected Undergraduate Student Learning Outcomes (EUSLOs) so that the course can be considered as a Liberal Studies Elective course in the category of Oral Communication. The course outcomes remain aligned with the proficiency guidelines developed by the *American Council on the Teaching of Foreign Languages (ACTFL)* and *National Standards for Foreign Language Education*. They reflect currently accepted teaching practices in Foreign Languages.
- B. The number of units was reduced to allow more time for students to practice and master the content and the skills.
- C. This proposal adds language with regard to non-textbook readings that are used in foreign language courses. The inclusion of non-textbook materials must be interpreted in the broadest sense possible for foreign language courses.

Part II, Item 3. JUSTIFICATION/RATIONALE FOR THE REVISION

Statement to respond to the question of why CHIN 102 should be added to Liberal Studies Electives:

In November 2011 CHIN 102 was approved by the Senate to be a Liberal Studies Elective. CHIN 102 is being revised to meet the new Liberal Studies criteria for the *Oral Communication* category. The elementary and intermediate level Chinese courses focus on proficiency-oriented language acquisition and require students to communicate orally during every class session. The focus on language production uniquely qualifies these courses for the Oral Communication category. In addition, research has shown that studying a foreign language improves communication skills, cognitive and critical thinking abilities, and therefore should play a key role in an undergraduate education.

PART II, Item 4: The original syllabus of record. See the following pages.

PART II, Item 5: Liberal Studies course approval form and checklist are on the final pages of the proposal.

Part III. Letters of Support or Acknowledgement

This course revision does not affect any other department. Since this course is a language elective for the Asian Studies major, a copy of the email indicating support from the Asian Studies Committee is included below:

Subject: Re: request for letter of support for CHIN 102 and 201 as part of LS Electives

Full Headers
Raw Message

From: Stuart Chandler <chandler@iup.edu>

Date: 03/11/13 02:39 PM

To: Marveta M Ryan-Sams <mmryan@iup.edu>

Cc: sj.liu@iup.edu, Sean.McDaniel@iup.edu

Dear Members of the Curriculum Committee, Department of Foreign Languages:

This is to confirm that the Asian Studies Committee supports the revisions that have been made for 201. These courses greatly benefit those Asian Studies majors who are focusing on Chinese Studies electives for students in a wide variety of majors.

Sincerely
Stuart Chandler
Director, Asian Studies Major
Asian Studies Committee

Part II, Item 4: ORIGINAL SYLLABUS OF RECORD

I. Catalogue Description

CHIN 102 Elementary Chinese II

(4c-0l-4cr)

Prerequisites: CHIN 101

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:)
- 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 102

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	1.3	Summative activity:

with accuracy while discussing a variety of topics.		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 on next page

- American Council on the Teaching of Foreign Languages. (1999). *ACTFL proficiency guidelines—speaking*. Yonkers, NY: The American Council on the Teaching of Foreign Languages.
- American Council on the Teaching of Foreign Languages. (2001). *ACTFL proficiency guidelines—writing*. Yonkers, NY: The American Council on the Teaching of Foreign Languages.
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Sample Assignment

Final Oral Interaction: CHIN102 includes a final oral communication assessment, which requires students to demonstrate their functional language ability developed throughout the course. This assignment is worth 10% of the final course grade.

Towards the final weeks of the semester each student will be expected to meet individually with the instructor for this assessment. The oral final includes questions and answers as well as role plays based on what are covered in the course. The following rubric will be used in evaluating the student performance.

