

**SLO ARCHIVE**

Student Learning Outcomes for MAND 2

Elementary Mandarin (Second Quarter)

Team Members:

Team Leader:

HuaFu Liu (5324) in MAND

Other members:

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Additional team members/notes about team:

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Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 Chinese characters) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Chinese, preparing for a class, school life, shopping and transportation.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2010

Assessors: HuaFu Liu

Assessment Tools: •

Sections being assessed: 01

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

Group presentation/conversation/written report: 1. Two or three students are signed up by the instructor to generate one out of four from the dialogues that assigned by the instructor related to "shopping" and present to the class. 2. Generate the dialogue with your partner(s) and write down the lines you want to say first, then practice speaking with your partner(s). You have to memorize the lines you would like to say. 3. Your group has to give your instructor the lines/dialogue in written format (doubled-spaced) when you make the presentation. 4. Try to use the vocabulary you learned from Lesson 1 to Lesson 9. Please do not use the vocabulary we have not studied yet. If you do, your points will be deducted. 5. Each presentation should be 1 minute long. 6. NO NOTES when you make the presentation. 7. Grading criteria (25 points): a. Pronunciation 20% (Rubic 1-5) b. Use Sentences Correctly 20% (Rubic 1-5) c. Volume 20% (Rubic 1-5) d. Group Performance and Creativity 20% (Rubic 1-5) e. Visual Aids (bring the items that you would like to mention) 20% (Rubic 1-5)

Findings and Conclusions:

The group presentation regarding the weather went well. The majority of the students, from 14 groups in total, prepared well. 89% of the students used sentences correctly and with a reasonable volume when they made the presentation in class. Almost all the students made common mistakes on a specific grammar called the "comparison, such as gen yiyang and bi". All the students brought the visual aids when they made the presentation. However, almost all the students made mistakes on some of the pronunciation such as "r, z, yu, zhi, chi, and shi" sounds and on the differences between the second and the third tones.

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

The instructor should add more pronunciation exercises activities in class. The assignment should be included more on listening comprehension. The pre-test and post-test can be used in order to make a comparison.

Part II:

A smart classroom is needed in order to do more online activities in class for character recognition, online pronunciation exercises and interaction activities. A course focused on teaching pronunciation will be a possible course to be offered.

Outcome 2 Phase I: Statement

Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2010

Assessors: HuaFu Liu

Assessment Tools: No tools assigned.

Sections being assessed: 01

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1**Changes:****Methods:**

Two-hour Exam (listening comprehension, pinyin/character writings, multiple choices, translation, write three short passages, and cultural responses)

Findings and Conclusions:

75% of the entire 31 students did well on the exam with the score 85% and above of the entire grade; however there are two students who scored 60%. 93% of the students did well on the listening comprehension while less than 30% did well on the translation without making any mistakes. 75% of the students did well on multiple choices. Almost all students make two or more grammar mistakes on writing the short passages. Only 60% of the students did well on pinyin and character writing sections. The majority of the students responded quite well on the cultural responses. Students need to improve their grammar understanding and also improve on their pinyin skills and the character writings. The students did quite well on listening comprehension. Basically the students meet my expectations of student proficiency.

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

The assignment should be included more on reading comprehension. The pre-test and post-test can be used in order to make a comparison. The students who fail the exams are the students who do not complete the homework so the instructor should make sure the students complete their assignments. More frequent feedback on student progress need to be conducted. Practice writing and recognize the characters should be more emphasized

Part II:

A smart classroom is needed in order to do more online activities in class for character recognition, online pronunciation exercises and interaction activities. A course focused on teaching pronunciation will be a possible course to be offered. Students came from different backgrounds have different strengths and weaknesses, the teachers should attend more professional development to keep the teaching methodology up to date and be able to accommodate students' needs.

Outcome 3 Phase I: Statement

Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.

Outcome 3 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2010

Assessors: HuaFu Liu

Assessment Tools: *No tools assigned.*

Sections being assessed: 01

Outcome 3 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

Take-home Mid-term: Reply the instructor's letter in Chinese. The instructor wrote a letter regarding her daily life and asked individual students to response her questions and to talk about one's daily life and one's experiences in studying Chinese (covers the context from Lesson Eight: School Life). Students need to type or hand written their letters in double-space format with at least 150 characters. Rubric: 25%Organization (comprehensibility) 0-5%Content (creativity/depth) 0-5%Sentence structure 0-5%Word Usage 0-5%Character Correctness 0-5%

Findings and Conclusions:

Regarding the e-mail reply, almost 90% the students made more than three or four mistakes in selecting characters (the wrong characters with the same pronunciation) while only two students made no mistakes. It is common to select the wrong characters when typing. However, 25% of the students made the grammatical errors when they wrote the letter. One student did not write in characters but write in pinyin. Overall, the students were be able to compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures. They met my expectations of student proficiency.

Enhancement (Planned Actions)

Part I:

Practice writing and recognizing the characters should be more emphasized in class.

Part II:

A smart classroom is needed in order to do more online activities in class for character recognition, online exercises and interaction activities.

Outcome 4 Phase I: Statement

Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

Outcome 4 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2010

Assessors: HuaFu Liu

Assessment Tools: *No tools assigned.*

Sections being assessed: 01

Outcome 4 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:**Methods:**

Two-hour Exam (listening comprehension, pinyin/character writings, multiple choices, translation, write three short passages, and cultural responses) Cultural responses include Chinese New Year Facts that we covered in class lecture, in-class activities and assignments.

Findings and Conclusions:

95% of the students (of participants in total: 31) past the cultural responses with cultural responses on Chinese New Year Facts. Students' responses were outstanding or maybe the questions did not reflect the students' real level. Next time, a different measurement tool such as a presentation can be adopted.

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

Group discussion, assignments need to strike a balance of linguistic and cultural materials such that the classroom becomes a social protocol of multiple cultures.

Part II:

"Smart classroom" is vital for this level of learning in order to show rich online cultural resources in class for discussions and comparisons.

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