

## Intermediate I Course (Chinese)

### Sample Submission Template – Wright State University CHI 2010

Below is a sample TAG submission template from an approved TAG course that may assist in your preparation for your submission. However, please note that the Chinese TAG Review Panel provided an additional comment below for improving the future TAG course submissions (applying to Beginning I, II, and Intermediate II). The review panel felt that the submitter did a great job articulating/bringing out the details of student learning activities to assure that students are provided ample opportunities to meet each TAG learning outcome; however, additional information would make it a much stronger submission. Please use the panel comment and narratives/evidence of student learning provided below, as well as a sample syllabus, to compare how the submission makes sense as a whole.

#### Chinese TAG Review Panel Comment:

*This course is well planned and filled with meaningful and fun activities. The instructor incorporated many online resources and projects to elicit students' creation using the target language. It would, however, give a clearer concept as how the course is progressed if a course calendar was provided. Learning outcomes are all well-thought and written, targeting at TAG objectives.*

*{As part of the submission, a document with weekly activities and assignments was provided. However, the panel would also like to see a weekly or daily schedule that typically provides both topics (and most likely with textbook chapters or supplemental materials) and assignments/activities.}*

**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 create with language in various timeframes to initiate, maintain, and end conversations on a greater variety of familiar topics and handle short, social interactions in culturally appropriate ways using contextualized words, phrases, sentences, and series of sentences while continuing to build their repertoire of common idiomatic expressions.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> <li>• asking and answering a greater variety of questions;</li> <li>• satisfying basic needs and/or handling simple transactions;</li> <li>• making simple requests, apologies, and excuses;</li> <li>• stating simple contradictions;</li> <li>• giving simple advice and recommendations; and</li> </ul>	<p>Learning outcome, contexts, and topics:</p> <ol style="list-style-type: none"> <li>a) Students can have conversations on a greater variety of family topics (e.g., weather, food, school life, hobbies, parties, places to visit, and health).</li> <li>b) Students can ask and answer questions on factual information familiar to them (e.g., their work/living locations and environments, leisure time activities, and current events).</li> <li>c) Students can use the language to meet basic needs in familiar situations (e.g., order food, ask for directions, make appointments with a doctor, arrange for a ride with friends, and schedule a date).</li> </ol> <p>Learning experiences and tasks:</p> <ol style="list-style-type: none"> <li>a) Before class, for each unit, students preview the vocabulary, grammar patterns, and sentence structures at home through a website designed for this course. The website has the content and vocabulary for each unit along with the audio clips that students can listen to and read along with. It also has 3-4 preview video clips (2-3 minutes each) created by the instructors so students can better understand the grammar patterns in each unit. After watching the</li> </ol>	<p>25%</p>
--	--	------------

<ul style="list-style-type: none"> <li>• giving short explanations or stating what people, places, and things are like with many details.</li> </ul> <ol style="list-style-type: none"> <li>b. Students may be able to communicate about more than the “here and now,” making very simple predictions and hypotheses.</li> <li>c. Students recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural behaviors in familiar situations.</li> <li>d. Students may also be able to correct their own errors.</li> </ol>	<p>videos, students complete a preview sheet to check their understanding of the usage of the grammar patterns and the content of the unit, and they also write down any questions they have while previewing the unit.</p> <ol style="list-style-type: none"> <li>b) In class, the instructor uses PowerPoint slides to reinforce the common expressions in the units and guide students to perform a role play in a culturally contextualized situation. Students are always working in pairs, small groups, or discussion panels to practice their communication skills and practice the sentence structures and the grammar patterns in a meaningful and communicative format. These communicative drills allow them to conduct simple conversations on various topics. Students are able to ask for and obtain information, give and follow directions, describe objects and people, make comparisons, and accept and decline invitations. Students continue to learn strategies for effective communication within the target culture by practicing familiar exchanges, such as making a phone call, making appointments and dates, planning an activity, and making excuses.</li> <li>c) Outside of class, students work on lab assignments every weekend to review and practice their speaking and listening skills. The labs are created by the instructor using PowerPoint or an online conversation application created by Michigan State University. The PowerPoint labs contain (1) pre-recorded questions for students to listen to and record their answers, (2) pre-recorded statements for students to listen to and record the questions associated with the statements, (3) mini-tasks, simple tasks that allow students to practice their speaking and writing skills.</li> <li>d) For this course, each student is paired up with a native Chinese speaker as their conversation partner. They are required to meet with their conversation partner outside of class for an hour every week to practice their target language skills. This requirement intends to help students feel more comfortable talking with native speakers other than their instructors and allow them to apply what they learn in class in a real life situation. Students can also participate</li> </ol>	
--	--	--

in Chinese Corner sessions twice every week, one hour each session. Chinese Corner is led by Chinese instructors and provides an opportunity for students to practice Chinese-speaking skills.

