

## Student Learning Outcomes for MAND 60C

*Mandarin - Introductory 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 complex oral discourse in high frequency situations on familiar topics, relying on contextual clues to extract main ideas and supporting detail.

**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:** 16

**Changes:**

**Methods:**

Mid-Term oral presentation and oral report: Two students as a group to generate two dialogues as below. The group should submit the dialogues in written format to the instructor (type if you can). Each dialogue should be at least ten sentences. Please

practice and try to memorize the dialogues. • Draw a map (a big one so everyone can see). A asks how B gets to a place shown on the map. B describes the way to get there, using “go forward,” “go straight”, “turn left”, “turn right,” “pass the...,” and /or “turn back”, etc. • Use the same map but indicates a different place. B asks how A gets to a place shown on the map. A describes the way to get there, using “go forward,” “go straight”, “turn left”, “turn right,” “pass the...,” and /or “turn back”, etc.

### **Findings and Conclusions:**

The 8 presentations regarding telling the direction went well. The majority of the students prepared well, 92% of the students used sentences correctly and with a reasonable volume when they made the presentation in class. All the students brought the visual aids when they made the presentation. Compared to the previous quarters, students are able to pronounce more accurately on certain difficult pronunciations that they made mistakes before, such as the pronunciations of “r”, “z”, “yu”, “zh” and “sh” sounds and on the differences between the second and the third tones. Students improved on their tones and pronunciations. The presentations over all are communicative and easy to follow and comprehensible. Only 1 written report with some minor typo in Chinese characters but the sentence structures is accurate. Students are able to derive meaning from increasingly abstract oral discourse, to interpret a wider range of subtleties in the content and structure of the discourse.

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

#### **Part I:**

The instructor still need to add more pronunciation exercises activities in class.

#### **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.

### **Outcome 2 Phase I: Statement**

Produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core 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:** 16

**Changes:**

**Methods:**

Mid-Term oral presentation and oral report: Two students as a group to generate two

dialogues as below. The group should submit the dialogues in written format to the instructor (type if you can). Each dialogue should be at least ten sentences. Please practice and try to memorize the dialogues.

- Draw a map (a big one so everyone can see). A asks how B gets to a place shown on the map. B describes the way to get there, using “go forward,” “go straight,” “turn left,” “turn right,” “pass the...,” and /or “turn back”, etc.
- Use the same map but indicates a different place. B asks how A gets to a place shown on the map. A describes the way to get there, using “go forward,” “go straight,” “turn left,” “turn right,” “pass the...,” and /or “turn back”, etc.

### **Findings and Conclusions:**

The 8 presentations regarding telling the direction went well. The majority of the students prepared well, 92% of the students used sentences correctly and with a reasonable volume when they made the presentation in class. All the students brought the visual aids when they made the presentation. Compared to the previous quarters, students are able to pronounce more accurately on certain difficult pronunciations that they made mistakes before, such as the pronunciations of “r”, “z”, “yu”, “zh” and “sh” sounds and on the differences between the second and the third tones. Students improved on their tones and pronunciations. The presentations over all are communicative and easy to follow and comprehensible. Only 1 written report with some minor typo in Chinese characters but the sentence structures is accurate. Students are able to produce comprehensible, more complex speech about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.

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

#### **Part I:**

The instructor still need to add more pronunciation/interactive dialogue exercises activities in class.

#### **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.

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

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

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

Assessment Quarter: Spring 2010

Assessors: HuaFu Liu

Assessment Tools: ••

Sections being assessed: 61

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

**Number of people involved in Phase III:** 16

**Changes:**

**Methods:**

Final Exam: Pair-up oral conversation: Two students generate a dialogue as follows. Greet each other first. Ask each other's schedule regarding Chinese classes or other different classes that each other is currently taking, ask each other's occupation, where each other works, what each other does during the weekend, ask each other's birthday, age, in which year each other was born, what Chinese zodiac animal sign each other belongs to/or other countries zodiac animal sign belongs to, and whether celebrate one's birthday or not. At the end of this conversation, one should invite the other to an activity and set up a time and a place to meet. The dialogue is between 1 to 2 minutes. Please also submit dialogue in written format to the instructor.

**Findings and Conclusions:**

The 8 presentations regarding telling the direction went well. The majority of the students prepared well. The presentations over all are communicative and easy to follow and comprehensible. Students are able to demonstrate an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s). Students also mention their Chinese zodiac animal signs and compared to any other zodiac animal signs in different countries.

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

The instructor still needs to add more cultural pieces on the comparisons and analysis between Chinese culture and students'own cultures.

**Part II:**

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