

Term Information

Effective Term Spring 2022

General Information

Course Bulletin Listing/Subject Area Chinese
Fiscal Unit/Academic Org East Asian Languages & Lit - D0527
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4152.61
Course Title Online Intensive Level Three Chinese--Written: Individualized Track
Transcript Abbreviation Level 3 DINDVD WRT
Course Description Second in sequence of intensive intermediate Chinese language courses focusing on written Chinese. Online individualized track.
Semester Credit Hours/Units Variable: Min 1 Max 5

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 5
Max Completions Allowed 5
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites One of the following: Chinese 2151.01.01; 5 credits of 2151.51; or 5 credits of either 2151.51 or 2151.61; or concurrent registration in Chinese 2151.61 for the number of credits to complete 2151.61 within the same semester. or permission of instructor.
Exclusions Not open to students with credit for 4152.01, or 5 credits of 4152.51 or 5 credits of 4152.61, or to native speakers of Chinese.
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.0301
Subsidy Level	Baccalaureate Course
Intended Rank	Junior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Reading and comprehending essays by native speakers on Issues in Chinese society;
- Summarizing in writing the content of the essays they've read; and
- Producing multi-paragraph compositions on topics related to the essays.

Content Topic List

- Population growth, university education, middle school students' lives, college graduates' job prospects, marriage, women in society, child-rearing, nuclear family, multi-generational family, lives of retirees

Sought Concurrence

No

Attachments

- 1) C2151.51_4152.51 II SyllabusSp2022.pdf: 4152.51 syllabus
(Syllabus. Owner: Knicely, Yuching Hsu)
- 2) Chinese 2151.61_4152.61 II SyllabusSp2022.pdf: 4152.61 syllabus
(Syllabus. Owner: Knicely, Yuching Hsu)
- Chinese 4152.61 ASC Distance Approval Cover Sheet.pdf: DL approval cover sheet
(Other Supporting Documentation. Owner: Knicely, Yuching Hsu)

Comments

- This is a conversion of an existing, in-person, individualized-track course, not a classroom course. All materials, contact time and performance requirements are identical. The only difference is mode of delivery. *(by Knicely, Yuching Hsu on 09/10/2021 09:21 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Knicely, Yuching Hsu	09/10/2021 09:32 AM	Submitted for Approval
Approved	Pyun, Danielle Ooyoung	09/10/2021 10:10 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/28/2021 12:11 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/28/2021 12:11 PM	ASCCAO Approval

Chinese 2151.51/4152.51
Intensive Second and Third Level—Written Chinese: Individualized Instruction (I.I.)
Spring 2022
Department of East Asian Languages and Literatures (DEALL)
120 Hagerty Hall (I.I. Center)

1. Instructors (Office hours are by appointment)

E-mail address (Preferred contact method)

Steven Knicely (Shī lǎoshī 施老师) knicely.1@osu.edu; 292-0215 Hagerty Hall 398C
[other instructors to be determined]

E-mail is the best method to contact any individual instructor and/or the coordinator. Phone calls may not be relayed to us in a timely manner.

All instruction sessions will be held in the Individualized Instruction Center, Hagerty Hall Room 120.

2. Introduction

Welcome to Intensive level second-and third—written Chinese Individualized Instruction (I.I.), which consists of two courses.

Chinese 2151.51 (XXXXX) 1, 2, 3, 4 or 5 credits, Level 2-intensive written: Individualized Instruction

Chinese 4152.51 (XXXXX) 1, 2, 3, 4 or 5 credits, Level 3-Intensive written: Individualized Instruction

These courses offer variable credit through individualized instructional sessions. If this is the first time you are taking a course in Individualized Instruction, attend one of the orientations during the first week of classes. For times and locations of the orientations, contact the coordinator, [to be named].

The I.I. program offers variable credits. The number of credits you earn depends on the number of credits you sign up for and complete successfully. Progress is sequential from one credit hour to the next. The successful completion of credits depends solely on the satisfactory performance in the requisite number of sessions, which are 15-minute, individualized, in-person sessions you have with an instructor, who will assess and grade each session. These Individual sessions are offered by appointments, scheduled at <https://iilc.as.me/schedule.php>. The coordinator will notify you when the appointments begin to be available at the start of the term. There are also written assignments to be done and turned in without the need for an appointment.

3. Simultaneous Enrollment in Multiple Courses

You should be enrolled in at least one of the above courses for 1, 2, 3, 4, or 5 credits per course. You may register concurrently for both of the consecutively numbered courses, but all synchronous sessions and written assignments to complete the lower numbered of the two courses must be completed before sessions may be begun in the higher-numbered course. For example, it is possible to complete the fourth credit of 2151.51 followed by the first two credits of 4152.51 in a single semester.

IMPORTANT: Check your Student Center page to confirm the number of credits you are enrolled for.

The number of credit hours you enroll for in your I.I. courses is your **contract hours**. Students may adjust the initial contract hours as needed. See Section 11 for policies related to contract hour adjustment.

4. Grade Option

You may take the course(s) for a letter grade or the Pass/Non-pass option. If you are taking the course to satisfy a requirement for the Chinese minor/major, you must take the letter grade option. To count this course toward the Chinese Minor/Major, you need a course grade of C- or above.

5. Prerequisites and restrictions:

For Chinese 2151.51: Prerequisite: one of the following: 1102.01; or 1102.0; or 4 credits of 1102.51; or concurrent registration in Chinese 1102.51 or 1102.61 for the number of credits to complete 1102.51 or 1102.61 within the same semester, or permission of instructor.

For Chinese 4152.51: Prerequisite: one of the following: Chinese 2151.01.01; 5 credits of 2151.51; or 5 credits of either 2151.51 or 2151.61; or concurrent registration in Chinese 2151.61 for the number of credits to complete 2151.61 within the same semester. or permission of instructor.

If you have not previously taken Chinese classes at OSU and wish to enroll in any of these courses, please contact Mr. Knicely (knicely.1@osu.edu) for placement testing.

2151.51 is not open to students with credit for 2151.01, 5 credits of 2151.51 or 5 credits of 2151.61, or to native speakers of Chinese.

4152.51 is not open to students with credit for 4152.01, or 5 credits of 4152.51 or 5 credits of 4152.61, or to native speakers of Chinese.

6. Time

All instructional sessions are by appointment. See Chinese I.I. Scheduling System below.

7. Course Description

The goal of these courses is to teach students to communicate in a culturally appropriate manner using the Chinese they have studied. For reading, this means being able to read rapidly, smoothly, and with comprehension of both the linguistic and the cultural meaning of the text, and you should also be able to summarize orally or in writing what you have read. For writing, this means being able to write the characters you have studied correctly and reasonably quickly. **The focus of this program is performance – your performance.** This is not a passive process. Every point must be studied, practiced, reviewed, and practiced again.

