

CHIN 201 Intermediate Chinese-CrsRvs-2018-11-21

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Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

Second Step: Click "SAVE" on bottom right

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- Please be sure to remove the Brackets while renaming the page*

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**Indicates a required field*

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Contact Person*	Dr. Marveta Ryan-Sams	Contact Email*	mmryan@iup.edu
Proposing Department/Unit*	Foreign Languages	Contact Phone*	724-357-2325

Course Level*	undergraduate-level
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Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	<p>Category B:</p> <p>course_revision liberal-studies</p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section</i> <i>If already approved - you DO NOT need to do a DE proposal</i></p>
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Rationale for Proposed Changes (All Categories)

<p>(A) Why is the course being revised/deleted:*</p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p>	<p>This course was last revised long before the curricular procedures required information about how each outcome is specifically assessed. This proposal is being submitted to provide that assessment information so that this course can continue to be listed as a Liberal Studies elective.</p> <p>The course title, description, and outcomes remain unchanged but are listed here just for reference.</p> <p>Small additions are being made to the outline to better reflect the course content.</p>
<p>(B) University Senate Summary of Rationale*</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course was last revised long before the curricular procedures required information about how each outcome is specifically assessed. This proposal is being submitted to provide that assessment information so that this course can continue to be listed as a Liberal Studies elective.</p> <p>The course title, description, and outcomes remain unchanged but are listed here just for reference.</p> <p>Small additions are being made to the outline to better reflect the course content.</p>
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>The change will not affect this nor any other program.</p>

Current Course Information*	
Category A	
(D) Current Prefix*	CHIN
Proposed Prefix	
(E) Current Number*	201
Proposed Number	
(F) Current Course Title*	Intermediate Chinese
Proposed Course Title	
(G) Prerequisite(s)	CHIN 102
Proposed Prerequisite(s)	

(H) Current Catalog Description	A continuation of previous work on the three modes of communication: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing, so that students can function in everyday situations. Also imparts knowledge of Chinese culture and society. Liberal Studies credit is given. Attendance is required. Students may not register for or take a D/F repeat in CHIN 201 when credit has already been received for a higher-numbered CHIN course.
Proposed Catalog Description	
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	
(I) Repeatable Course This is for a course that can be repeated Multiple times e.g. Internship	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours per week: Lab Hours: Credits:
Proposed Number of Credits	Class Hours:Lab Hours:Credits:

<p>(K) Current Course Student Learning Outcomes (SLOs)</p>	<p>At the completion of CHIN 201, students will be able to...</p> <ol style="list-style-type: none"> 1. identify main ideas or significant information from spoken or recorded Chinese on a variety of topics; 2. pronounce Chinese phonemes and tones with consistent accuracy while discussing a variety of 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: <ol style="list-style-type: none"> a) discuss a variety of topics such as sports, health, and housing by combining and recombining known elements and conversational input; b) negotiate social situations such as dating, seeing a doctor, and looking for housing; c) ask a variety of questions to negotiate meaning and obtain additional information, such as driving directions, medical instructions, and rental services; d) give instructions on what to do or not to do (e.g., in dating, giving gifts), using commands in the appropriate social register; 4. identify and write approximately 750 Chinese characters that make up the vocabulary learned; 5. communicate effectively in written form on a variety of topics and use the correct formats for practical writing tasks; 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.
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<p>(L) Proposed Course Student Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p>	Note that the text box in the table expands		
	SLO #	Outcome	How outcome is assessed
	1	identify main ideas or significant information from spoken or recorded Chinese on a variety of topics;	Final Oral Interaction
	2	pronounce Chinese phonemes and tones with consistent accuracy while discussing a variety of topics, so as to be understood by a native speaker used to dealing with second-language learners;	Final Oral Interaction
	3	<p>communicate effectively in any of the three modes (interpersonal, interpretive, and presentational) in the following ways:</p> <p>a) discuss a variety of topics such as sports, health, and housing by combining and recombining known elements and conversational input;</p> <p>b) negotiate social situations such as dating, seeing a doctor, and looking for housing;</p> <p>c) ask a variety of questions to negotiate meaning and obtain additional information, such as driving directions, medical instructions, and rental services;</p> <p>d) give instructions on what to do or not to do (e.g., in dating, giving gifts), using commands in the appropriate social register;</p>	Final Oral Interaction
	4	identify and write approximately 750 Chinese characters that make up the vocabulary learned;	Writing assignments (done in or outside of class and on quizzes and tests) will assess student proficiency in identifying and writing Chinese characters.
	5	communicate effectively in written form on a variety of topics and use the correct formats for practical writing tasks;	Writing assignments (done in or outside of class and on quizzes and tests) will assess student proficiency in communicating effectively in the target language.
	6	recognize the relationships among selected products, practices, and perspectives of Chinese cultures;	Discussions and writing assignments (done in or outside of class) will assess students' ability to recognize how products, practices, and perspectives are interrelated within selected cultural phenomena.
7	compare and contrast selected aspects of Chinese cultures with their own culture.	Discussions and writing assignments (done in or outside of class) will assess students' abilities to compare and contrast selected aspects of cultural phenomena from the cultures studied with similar or analogous phenomena from their own culture.	
<p>(M) Previous Course Outline</p> <p>(It is acceptable to copy from old syllabus)</p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>		
	<p>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 words noted in the outcomes is cumulative and includes those learned in CHIN 101 and 102.) 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.</p> <p>Course introduction and review of basic skills from CHIN101 and 102 (4 hours)</p> <p>Unit 1: Asking directions (9 hours)</p> <ul style="list-style-type: none"> • Vocabulary: directions, relative locations, specific places • Grammar: comparative sentences with (), indicating degree, the dynamic particle , reduplication of verbs, A B //, A B + /, .../ ... • Communication skills: asking for directions, and giving directions using commands; identifying locations by using landmark references; describing whether two places are close to or far away from each other; discussing a past experience; stating the purpose of going somewhere, and making mild requests • Culture: names and locations of major cities and tourist places in China 		

