**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: Elementary Chinese I (CHN 101)**

**Home Department: Modern Languages**

**Department Chair Name and Contact Information** (phone, email):

 Tim Compton 906-227-1107 tcompton@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): every fall

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

**A. Overview of the course content**

This course introduces students to the language and cultures of the Chinese-speaking world. Students work on the four basic skills (reading, writing, listening and speaking) and expand their knowledge of Chinese culture through their newly acquired language skills.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

Language-learning forces students to reflect on their own language, enhances their understanding of how we communicate, and encourages comparison between different methods of expressing ideas. Additionally, the past twenty years have seen a significant change in introductory language texts, which have dramatically expanded their inclusion of social, historical and cultural content as scholars’ understanding of the connection between language and culture has improved. This course, therefore, teaches a new language as a tool to understanding another culture, and it includes material that requires comparison between differing cultures and traditions. Students must process and assess the target language at the simplest level (learning new vocabulary), at more advanced levels (using new grammatical structures, understanding idioms and expressions) and at more complex levels (understanding the cultural differences that the language reflects). Students learn the rules of word formation and sentence structure and then apply that information in new, communicative situations.

**C. Describe the target audience (level, student groups, etc.)**

This course does not have a prerequisite, so it is open to students at all stages of their studies. Traditionally students begin with the basic language courses early so they have time to progress through the more advanced levels, but this is not required.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

This course is not required for any major or minor at NMU, but it provides helpful information for those students who might take courses concerning China, such as Chinese commerce, literature, or history.

**E. Provide any other information that may be relevant to the review of the course by GEC**

This course contributes to the diversity of our language course offerings – it is currently the only Asian language course being offered at NMU.

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type and Frequency**: 3 exams and 10 quizzes requiring both discrete and open-ended responses from students in Chinese**Overall Grading Weight**: 35-50%**Expected Proficiency Rate**: 75%**Rationale**: Students begin to work with linguistic registers and learn to assess communicative situations, then apply what they have learned appropriately as they express themselves in the target language. |
| **Integrate** | Integrates insight and/or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type and Frequency**: 3 exams and 10 quizzes requiring both discrete and open-ended responses from students in Chinese**Overall Grading Weight**: 35-50%**Expected Proficiency Rate**: 75%**Rationale**: After learning new vocabulary and grammatical structures, students must be able to integrate what they have learned in order to respond appropriately in various contexts and to demonstrate their understanding of the language. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type and Frequency**: 3 exams and 10 quizzes requiring both discrete and open-ended responses from students in Chinese**Overall Grading Weight**: 35-50%**Expected Proficiency Rate**: 75%**Rationale**: The various elements of the exams require students to work with the language rules and structures they have learned in order to evaluate new information (reading comprehension texts, for example). Students will evaluate the texts with the principles they have learned. (Note: Although formal assessment will take place through the exams and quizzes, students must perform critical thinking in every class period and in all assignments. Each time they are asked a question or given an activity to complete, they must rapidly assess the context, evaluate the possible responses [word choice, verb-object combination, syntactical arrangement, etc.], and apply their knowledge to construct an appropriate response. They are constantly evaluating new material with their existing understanding since they are constantly building on what they have already learned.) |

**PLAN FOR LEARNING OUTCOMES
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks**  | Knowledge of elements important to members of another culture | **Task Type and Frequency**: 10 homework assignments with sections on cultural readings and/or short writing assignments**Overall Grading Weight**: 15-45%**Expected Proficiency Rate**: 75%**Rationale**: Students learn about a wide range of cultural topics relevant to Chinese-speaking communities around the world, from holiday celebrations to the economy and from the significance of historical sites to popular singers or tourist traps. Students acquire an understanding of many of the issues important to the Chinese people. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Task Type and Frequency**: 10 homework assignments with sections on cultural readings and/or short writing assignments **Overall Grading Weight**: 15-45%**Expected Proficiency Rate**: 75%**Rationale**: Students encounter ideas and traditions which vary from their own and are exposed to the breadth and variety of Chinese cultures. For example, students will learn about the Chinese family structure and compare it to their own families. We’ll also discuss, for example, how the Chinese place their family names first while the Americans place their given names first, and we’ll discuss how this placement of names reflect a difference in the value systems of the two cultures. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Task Type and Frequency**: 10 homework assignments with sections on cultural readings and/or short writing assignments**Overall Grading Weight**: 15-45%**Expected Proficiency Rate**: 75%**Rationale**: Awareness of other cultural perspectives invites students to compare different value systems. A topic that will be discussed throughout the course, for example, is the comparison and contrast of collectivism and individualism. Class activities and homework assignments will engage students in different scenarios and ask them to solve problems. For example, one scenario could be that there are two apples on the table. One is bigger than the other. Which one would you take and how does your choice reflect your value system and cultural upbringing?(Note: Although study abroad is not required, all basic language programs encourage students to take advantage of opportunities to live abroad and therefore these cultural readings are often a point of departure for discussions about differing value systems which students may encounter should they take part in a study abroad program. |
| **Ethical Issue Recognition**  | Awareness of ethical issues as they relate to cultures | **Task Type and Frequency**: 10 homework assignments with sections on cultural readings and/or short writing assignments**Overall Grading Weight**: 15-45%**Expected Proficiency Rate**: 75%**Rationale**: A number of the cultural readings address topics with ethical implications, such as the treatment of the elderly, women’s issues, and marketing tactics. Students would be given authentic language situations and asked to react based on their knowledge of the target language and culture. For example, when a grandmother cannot live on her own anymore, would you bring her home to live with you or send her to live in a nursing home? |

**Sample Syllabus**

CHN 101 Elementary Chinese I 4 Credits

Fall 2014

MTWR 12:00 – 12:50 p.m. West Science 2911

Instructor: Dr. Z. Z. Lehmberg

Office: 3262 Jamrich

Phone: 227-2778

Email: zlehmber@nmu.edu

Office Hours: Tuesday and Wednesday – 2:00 – 5:00 p.m.