A common objective of all of the Chinese-language courses in DEALL is comfortable interaction in Chinese with users of Chinese operating under Chinese cultural assumptions. To achieve this objective, you need readiness, accuracy, and appropriateness in word choice, grammar, writing, and socio-cultural strategies. These skills make effective communicative moves possible; you need to develop them to succeed in communicating in Chinese.

Instructional sessions are devoted to guiding you to accurately interpret authentic writings and produce texts that are culturally appropriate based on a native speaker's perception.

8. Expected learning outcomes

Expected Learning Outcomes by Course

Chinese 2151.51:

Students can read more characters tied to course content. Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of topics related to course content in a variety of short texts, including some authentic materials.

Functional ability includes:

- Students use context cues for basic comprehension.
- Students use print and online dictionaries to interpret and produce texts.
- Students show increasing awareness of target culture in texts.

Students can produce guided texts and create with language in various timeframes to write about a greater variety of topics related to course content in paragraphs using culturally appropriate vocabulary and expressions.

Functional ability includes:

- writing narratives and summaries;
- expressing an opinion in writing; and
- stating what people, places, and things are like in greater detail than in previous courses.

Chinese 4152.51

Students can read relatively sophisticated texts on a range of topics relevant to contemporary Chinese society. With the help of dictionaries and notes in the text, they read modern, formal literary Chinese as distinct from the encoded spoken language. In writing, they can produce texts using a wide range of vocabulary, structures and idiomatic expressions learned from the materials to express their views in culturally appropriate ways.

Functional ability includes:

- Reading and comprehending essays by native speakers;
- Summarizing in writing the content of the essays they've read; and
- Producing multi-paragraph compositions on topics related to the essays.

9. Requirements

You are required to complete the requisite number of face-to-face sessions and written assignments for the credit hours in the course you have enrolled in. Your course grade is based on your performance in these. See Section 13 for details on evaluation and grading. Sections 11 and 14 describe policies related to session scheduling and evaluation, respectively.

10. Learning Materials

2151.51:

Required:

1. Cornelius Kubler: Intermediate Written Chinese ISBN 978-0-8048-4020-0
2. Cornelius Kubler: Intermediate Written Chinese: Practice Essentials ISBN 978-0-8048-4021-7
3. Fred Fang-yu Wang, *The Lady in the Painting* 畫上的美人 (LP), ISBN 978-0-300-11549-9.
4. *Kanshangqu hen mei* 看上去很美 (KSQ): online – nothing to buy

⇒ Course material on OSU Bookstore website: <https://tinyurl.com/W21-CHINESE-215151-17625>

⇒ Audio files for the Kubler books are online here:

INTERMEDIATE WRITTEN CHINESE – TEXTBOOK (you will need this for Writing Tests):

<https://www.tuttlepublishing.com/intermediate-written-chinese-audio-pdfs>

INTERMEDIATE WRITTEN CHINESE – PRACTICE ESSENTIALS (you will need this for HW)

<https://www.tuttlepublishing.com/intermediate-written-chinese-practice-essentials-audio-pdfs>

Online KS: <http://beautyinmemory.nealrc.org/>

⇒

Online dictionary for use with KSQ at: <https://cavo.osu.edu/Public/Modules/vfa/vfa.php>

Topics: Getting Acquainted, Getting Around a City, Shopping, Eating and Drinking, Describing Childhood Experiences, Short Novel: *The Lady in the Painting*, Graphic Novel: *Kanshangqu hen mei*.

4152.51:

Required:

1. Irene Liu, Li Xiaoqi, *Reading into a New China* 变化中的中国 (RINC), Vol 1, 2nd edition, ISBN:978-1-62291-126-4.:https://www.amazon.com/Reading-Into-New-China-%20Chinese/dp/1622911253/ref=sr_1_3?s=books&ie=UTF8&qid=1483416796&sr=1-3&keywords=Reading+Into+a+New+China
2. Irene Liu, Li Xiaoqi, *Reading into a New China* 变化中的中国 (RINC), Vol 2, ISBN 978-1-62291-125-7. (You will not need this book until 4152.51 credit 4. Please consult agenda.)

⇒ Course material on OSU Bookstore website: <https://tinyurl.com/W21-CHINESE-415251-17626>

Topics: Population Explosion, China's 1.3 Billionth Citizen, Living Semesters, Education, A Middle-School Graduate's Sunday, College Graduate's New Job Prospects, College Students and Fast Food Restaurants, Love and Marriage, Marriage Ad and Respondent, Women and the Home, Twilight Love, Women Return to the Kitchen: Progress or a Step Back, Beibei's Progress, Two Only-Child Families

11. Course Structure: ACT and FACT sessions.

The 15-minute Session

You will be meeting with your instructors for 15-minute sessions. There are two types of sessions: ACT and FACT.

ACT

In an ACT session you will have an opportunity to perform the Chinese you have learned. The session is conducted in Chinese—no English is allowed, so be sure you are very familiar with the Instructional Expressions from Unit 0 of *Chinese: Communicating in the Culture* (CCC). You and the instructor will be engaged in exercises designed to have you communicating in Chinese. To get the most out of these sessions, prepare that day's lesson thoroughly and review frequently material you have already studied. **Below are the different types of ACT sessions you will encounter.**

Reading (All levels): Student reads aloud to the instructor from an assigned text. Students will answer the instructor's questions based on that text. Students may also ask questions.

Writing tests in 2151.51: No appointment is necessary. You will need to come to the I.I. center and inform the person at the front desk which writing you want to do. S/he will give you a sheet of test paper and instruct you how to do the writing. Please use the test paper (the paper with a grid on it). Please do NOT write more than one page of characters (even if there is more on the recording), and DO NOT leave space between sentences. DO use proper punctuation in Chinese. When you are finished, please turn it in to the front desk in the Center. For compositions as well, please turn them in to the front desk in the Center.

NOTE: When students turn in their writings/summary/compositions to the instructor or front desk, they should write the date, lesson number and their names on the sheet. We are not responsible for the loss of any assignment for which we cannot find a record.

Chinese I.I. instructors cannot do proofreading for your composition or summary before you turn it in. In other words, you cannot ask your instructor to check if the sentence is grammatical, the word choice is correct, etc. for you. However, the instructor can give you some overall suggestions on the structure and the content of your composition/summary, if you have a FACT session with them.

FACT

A FACT session allows the student to ask questions in English about grammar and vocabulary. The materials provide detailed explanations of both, but you may run into points that require further clarification. You can sign up for FACT sessions as needed, with the restriction below, but they do count in your weekly limit number of sessions. FACT sessions are not mandatory and confer no grade.

- Signing up for a FACT Class: Students must tell the instructors **before** a session starts if they

want the session to be a FACT session. You may not change an ACT session to a FACT if the ACT session has already started, except as described below: If you cannot pass an ACT session, and so want to change it to a FACT session, we will count it as a "non-pass," and next time you will come to **redo** the same session (see redo rules under "9. Grading Policy," page 12). Students may sign up for only one FACT session per credit hour.

