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## Student Learning Outcomes for MAND 1

*Elementary Mandarin (First 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:**

Shirley Juan, Frances Lai, Helen Fan,  
Judy Chiu, Ruth Shih

**Additional Notes:**

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### Outcomes:

**Outcome 1 Phase I: Statement**

Develop the native sense of four tone usage of Mandarin pronunciation and demonstrate a working command of essential vocabulary (recognize and reproduce some 150 Chinese characters) and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts, such as greetings, family, dates/time and hobbies.

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

Assessment Quarter: Fall 2009

Assessors: HuaFu Liu

Assessment Tools: •

Sections being assessed: 01

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

**Number of people involved in Phase III:** 2

**Changes:**

**Methods:**

Make a presentation. Select one of the following to make the presentation: 1. You can make the presentation by yourself: -Introduce yourself; tell the class your name and your nationality. -Tell the class how many people there are in your family. Address who they are and what each of your family members does (occupation). -Bring a poster with family photos on or draw pictures with the key terms on and use it to introduce your family members. 2. You can make the presentation with a partner (please let me know your name and your partner's name): -Ask each other's name and nationality. -Ask each other how many people there are in the families, who they are and what their occupations are. -Bring a poster with family photos on or draw pictures with the key terms on and use it to introduce each other's family members.

### **Findings and Conclusions:**

There are 36 students to present individually and 2 groups (pair-up) performed quite well (average received 23 and above points out of 25 points in total). 85% of the students developed the native sense of four tone usage of Mandarin pronunciation and demonstrated a working command of essential vocabulary (recognize and reproduce some Chinese characters) and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts, such as greeting and family. 20 students' pronunciation on some of the words was not clear when they made the presentations. There are 7 students who did not use the tools (such as the photos) that they mentioned. Next time the audience's responses should be included. The written skits were clear and met the language level. 15 made a few mistakes on character writings. Basically my students met my expectations of student proficiency. There are still some pronunciation mistakes on "z", "c", "s", and "zh", "ch", and "sh" as well as the second and third tone marks.

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

#### **Part I:**

Students need to practice more on their pronunciation and use the online resources more. The assignments should focus more on listening comprehension in the beginner level.

#### **Part II:**

It will be great if De Anza could allocate a language lab for Mandarin Language teaching. We could design and supervise the listening/speaking lab for student to participate. We have to make the session of language lab mandatory. It will greatly improve the result of our teaching, especially the speaking and listening comprehension. Student learning outcome will definitely improve.

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

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

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

Assessment Quarter: Spring 2010

Assessors: Shirley Juan

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:**

Mid-Term Written Exam1. Writing vocabulary2. Reading comprehension3. Questions/answers4. Translations5. Cultural reflection

**Findings and Conclusions:**

All of them understood and memorized new vocabulary and sentence patterns. They can read and write basic questions and answer them correctly. More than two third of the students got B or better grade. 96.66% of students passed this exam. I am quite satisfied with the result. However, many students made mistakes in their pin-yin section. There could be some improvement in the pin-yin section.

**Enhancement (Planned Actions)**

**Part I:**

More practice with pronunciation especially the four different tones. Add more listening and speaking exercises for students to do (either in class or as assignments).

**Part II:**

It will be great if De Anza could allocate a language lab for Mandarin Language teaching. We could design and supervise the listening/speaking lab for student to participate. We have to make the session of language lab mandatory. It will greatly improve the result of our teaching, especially the speaking and listening comprehension. Student learning outcome will definitely improve.

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**Outcome 3 Phase I: Statement**

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

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

Assessment Quarter: Spring 2010

Assessors: Shirley Juan

Assessment Tools: *No tools assigned.*

Sections being assessed: 01

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

**Number of people involved in Phase III: 2**

**Changes:**

**Methods:**

Mid-Term Written Exam1. Writing vocabulary2. Reading comprehension3.  
Questions/answers4. Translations5. Cultural reflection

**Findings and Conclusions:**

All of them understood and memorized new vocabulary and sentence patterns. They can read and write basic questions and answer them correctly. More than two third of the students got B or better grade.96.66% of students passed this exam. I am quite satisfied with the result.However, many students made mistakes in their pin-yin section. There could be some improvement in the pin-yin section.

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

More practice with pronunciation especially the four different tones. Add more listening and speaking exercises for students to do (either in class or as assignments).

**Part II:**

It will be great if De Anza could allocate a language lab for Mandarin Language teaching. We could design and supervise the listening/speaking lab for student to participate. We have to make the session of language lab mandatory. It will greatly improve the result of our teaching, especially the speaking and listening comprehension. Student learning outcome will definitely improve.

**Outcome 4 Phase I: Statement**

Demonstrate a cursory 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: Spring 2010

Assessors: Shirley Juan

Assessment Tools: *No tools assigned.*

Sections being assessed: 01

**Outcome 4 Phase III: Reflect & Enhance**

**Number of people involved in Phase III:** 2

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

Mid-Term Written Exam1. Writing vocabulary2. Reading comprehension3.  
Questions/answers4. Translations5. Cultural reflection

**Findings and Conclusions:**

Most of the students (95%) did well on the cultural reflection. There are four questions related to culture. I covered different cultural topics in every class for 5 minutes which is quite effective on their learning.

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

The teaching methods are quite successful regarding delivering topics on culture. Students are interested in learning Chinese culture and make comparison with their own cultures.

**Part II:**

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