Evidences to meet the TAG learning outcome:

- a) Formative assessment example 1: Students will practice using “是...的” to find detailed information. On Monday class, each student draws a picture on paper about an event s/he did over the weekend. Students then pair up. Student A asks “你周末做什么?” Student B answers where s/he went last weekend. Then A continues to ask for more detailed information, using questions like these to ask when, where, what, how, why questions: 你是什么时候去的; 跟谁去的; 怎么去的; 为什么去; 你在哪儿做什么. After they are done questioning each other, A and B exchange their drawings and find different partners. This time, C asks A what B did last weekend and asks for more detailed information. A answers the questions according to the drawing and the answers B gave during their conversation. At the end of the activity, the instructor checks on students answers.
- b) Formative assessment example 2: In the “Dining in a Restaurant” unit, students will call a local Chinese restaurant to order their lunch. They need to place an order, state their preferences and restrictions, and ask for the price. The instructor checks whether they get what they ordered.
- c) Summative assessment examples: At the end of each unit, students complete a task-based IPA project as the unit test. In the IPA project, students work on interpretive, interpersonal, and presentational tasks to demonstrate their learning outcome. These IPA tasks are designed as real life situations. For example:
  - 1) In the “Weather” unit, students work in pairs. The scenario is that two friends live in different cities in China and would like to get together for the weekend. They talk on the phone to decide where to go and what to do depending on the weather. Students go to <http://www.weather.com.cn/> to find the weather

	<p>forecast for the cities they choose. They talk on the phone (recorded) to compare the weather between two cities on different days. Then they discuss what they can do in different weather conditions and make their weekend get-together plans.</p> <p>2) In the “Birthday Party” unit, students use WeChat or Facebook instant messaging to exchange messages with their partners to invite the partner to go to a birthday party, explain the activities at the party, decide what gift to bring, and arrange transportation and departure time.</p> <p>3) In the “Asking Directions” unit, students work in pairs. One calls the other to tell the partner where his/her current location X is and ask for directions to get to Y using an online Beijing city map. Students use their fingers on the online map to follow the instruction from his/her partner to move around on the map. The instructor checks whether students make it to their final destinations.</p> <p>4) In the “Dining in a Restaurant” unit, students work in pairs. The scenario is that two friends want to throw a birthday party for a person (classmate, friend, grandma, 3-year-old niece, or a celebrity). They study three restaurants from local newspaper ads to gather information (interpretive). They then discuss which restaurant to choose according to the characteristics of the birthday person, the size of the restaurant, the type of food, price, and other factors. They clarify their criteria, state their reasons, make some estimates, and make their decision.</p>	
<p>Students are also working participating in exchanges on a wide variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday</p>	<p>Working towards:  Students acquire more vocabulary and structures throughout the semester, which they practice in pairs or small groups. They are encouraged to use the vocabulary and sentence structures they know, to</p>	<p>5%</p>

situations.	express their ideas with gestures and body language, and to use the dictionary to expand their vocabulary to communicate topics. Students meet with their conversation partners to practice not only language skills but also to interact with their partners in culturally appropriate ways. Each student keeps a log to record (1) the time/date they meet with their conversation partner, (2) one major concept/vocabulary they learn during each meeting, and (3) the signature of their partner. Students are also encouraged to participate in local Chinese community events and Chinese club activities to meet different native speakers and gain exposure to different accents and speeds.	
<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.		
<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 demonstrate understanding of the main idea, as well as many details, loan words, and idiomatic expressions, on a greater selection of familiar topics with or without visual support in a variety of oral texts and media.</p> <ul style="list-style-type: none"> <li>a. Students can sometimes use context to figure out overall meaning.</li> <li>b. Students generally rely on knowledge of their own culture, but also show evidence of increasing knowledge of the target language culture(s) to interpret texts.</li> </ul>	<p>Learning outcome, contexts, and topics:</p> <ul style="list-style-type: none"> <li>a) Students can use key words and context clues to figure out overall meaning of the videos or audio clips they listen to (e.g., weather reports, cultural events, giving directions).</li> <li>b) Students can identify the main idea and many details about an unfamiliar video clip on a familiar topic (e.g., movie clip, online video).</li> </ul> <p>Learning experiences and tasks:</p> <ul style="list-style-type: none"> <li>a) The course is taught using 95% target language. PowerPoint slides are used to provide visual cues for comprehensive input. Students are encouraged to use only target language in class. This provides a target language environment in which students can comprehend the target language intuitively.</li> <li>b) As mentioned above, students work on labs every week. In the</li> </ul>	15%