Procedure for Meeting Online with Instructor

- 1) At the scheduled time of your II session (per Acuity, our online appointment system), please click on the link of the instructor with whom you have your session(s).
- 2) You will enter the "waiting room" for that instructor's Zoom meeting. As soon as they are ready, they will approve your entry into the session/meeting.
- 3) Please let your instructor know the ACT #(s) you have prepared. **You must keep track of your progress** via the grade files in Carmen and be able to clearly communicate to your instructor where you are.
- 4) You should prepare for your sessions by consulting the appropriate agenda in Carmen and following the instructions for preparation. Please turn in all writings to the front desk in the I.I. Center. For IWC and LITP, we will expect you to have a hard copy or e-version of the textbook. KSQ can be screen-shared or you and your instructor may look at your own digital copies.

Scheduling Appointments

We use an on-line sign-up method for making appointments. First, you will have to make an account for yourself here (click "TRY IT NOW"): <https://www.acuityscheduling.com>
Please use your OSU email address for your email.

When you are ready to schedule, open the Chinese I.I. scheduling homepage:
<https://iilc.as.me/?appointmentType=category:Chinese> (We suggest you make a bookmark for the I.I. home page. First, **log in** using your OSU email address and the password you created. Then click on "**15 minute session**" under Chinese. Then you can either select a particular Laoshi to see if they have availability or you can select "any available" and choose your session times there.

You will only be able to sign up for sessions 14 days in advance. That will always be 14 days from whatever today is, i.e., today you will be able to sign up for sessions up to 14 days from today – tomorrow you will be able to sign up for sessions 14 days from tomorrow, and so on. Sessions open **to the minute**, i.e. a session 14 days from today at 1pm will open up today at 1pm. If you have a tight schedule, make sure you stay on top of your scheduling. (Usually, the earliest available sessions will be posted from 9 am from Mon-Fri.)

If the on-line signup system fails, then we will give you notice via email ASAP.

NOTE: You may sign up for up to 7 appointments per week. The number of appointments you need to complete per week depends upon the number of credit hours you registered for. Roughly speaking, during the regular semester, four or five credit hours require an average of five assignments per week. Also, your scheduled appointments will be cancelled if they are during the school breaks. We encourage students to complete their credits as soon as possible, so you may

take the maximum number of appointments per week no matter how few credits you have enrolled for, and thereby finish early.

Acuity Privacy and Accessibility Policies

Acuity's detailed privacy policy can be found at <https://www.squarespace.com/privacy>. If you are unable to access the appointment website due to a disability, please contact the I.I. Center at Hagerty Hall, Rm 120, 1775 College Rd., Columbus, OH 43210, 614-292-7060 for accommodations.

No-Show policy

You will be able to cancel an appointment **up to 1 hour before that appointment**. If you do not show up for an appointment you are scheduled for, this will be recorded as a "no-show." A "no-show" means that you either, (a) did not show up for a scheduled appointment or (b) showed up 5 or more minutes late for an appointment. You may have two no-shows per credit without direct consequences. **On your third and each subsequent no-show: Any sessions you are signed up for will be purged from the Acuity system and you will be banned from Acuity for a week (no-show 3), or 2 weeks (no-show 4+).**

Again, you may cancel your existing appointments up to 1 hour in advance without incurring a no-show.

Scheduling Tips

Keep in mind when scheduling appointments that certain weeks and times are busier than others, and so getting appointments at these times will be more difficult.

- (1) At all times, plan your work wisely and do not procrastinate. Extensions or exceptions to normal I.I. procedures are not granted to any students. Likewise, you will need to keep in mind your own schedule, and be aware of when you are able to schedule appointments in I.I.
- (2) There are always more open sessions during the first half of a semester but fewer during the latter half. You are not allowed to ask instructors for extra sessions (except walk-in sessions when the instructor does not have any student) at the end of the semester if you run out of time.
- (3) All ACT sessions must be completed by the last day of regularly scheduled classes (last day of individual sessions: Friday, December 4th). You will not be granted an exception to this rule for any reason.
- (4) Mark your calendar/day planner with the date and time of your appointments, or save an alarm on your phone. Make sure you know which week you're signing up for. This will help you to remember what time your appointment is, even in case the scheduling site malfunctions. You are responsible for the appointments you've made, even if the server is not available at the time of your appointment. After you use the scheduling site, make sure to log out properly.

12. Policy related to appointments, cancellation, no-show, walk-in sessions, and credit adjustment.

Please review and understand the following course policies carefully. Some of them are very specific to the I.I. mode of instruction.

Important dates

- **Friday, January 28th (Friday of the 3rd week):** You must have completed at least one ACT session by this date.

- **Friday, March 11th (Friday of the 10th week)** is the last day that you can change the number of enrolled credits.
- **Monday, April 25th** (the last day of regularly scheduled classes) is the last day for individual sessions (ACT or FACT). We DO NOT have sessions during final exam week. We do not grant a grade of an incomplete (I).

Walk-in sessions

- (1) You can have walk-in session(s) when an instructor does not have any student during his/her teaching hours.
- (2) Walk-in session(s) can be either FACT or ACT session(s).
- (3) **Walk-ins may not be done during a penalty period after you have had more than one No-Show.** The same grading criteria apply to walk-in sessions. You can check the most up-to-date vacant time slots on the scheduling site.

Adjusting contract hours

The number of credit hours you enroll for in your I.I. courses is your **contract hours**. If you find that you are unable to keep up with the pace you initially set or performing, you may and should adjust the contract hours. To initiate the process of contract adjustment, contact the coordinating instructor.

- (1) Any adjustments in your contract hours must be **completed** no later than **Friday of the 10th week (Friday, March 11th, 2022)**. This is not the date by which you need to initiate the process, but to **complete** the process. The adjustment process takes a minimum of three business days and up to ten business days.
- (2) Not completing the number of ACT sessions required for the contract hours will result in **the course grade of an E**. We do not grant “incomplete” (I) in the I.I. courses.
- (3) Progress is sequential from one credit hour to the next. Students are required to complete all requisite ACT sessions for one credit hour with the average passing score (60%) before counting the daily grading score for ACT sessions in the next credit hour. Monitor your daily grades and adjust your contract hours, if necessary, in a timely manner.

13. Course Technology

For help with your password, University email, Carmen Canvas, Carmen Zoom, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-4357 (HELP)
- TDD: 614-688-8743
- Email: serviedesk@osu.edu
- carmen@osu.edu
- carmenzoom@osu.edu

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

Carmen Canvas access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work with you to resolve the issue.

Useful Resource: <https://keeplearning.osu.edu>

14. Evaluation and Grading

Daily grading

You will receive a Daily Grade for your performance in every ACT session and writing. See the grading criteria in Daily Grading System on the last page of this syllabus.

Our goal of “comfortable interaction” in Chinese with users of Chinese does not only mean linguistic accuracy but also culturally coherent behavior and written expressions. Your grade will be determined on the basis of linguistic and cultural aspects of your performance. You will be able to see your grade regularly in Carmen Grade.

