

**Sample Example – Beginning II Chinese Course  
The Ohio State University – CHINESE 1102**

**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.

<b>TAG Learning Outcome (asterisk means required)</b>	<b>Your Students’ Learning Experiences and Evidence to Meet the TAG Learning Outcome</b>	<b>Percentage on Learning Outcome</b>
<p>* Students can show evidence of the ability to create with language in various timeframes to exchange information on familiar topics and to handle short, social interactions in culturally appropriate ways using contextualized words, phrases, common idiomatic expressions, and sentences, sometimes still supported by highly practiced language.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> <li>• asking and answering basic questions;</li> <li>• giving simple explanations and excuses;</li> <li>• asking for and giving simple directions and advice;</li> <li>• stating simple comparisons and contrasts;</li> <li>• making selections and participating in basic negotiations; and</li> <li>• stating what people, places, and things are like with some details.</li> </ul> <p>b. Students use culturally appropriate gestures and formulaic expressions in highly practiced situations and show awareness of the most obvious cultural differences or prohibitions.</p>	<p>As in 1101.01, students continue to 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 in ways that native speakers would find acceptable. Activities continue to be highly contextualized and situated in the target culture to the extent possible. Powerpoint (PPT) and other props are used to this purpose and students continue to engage in guided roleplays, teacher-student and student-student question-and-answer exercises, and group exercises. Students learn time expressions and ask and answer questions about when and where actions take place according to PPT cues or their personal experience. As an example, they may ask each other what time they get up, eat, bathe, do homework, watch TV and go to bed. They compare and contrast people, places and things in their daily lives such as personalities of known individuals, or relative quality of various goods by asking and answering questions about them, either in pairs or in the form of polls in which each student must ask all other students in the class, record the responses and report back to the class. For example, various car brands are depicted on PPT and students must poll classmates about their preferred models and why, then report the results to the class. Cued by PPT, they practice advising classmates on what goods to buy, what activities they are permitted or not permitted to do, whom to ask about problems they may be having, etc. They use roleplay to buy, sell and negotiate prices of goods in various currencies. Students continue to write and read characters for spoken language they are learning. In class, they will practice reading from</p>	<p>20%</p>

	the textbook, PPT or realia such as pictures of street signs in the target culture. They will write characters from dictations and produce short, authentic texts such as notes to people, although with a greater range of language and topics than in 1101.01. Students also learn to read characters for categories of information on business cards, such as for phone number, address, postal code, cellphone, fax number and common given names and surnames represented on cards, PPTs or other media. Students by now have learned pinyin and rely on it as an aid to pronunciation of characters.	
Students are also working towards participating in conversations in various timeframes on a greater variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering questions.	In order to stretch exercises above, instructors may introduce vocabulary and structures in class which have not been assigned but which is useful and/or may be assigned in upcoming lessons. Examples of this might be brands of goods not listed in the materials.	5%
<p><b>Interpretive Listening/Viewing:</b> 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 some details, loan words, and idiomatic and formulaic expressions, in a variety of oral texts and media on familiar topics.</p> <ol style="list-style-type: none"> <li>Students can use keywords and phrases to understand simple oral texts and media on familiar topics, with or without visual support.</li> <li>Students use context cues for basic comprehension.</li> <li>Students use their own cultural background and some easily recognizable elements from the target language culture(s) to derive meaning.</li> </ol>	<p>Clips from the Chinese films <i>Strange Friends</i> and <i>A Great Wall</i> 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. Students view a substantial portion of the film <i>Strange Friends</i> with the goal of comprehending and discussing it in class in Chinese. Instructors stress understanding of differences between students' own background and the target culture.</p>	<p>20%</p>
<p>Students are also working towards demonstrating understanding of the main idea and many details on a greater selection of familiar topics in a variety of oral texts and media.</p>	<p>Instructors bring in materials from outside such as Youtube videos, CDs and DVDs to push students to higher levels of comprehension 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><b>Interpretive Reading:</b> 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 more characters tied to course content. Students can demonstrate 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> <ul style="list-style-type: none"> <li>a. Students begin to use context cues for basic comprehension.</li> <li>b. Students begin to use roots, radicals, and patterns to figure out the meaning of words.</li> <li>c. Students use their own cultural background to derive meaning from texts.</li> </ul>	<p>Students continue to 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 simple notes and emails to people, using characters they have studied. Instructors have students read in turns and check for meaning via oral question-and-answer in Chinese or written quizzes in which students must explain in English the meanings of passages read. Students continue to recognize how radicals are combined to make characters and characters are combined to produce words, and the inventory of radicals and characters is expanded. Instructors continue to 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>	10%
<p>Students are also working towards demonstrating understanding of the main idea and some details and idiomatic expressions on familiar topics in a variety of short, simple texts.</p>	<p>Instructors use PPTs of coming lessons to introduce unstudied characters composed of familiar radicals and words composed of familiar characters to see if students can guess the meanings. They may also introduce appropriate and useful idioms both for reading and to illustrate traditional Chinese cultural values and thought processes.</p>	5%

<p><b>Presentational Speaking:</b> 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>		
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<p>*Students can make simple presentations on familiar topics using phrases and sentences that they have practiced.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> <li>• giving simple explanations and directions;</li> <li>• presenting simple comparisons and contrasts; and</li> <li>• stating what people, places, and things are like with some details.</li> </ul> <p>b. Students use practiced, culturally appropriate gestures and formulaic expressions.</p>	<p>Students build on what they learned from 1101 to present more-sophisticated self-introductions, as well as to describe and express opinions on OSU, their instructors, their hometowns and other locations and persons. Students must narrate segments of the film Strange Friends to their classmates and instructors using language they have learned from the film itself and incorporating language from all other materials studied for the course. The ability to present in as much detail as possible is stressed in this activity. Students are asked to describe the appearance, attitudes, personalities and conditions of characters in the film and to support their observations. They must also describe the settings and actions in each scene with as much detail as possible.</p>	<p>15%</p>

<p>Students are also working towards creating with language in various timeframes to make simple presentations on familiar topics using phrases and sentences that they have practiced.</p>	<p>The level of language required for students narrating the film Strange Friends is very basic; however, much of the language in the film is above the level of beginning students of Chinese, so students may ask instructors for explanations of terms and structures they don't immediately comprehend and can't guess from the context. They have opportunities to incorporate this more-advanced language into their performances in the film classes as well as in tasks unrelated to the film class to boost their overall level of proficiency in presenting information to the class.</p>	<p>5%</p>
<p><b>Presentational Writing:</b> 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>		
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<p>*Students can write basic information on very familiar topics using highly practiced words, phrases, and simple sentences related to course content.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> <li>• giving information, listing;</li> <li>• expressing simple likes and dislikes; and</li> <li>• stating what people, places, and things are like with a few details.</li> </ul> <p>b. Students may use highly practiced, culturally appropriate idiomatic expressions and basic writing conventions.</p>	<p>Writing continues to be based on speaking and the inventory of characters expands to include topics such as inquiring about places, exchanging information on studies, giving information about locations of places, writing about travel, including ticket purchase and means of transportation. In class, they will practice writing dictations from passages in the materials to demonstrate character production from memory. They will 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, but with greater complexity and range of topics than in 1101.01. Students continue to learn names and meanings of more common radicals and the conventions for combining radicals as aids to production of characters and words. Stress continues to be placed on the cultural and linguistic importance of using conventions such as correct stroke order and 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>	<p>10%</p>
<p>Students are also working towards writing short, guided messages and notes on familiar topics related to course content using phrases and 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>	<p>5%</p>

**\*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.**