Unit 2: Attending a party (8 hours)

- Vocabulary: fruits, gifts, parties, zodiac animals, physical appearance, personality traits
- Grammar: time duration, verb phrases and subject-predicate phrases as attributives, indicating an action in progress, ..., ...
- Communicative skills: asking someone to go to a party and suggesting things to take; offering someone a ride and arranging a time and place to meet; discussing the Chinese zodiac sign; giving and receiving gifts; describing the duration of an action time; giving a simple description of a person's physical appearance and personality traits
- Culture: customs of giving and receiving gifts in Chinese culture and popular activities at a Chinese party

Unit 3: Seeing a doctor (9 hours)

- Vocabulary: body parts, common illnesses, medical treatments, health issuance, clinics
- Grammar: indicating an extreme degree, to indicate the beginning of an action; ...to indicate progressive change over time, the marker to indicate disposal of an object; times of actions
- Communicative skills: talking about health and about reasons for seeing or not seeing a doctor ; discussing causes for stomachache; talking about symptoms of colds and allergies; discussing treatment options and instructions for taking medications
- Culture: differences between health care system in China and the United States, and different procedures of seeing a doctor in China and the United States

Unit 4: Dating (6 hours)

- Vocabulary: dating-related activities
- Grammar: descriptive complements, potential complements, directional complements
- Communicative skills: inviting someone to go on a date; accepting or declining a date; making necessary arrangements to go out with friends; ending a phone conversation without hurting the other person's feelings
- Culture: nightlife in China, the legend related to the double seventh day, which is considered the Chinese Valentine's Day, and related celebration activities

Unit 5: Renting An Apartment (9 hours)

- Vocabulary: floor plan of a house, household items, surroundings, living condition, housing and renting related business and activities
- Grammar: verb ++ numeral + measure word + noun+ to indicate continuation of action; potential complements with verb + ; indicating an approximate number; question pronouns with and
- Communicative skills: describing current and ideal living quarters; discussing the suitability of various living arrangements; discussing and negotiating rent, utilities, and security deposits
- Culture: student housing in Chinese universities, housing conditions in modern China

Unit 6: Sports (8 hours)

- Vocabulary: names of popular sports, athletic equipment and activities
- Grammar: verb + to indicate continuation of action, duration of actions, the particle, // in passive-voice sentences
- Communicative skills: talking about sports and exercise; discussing feelings about various sports; making simple comparison between soccer and American football
- Culture: popular sports, morning and evening group exercises in China

Course Review and Oral Exam Practice: 2 hours

Final Oral Exam: 1 hour

Cumulative Activity: Final Written Exam

(N) Brief Course Outline

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.