If you find an error in your daily grade score (for example, your score is missing 3 business days after the session or you received a score of 30), please email the instructor you had for that session **immediately** so that necessary adjustments are made in a timely manner. We cannot change daily grades after 36 hours of their posting.

You may not re-do or repeat a session. Come to all ACT sessions prepared to demonstrate what you are able to do in 15 minutes. Schedule an ACT session appointment only when you are ready to perform and receive a daily grade score. If you need help with a particular ACT session you have had, make an appointment for an office hour.

Exams and Quizzes

There are no exams or quizzes in these I.I. courses.

Course grades

The course grades will be determined solely on the basis of your daily grades.

Percentages and Letter Grades

The cut-off points corresponding to course grades are as follows.

	B+	87%	C+	77%	D+	67%		
A	93%	B	83%	C	73%	D	60%	E below 60%
A-	90%	B-	80%	C-	70%	D-		

15. Policy related to Grading

Performance in ACT sessions requires your strategic use of everything you have gained from the course materials and experiences in previous ACT sessions.

- (1) Daily grades for the first two ACT sessions of the semester are not counted in determining your course grade if they lower it. This will provide opportunities for you to adjust to the daily grading system as it is implemented in the Chinese I.I. courses.
- (2) Discuss with your instructor **early in the term** about any accommodations approved by the Office of Disability Services.
- (3) You may not re-take an ACT session for which a grade has been given.
- (4) If you notice an error in your daily grade score email the instructor you had for that session IMMEDIATELY, but no later than 36 hours after posting of the score.
- (5) **Chinese I.I. does not normally issue an “I” (incompletes).** If you do not complete the number of ACT assignments that you contracted for, you have not completed the course. For any uncompleted I.I. course, an E will be issued as your course grade. Avoid this situation by changing your contract hours (see Section 11).

16. Progress is sequential from one credit hour to the next. Students are required to complete all requisite ACT sessions for one credit hour with the average passing score (60%) before counting daily grading scores for any ACT sessions for the next credit hour.

17. Daily Grading System for Chinese at DEALL

Chinese program at the Department of East Asian Languages and Literatures utilizes the “daily grading” system. In most courses, the majority of your course grade is determined by your performance in the ACT sessions you attend.

In every ACT session, you are expected to be prepared to actively participate in doing things in Chinese based on the assigned material. This entails both performance of **pre-rehearsed** events, as well as **application** of everything you have studied up to that point in new contexts.

For each assignment/session you complete, you receive a score of up to 8 points. On days when both a writing and reading assignment are due, each task will have a maximum point value of 4 and the two will be added together for your score. Thus **your “daily grade” is up to 8 points.**

The scores are assigned according to the following rubrics.

Score	Description
4	Performance is culturally coherent, that is, would present little to no difficulty, discomfort, or puzzlement in interaction with a user of Chinese who is operating under Chinese cultural assumptions. Repair (restating or correcting yourself, requesting clarification, etc.) is self-managed and immediate.
3.7	Performance is superior, for the most part culturally coherent. There is little about it to create difficulties, discomfort, or puzzlement in interaction with a competent user of Chinese who is operating under Chinese cultural assumptions. Most repair is self-managed, but you may require time or encouragement from another (=instructor, classmate, etc.).
3.5	Performance is good. Few aspects of it create difficulties, discomfort, or puzzlement in communicating with a competent user of Chinese who is operating under Chinese cultural assumptions but is also sympathetic to learners of Chinese. Self-managed repair alone, however, is not sufficient; you also require occasional repair/correction from another (= instructor, classmate, etc.).

3.2	Performance enables communication, but also presents several clear-cut sources of difficulty, discomfort, or puzzlement in communicating with a competent user of Chinese who is operating under Chinese cultural assumptions but is also sympathetic to learners of Chinese. Repair is largely a matter of correcting problems, and correction comes mostly from others.
3.0	Performance enables communication, but success requires frequent help from a sympathetic interlocutor. Repair is largely a matter of correcting problems, and correction comes mostly from others.
2.7	Performance creates definite obstacles to communication, which usually involve more than simple discomfort. Utterances would cause puzzlement that another person is at a loss to resolve ("What is s/he trying to say?"). Repair requires multiple, often repeated, correction and guidance from another, achieved only with repeated correction and guidance from another. Clearly not in control of assigned material.
2.5	Performance shows many problems that would create such difficulties, discomfort, and puzzlement that even a sympathetic interlocutor would want to look for alternative means of communication (e.g., switching to English). A reasonable level of communication cannot be sustained.
2.0	Some attempts to perform, but with no recognizable success without much effort and creative interpretation on the part of the interlocutor.

Notes: Your performance while accessing Guided Rehearsal (previously-recorded instructional session) videos is not graded. Quizzes given during ACT sessions are counted toward daily grade assignment.

(6)

18. Communication

- Call **614-688-HELP** at any time if you have a technical problem.
- E-mail is the best way to reach I.I. instructors.
- All emails sent from Chinese I.I. will go to your OSU email address. Make sure you check your **OSU email account** on a daily basis.
- You can generally expect Daily Grade input within **1-3 days** of your session.
- We make every effort to reply to e-mails within **24 hours on school days** (not during the weekend).
- It is basic courtesy to the instructors and your fellow classmates to inform the instructor should you decide to drop the course.

19. Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

If any of the I.I. instructors suspects that a student has committed academic misconduct in this course, they are obligated by university rules to report their suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)

20. We want you to succeed

Please make use of available services of the university that are designed to help you succeed in your academic endeavors. Let's keep the experience of this course fulfilling and enriching for everybody who participates.

Student Academic Services

University Student Services can be accessed through BuckeyeLink. Class schedules, email, Buckeyelink, Carmen and more campus information are available here: <https://contactbuckeyelink.osu.edu/>.

Advising resources for students are available here: <http://advising.osu.edu>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator at titleix@osu.edu

Diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack

of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

21. Accessibility Accommodations for Students with Disabilities

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accommodated Exams

No mid-term or final examinations or quizzes are given in these two Chinese I.I. courses.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

22. Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Chinese 2151.61/4152.61
Online Intensive Second and Third Level—Written Chinese: Individualized Instruction
(I.I.)
Spring 2022
Department of East Asian Languages and Literatures (DEALL)
120 Hagerty Hall (I.I. Center)

1. Instructors (Office hours are by appointment)

E-mail address (Preferred contact method)

Steven Knicely (Shī Iǎoshī 施老师) knicely.1@osu.edu; 292-0215 Hagerty Hall 398C
[other instructors to be determined]

E-mail is the best method to contact any individual instructor and/or the coordinator. Phone calls may not be relayed to us in a timely manner.

All instruction sessions will be held online via Carmen Zoom. Use the link (passcode) for each instructor.

Zoom Address (pass code)

[to be announced]

2. Introduction

Welcome to online Intensive level second-and third—written Chinese Individualized Instruction (I.I.), which consists of two courses.