Category	4	3	2	1
Interpretation and Communicative Strategies Score_____	Demonstrates an understanding of questions being asked by answering appropriately and promptly; Clarifies meaning by restating and adding details.	Demonstrates an understanding of the majority (at least 80%) of questions being asked by answering appropriately; Takes some time to process the question before responding, and asks for some repetition.	Demonstrates an understanding of some questions (at least 60%) being asked by answering appropriately. Asks to repeat many questions being asked. Hesitation interrupts flow of conversation.	Does not understand the majority of questions being asked, Not be able to respond despite repetition of the question more than two times.
Grammar Score_____	There are no patterns of errors in structures targeted in the course. A few minor errors may be present but they do not affect comprehensibility of the message (at least 90% accuracy overall).	There are one or two patterns of errors in structures targeted in the course. Some errors are present that may affect comprehensibility of the message (at least 80% accuracy overall).	There are several patterns of errors in structures studied in the course. At least half of message is still comprehensible (at least 60% accuracy overall).	There are major patterns of errors in structures studied in the course. These errors compromise the comprehensibility of the message (less than 50% accuracy overall).
Comprehensibility Score_____	Responses are understood and there are no major pronunciation errors or examples of English interference.	The majority of responses are understood and there are a few pronunciation errors and/or examples of English interference but they do not affect comprehensibility of much of the message.	There are several patterns of pronunciation errors and/or English interference. A speaker may need to ask for repetition. A part of the message may be difficult to understand.	There are many patterns of pronunciation errors and/or English interference. A speaker may experience difficulty in understanding the message, even with repetition.
Vocabulary Score=_____	Uses appropriate vocabulary for the context and incorporates a broad range and wide variety of vocabulary.	Uses appropriate variety and range of vocabulary for the context or in order to complete the task.	Uses a limited range of vocabulary and lacks variety in order to complete the task.	Uses a very limited amount of vocabulary lacking any range or variety and/or vocabulary is not appropriate for completing the task.
Fluency and naturalness Score=_____	Speaks fluently and naturally.	Speaks most sentences fluently and naturally.	Speaks some sentences (at least 60%) fluently and naturally.	Speaks very few sentences fluently and naturally.
Total= _____/20 points	Grading: 17-20 points = A 13-16 points = B 9-12 points = C 6-8 points = D 0-5 points = F			

Answers to Liberal Studies Questions

1. *If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation.*

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

All sections of CHIN 102 utilize the same syllabus, textbook, workbook, and grading scale. Currently CHIN102 is taught by one instructor.

2. *Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion. The following website has suggestions from Liberal Studies, Women's Studies, and Minority Affairs on ways to include the perspectives and contributions of women and minorities*

CHIN 102 does not lend itself to detailed discussion of gender and ethnic issues. However, diversity is acknowledged in the textbook and workbook: men and women, and (since the currently adopted textbook has dialogues set in the U.S), people of various racial and ethnic backgrounds are featured in photographs, cultural selections, and texts. Additionally, where appropriate, course content will be supplemented by the instructor(s) with materials focusing on the influence of women and minority groups in China.

3. *Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.*

It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. However, the students' linguistic skills at this level are not advanced enough to tackle a book-length reading assignment. In keeping with the spirit of this requirement, though, each faculty member will incorporate pedagogically suitable materials into the course that allow student learning to extend beyond textbook-based activities. Some sample reading activities may include:

- Using song lyrics, poems, newspaper and magazine articles, video-clips, and movies as part of language proficiency activities.
- Having students research an aspect of a particular topic (i.e. Chinese traditional holidays, current events) and bring their findings to class for a discussions or activity.
- Asking students to locate or to read background information on a well-known person or cultural product; students would bring the information to class for an oral communication activity. For example: biographical information on Li Bai prior to reading his poems; or

information on basketball player Yao Ming or actor Jackie Chan for discussions of their lives.

- 4. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?*

This is the second course in the sequence of Chinese courses. It is intended for a general audience. Chinese is not currently offered as a major. A student declaring Asian Studies major at this level would be expected to continue language study in more advanced courses in order to develop an appropriate level of functional language ability appropriate to their careers.

Liberal Studies Course Approval Checklist Instruction Sheet

Use this checklist for all Liberal Studies categories other than writing-intensive sections; a different checklist is available for this. If you have questions, contact the Liberal Studies Office, 103 Stabley, telephone 357-5715.

This checklist is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-Wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

Standard UWUCC Course Proposal Cover Sheet, with signatures and Liberal Studies course designation checked

Course syllabus in UWUCC format

UWUCC course analysis questionnaire. Needed only if this is a new course not previously approved by the University Senate. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review.

Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment

Answers to the four questions listed in the Liberal Studies Course Approval General Information (one page)

Submit the original of the completed proposal to the Liberal Studies Office (103 Stabley). In addition to the signed hard copy, email the proposal as a Word or RTF file attachment to Liberal-Studies@iup.edu.