	<p>labs, there are recordings from different native speakers that help students become accustomed to different accents. Some labs also contain online video clips in which students use key words and context to figure out the meaning. Questions related to the videos are asked in the lab to check their understanding.</p> <p>c) Clips from the Integrated Chinese cultural videos and workbook audio recordings, as well as other YouTube videos, are also incorporated into listening materials. These videos contain language and cultural knowledge related to the topics students learn. Students are asked questions in the target language about the content of the clips and must respond in Chinese to show comprehension.</p> <p>Evidence to meet the TAG learning outcome:</p> <p>a) In the labs, students listen to a conversation between two friends about one’s illness and discuss whether she should go to see a doctor. Students pick out the gist of the conversation and a few details, such as her symptoms, reasons for not wanting to see a doctor, and her friend’s suggestions.</p> <p>b) In class, students listen to a weather forecast from a TV clip and try to get the gist of the weather and temperatures. They then watch the clip and verify whether they got the correct information</p>	
<p>Students are also working demonstrating understanding of the main idea and many details on a wide selection of familiar topics in a variety of oral texts and media.</p>	<p>Working toward: Through regular exposure to authentic videos and recorded inputs on familiar topics, students learn to understand the gist and many details using key words and context clues. The instructors bring in more varieties of authentic video clips, such as Chinese songs (对面的女孩看过来 ) and short clips (my family in Shanghai) to show students. Students watch the videos and practice using key words and context clues to figure out the meaning. Students then answer true/false questions about the content to check their understanding.</p>	<p><b>5%</b></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.

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 some details and idiomatic expressions, on familiar topics related to course content in a variety of short, simple texts.</p> <ul style="list-style-type: none"> <li>a. Students use context cues for basic comprehension.</li> <li>b. Students use roots, radicals, and patterns to figure out the meaning of words.</li> <li>c. Students use their own cultural background and some easily recognizable elements from the target language culture(s) to derive meaning from texts.</li> </ul>	<p>Learning outcome, contexts, and topics:</p> <ul style="list-style-type: none"> <li>a) Students can recognize and identify high frequency characters in a variety of texts tied closely to the course content and demonstrate an understanding of what they read (e.g., schedules, menus, applications, brochures, and advertisements).</li> <li>b) Students can connect various words, phrases, and short, simple sentences to their meanings in a variety of media (e.g., website, ads, notes, letters, emails, menus, and catalogs).</li> <li>c) Students may begin to use roots, radicals, and patterns to figure out the meaning of words, phrases, and short, simple sentences.</li> </ul> <p>Learning experiences and tasks:</p> <ul style="list-style-type: none"> <li>a) The course requires students to study the content of the units through preview videos. They practice each unit's new vocabulary by handwriting the new words repeatedly on vocabulary sheets. Students handwrite a sentence using each new vocabulary word, and they complete workbook assignments to practice their handwriting and help them recognize and memorize the characters.</li> <li>b) In class, the PowerPoint slides created by the instructor contain various authentic materials to help students visualize the content and make connections between new words they learn with the characters they already know.</li> <li>c) The instructor helps students analyze the new characters in terms of radical, parts, and structure. The instructor also explains the origin of the character and makes stories or pictures out of the</li> </ul>	15%