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 words noted in the outcomes is cumulative and includes those learned in CHIN 101 and 102.) 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.

(Give sufficient detail to communicate the

content to faculty across campuses.

It is not necessary to include specific

reading s, calendar or assignments)

Course introduction and review of basic skills from CHIN101 and 102 (4 hours)

- Review expressions related to school
- Review expressions related to weather and seasons
- Review expressions and stories related to Chinese mid-autumn festival

Unit 1: Asking directions (9 hours)

- Vocabulary: directions, relative locations, specific places
- Grammar: comparative sentences with (), indicating degree, the dynamic particle , reduplication of verbs, A B //, A B + /, .../ ...
- Communication skills: asking for directions, and giving directions using commands; identifying locations by using landmark references; describing whether two places are close to or far away from each other; discussing a past experience; stating the purpose of going somewhere, and making mild requests
- Culture: names and locations of 34 administrative units at the provincial level including five autonomous regions for five ethnic minority groups , major cities and tourist places in China

Unit 2: Attending a party (8 hours)

- Vocabulary: fruits, gifts, parties, zodiac animals, physical appearance, personality traits
- Grammar: time duration, verb phrases and subject-predicate phrases as attributives, indicating an action in progress,
- Communicative skills: asking someone to go to a party and suggesting things to take; offering someone a ride and arranging a time and place to meet; discussing the Chinese zodiac sign; giving and receiving gifts; describing the duration of an action time; giving a simple description of a person's physical appearance and personality traits
- Culture: customs of giving and receiving gifts in Chinese culture and popular activities at a Chinese party

Unit 3: Seeing a doctor (9 hours)

- Vocabulary: body parts, common illnesses, medical treatments, health issuance, clinics
- Grammar: indicating an extreme degree, to indicate the beginning of an action; ...to indicate progressive change over time, the marker to indicate disposal of an object; times of actions
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Unit 4: Dating (6 hours)

- Vocabulary: dating-related activities
- Grammar: descriptive complements, potential complements, directional complements
- Communicative skills: inviting someone to go on a date; accepting or declining a date; making necessary arrangements to go out with friends; ending a phone conversation without hurting the other person's feelings
- Culture: nightlife in China; the legend related to the traditional festival on Double Seventh day, which is considered the Chinese Valentine's Day, and related celebration activities; dating in modern China

Unit 5: Renting an Apartment (9 hours)

- Vocabulary: floor plan of a house, household items, surroundings, living condition, housing and renting related business and activities
- Grammar: verb ++ numeral + measure word + noun+ to indicate continuation of action; potential complements with verb + ; indicating an approximate number; question pronouns with and
- Communicative skills: describing current and ideal living quarters; discussing the suitability of various living arrangements; discussing and negotiating rent, utilities, and security deposits
- Culture: student housing in Chinese universities, housing conditions in modern China

Unit 6: Sports (8 hours)

- Vocabulary: names of popular sports, athletic equipment and activities
- Grammar: verb + to indicate continuation of action, duration of actions, the particle, // in passive-voice sentences
- Communicative skills: talking about sports and exercise; discussing feelings about various sports; making simple comparison between soccer and American football
- Culture: popular sports, morning and evening group exercises in China

Course Review and Oral Exam Practice: 2 hours

Final Oral Exam: 1 hour

Cumulative Activity: Final Written Exam

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course has previously been approved for Distance Education
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i> <i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor- student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies liberal-studies
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i> oral_communication
Expected Undergraduate Student	<i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i> <i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i>
Learning Outcomes (EUSLOs) Map the Course Outcome to the EUSLO's	Informed Learners demonstrate:
	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds
	<ul style="list-style-type: none"> The aesthetic facets of human experience
	<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives
	<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures
	<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities
	<ul style="list-style-type: none"> the interrelationships within and across disciplines
	Empowered Learners demonstrate:
	<ul style="list-style-type: none"> effective oral and written communication abilities
	<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies
	<ul style="list-style-type: none"> problem solving skills using a variety of methods and tools
	<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
	<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action

