

**Sample Example – Beginning I Chinese Course
The Ohio State University – CHINESE 1101**

Interpersonal Communication: Students initiate and sustain meaningful spoken, written, face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language at home or abroad. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

TAG Learning Outcome (asterisk means required)	Your Students’ Learning Experiences and Evidence to Meet the TAG Learning Outcome	Percentage on Learning Outcome
<p>* Students can engage in very simple exchanges in culturally appropriate ways on very familiar topics using contextualized words, phrases, a few common idiomatic expressions, and simple sentences in highly practiced situations.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • listing, naming, and identifying; • stating what people, places, and things are like with a few details; and • asking and answering highly predictable, formulaic questions. <p>b. Students may use culturally appropriate gestures and formulaic expressions in highly practiced applications and may show awareness of the most obvious cultural differences or prohibitions.</p>	<p>Students rehearse sentence patterns and vocabulary at home and use these in class in meaningful or communicative exchanges in realistic contexts to accomplish specific, culturally authentic tasks relevant to functioning with native speakers in the target language and culture in ways that native speakers would find acceptable. On the first day after orientation students practice a set of Instructional Expressions which they and the instructor will use thereafter to conduct classes in Chinese. Most classes will be in Chinese, but there is a FACT class for each unit conducted in English in which students can ask about anything they are having problems with. (Syllabus p. 5) All activities are highly contextualized and situated in the target culture to the extent possible. Powerpoint (PPT) and other props are used to this purpose and students engage in guided roleplays throughout the course. Students first learn to greet each other using memorized formulaic expressions with appropriate terms of address for different social and professional relations, and practice identifying third persons by name and title in various social settings cued by PPT. They learn to express opinions about and describe other people’s physiques and personalities by asking each other about PPT images and other props brought in by instructors. They inquire about people’s well-being by polling their classmates and reporting back to the class after the poll is complete. They describe ethnicity and nationality of persons, and tell locations of things and people, again, contextualized and cued via PPT or other visual. Students use formulaic expressions in Chinese such as “Please repeat that” and “How do you say that in Chinese/English?” to aid in understanding and to elicit information from each other and the instructor. Students learn how to address teachers with appropriate</p>	<p>20%</p>

	greetings. They learn how to interact with adults in China by making their own business cards with information they know how to say and exchanging them in class using appropriate formulaic expressions. They learn the proper way to conduct self-introductions and third-party introductions by performing them with classmates, including shaking hands and addressing people with titles and surnames so as not to offend. The introduction of the written language at this level is focused on encoding students' spoken Chinese in characters. In class, they will practice reading from the textbook or PPT, write characters from dictations, and produce short, authentic texts such as notes to people. Students learn pinyin on their own with six lessons in our beginning-level materials.	
Students are also working towards exchanging information about familiar topics, sometimes supported by highly practiced language, and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering basic questions.	Students work towards exchanges of information on familiar topics such as getting a meal, confirming an itinerary and talking about their daily schedules by asking and answering basic questions on these topics cued by authentic contexts presented on PPT or given by the instructor via other means.	5%
<p>Interpretive Listening/Viewing: Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts ranging from messages, songs, personal anecdotes, narratives, lectures, and presentations to films, plays, videos, and information from other media sources. By using a variety of listening/viewing strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. Students reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from a variety of media.</p>		
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<p>*Students can demonstrate understanding of the main idea, as well as a few details, loan words, and idiomatic and formulaic expressions, in a variety of oral texts and media on very familiar topics.</p> <ol style="list-style-type: none"> a. Students can use keywords and phrases to demonstrate understanding of very simple oral texts and media on very familiar topics, with or without visual support. b. Students begin to use context cues for basic comprehension. c. Students use their own cultural background to derive meaning from texts. 	<p>Clips from the Chinese feature films Strange Friends and A Great Wall are incorporated into the speaking/listening materials. These clips contain language that students should be able to comprehend based on what they've studied in preparation for the class. They are asked questions in Chinese on the content of the clips and must respond in Chinese to show comprehension.</p>	<p>15%</p>
<p>Students are also working towards demonstrating understanding of the main idea and some details in a variety of oral texts and media on familiar topics.</p>	<p>Instructors bring in materials of their choosing from outside such as Youtube videos, CDs and DVDs to expose students to simple but authentic examples of spoken Chinese. This is particularly effective when the same outside video/audio is presented both at the beginning of the course and the end, so that students can see their progress by comprehending elements of the audio at the end of the course that they could not comprehend earlier.</p>	<p>5%</p>
<p>Interpretive Reading: Students demonstrate comprehension of the main idea and relevant details in a variety of written texts, ranging from messages, personal anecdotes, and narratives in contemporary magazines, newspapers, and Internet sources to classical literary texts in a variety of genres. By using a variety of reading strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. They reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from print and digital sources.</p>		