	<p>characters with students to help them memorize the characters effectively.</p> <p>Evidence to meet the TAG learning outcome:</p> <ul style="list-style-type: none"><li>c) In the lab, students work on mini-tasks that often involve interpreting some authentic writing materials, such as reading an online menu, checking a city or subway map, reading instructions for a medicine, or reading ads from a local newspaper. Students must answer questions in Chinese to check their comprehension.</li><li>d) In the IPA project, students work on a real-life situation using authentic materials. Students read and understand these materials and then apply what they learn to complete the task. The following are examples of interpretive tasks:<ul style="list-style-type: none"><li>1) In the “Weather” unit, students go online to find the weather forecast in Chinese for different cities and compare the weather between different cities on different days.</li><li>2) In the “Dining in a Restaurant” unit, students work in pairs to study three local restaurants from newspaper ads. They compare different aspects of these restaurants in terms of their types of cuisine, size, price, location, and types of entertainment from the ads. Students create a table to organize the information for further discussion.</li><li>3) In the “Birthday Party” unit, students work in small groups to prepare a birthday party. They go to the <i>Taobao</i> website to order snacks, fruit, and drinks online. They search the site to find items they need for each category. They then create a table to list the categories, item names, quantities, and prices. They use this table to make decisions on what to buy.</li><li>4) In the “Seeing doctor” unit, students work in pairs. The scenario is that the student’s young American friend is sick. The student takes this friend to see a doctor in China and helps his friend to communicate with the doctor (interpersonal). He then reads a pre-selected authentic medicine prescription (interpretive) and figures out the dosage instructions.</li></ul></li></ul>	
--	--	--

<p>Students are also working towards demonstrating understanding of the main idea and many details on a greater selection of familiar topics related to course content in a variety of short texts.</p>	<p><b>Working Toward:</b>  Through regular exposure to many varieties of authentic reading materials throughout the semester, students become adept at reading for the main ideas and predicting the meaning of unfamiliar vocabulary in familiar contexts. Instructors provide different ads, signs, public service posters, and sale signs. This helps students work toward catching the main concepts in these documents and understand the differences between the written and spoken forms in terms of wording.</p>	<p>5%</p>
<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>		
<p><b>TAG Learning Outcome</b>  (asterisk means required)</p>	<p><b>Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome</b></p>	<p><b>Percentage on Learning Outcome</b></p>

<p>*Students can create with language in various timeframes to 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 or advice;</li> <li>• telling why one should do or say something;</li> <li>• presenting short comparisons and contrasts;</li> <li>• making very simple predictions and hypotheses; and</li> <li>• giving short explanations or stating what people, places, and things are like with some details.</li> </ul> <p>b. Students can use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to spoken communication.</p>	<p>Learning outcome, contexts, and topics:</p> <ol style="list-style-type: none"> <li>a) Students can use familiar and practiced vocabulary to make simple presentations on familiar topics with details to the class as a whole and in small groups or pairs (e.g., physical appearance and personalities of people, taste of the food in a restaurant, compare the weather in two cities, their birthday experience).</li> <li>b) Students can present basic instructions, plans, and directions (plans for the weekend, instructions for medicine, directions to get from one place to another).</li> <li>c) Students can give basic presentations where they express thoughts and reactions on topics of interest.</li> </ol> <p>Learning experiences and tasks:</p> <ol style="list-style-type: none"> <li>a) After-holiday activity: students give a brief presentation about their holiday to a small group. They share interesting things that happened over the holiday. They report events in chronological order and give more details about where, why, and with whom the events occurred.</li> <li>b) Warm-up activity: Students share their experiences of a restaurant they went to over the weekend, describing the taste of the food, prices, and quality of service.</li> <li>c) Warm-up activity: Students pair up to give a brief presentation about how they celebrated their last birthday, including what they did, what gifts they received, what places they went to, and short explanations about why they celebrated their birthday this way.</li> </ol> <p>Evidence to meet the TAG learning outcome:</p> <ol style="list-style-type: none"> <li>a) In the lab, students work on mini-tasks that often involve presentational speaking tasks. For example, one mini-task asks students to report to the police about their missing roommate. Students tell the police what their roommate looks like, what he wears, and where and when they were last together. The other mini-task asks students to record a comparison of their physical appearance with their siblings. The instructor provides individual</li> </ol>	<p>10%</p>
--	---	------------

