



## Student Learning Outcomes for MAND 6

*Intermediate Mandarin (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:**

Xiaomei Sun Schnittgrund, April  
Phung

**Additional Notes:**

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### Outcomes:

**Outcome 1 Phase I: Statement**

Demonstrate a sustained command of vocabulary (recognize and reproduce at least 2000 Chinese words) and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as the Chinese Traditional. Holidays, sports, family issues, gender equality, medical care, educational systems and environmental issues.

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

Assessment Quarter: Spring 2010

Assessors: HuaFu Liu

Assessment Tools: *No tools assigned.*

Sections being assessed: 01Y

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

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

**Changes:**

**Methods:**

Exam (including listening comprehension, multiple choices/reading comprehension and cultural responses).

**Findings and Conclusions:**

80% of the students out of 42 students scored over 85% while 7 students scored 70% and two students scored 60%. The majority of the students can listen to the two passages and was able to response correctly. The listening comprehension questions maybe too easy for the students to answer. One specific question from listening comprehension did not clear so half of the students got it wrong. The students who did not well on multiple choices questions test spent too much time trying to recognize the characters.

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

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 reading comprehension.

**Part II:**

Tutors are needed so the students will get enough help outside of the classroom. 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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**Outcome 2 Phase I: Statement**

Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.

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

Assessment Quarter: Spring 2010

Assessors: HuaFu Liu

Assessment Tools: • •

Sections being assessed: 01Y

**Outcome 2 Phase III: Reflect & Enhance**

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

**Changes:**

**Methods:**

Group Presentation/Written Report: 1. Four or five students assigned by the instructor working as a group take turns to generate a dialogue or a music/song video. 2. Write down the content first so it will be easier to generate the dialogue/song. Students have to submit their presentation in written format (double-spaced) to the instructor. 3. Bring the items to help students when make the presentation. Pre-record their presentation in a video or present it in class. 4. NO NOTES when students make the presentation. 5. Grading criteria (25 points): a. Pronunciation 20% (Rubic 1-5 scale) b. Use Sentences Correctly 20% (Rubic

1-5 scale)c. Volume 20% (Rubic 1-5 scale)d. Group Performance and Creativity 20% (Rubic 1-5 scale)e. Visual Aids (students have to bring the items that they would like to mention) 20% (Rubic 1-5 scale)6. The dialogue should be one minute and 30 seconds to two minutes long. The group should select one out of the four topics which are assigned by the instructor to present. 7. Choose one of the four topics below to present:a. Interpret/Perform a famous love story from any classic novels, folk stories from China or any other countries (you can replay a segment of it, or several segments of it, or an entire story). b. Write a love drama skit and present it.c. Create a love poem with music/song and present it.d. Any topics that related to Lesson Six (Boy Friend and Girl Friend) but it should be pre-approved by the instructor.

### **Findings and Conclusions:**

There are 10 groups of students to present from which 8 groups performed quite well (average received 23 and above points out of 25 points in total); one group of students even made a video clip which was presented in the class. 85% of the students demonstrated a sustained command of vocabulary; during this test they could recognize and reproduce at least 500 Chinese words and language structures necessary to spontaneously and accurately request and provide information, orally and in writing on the assigned topics. 10 students' pronunciation on some of the words was not clear when they made the presentations. There are two groups of students who did not use the tools (such as the music and photos) that they mentioned so it was hard for the audience to understand their content. The written skits were clear and met the language level. Only two groups of students made a few mistakes on character writings. The common issue was during typing; the students selected the wrong characters with the same pronunciation. Basically my students met my expectations of student proficiency. This group presentation stimulated creativity and critical thinking skills on language learning and practice. The students made comparison regarding their own cultures as well as the Chinese cultural when they presented their topics on dating.

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

#### **Part I:**

Next time the audience's responses should be included and individual presentation could be assessed instead of group presentation.

#### **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 and easier for them to do the online presentations.

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

Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.

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

Assessment Quarter: Spring 2010

Assessors: HuaFu Liu , 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:** 2

**Changes:**

**Methods:**

Integrated Chinese Level One Part Two Lesson 8 and lesson 9 test (30% listening 70% reading and writing)

**Findings and Conclusions:**

Participants: 35 students 19 Students (100-90); 14 students (90-80) and 2 students (70 above) 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. 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.

**Enhancement (Planned Actions)**

**Part I:**

**Part II:**

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

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### **Outcome 4 Phase I: Statement**

Demonstrate a steady 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: Spring 2010

Assessors: HuaFu Liu

Assessment Tools: *No tools assigned.*

Sections being assessed: 01Y

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

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

**Changes:**

**Methods:**

Exam (including listening comprehension, multiple choices/reading comprehension and cultural responses).

**Findings and Conclusions:**

There are five questions in this exam regarding the cultural responses. 90% of the students answered the questions correctly. The questions seemed too easy for students to answer. On the other hand, we covered different deeper cultural topics related to the text in each class period. Basically the students met my expectations of student proficiency and student success.

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

Different assessment tools can be used in the future.

**Part II:**

A smart classroom with multimedia capabilities is needed in order to get students more involved.

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