	<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 	
	<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 	
	<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 	
	Responsible Learners demonstrate:	Course SLO #
	<ul style="list-style-type: none"> intellectual honesty 	
	<ul style="list-style-type: none"> concern for social justice 	
	<ul style="list-style-type: none"> civic engagement 	
	<ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
	<ul style="list-style-type: none"> an understanding of themselves and a respect for the identities, histories and cultures of others 	6-7

How will each outcome be measured
(note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal

Narrative on how the course will address the Selected Category Content

Course SLO #		Assessment Tool to be used to measure the outcome
1	identify main ideas or significant information from spoken or recorded Chinese on a variety of topics;	Final Oral Interaction
2	pronounce Chinese phonemes and tones with consistent accuracy while discussing a variety of topics, so as to be understood by a native speaker used to dealing with second-language learners;	Final Oral Interaction
3	communicate effectively in any of the three modes (interpersonal, interpretive, and presentational) in the following ways: a) discuss a variety of topics such as sports, health, and housing by combining and recombining known elements and conversational input; b) negotiate social situations such as dating, seeing a doctor, and looking for housing; c) ask a variety of questions to negotiate meaning and obtain additional information, such as driving directions, medical instructions, and rental services; d) give instructions on what to do or not to do (e.g., in dating, giving gifts), using commands in the appropriate social register;	Final Oral Interaction
4	identify and write approximately 750 Chinese characters that make up the vocabulary learned;	Writing assignments (done in or outside of class and on quizzes and tests) will assess student proficiency in identifying and writing Chinese characters.
5	communicate effectively in written form on a variety of topics and use the correct formats for practical writing tasks;	Writing assignments (done in or outside of class and on quizzes and tests) will assess student proficiency in communicating effectively in the target language.
6	recognize the relationships among selected products, practices, and perspectives of Chinese cultures;	Discussions and writing assignments (done in or outside of class) will assess students' ability to recognize how products, practices, and perspectives are interrelated within selected cultural phenomena.
7	compare and contrast selected aspects of Chinese cultures with their own culture.	Discussions and writing assignments (done in or outside of class) will assess students' abilities to compare and contrast selected aspects of cultural phenomena from the cultures studied with similar or analogous phenomena from their own culture.

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.


Please answer the following questions.

<p>Liberal Studies courses must include</p> <p>the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	<p>While CHIN 201 is primarily focused on building language proficiency and introducing students to common cultural products, practices, and perspectives, the course includes the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate.</p> <p>China is a diverse country that consists of the Han Chinese majority ethnic group (approximately 90 percent of the whole population) and at least 55 other officially recognized ethnic groups, such as Bai, Dai, Hui, Korean, Manchu, Mongolian, Tibetan, Uyghurs, and Zhuang. The course allows students to explore some of that diversity.</p> <p>For example, one unit is on directions, so students study a map of China that includes all administrative units at the provincial (state) level and the major cities. With the map, students practice the expressions for relative location and proximity between two places. Students will identify the locations of the 34 administrative units at the provincial level, and they will learn that the administrative units include five autonomous regions named after five minority ethnic groups, among them the Inner Mongolian, the Guangxi Zhuang and Tibetan regions. In addition, students will learn that while some people from the 55 minority ethnic groups choose to live in areas with those from similar ethnic backgrounds, many choose to live across the country. Students may also review what they have learned about food related to minority ethnic groups (e.g., many people who belong to Hui and Uyghurs ethnic groups do not eat pork following the Muslim religion). The course may also include and information on the minority groups in China such as their traditional housing styles.</p> <p>Women's perspectives are represented in the unit on dating. Students will be introduced to the authentic contemporary TV dating shows in China, and by watching some of the shows, students hear Chinese women's perspectives on marriage and other issues. Students will also learn about the current status of women in China, who are considered equal to men, and who earn equal salaries for the same work as men. Students will learn about the naming conventions for married women (who tend to maintain their father's names). The Chinese government also requires a certain number of women leaders for some levels of government positions. The course may also allow students to research the contributions of important women in China's history.</p>
<p>Liberal Studies courses require the</p> <p>reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 or Li Qingzhao prior to reading their poems; or information on the location and customs of ethnic groups; or information on foods from various regions and ethnic groups.

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p>File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>