Chinese 2151.61 (XXXXX) 1, 2, 3, 4 or 5 credits. Level 2-Intensive written: Individualized Instruction-Distance

Chinese 4152.61 (XXXXX) 1, 2, 3, 4 or 5 credits, Level 3-Intensive written: Individualized Instruction-Distance

These courses offer variable credit through individualized instructional sessions that are fully online. If this is the first time you are taking a course in Individualized Instruction, attend one of the orientations during the first week of classes. For times and locations of the orientations, contact the coordinator, Ms. Qingyang Lin, at lin.2523@osu.edu.

The I.I. program offers variable credits. The number of credits you earn depends on the number of credits you sign up for and complete successfully. Progress is sequential from one credit hour to the next. The successful completion of credits depends solely on the satisfactory performance in the requisite number of sessions, which are 15-minute, individualized, on-line synchronous sessions you have with an instructor, who will assess and grade each session. These Individual sessions are offered by appointments, scheduled at <https://iilc.as.me/schedule.php>. The coordinator will notify you when the appointments begin to be available at the start of the term. There are also written assignments to be done and turned in without the need for an appointment.

3. Simultaneous Enrollment in Multiple Courses

You should be enrolled in at least one of the above courses for 1, 2, 3, 4, or 5 credits per course. You may register concurrently for both of the consecutively numbered courses, but all synchronous sessions and written assignments to complete the lower numbered of the two courses must be completed before sessions may be begun in the higher-numbered course. For example, it is possible to complete the fourth credit of 2151.61 followed by the first two credits of 4152.61 in a single semester.

IMPORTANT: Check your Student Center page to confirm the number of credits you are enrolled for.

The number of credit hours you enroll for in your I.I. courses is your **contract hours**. Students may adjust the initial contract hours as needed. See Section 11 for policies related to contract hour adjustment.

4. Grade Option

You may take the course(s) for a letter grade or the Pass/Non-pass option. If you are taking the course to satisfy a requirement for the Chinese minor/major, you must take the letter grade option. To count this course toward the Chinese Minor/Major, you need a course grade of C- or above.

5. Prerequisites and restrictions:

For Chinese 2151.61: Prerequisite: one of the following: 1102.01; or 1102.0; or 4 credits of 1102.51; or concurrent registration in Chinese 1102.51 or 1102.61 for the number of credits to complete 1102.51 or 1102.61 within the same semester, or permission of instructor.

For Chinese 4152.61: Prerequisite: one of the following: Chinese 2151.01.01; 5 credits of 2151.51; or 5 credits of either 2151.51 or 2151.61; or concurrent registration in Chinese 2151.61 for the number of credits to complete 2151.61 within the same semester. or permission of instructor.

If you have not previously taken Chinese classes at OSU and wish to enroll in any of these courses, please contact Mr. Knicely (knicely.1@osu.edu) for placement testing.

2151.61 is not open to students with credit for 2151.01, 5 credits of 2151.51 or 5 credits of 2151.61, or to native speakers of Chinese.

4152.61 is not open to students with credit for 4152.01, or 5 credits of 4152.51 or 5 credits of 4152.61, or to native speakers of Chinese.

6. Time

All instructional sessions are by appointment. See Chinese I.I. Scheduling System below.

7. Course Description

The goal of these courses is to teach students to communicate in a culturally appropriate manner using the Chinese they have studied. For reading, this means being able to read rapidly, smoothly, and with comprehension of both the linguistic and the cultural meaning of the text, and you should also be able to summarize orally or in writing what you have read. For writing, this means being able to write the characters you have studied correctly and reasonably quickly. **The focus of this program is performance – your**

performance. This is not a passive process. Every point must be studied, practiced, reviewed, and practiced again.

A common objective of all of the Chinese-language courses in DEALL is comfortable interaction in Chinese with users of Chinese operating under Chinese cultural assumptions. To achieve this objective, you need readiness, accuracy, and appropriateness in word choice, grammar, writing, and socio-cultural strategies. These skills make effective communicative moves possible; you need to develop them to succeed in communicating in Chinese.

Instructional sessions are devoted to guiding you to accurately interpret authentic writings and produce texts that are culturally appropriate based on a native speaker's perception.

8. Expected learning outcomes

Expected Learning Outcomes by Course

Chinese 2151.61:

Students can read more characters tied to course content. Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of topics related to course content in a variety of short texts, including some authentic materials.

Functional ability includes:

- Students use context cues for basic comprehension.
- Students use print and online dictionaries to interpret and produce texts.
- Students show increasing awareness of target culture in texts.

Students can produce guided texts and create with language in various timeframes to write about a greater variety of topics related to course content in paragraphs using culturally appropriate vocabulary and expressions.

Functional ability includes:

- writing narratives and summaries;
- expressing an opinion in writing; and
- stating what people, places, and things are like in greater detail than in previous courses.

Chinese 4152.61

Students can read relatively sophisticated texts on a range of topics relevant to contemporary Chinese society. With the help of dictionaries and notes in the text, they read modern, formal literary Chinese as distinct from the encoded spoken language. In writing, they can produce texts using a wide range of vocabulary, structures and idiomatic expressions learned from the materials to express their views in culturally appropriate ways.

Functional ability includes:

- Reading and comprehending essays by native speakers;
- Summarizing in writing the content of the essays they've read; and
- Producing multi-paragraph compositions on topics related to the essays.

9. Requirements

You are required to complete the requisite number of online, face-to-face sessions and written assignments for the credit hours in the course you have enrolled in. Your course grade is based on your performance in these. See Section 13 for details on evaluation and grading. Sections 11 and 14 describe policies related to session scheduling and evaluation, respectively.

10. Learning Materials

2151.61:

Required:

1. Cornelius Kubler: Intermediate Written Chinese ISBN 978-0-8048-4020-0
2. Cornelius Kubler: Intermediate Written Chinese: Practice Essentials ISBN 978-0-8048-4021-7
3. Fred Fang-yu Wang, *The Lady in the Painting* 畫上的美人 (LP), ISBN 978-0-300-11549-9.
4. *Kanshangqu hen mei* 看上去很美 (KSQ): online – nothing to buy

⇒ Course material on OSU Bookstore website: <https://tinyurl.com/W21-CHINESE-215151-17625>

⇒ Audio files for the Kubler books are online here:

INTERMEDIATE WRITTEN CHINESE – TEXTBOOK (you will need this for Writing Tests):

<https://www.tuttlepublishing.com/intermediate-written-chinese-audio-pdfs>

INTERMEDIATE WRITTEN CHINESE – PRACTICE ESSENTIALS (you will need this for HW)

<https://www.tuttlepublishing.com/intermediate-written-chinese-practice-essentials-audio-pdfs>

Online KS: <http://beautyinmemory.nealrc.org/>

⇒

Online dictionary for use with KSQ at: <https://cavo.osu.edu/Public/Modules/vfa/vfa.php>

Topics: Getting Acquainted, Getting Around a City, Shopping, Eating and Drinking, Describing Childhood Experiences, Short Novel: *The Lady in the Painting*, Graphic Novel: *Kanshangqu hen mei*.

