

**SLO ARCHIVE**

Student Learning Outcomes for MAND 5

Intermediate Mandarin (Second Quarter)

Team Members:

Team Leader:

HuaFu Liu (5324) in MAND

Other members:

1. Laura Karst (x8592) FREN

Additional team members/notes about team:

Xiaomei Sun Schnittgrund, April
Phung

Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Demonstrate a somewhat sustained command of vocabulary (recognize and reproduce at least 1500 Chinese words) and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as dorm life, weekend plans, choosing a field of study, apartment hunting, dating, television/the movies and going to the post office.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2010

Assessors: HuaFu Liu

Assessment Tools: • •

Sections being assessed: 01Y

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

Online activities/essay writings and speech, students' comments and feedback and video watching and feedback: 1. Describe orally in a video by using webcam and upload it to our Mandarin 5 Group Website or write it down on the Wall on assigned one topic related to the textbook; every week the student should submit one essay; totally should be 10 essays. The essays are reviewed by all students. 2. Every time they need to choose three of their classmates' writings or videos and write one comment on each after they read their writings or watch their videos. Each comment should have at least three sentences. 3. Every week the students need to watch at least one video clip that the instructor sent and make a comment on it. There are at least 12 video clips being watched for the entire quarter. Each comment should contain no less than three sentences.

Findings and Conclusions:

90% out of 39 students in total participated all the online essay writings and were able to demonstrate a somewhat sustained command of vocabulary (recognize and reproduce at least 1500 Chinese words) and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as dorm life, weekend plans, choosing a field of study and so forth. Only 30% of the students read their essays orally instead of typing. Almost all the students made one or two mistakes when they typed the characters but 90% of the students can derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text. They can read each other essay easily and make valuable comments. Basically my students met my expectations of student proficiency.

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

Students should spend more times on speaking and practicing with their classmates. More frequent feedback on student progress can be documented well on the wall and students can review them all the times if needed.

Part II:

The online learning resources and technology should be ready for the students so the students can adopt the technology and do the self practice more. Smart classrooms are needed to have students involved more in online learning activities during the class time.

Outcome 2 Phase I: Statement

Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2010

Assessors: HuaFu Liu

Assessment Tools: • •

Sections being assessed: 01Y

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:**Methods:**

Online activities/essay writings and speech, students' comments and feedback and video watching and feedback.

Findings and Conclusions:

90% of the students participated all the online essay writings and were able to demonstrate a somewhat sustained command of vocabulary (recognize and reproduce at least 1500 Chinese words) and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as dorm life, weekend plans, choosing a field of study and so forth. Only 30% of the students read their essays orally instead of typing. Almost all the students made one or two mistakes when they typed the characters but 90% of the students can derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text. They can read each other essay easily and make valuable comments. I have found out that the students did not feel comfortable on talking and sharing thoughts with classmates. Maybe using audacity instead of webcam will encourage students to participate more on speaking activities instead of writings. Basically 90% of my students meet my expectations of student success.

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

Students should spend more times on speaking and practicing with their classmates. More frequent feedback on student progress can be documented well on the wall and students can review them all the times if needed.

Part II:

The online learning resources and technology should be ready for the students so the students can adopt the technology and do the self practice more. Smart classrooms are needed to have students involved more in online learning activities during the class time.

Outcome 3 Phase I: Statement

Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.

Outcome 3 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 2010

Assessors: Xiaomei Sun Schnittgrund

Assessment Tools: *No tools assigned.*

Sections being assessed: 61

Outcome 3 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

Lesson 8 and lesson 9 test (30% listening 70% reading and writing)

Findings and Conclusions:

19 students (100-90); 14 students (90-80) and 2 students (70 above) # Participants: 35 students in total ((level 4, 5 and 6 combined class). From the test, I think that students learned both lessons well. Beside 11 students are or near native speaker, 8 students are in the top of the list, which are roughly little over 20%; the majority of students' grades are in the range of 90 to 80; none of students below the score of 70.

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

Roughly, more than 30% students lost 10 points (30 points in total) in the listening part. So the improvement is need in teaching listening. More listening activities in the classroom and listening assignments will improve students' listening skills and even better SLO.

Part II:

Language leaning requires at least the access to the computer and overhead projector or Smart-Board in the classroom.

Outcome 4 Phase I: Statement

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).

Outcome 4 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2010

Assessors: HuaFu Liu

Assessment Tools:

Sections being assessed: 01Y

Outcome 4 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

Theme: Cultural Aspect of the Chinese New Year Group Presentation Topic: Choose one from the list below Project grades: 50 points Procedures and Requirements 1. Sign up by the instructor for a group of three or four people 2. Assign roles in the group, work out and write down the group plan for the project 3. Make posters on your chosen topics 4. The poster will be graded based on the group's work. Points will be given as follows: a. Clarity-focus on the chosen topics, pictures and captions support each other (10 points) b. Creativity-design, organization of information on paper, and the overall effect (10 points) c. Target language-show what you have learned in Chinese through the project, title and

section headlines should be in correct writing of Chinese characters. You have to submit your written form to the instructor (10 points) d. Oral presentation-clear, attractive, informative and educational, in form of a Powerpoint presentation, speaking or video; each person from the group should present in the class. The presentation should be 4 minutes (10 points) e. On time-on or before the deadline date (10 points) 5. Topics to choose from: Choose one of the nine aspects about the Chinese New Year such as Food-typical foods and their significance, Chinese Zodiac-signs, especially the sign for this year, Legends-stories that explain why people do certain things during the New Year's celebration in the world today, Customs-how it is celebrated in general and etc.

Findings and Conclusions:

Basically 90% of my students met my expectations of student success from this specific cultural project. During this quarter, the students wrote different topics related to the textbook and be able to compare to their own culture(s) in writing and speaking. The comparison of cultures are quite successful, for instance, they had made comparison regarding to their own school life and the school life from other students from different countries in Chinese. The students learned how to work together to come out with a good presentation and shared their own cultures to the class and to their group members. One group of the students didn't use the visual aids so it was difficult for others to understand. The Powerpoint presentations went successfully with images/key words so it was easier for the listeners to understand. The students met my expectations of student proficiency.

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

Next time the individual presentation can be adopted and listeners' feedback regarding the presentation on the culture topic can be included as part of the evaluation.

Part II:

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