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## Student Learning Outcomes for MAND 60B

*Mandarin - Introductory Conversation (Second 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 short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.

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

Assessment Quarter: Winter 2010

Assessors: HuaFu Liu

Assessment Tools: • • •

Sections being assessed: 61

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

**Number of people involved in Phase III:** 20

**Changes:**

**Methods:**

Quiz: Group presentation/written report  
The instructor assign two students as a group to generate dialogues as follows. With a partner, participate in a simulated conversation in a

restaurant. One of you will be the waiter/waitress and the other will be customer. The customer will order three main dishes, two soups, and two drinks and give special requests about the dishes or the drinks. The waiter/waitress recommends a dish, politely takes the order, and repeats what the customer want at the end. After eating, the customer need to make comments on the food and ask for the bill. The waiter/waitress will tell how much it is in total. The customer will pay the bill and the waiter/waitress should respond properly and politely. Students should also turn in the skit in a written form.

### **Findings and Conclusions:**

The 10 presentations regarding the weather went quite well. The majority of the students prepared well, 90% of the students used sentences correctly and with a reasonable volume when they made the presentation in class. Almost all the students made a common mistake on a specific grammar regarding the measure words, such as “pan” (plate), “bei” (cup), “ping” (bottle), etc. All the students brought the visual aids when they made the presentation. However, almost all the students made mistakes on some of the pronunciation of sounds such as “r”, “z”, “yu”, “zh” and “sh” and on the differences between the second and the third tones. The presentations over all are communicative and easy to follow and comprehensible. 5 written reports with some minor typo in Chinese characters but the sentence structures are accurate. Overall, students can derive meaning from short, simple oral discourse in an increasing range of high frequency situations on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.

### **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.

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

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

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

Assessment Quarter: Winter 2010

Assessors: HuaFu Liu

Assessment Tools: • • •

Sections being assessed: 61

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

**Number of people involved in Phase III:** 20

**Changes:**

**Methods:**

Quiz: Group presentation/written report The instructor assign two students as a group to generate dialogues as follows. With a partner, participate in a simulated conversation in a restaurant. One of you will be the waiter/waitress and the other will be customer. The customer will order three main dishes, two soups, and two drinks and give special requests about the dishes or the drinks. The waiter/waitress recommends a dish, politely takes the order, and repeats what the customer want at the end. After eating, the customer need to make comments on the food and ask for the bill. The waiter/waitress will tell how much it is in total. The customer will pay the bill and the waiter/waitress should respond properly and politely. Students should also turn in the skit in a written form.

**Findings and Conclusions:**

The 10 presentations regarding the weather went quite well. The majority of the students prepared well, 90% of the students used sentences correctly and with a reasonable volume when they made the presentation in class. Almost all the students made a common mistake on a specific grammar regarding the measure words, such as “pan” (plate), “bei” (cup), “ping” (bottle), etc. All the students brought the visual aids when they made the presentation. However, almost all the students made mistakes on some of the pronunciation of sounds such as “r”, “z”, “yu”, “zh” and “sh” and on the differences between the second and the third tones. The presentations over all are communicative and easy to follow and comprehensible. 5 written reports with some minor typo in Chinese characters but the sentence structures are accurate. Overall, students can produce comprehensible, simple speech about familiar topics to reflect a greater working command of core vocabulary and language structures at this level.

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

The instructor should 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 3 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 3 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2010

Assessors: HuaFu Liu

Assessment Tools: •

Sections being assessed: 61

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

**Number of people involved in Phase III: 20**

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

Chinese New Year Homework: You will research the Chinese New Year festival and create a fact sheet (in English) and present it in class (choose some of the key words that interest you the most and write them down in Chinese): Your fact sheet must include the following facts

- A. The Calendar • When Chinese New Year is celebrated • When Chinese New Year began in 2010 • The animal that represents the year that you were born
- B. Food • List 3 traditional dishes prepared for the festival • Include 3 ingredients used in traditional cooking
- C. Decoration • Explain why decoration is so important to the festival • List 2 ways to decorate the home
- D. Superstitions • What is a superstition? • List 1 superstition and the belief that created it
- E. Chinese New Year lucky phrases (Ji2Xiang2Hua4) • List 1 phrase in Chinese and explain what they mean

**Findings and Conclusions:**

All the presentations regarding the Chinese New Year went quite well. The majority of the students prepared well. Students are able to demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

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

Next assessments of the activities will be focused more on the cultural comparison regarding the Chinese New year vs. other cultures' New Year traditions.

**Part II:**

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