 Other hours are available by appointment. Please call or email.

Texts: Integrated Chinese, Level 1 Part 1. Textbook. Simplified Character Edition. Tao-chung Yao and Yuehua Liu, et al. Cheng & Tsui Company. 3rd edition

 Integrated Chinese, Level 1 Part 1. Character Workbook. Traditional and Simplified Character Edition. Tao-chung Yao and Yuehua Liu, et al. Cheng & Tsui Company. 3rd edition

 Integrated Chinese, Level 1 Part 1. Workbook. Simplified Character Edition. Tao-chung Yao and Yuehua Liu, et al. Cheng & Tsui Company. 3rd edition

BULLETIN LANGUAGE: DIVISION V – FORMAL COMMUNICATION STUDIES

These courses are designed to introduce students to the ways in which information and ideas are expressed using a communication system other than English. Such courses should foster the student’s ability to conceptualize and communicate in an orderly, rational manner. Characteristics of a communication system include: (1) possession of a grammar; (2) operation from an established set of rules; (3) reasoning properties such as deduction, inference drawing, and problem solving. This includes courses in languages and those in which the central focus of the course is on statistics, computers or formal logic. All courses are four credits unless otherwise indicated.

Objectives

• To learn the pinyin system (Chinese phonetic transcription), simple Chinese characters, and basic sentence structures so that you can use elementary Chinese speech patterns freely in everyday situations

• To lay a solid foundation for further Chinese language studies.

We’ll emphasize speaking and listening as well as writing and reading Chinese characters, sentences, and short paragraphs.

Besides the usual activities in a language course, such as pronunciation practice, vocabulary memorization, and basic sentence pattern practice, background information on Chinese culture and customs will also be introduced.

Outcomes

At the completion of the course, students are expected to be able to

• Record Chinese words in pinyin

• Recognize basic Chinese characters used in daily living

• Compose (speak and write) basic sentences about families and their members and activities, dates and time, and hobbies.

• Carry on a simple conversation when socializing with others

Attendance

Since this is not a correspondence course, attendance is mandatory. You are expected to attend classes and to participate in class activities. I will allow two absences; after the two, each unexcused absence will result in a 10-point deduction from your course grade. Please note that you are responsible for any assignment or class work that you miss on the days of your absence.

I urge you to be an active learner rather than a passive one. Please believe that each of us is unique and we can all learn and benefit from each person’s contribution to class activities and discussion. When I calculate your final grade, I shall take into consideration your participation pattern throughout the semester—that is, if your participation is excellent, your final grade may be raised, say, from a C+ to a B-.

Lab/Study Time

To help you master the sound of Chinese pinyin and to listen to audio recordings of the lessons from our book, you should visit this website often: http://www.langlab.wayne.edu/new-fltc/html-files/chinese\_audio%203rd%20edition.htm

The Language Lab may have a Chinese tutor on duty, please check with the Lab to get the tutor’s schedule.

Individual Help

The best way to learn a language is, of course, to immerse oneself in an environment where the language is used. Since we live in an English-speaking environment, we have to, somehow, create a Chinese-speaking environment ourselves. I encourage you to speak Chinese to each other and to me whenever possible. I have also arranged for a tutor to work with you in study groups or individually in the Language Lab. Please do not hesitate to seek assistance frequently.

Homework

You are expected to do, daily, the exercises in the Character Workbook and Workbook. I will collect and grade your workbooks periodically but most of the time, we will go over the exercises in class together. To benefit from the exercises, you must do them by yourself before class so that you could participate in class discussions when we meet. I will also assign extra homework when necessary.

Quizzes

To give you that extra nudge to study, there will be weekly quizzes on previously discussed lessons. Quizzes, if missed, cannot be made up; however, at the end of the semester, one of your lowest quiz grades will be dropped.

Tests

There will be two unit tests and a comprehensive final exam (the final exam is both written and oral).

Late Work

You should plan to hand in all assignments on time. Late work may not be accepted at all, depending on the circumstances. Please talk to me in advance if you will be unable to complete an assignment on time.

Plagiarism

Plagiarism is the theft of another person's language or ideas. The NMU Student Handbook prescribes stiff penalties for plagiarism. Please do your own work and do not be tempted to plagiarize.

Disability Notice

If you have a need for disability-related accommodations or services, please inform me and the Coordinator of Disability Services in the Disability Services Office at 2001 C. B. Hedgcock (227-1700; TTY 227-1543). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state and University guidelines.

Laptop Policy

Unless otherwise informed, laptop usage is not necessary in the classroom and therefore a closed-laptop-in-the-classroom policy will be enforced. Based on my past teaching experience, I am convinced that by having such a policy, I am helping you concentrate on what is happening in the classroom rather than on what is happening out there on the Internet. Please talk to me if you have a problem with this policy.

Course Work and Grading (400 points total)

You must complete all assignments in order to receive a grade for the course. An F grade will be given to those students who fail to complete ALL assignments.

 Homework Assignments 50 points

 Quizzes 100 points (10 points each)

 Two Unit Tests 100 points (50 each)

 Final Exam (written) 100 points

 Final Exam (oral) 50 points

Grade Scale

A = 400-371

A- = 370-331

B+ = 330-301

B = 300-271

B- = 270-231

C+ = 230-201

C = 200-171

C- = 170-131

D+ = 130-101

D = 100 - 71

D- = 70 - 31

F = 30 - 0