

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		11-23d.	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 type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input checked="" type="checkbox"/> Catalog Description Change
CHIN 101 Elementary Chinese I		CHIN 101 Elementary Chinese I
<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 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"/> Program Revision
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	<input type="checkbox"/> Other
<i>Current program name</i>		<i>Proposed program name, if changing</i>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Marveta Ryan-Sams</i>	3-24-11
Department Chair(s)	<i>Stuart Chandler</i>	3/24/2011
College Curriculum Committee Chair	<i>Andy He</i>	5-4-11
College Dean	<i>A. Ann</i>	5/23/11
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schriest</i>	9/27/11

* where applicable

Received

JUN 21 2011

Liberal Studies

Course Revision: Elementary Chinese I (CHIN 101)

Part II. Description of the Curriculum Change

1. NEW SYLLABUS OF RECORD

I. Catalogue Description

CHIN 101	Elementary Chinese I	4 class hours 0 lab hours 4 credits (4c-01-4cr)
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For beginning students. Introduces the Chinese language, with attention focused on the three modes of communication: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing. Students learn pronunciation, fundamental grammatical patterns, and how to write approximately 250 characters. Also imparts knowledge of Chinese culture and society. Attendance is required. Students may not register for or take a D/F repeat in CHIN 101 when credit has already been received for a higher-numbered CHIN course.

II. Course Outcomes

Students will be able to:

1. demonstrate understanding of basic oral directions and narrations;
2. pronounce Chinese phonemes and tones with accuracy;
3. identify and write at least 250 Chinese characters;
4. communicate using such fundamental grammatical forms as: the verbs 是 and 有, the modal verbs 要, 想, and 得, the negatives 不 and 没, the adverbs 也, 才, and 别, basic question particles and pronouns, the particle 的 to show a possessive relationship, the preposition 在 to indicate position, and the particle 了 to signify the emergence or completion of a circumstance;
5. use basic Chinese vocabulary to exchange greetings, describe the members of one's family, discuss hobbies, introduce one person to another, and make an appointment;
6. discuss aspects of Chinese culture, such as etiquette, the role of certain foods and tea, the traditional calendar, and the education system.

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 The Fundamentals of Chinese (8 hours)

- Recognizing and pronouncing modern standard Chinese phonemes
- Recognizing and pronouncing the four tones
- Learning Chinese pinyin (phonetic transliteration)
- Learning the basics of Chinese writing

- Using common expressions in the classroom and daily life
- Learning about Chinese language and dialects (culture lesson)

Unit 2 Greetings (8 hours)

- Exchanging greetings (grammar: the verbs 姓 , 叫 , and 是)
- Asking about someone's nationality (grammar: questions ending with 吗)
- Asking if someone is a teacher or student (grammar: the adverbs 也 and 不)
- Learning about Chinese names (culture lesson)

Unit 3 Family (8 hours)

- Employing basic kinship terms (grammar: the particle 的 ; question pronouns)
- Asking about someone's profession (grammar: the verb 有)
- Learning about Chinese kinship terms (culture lesson)

Unit 4 Dates and Time (8 hours)

- Counting 1-100
- Speaking about dates and times (grammar: placement of time phrases)
- Talking about someone's age (grammar: the adverb 还)
- Inviting someone to dinner (grammar: the verb 请; alternative questions (I))
- Learning about the Chinese calendar (culture lesson)

Unit 5 Hobbies (8 hours)

- Asking about someone's hobbies (grammar: word order; alternative questions (II))
- Setting up plans for the weekend (grammar: the modal verb 想)
- Learning about Chinese pastimes (culture lesson)

Unit 6 Visiting Friends (8 hours)

- Introducing one person to another (grammar: adjectives as predicates)
- Offering and accepting beverages (grammar: the preposition 在 ; the particle 把)
- Describing a visit (grammar: the particle 了)
- Learning about Chinese tea (culture lesson)

Unit 7 Making Appointments (8 hours)

- Making and answering phone calls (grammar: the preposition 给)
- Setting up an appointment (grammar: time expressions)
- Asking for a favor (grammar: the modal verbs 要 and 得)
- Learning about Chinese phone etiquette (culture lesson)

Final Exam: 2 hours

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: pronunciation drills, interpretive listening and reading comprehension activities, grammar exercises, very brief translations from Chinese to English, and prompts to apply what has been learned in the lesson to new circumstances. 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.

Written 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 basic oral directions and narrations.	1.2	Formative activities: homework Summative activities: written tests (listening comprehension section); oral test; written tests (listening comprehension section)
2. Pronounce Chinese phonemes and tones with at least moderate accuracy.	1.3	Formative activities: class participation Summative activity: oral test
3. Identify and write at least 250 Chinese characters.	1.2, 1.3	Formative activities: homework Summative activities: quizzes; written tests
4. Communicate using such fundamental grammatical forms as: the verbs 是 and 有; the modal verbs 要, 想, and 得; the negatives 不 and 没; the adverbs 也, 才, and 别; basic question particles and pronouns; the particle 的 to show a possessive relationship; the preposition 在 to indicate position; and the particle 了 to signify the emergence or completion of a circumstance.	1.1, 1.2, 1.3, 4.1	Formative activities: homework Summative activities: written tests; oral test
5. Use basic Chinese vocabulary to exchange greetings, describe the members of one's family, discuss hobbies, introduce one person to another, and make an appointment.	1.1, 1.3, 2.1, 2.2	Formative activities: class participation; homework Summative activities: written tests; oral test
6. Discuss aspects of Chinese culture etiquette, such as the role of certain foods and tea, the traditional calendar, and the education system.	2.1, 2.2, 3.2, 4.2	Formative activities: class participation; homework

*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 101 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

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

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

There are no supplemental texts or materials.

VIII. Special Resource Requirements

None.

IX. Bibliography

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2. A SUMMARY OF THE PROPOSED REVISIONS

CHIN 101 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 101 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 101 is now wider. In addition to students enrolling in the course to begin 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, and 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.

3. JUSTIFICATION /RATIONALE FOR THE REVISION

The justifications for the four revisions being made are:

(1) CHIN 101 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.

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.

Part III. Letters of Support or Acknowledgement

This course revision does not affect any other department.

Course Revision : CHIN 101 Elementary Chinese I

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.
- A2. This course revision assumes that CHIN 102 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 at many institutions for four credits, for example:
- | | |
|-------------------------------|----------------------------------|
| Cornell University | CHIN 1101 “Beginning Mandarin I” |
| College of William and Mary | CHIN 101 “Elementary Chinese I” |
| Pennsylvania State University | CHNS 001 “Elementary Chinese I” |
| Temple University | CHI 1001 “Chinese Elements I” |
- 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.