

**SLO ARCHIVE**

Student Learning Outcomes for MAND 61B

Mandarin - Intermediate Conversation (Second Quarter)

Team Members:

Team Leader:

HuaFu Liu (5324) in MAND

Other members:

1. Laura Karst (x8592) FREN

Additional team members/notes about team:

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Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding 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: 21

Changes:**Methods:**

Final Exam Group Presentation: Three or four students working as a group take turns to generate dialogues. A. Write down the content first so it's easier to generate dialogues. B. You group has to submit your presentation in written format (double-spaced) to the

instructor. 1. Bring items to present when you make the dialogues. 2. Grading criteria (25 points): Pronunciation 5% Use Sentences Correctly 5% Volume 5% Group Performance and Creativity 5% Visual Aids (you have to bring the items that you would like to mention) 5% 3. The dialogue from each topic as below should not exceed two minutes. Each group should select two out of seven topics to present. 1). A group of foreigners are at a store in Beijing to shop for clothes, shoes or other products to bring home for their relatives and friends. They decide what, for whom and the price range of the clothes, and discuss the size, color, and style according to their relatives' or friends' height, weight, and color preferences. 2). A, B, C and D are friends. They meet at a coffee shop to chat. C and D tell A and B their shopping experiences when they traveled to China for a business trip (or visit other countries) and make comparison on the price, quality, service, and etc. A and B also tell about their shopping experiences in the U.S.A. 3). At an electronic store's service desk, customer A and B are seeking solutions for connecting PCs, video recorders, tape recorders, laptop, surge protector, electrical socket, all-purpose plug, and UPS that they either brought with them from home in the U.S. or bought in China or other countries. Customer C and D provide assistance. 4). A, B and C are looking for a place to live. D has an apartment to rent. They have a dialogue about the apartment (rent fee, location, utilities, furniture, settings, pets allowed, etc.) (provide an Ad. on this renting property). 5). A and B invite C and D to their house/apartment. A and B show C and D around. C and D, who ask questions about A and B's house/apartment and family, are getting as much information as possible about their family members, their ages, jobs, children, household chores, living arrangements, utilities, surroundings, etc. 6). A is an architect who is trying to draw a floor plan for the three-generation Li family. B is the grandfather (or grandmother). He or she looking for a comfortable house with easy access to all the convenience of life. C and D are young couple with a nine-year-old child. They want A to design a dream house with a spacious living room, multiple bathrooms, and a fully-equipped kitchen. As a group, B, C and D work together to help A shape the new house (draw a floor plan of it to do the presentation). 7). A is a TV talk show host who is interviewing two or three people (B, C, or D) from the U.S.A. and from other countries. The topic is "Stay-at-Home Children-the situation when grown-up children return home to live with their parents". As a group, talk about the advantages and disadvantages of this arrangement, and find the common ground of family values across cultures.

Findings and Conclusions:

There were 7 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). 97% of the students can derive meaning from oral discourse on topics of greater sophistication, to interpret an expanding range of subtleties in the content and structure of the discourse. They also produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures. 4 students' pronunciation on some of the words was not clear when they made the presentations. The written skits were clear and met the language level. This group 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 individual presentation and students ask presenter open-ended questions during and after presentation and the presenter should respond to it. Each lesson from the textbook covered around 40 to 50 new

words and it's a challenge for students to recognize all of them over a short period of time; students should practice more in recognizing the characters. 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. Activities leading up to and or supporting assignment/activities should be more included in the class. A language lab is needed for listening and speaking exercises. More frequent feedback on student progress need to be conducted.

Outcome 2 Phase I: Statement

Produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat 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: 21

Changes:

Methods:

Final Exam Group Presentation: Three or four students working as a group take turns to generate dialogues. A. Write down the content first so it's easier to generate dialogues. B. You group has to submit your presentation in written format (double-spaced) to the instructor. 1. Bring items to present when you make the dialogues. 2. Grading criteria (25 points): Pronunciation 5% Use Sentences Correctly 5% Volume 5% Group Performance and Creativity 5% Visual Aids (you have to bring the items that you would like to mention) 5% 3. The dialogue from each topic as below should not exceed two minutes. Each group should select two out of seven topics to present. 1). A group of foreigners are at a store in Beijing to shop for clothes, shoes or other products to bring home for their relatives and friends. They decide what, for whom and the price range of the clothes, and discuss the size, color, and style according to their relatives' or friends' height, weight, and color preferences. 2). A, B, C and D are friends. They meet at a coffee shop to chat. C and D tell A and B their shopping experiences when they traveled to China for a business trip (or visit other countries) and make comparison on the price, quality, service, and etc. A and B also tell about their shopping experiences in the U.S.A. 3). At an electronic store's service desk, customer A and B are seeking solutions for connecting PCs, video recorders, tape recorders, laptop, surge protector, electrical socket, all –purpose plug, and UPS that they either brought with them from home in the U.S. or bought in China or other countries. Customer C and D provide assistance. 4). A, B and C are looking for a place to live. D has

an apartment to rent. They have a dialogue about the apartment (rent fee, location, utilities, furniture, settings, pets allowed, etc.) (provide an Ad. on this renting property). 5). A and B invite C and D to their house/apartment. A and B show C and D around. C and D, who ask questions about A and B's house/apartment and family, are getting as much information as possible about their family members, their ages, jobs, children, household chores, living arrangements, utilities, surroundings, etc. 6). A is an architect who is trying to draw a floor plan for the three-generation Li family. B is the grandfather (or grandmother). He or she looking for a comfortable house with easy access to all the convenience of life. C and D are young couple with a nine-year-old child. They want A to design a dream house with a spacious living room, multiple bathrooms, and a fully-equipped kitchen. As a group, B, C and D work together to help A shape the new house (draw a floor plan of it to do the presentation). 7). A is a TV talk show host who is interviewing two or three people (B,C, or D) from the U.S.A. and from other countries. The topic is "Stay-at-Home Children-the situation when grown-up children return home to live with their parents". As a group, talk about the advantages and disadvantages of this arrangement, and find the common ground of family values across cultures.

Findings and Conclusions:

There were 7 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). 97% of the students can produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures. They also produce speech of extended length and complexity about a greater range of topics, to reflect a somewhat sustained command of vocabulary and language structures. 4 students' pronunciation on some of the words was not clear when they made the presentations. The written skits were clear and met the language level. This group 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 individual presentation and students ask presenter open-ended questions during/after presentation and the presenter should respond to it. The differentiated teaching methodology and the assignments should be more emphasized in order to meet the individual student needs. 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. Activities leading up to and or supporting assignment/activities should be more included in the class. More frequent feedback on student progress need to be conducted.

Outcome 3 Phase I: Statement

Demonstrate a noticeably accurate 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.

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