

SLO ARCHIVE

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## Student Learning Outcomes for MAND 61C

*Mandarin - Intermediate Conversation (Third Quarter)*

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### Team Members:

**Team Leader:**

HuaFu Liu (5324) in MAND

**Other members:**

1. Laura Karst (x8592) FREN

**Additional team members/notes about team:**

Carmen Lizardi-Folley, Laura Karst,  
Cristina Moreno, Jorge Gracia,

**Additional Notes:**

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### Outcomes:

**Outcome 1 Phase I: Statement**

Derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.

**Outcome 1 Phase II: Assessment Strategy Used:**

Assessment Quarter: Spring 2010

Assessors: HuaFu Liu

Assessment Tools: • • •

Sections being assessed: 61

**Outcome 1 Phase III: Reflect & Enhance**

**Number of people involved in Phase III:** 24

**Changes:****Methods:**

Oral report: Choose one out of the four topics from the following to present in class. Please also submit a written copy to the instructor. a) Talk about the climate of a place that you currently live. Name the four seasons and the possible weather conditions that go along

with each and describe recent weather.b) Talk about the kind of the weather you like and why. You can compare the weather from difference places that you have lived in before.c) Talk about the climate of your hometown and compare the weather of your hometown with the weather of another place or the place you currently live.d) Be a weather reporter to report this month's, this week's and next week's weather locally and internationally (mention some key cities).

**Findings and Conclusions:**

Individual student presented quite well (average received 23 and above points out of 25 points in total). 90% of the students can derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse. Topic d) was somewhat difficult for students to present which involved more formal vocabularies within the speech. 5 students' pronunciations on some of the words were not clear when they made the presentations. Four students have difficulties in responding others' questions after making the presentation. The written skits were clear and met the language level. This presentation stimulated creativity and critical thinking skills on language learning and practice.

**Enhancement (Planned Actions)****Part I:**

Different assessment tools can be used in the future such as group presentation and students ask presenters open-ended questions and the presenters should respond to it. More activities should be assigned in order to build up students' listening comprehension and speaking/more natural oral interaction with others.

**Part II:**

An advanced course may be offered in the future to fulfill the needs of the students. A smart classroom with multimedia capabilities is needed in order to get students more involved.

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**Outcome 2 Phase I: Statement**

Produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures.

**Outcome 2 Phase II: Assessment Strategy Used:**

Assessment Quarter: Spring 2010

Assessors: HuaFu Liu

Assessment Tools: • •

Sections being assessed: 61

**Outcome 2 Phase III: Reflect & Enhance**

**Number of people involved in Phase III:** 24

**Changes:**

**Methods:**

Oral presentation/In-class activity: Choose one of the following topics to present(a minute):1. Select one of the recent or ancient inventions that influenced human beings the most and tell us its impacts/effects. 2. If you are an inventor, what kind of product/idea you would like to invent/innovate and why? 3. Select one of the famous people or a person you know and talk about his/her life/personalities and if the life matches his/her zodiac animal sign personality traits or not. Students should also turn a written script and be ready to answer others'questions/feedback after making their presentations.

### **Findings and Conclusions:**

Individual student presented quite well (average received 23 and above points out of 25 points in total). 92% of the students can produce lengthier and more accurate speech about a wide variety of topics, to reflect a sustained command of vocabulary and language structures. 5 students'spronunciation on some of the words was not clear when they made the presentations. Three students still have difficulties in responding others'questions after making the presentation. The written skits were clear and met the language level. This presentation stimulated creativity and critical thinking skills on language learning and practice.

### **Enhancement (Planned Actions)**

#### **Part I:**

Different assessment tools can be used in the future such as group presentation and students ask presenters open-ended questions and the presenters should respond to it.More activities should be assigned in order to build up students' listening comprehension and speaking/more natural oral interaction with others.

#### **Part II:**

An advanced course may be offered in the future to fulfill the needs of the students. A smart classroom with multimedia capabilities is needed in order to get students more involved.

### **Outcome 3 Phase I: Statement**

Demonstrate a steady grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

### **Outcome 3 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2010

Assessors: HuaFu Liu

Assessment Tools: • • • •

Sections being assessed: 61

### **Outcome 3 Phase III: Reflect & Enhance**

**Number of people involved in Phase III:** 21

**Changes:**

**Methods:**

Chinese New Year ProjectA. Three or four students working as a group take turns to generate dialogues.B. Write down the content first so it's easier to generate dialogues.C. Write down the "key words" in bigger fonts on papers (with the color markers) to show to the classmates.D. Choose two out of eight topics as following to present(the presentation should be no longer than 3 minutes in total):1. Talk about 15-day celebration of Chinese New Year (Briefly introduce what people do each day to celebrate).2. Talk about Chinese New Year lucky phrases-Ji2Xiang2Hua4 (list 6 phrases and explain what they mean).3. Talk about traditional Chinese New Year foods (list 3 traditional dishes prepared for the festival and include ingredients used in traditional cooking).4. Talk about Chinese New Year decorations (explaining why decorations are so important to the festival and list 3 ways to decorate the house).5. Talk about taboos and superstitions of Chinese New Year (what is a superstition? List 2 superstitions and the belief that created it).6. Talk about the Chinese Zodiac Animal signs and briefly introduce the characteristics of each Chinese Zodiac.7. Tell one story related to Chinese New Year (such as the story of "Nian2", the story of Chinese Zodiac Animals, etc.).8. Discuss how the Chinese New Year's celebrations compare with New Year's or other holiday activities from different countries.

**Findings and Conclusions:**

There were 5 groups of students to present from which all of the groups performed quite well (average received 24 and above points out of 25 points in total). 96% of the students demonstrate a noticeably accurate grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).The written skits are clear and met the language level. This group presentation stimulated creativity and critical thinking skills on language learning and practice on cultural perspective.

**Enhancement (Planned Actions)****Part I:**

More activities should be assigned in order to build up students' speaking.

**Part II:**

An advanced course may be offered in the future to fulfill the needs of the students. A smart classroom with multimedia capabilities is needed in order to get students more involved.