TAG Learning Outcome (asterisk means required)	Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome	Percentage on Learning Outcome
<p>*Students can recognize and identify high frequency characters tied closely to course content. They can demonstrate understanding of a few highly practiced words, phrases, and short, simple sentences that they read, especially when accompanied by visual support.</p> <ul style="list-style-type: none"> a. Students may begin to use context cues for basic comprehension. b. Students may begin to use roots, radicals, and patterns to figure out the meaning of words. c. Students use their own cultural background to derive meaning from texts. 	<p>Students learn to recognize characters for familiar categories of information on business cards, such as characters for phone number, address, postal code, cellphone, fax number and common given names and surnames. In class they read from PPTs or actual business cards which they themselves produce or their instructors bring. Students also begin learn to read characters for spoken language they have studied. In class, they will practice reading from the textbook or PPT, and from short, authentic texts such as notes to people, using characters they have studied. Students start to recognize how radicals are combined to make characters and characters are combined to produce words. Instructors ask students to identify radicals and patterns that repeat in learned texts and introduce unstudied characters and words from future lessons to see if students can guess the meanings.</p>	<p>10%</p>
<p>Students are also working towards recognizing and identifying more characters tied to course</p>	<p><i>Instructors introduce unstudied characters composed of familiar radicals from upcoming lessons to see if students can guess the meanings. They may</i></p>	<p>5%</p>

<p>content. They are also working on demonstrating understanding of the main idea, as well as a few details and idiomatic expressions, in simple, short, and highly predictable texts on very familiar topics, with or without visual support.</p>	<p><i>also introduce appropriate and useful idioms for both reading and to illustrate traditional Chinese cultural values and thought processes.</i></p>	
<p>Presentational Speaking: Students give live or recorded presentations to diverse audiences at home or abroad for varied purposes using information, concepts, ideas, and viewpoints on a variety of topics, sometimes supported by props, pictures, realia (objects from everyday life used in instruction), or media. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into presentations in a manner that facilitates comprehension where no direct opportunity for interaction between the presenter and audience exists.</p>		
<p>TAG Learning Outcome (asterisk means required)</p>	<p>Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome</p>	<p>Percentage on Learning Outcome</p>
<p>*Students can make very simple presentations about themselves and some other very familiar topics using a variety of highly practiced words, phrases, sentences, and expressions.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • introducing, telling, and listing; 	<p>Students learn to introduce themselves using personal information such as name, school they are attending, place of work, likes and dislikes, etc. Classroom exercises have them describe themselves and their classmates, friends, family members, instructors, etc. in terms of physical appearance, personality and overall condition. They describe and express opinions on OSU, their hometowns and other relevant locations. Substantial class time is</p>	<p>20%</p>

<ul style="list-style-type: none"> • expressing likes and dislikes; and • stating what people, places, and things are like with a few details. <p>b. Students may use highly practiced, culturally appropriate gestures and formulaic expressions during their presentations.</p>	<p>devoted to having students conduct contextualized, realistic introductions of third parties, practicing correct use of business cards, associated formulaic expressions and the appropriate manner in which to shake hands. Students make their own business cards with their personal information and practice associated formulaic expressions and behaviors outside of class beforehand.</p>	
<p>Students are also working towards making simple presentations on familiar topics using phrases and sentences that they have practiced.</p>	<p>Students are encouraged to retain this information and associated behavioral patterns, as they will be giving lengthier, more-detailed, formal self-introductions and oral reports on specific topics in future courses.</p>	<p>5%</p>
<p>Presentational Writing: Students write presentations in print and digital formats for diverse audiences at home or abroad using information, concepts, ideas, and viewpoints on a variety of topics for varied purposes. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into texts in a manner that facilitates interpretation where no direct opportunity for interaction between the author and audience exists.</p>		

TAG Learning Outcome (asterisk means required)	Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome	Percentage on Learning Outcome
<p>*Students can write high frequency characters tied closely to course content. Students can write some very basic information on a few very familiar topics using highly practiced words, phrases, and simple sentences.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • giving information, listing; • expressing simple likes and dislikes; and • stating what people, places, and things are like with a few details. <p>b. Students may use highly practiced, culturally appropriate idiomatic expressions and basic writing conventions.</p>	<p>Students learn to write familiar categories of information on business cards, such as characters for phone number, address, postal code, cellphone, fax number and common given names and surnames. Students also begin to learn to write characters for the spoken language they have studied. In class, they will practice writing dictations from passages in the materials. They will also produce short, authentic texts such as notes to people or emails using highly practiced, culturally appropriate idiomatic expressions and basic writing conventions such as formulaic salutations and closings. Students begin to learn names and meanings of more common radicals and the conventions for combining radicals as aids to production of characters and words. Stress is placed on the cultural importance of using correct stroke order, on completeness (no missing strokes) and overall visual appeal of characters, with particular attention paid to proportion and the requirement that each individual character fully occupy one of the identical-size squares on writing paper supplied for the purpose.</p>	10%
<p>Students are also working towards writing basic information on very familiar topics using highly practiced words, phrases, and simple sentences.</p>	<p>Instructors introduce characters for terms and expressions above and beyond those in the lessons as needed to assist in encoding studied spoken language.</p>	5%

***Please note that this particular submission required less detailed narratives above because the syllabus was detailed and more comprehensive. In cases where the submitter's syllabus contains minimal information, more detailed narratives and evidence will need to be articulated clearly in their prepared form.**