	<p>feedback to students.</p> <p>b) In the IPA project, students work on a real-life situation using authentic materials. Students present their task results either in written or spoken format. The following are the examples of the presentational writing task:</p> <ol style="list-style-type: none"> <li>1) In the “Weather” unit, students go online to find the weather forecast in Chinese for different cities and compare the weather between different cities on different days.</li> <li>2) In the “Dining in a Restaurant” unit, students decide which restaurant they want to go to celebrate someone’s birthday, and they announce this event to the class with detailed information, including the reason for the event, where and when the event is, why they chose this restaurant, what types of food the restaurant provides, and how they will celebrate. They then invite the classmates to join the party.</li> </ol>	
<p>Students are also working towards creating with language in various timeframes to make simple presentations on a greater variety of familiar topics using phrases and sentences that they have practiced.</p>	<p>Throughout the semester, students achieve a higher level of oral expression on a greater selection of topics through consistent speaking practice and vocabulary acquisition. Students are encouraged to practice oral presentation skills with a wider audience, such as their conversation partners and online Chinese friends, and to talk in more detail and think more deeply. For example, in the “Seeing the Doctor” unit, the instructor introduces Western medicine and Chinese medicine and asks students to do some research and give a brief presentation comparing these two different approaches.</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>		

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 short, guided messages and notes on familiar topics related to course content using phrases and sentences.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> <li>• informing, listing, and writing simple narratives;</li> <li>• expressing thanks;</li> <li>• giving simple reasons why someone should do or say something;</li> <li>• writing a simple invitation; and</li> <li>• stating what people, places, and things are like with some details.</li> </ul> <p>b. Students use practiced, culturally appropriate formulaic expressions and basic writing conventions.</p>	<p>Learning outcome, contexts, and topics:</p> <ol style="list-style-type: none"> <li>a) Students can write about daily life in sentences with some details (describing themselves, family, friends, places, and work).</li> <li>b) Students can write a note using phrases and sentences (messages to the teacher, birthday invitations).</li> <li>c) Students can write about familiar experiences or events using practiced materials (a diary about my birthday, a thank you letter to a friend who travels with you).</li> </ol> <p>Learning experiences and tasks:</p> <ol style="list-style-type: none"> <li>a) The course requires students to practice the unit's new vocabulary by handwriting the new words and sentences for each new vocabulary word. In the lab, students type longer narrations with more connection words and more details.</li> <li>b) In class, the PowerPoint slides created by the instructor contain various authentic materials to help students visualize the content and make connections between new words and words they already know.</li> <li>c) The instructor helps students to analyze new characters in terms of radical, parts, and structure. The instructor sometimes makes stories out of the characters with students to help them memorize the characters effectively.</li> </ol> <p>Evidence to meet the TAG learning outcome:</p> <ol style="list-style-type: none"> <li>a) In the lab, students work on mini-tasks that often involve presentational writing. For example, students receive a text message from a friend asking how to get to B from A. Students reply to the text message with directions of how to get to B according to the map in the lab. Another mini-task is to write a diary about a travel day with a friend, including details about the</li> </ol>	<p>10%</p>

	<p>place they visit.</p> <p>b) In the IPA project, students work on a real-life situation using authentic materials. Students present their task results either in written or spoken format. The following are examples of the presentational writing task:</p> <ol style="list-style-type: none"> <li>1) In the “Weather” unit, students write a letter to invite their friend to come and visit. According to the weather, they explain the best time to come and suggest what activities they can do together.</li> <li>2) In the “Birthday Party” unit, students design a birthday invitation that includes the date, time, location, activities, food, things to bring, and directions to get to the party.</li> <li>3) In the “Seeing a Doctor” unit, students write a note to their friend’s Chinese teacher to explain the reason for their friend’s absence, what the doctor suggests, and instructions for taking medicine so the teacher can remind their friend to take the medicine when he comes back to school.</li> </ol>	
<p>Students are also working towards writing guided texts and can sometimes create with language in various timeframes to write about a greater variety of familiar topics related to course content in a series of sentences using some culturally appropriate vocabulary and expressions.</p>	<p>Working toward: Regular writing activities throughout the semester culminate in longer narrations in various timeframes on familiar and new topics. In a guided writing activity, students write about how to make their favorite Chinese dish. They first describe the taste of the food, list the ingredients, and provide step-by-step instructions on how to make this dish. If time allows, they bring samples to class and share with classmates.</p>	<p>5%</p>