4152.61:

Required:

1. Irene Liu, Li Xiaoqi, *Reading into a New China* 变化中的中国 (RINC), Vol 1, 2nd edition, ISBN:978-1-62291-126-4.:<https://www.amazon.com/Reading-Into-New->

[China-%20Chinese/dp/1622911253/ref=sr_1_3?s=books&ie=UTF8&qid=1483416796&sr=1-3&keywords=Reading+Into+a+New+China](http://china-%20Chinese/dp/1622911253/ref=sr_1_3?s=books&ie=UTF8&qid=1483416796&sr=1-3&keywords=Reading+Into+a+New+China)

- Irene Liu, Li Xiaoqi, *Reading into a New China* 变化中的中国 (RINC), Vol 2, ISBN 978-1-62291-125-7. (You will not need this book until 4152.51 credit 4. Please consult agenda.)

⇒ Course material on OSU Bookstore website: <https://tinyurl.com/W21-CHINESE-415251-17626>

Topics: Population Explosion, China's 1.3 Billionth Citizen, Living Semesters, Education, A Middle-School Graduate's Sunday, College Graduate's New Job Prospects, College Students and Fast Food Restaurants, Love and Marriage, Marriage Ad and Respondent, Women and the Home, Twilight Love, Women Return to the Kitchen: Progress or a Step Back, Beibei's Progress, Two Only-Child Families

11. Course Structure: ACT and FACT sessions.

The 15-minute Session

You will be meeting with your instructors for 15-minute sessions. There are two types of sessions: ACT and FACT.

ACT

In an ACT session you will have an opportunity to perform the Chinese you have learned. The session is conducted in Chinese—no English is allowed, so be sure you are very familiar with the Instructional Expressions from Unit 0 of *Chinese: Communicating in the Culture* (CCC). You and the instructor will be engaged in exercises designed to have you communicating in Chinese. To get the most out of these sessions, prepare that day's lesson thoroughly and review frequently material you have already studied. **Below are the different types of ACT sessions you will encounter.**

Reading (All levels): Student reads aloud to the instructor from an assigned text. Students will answer the instructor's questions based on that text. Students may also ask questions.

Writing (online-testing in 2151.61): No appointment is necessary. You will need to use the appropriate audio file to take the test at home with no reference to your textbook, and send a photograph or scanned PDF to the coordinator (*name and email*) by email. Feedback will be sent to students via email, or written directly on the pdf. Please use the test paper (the paper with a grid on it) on Carmen and please do NOT write more than one page of characters (even if there is more on the recording), and DO NOT leave space between sentences. DO use proper punctuation in Chinese. For compositions, please turn them in to the front desk in the Center.

NOTE: When students turn in their writings/summary/compositions to the instructor or front desk, they should write the date, lesson number and their names on the sheet. We are not responsible for the loss of any assignment for which we cannot find a record.

Chinese I.I. instructors cannot do proofreading for your composition or summary before you turn

it in. In other words, you cannot ask your instructor to check if the sentence is grammatical, the word choice is correct, etc. for you. However, the instructor can give you some overall suggestions on the structure and the content of your composition/summary, if you have a FACT session with them.

FACT

A FACT session allows the student to ask questions in English about grammar and vocabulary. The materials provide detailed explanations of both, but you may run into points that require further clarification. You can sign up for FACT sessions as needed, with the restriction below, but they do count in your weekly limit number of sessions. FACT sessions are not mandatory and confer no grade.

- Signing up for a FACT Class: Students must tell the instructors **before** a session starts if they want the session to be a FACT session. You may not change an ACT session to a FACT if the ACT session has already started, except as described below: If you cannot pass an ACT session, and so want to change it to a FACT session, we will count it as a "non-pass," and next time you will come to **redo** the same session (see redo rules under "9. Grading Policy," page 12). Students may sign up for only one FACT session per credit hour.

Procedure for Meeting Online with Instructor

- 1) At the scheduled time of your II session (per Acuity, our online appointment system), please click on the link of the instructor with whom you have your session(s).
- 2) You will enter the "waiting room" for that instructor's Zoom meeting. As soon as they are ready, they will approve your entry into the session/meeting.
- 3) Please let your instructor know the ACT #(s) you have prepared. **You must keep track of your progress** via the grade files in Carmen and be able to clearly communicate to your instructor where you are.
- 4) You should prepare for your sessions by consulting the appropriate agenda in Carmen and following the instructions for preparation. a) For IWC and LITP, we will expect you to have a hard copy or e-version of the textbook. b) For IWC written assignments: If possible, please take photos of your completed pages and share them with instructors over Zoom or email. If that doesn't work for you, you may physically show your instructors your completed pages via video. c) KSQ can be screen-shared or you and your instructor may look at your own digital copies. Please know that this is subject to change as we move forward and become more accustomed to the technology. 加油!

Scheduling Appointments

We use an on-line sign-up method for making appointments. First, you will have to make an account for yourself here (click "TRY IT NOW"): <https://www.acuityscheduling.com>
Please use your OSU email address for your email.

When you are ready to schedule, open the Chinese I.I. scheduling homepage:
<https://iilc.as.me/?appointmentType=category:Chinese> (We suggest you make a bookmark for the

I.I. home page. First, **log in** using your OSU email address and the password you created. Then click on “**15 minute session**” under Chinese. Then you can either select a particular Laoshi to see if they have availability or you can select “any available” and choose your session times there.

You will only be able to sign up for sessions 14 days in advance. That will always be 14 days from whatever today is, i.e., today you will be able to sign up for sessions up to 14 days from today – tomorrow you will be able to sign up for sessions 14 days from tomorrow, and so on. Sessions open **to the minute**, i.e. a session 14 days from today at 1pm will open up today at 1pm. If you have a tight schedule, make sure you stay on top of your scheduling. (Usually, the earliest available sessions will be posted from 9 am from Mon-Fri.)

If the on-line signup system fails, then we will give you notice via email ASAP.

NOTE: You may sign up for up to 7 appointments per week. The number of appointments you need to complete per week depends upon the number of credit hours you registered for. Roughly speaking, during the regular semester, four or five credit hours require an average of five assignments per week. Also, your scheduled appointments will be cancelled if they are during the school breaks. We encourage students to complete their credits as soon as possible, so you may take the maximum number of appointments per week no matter how few credits you have enrolled for, and thereby finish early.

Acuity Privacy and Accessibility Policies

Acuity’s detailed privacy policy can be found at <https://www.squarespace.com/privacy>. If you are unable to access the appointment website due to a disability, please contact the I.I. Center at Hagerty Hall, Rm 120, 1775 College Rd., Columbus, OH 43210, 614-292-7060 for accommodations.

No-Show policy

You will be able to cancel an appointment **up to 1 hour before that appointment**. If you do not show up for an appointment you are scheduled for, this will be recorded as a “no-show.” A “no-show” means that you either, (a) did not show up for a scheduled appointment or (b) showed up 5 or more minutes late for an appointment. You may have two no-shows per credit without direct consequences. **On your third and each subsequent no-show: Any sessions you are signed up for will be purged from the Acuity system and you will be banned from Acuity for a week (no-show 3), or 2 weeks (no-show 4+).**

Again, you may cancel your existing appointments up to 1 hour in advance without incurring a no-show.

Scheduling Tips

Keep in mind when scheduling appointments that certain weeks and times are busier than others, and so getting appointments at these times will be more difficult.

- (1) At all times, plan your work wisely and do not procrastinate. Extensions or exceptions to normal I.I. procedures are not granted to any students. Likewise, you will need to keep in mind your own schedule, and be aware of when you are able to schedule appointments in I.I.

- (2) There are always more open sessions during the first half of a semester but fewer during the latter half. You are not allowed to ask instructors for extra sessions (except walk-in sessions when the instructor does not have any student) at the end of the semester if you run out of time.
- (3) All ACT sessions must be completed by the last day of regularly scheduled classes (last day of individual sessions: Friday, December 4th). You will not be granted an exception to this rule for any reason.
- (4) Mark your calendar/day planner with the date and time of your appointments, or save an alarm on your phone. Make sure you know which week you're signing up for. This will help you to remember what time your appointment is, even in case the scheduling site malfunctions. You are responsible for the appointments you've made, even if the server is not available at the time of your appointment. After you use the scheduling site, make sure to log out properly.

12. Policy related to appointments, cancellation, no-show, walk-in sessions, and credit adjustment.

Please review and understand the following course policies carefully. Some of them are very specific to the I.I. mode of instruction.

Important dates

- **Friday, January 28th (Friday of the 3rd week):** You must have completed at least one ACT session by this date.
- **Friday, March 11th (Friday of the 10th week)** is the last day that you can change the number of enrolled credits.
- **Monday, April 25th** (the last day of regularly scheduled classes) is the last day for individual sessions (ACT or FACT). We DO NOT have sessions during final exam week. We do not grant a grade of an incomplete (I).

Walk-in sessions

- (1) You can have walk-in session(s) when an instructor does not have any student during his/her teaching hours.
- (2) Walk-in session(s) can be either FACT or ACT session(s).
- (3) **Walk-ins may not be done during a penalty period after you have had more than one No-Show.** The same grading criteria apply to walk-in sessions. You can check the most up-to-date vacant time slots on the scheduling site.
- (4) To wait for an available walk-in session, please log into CarmenZoom when you have time and enter the waiting room of the instructor on duty with whom you would like to fill an open session. You will be let in once the instructor has an open session.

Adjusting contract hours

The number of credit hours you enroll for in your I.I. courses is your **contract hours**. If you find that you are unable to keep up with the pace you initially set or performing, you may and should adjust the contract hours. To initiate the process of contract adjustment, contact the coordinating instructor.

- (1) Any adjustments in your contract hours must be **completed** no later than **Friday of the 10th week (Friday, March 11th, 2022)**. This is not the date by which you need to initiate the process, but to complete the process. The adjustment process takes a minimum of three business days and up to ten business days.
- (2) Not completing the number of ACT sessions required for the contract hours will result in **the course grade of an E**. We do not grant "incomplete" (I) in the I.I. courses.
- (3) Progress is sequential from one credit hour to the next. Students are required to complete all requisite ACT sessions for one credit hour with the average passing score (60%) before counting the daily grading

score for ACT sessions in the next credit hour. Monitor your daily grades and adjust your contract hours, if necessary, in a timely manner.

13. Course Technology

Sessions in these courses are conducted entirely online. For help with your password, university email, Carmen Canvas, Carmen Zoom, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-4357 (HELP)
- TDD: 614-688-8743
- Email: serviedesk@osu.edu
- carmen@osu.edu
- carmenzoom@osu.edu

Baseline technology skills needed for online I.I. courses

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- and Carmenzoom (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

Carmen Canvas and Carmen Zoom access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work with you to resolve the issue.

Useful Resource: <https://keeplearning.osu.edu>

14. Evaluation and Grading

Daily grading

You will receive a Daily Grade for your performance in every ACT session and writing. See the grading criteria in Daily Grading System on the last page of this syllabus.

Our goal of “comfortable interaction” in Chinese with users of Chinese does not only mean linguistic accuracy but also culturally coherent behavior and written expressions. Your grade will be determined on the basis of linguistic and cultural aspects of your performance. You will be able to see your grade regularly in Carmen Grade.

If you find an error in your daily grade score (for example, your score is missing 3 business days after the session or you received a score of 30), please email the instructor you had for that session **immediately** so that necessary adjustments are made in a timely manner. We cannot change daily grades after 36 hours of their posting.

You may not re-do or repeat a session. Come to all ACT sessions prepared to demonstrate what you are able to do in 15 minutes. Schedule an ACT session appointment only when you are ready to perform and receive a daily grade score. If you need help with a particular ACT session you have had, make an appointment for an office hour.

Exams and Quizzes

There are no exams or quizzes in these I.I. courses.

Course grades

The course grades will be determined solely on the basis of your daily grades.

Percentages and Letter Grades

The cut-off points corresponding to course grades are as follows.

	B+	87%	C+	77%	D+	67%		
A	93%	B	83%	C	73%	D	60%	E below 60%
A-	90%	B-	80%	C-	70%	D-		

15. Policy related to Grading

Performance in ACT sessions requires your strategic use of everything you have gained from the course materials and experiences in previous ACT sessions.

- (1) Daily grades for the first two ACT sessions of the semester are not counted in determining your course grade if they lower it. This will provide opportunities for you to adjust to the daily grading system as it is implemented in the Chinese I.I. courses.
- (2) Discuss with your instructor **early in the term** about any accommodations approved by the Office of Disability Services.
- (3) You may not re-take an ACT session for which a grade has been given.
- (4) If you notice an error in your daily grade score email the instructor you had for that session **IMMEDIATELY**, but no later than 36 hours after posting of the score.

- (5) **Chinese I.I. does not normally issue an “I” (incompletes).** If you do not complete the number of ACT assignments that you contracted for, you have not completed the course. For any uncompleted I.I. course, an E will be issued as your course grade. Avoid this situation by changing your contract hours (see Section 11).

16. Progress is sequential from one credit hour to the next. Students are required to complete all requisite ACT sessions for one credit hour with the average passing score (60%) before counting daily grading scores for any ACT sessions for the next credit hour.

17. Daily Grading System for Chinese at DEALL

Chinese program at the Department of East Asian Languages and Literatures utilizes the “daily grading” system. In most courses, the majority of your course grade is determined by your performance in the ACT sessions you attend.

In every ACT session, you are expected to be prepared to actively participate in doing things in Chinese based on the assigned material. This entails both performance of **pre-rehearsed** events, as well as **application** of everything you have studied up to that point in new contexts.

For each assignment/session you complete, you receive a score of up to 8 points. On days when both a writing and reading assignment are due, each task will have a maximum point value of 4 and the two will be added together for your score. Thus **your “daily grade” is up to 8 points.**

The scores are assigned according to the following rubrics.

Score	Description
4	Performance is culturally coherent, that is, would present little to no difficulty, discomfort, or puzzlement in interaction with a user of Chinese who is operating under Chinese cultural assumptions. Repair (restating or correcting yourself, requesting clarification, etc.) is self-managed and immediate.
3.7	Performance is superior, for the most part culturally coherent. There is little about it to create difficulties, discomfort, or puzzlement in interaction with a competent user of Chinese who is operating under Chinese cultural assumptions. Most repair is self-managed, but you may require time or encouragement from another (=instructor, classmate, etc.).
3.5	Performance is good. Few aspects of it create difficulties, discomfort, or puzzlement in communicating with a competent user of Chinese who is operating under Chinese cultural assumptions but is also sympathetic to learners of Chinese. Self-managed repair alone, however, is not sufficient; you also require occasional repair/correction from another (= instructor, classmate, etc.).
3.2	Performance enables communication, but also presents several clear-cut sources of difficulty, discomfort, or puzzlement in communicating with a competent user of Chinese who is operating under Chinese cultural assumptions but is also sympathetic to learners of Chinese. Repair is largely a matter of correcting problems, and correction comes mostly from others.
3.0	Performance enables communication, but success requires frequent help from a sympathetic interlocutor. Repair is largely a matter of correcting problems, and correction comes mostly from others.
2.7	Performance creates definite obstacles to communication, which usually involve more than simple discomfort. Utterances would cause puzzlement that another person is at a loss to resolve ("What is s/he trying to say?"). Repair requires multiple, often repeated, correction and guidance

	from another, achieved only with repeated correction and guidance from another. Clearly not in control of assigned material.
2.5	Performance shows many problems that would create such difficulties, discomfort, and puzzlement that even a sympathetic interlocutor would want to look for alternative means of communication (e.g., switching to English). A reasonable level of communication cannot be sustained.
2.0	Some attempts to perform, but with no recognizable success without much effort and creative interpretation on the part of the interlocutor.

Notes: Your performance while accessing Guided Rehearsal (previously-recorded instructional session) videos is not graded. Quizzes given during ACT sessions are counted toward daily grade assignment.

(6)

18. Communication

- Call **614-688-HELP** at any time if you have a technical problem.
- E-mail is the best way to reach I.I. instructors.
- All emails sent from Chinese I.I. will go to your OSU email address. Make sure you check your **OSU email account** on a daily basis.
- You can generally expect Daily Grade input within **1-3 days** of your session.
- We make every effort to reply to e-mails within **24 hours on school days** (not during the weekend).
- It is basic courtesy to the instructors and your fellow classmates to inform the instructor should you decide to drop the course.

19. Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

If any of the I.I. instructors suspects that a student has committed academic misconduct in this course, they are obligated by university rules to report their suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)

20. We want you to succeed

Please make use of available services of the university that are designed to help you succeed in your academic endeavors. Let’s keep the experience of this course fulfilling and enriching for everybody who participates.

Student Academic Services

University Student Services can be accessed through BuckeyeLink. Class schedules, email, Buckeyelink, Carmen and more campus information are available here: <https://contactbuckeyelink.osu.edu/>.

Advising resources for students are available here: <http://advising.osu.edu>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator at titleix@osu.edu

Diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

21. Accessibility Accommodations for Students with Disabilities

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accommodated Exams

No mid-term or final examinations or quizzes are given in these two Chinese I.I. courses.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

22. Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: 4152.61 Intensive Level Two Chinese Written: Individualized Track Online

Carmen Use

Please consider using [ASC's distance learning course template](https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. Yes

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain the Yes

Syllabus is consistent and is easy to understand from the student perspective. Yes

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. Yes

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. Yes

Additional comments (optional):

We've been using this syllabus for in-person instruction for many years, and, more recently, for distance teaching and learning, updating it as necessary. Adapting it for distance learning requires no changes in course content or contact time as compared to in-person instruction.

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
Students will receive the same amount of contact time with instructor as in-person instruction—the only difference will be delivery by Zoom instead of in-person. We did this successfully during the 20-21 academic year.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. Yes

Course tools promote learner engagement and active learning. Yes

Technologies required in the course are current and readily obtainable. Yes

Links are provided to privacy policies for all external tools required in the course. Yes

Additional technology comments:

We used Zoom successfully in this course during the 20-21 academic year and plan to continue using it.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

All materials are designed for self-study, so there is much asynchronous instruction built into the course in order for students to prepare for synchronous instruction, when they will be required to demonstrate functional knowledge of learned concepts by performing in the language.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

We have not had to alter most course activities to adapt to distance teaching and learning—students still prepare the same assignments and still speak Chinese with instructors during graded meetings. The one activity we have adjusted is written compositions. These are done outside and submitted to instructors via email.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. Yes

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. Yes

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Enter details...

In a typical week, students will meet five times with instructors. In those sessions they will read and discuss texts written in the Chinese writing system and go over homework assignments for comment and correction. Each session is 15 minutes of one-on-one contact. Time to prepare depends on the individual student, but should be around 2 hours per session.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Not Applicable

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. Yes

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. Yes

Description of any anticipated accommodation requests and how they have been/will be addressed.

As this is a self-paced course, we've been able easily to accommodate students who need more time to complete assignments or who need to cancel appointments with us for reasons of a disability. We can work with the Student Disability Office to handle any other types accommodations for disabilities as they arise.

Additional comments:

Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: Yes

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: Yes

Additional comments:

Most grades are based on performances of assigned material in the online presence of the instructor, who assigns a grade on the spot. Cheating in this situation is essentially impossible.

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Chinese 4152.61 uses a variety of reading and writing exercises both during sessions with instructors and outside the sessions over the course of each credit hour. Students can also request ungraded sessions in which they may use English or Chinese to ask any questions they may have about any aspect of the course. Grades are assigned for each session (except for the Q and A sessions), which both encourages students to prepare regularly and relieves pressure on them by preventing any one grade from significantly affecting their record.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Individualized instruction courses are self-paced. Students do not move through the assignments as a group nor are they required to complete a course in an academic term. Credit hours are adjustable, even after the course begins, from 1 credit to all credits required for completion of the course. Students make appointments individually with instructors, and group work would require multiple students doing the same assignment on the same day—an extremely rare occurrence in individualized instruction.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
 - Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
 - Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
 - Opportunities for students to provide feedback on the course
- Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
This is not a conversion of a classroom course—it is a conversion of an existing individualized instruction course we have been offering for many years. The only difference is the mode of delivery.

Syllabus and Cover Sheet reviewed by Jeremie Smith on 9/7/2021

The submitted course syllabus included all required course elements but I found the order/arrangement of the syllabus difficult to follow. In the future, please use the [ASC Distance Learning Syllabus Template](#). DL review criteria were adjusted to acknowledge the realities of a self-paced I.I. course. - Jeremie

Additional resources and examples can be found on [ASC's Curriculum and Assessment Website](#).