

## Term Information

Effective Term Autumn 2022

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

We wish to add a distance-learning option for this course.

**What is the rationale for the proposed change(s)?**

We wish to have greater flexibility in modes of delivery available to us with the possibility of attracting students from outside OSU.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

There are none other than mode of delivery and method of testing. Delivery would be via Zoom or other similar program, and testing would be conducted online instead of in-person. Since course grades rely mostly on in-class performance during synchronous sessions, online testing would be minimal.

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## 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	2141.02
Course Title	Intensive Level Two Chinese-Oral: Summer Intensive Track
Transcript Abbreviation	Level2.oral:sum
Course Description	First course in the sequence of intensive intermediate Chinese language courses focusing on speaking and listening. Admission to SPEAC is required for registration. Students must complete 4 credits during first 3.5 weeks of the summer session.
Semester Credit Hours/Units	Fixed: 4

## Offering Information

Length Of Course	8 Week, 7 Week, 6 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
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	Yes
Exam Type	Departmental Exams
Admission Condition Course	Yes
Admission Condition	Foreign Language - Level

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**Off Campus** Never  
**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

**Prerequisites/Corequisites** Prereq: 1102.01 or 1102.02, or 4 cr hrs for 1102.51, or written permission of instructor.  
**Exclusions** Not open to students with credit for 1103 or 2141.01.  
**[Previous Value](#)** Not open to students with credit for 1103 (210) or 2141 (310).  
**Electronically Enforced** No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 16.0301  
**Subsidy Level** General Studies Course  
**Intended Rank** Sophomore

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors  
General Education course:  
Foreign Language; World Languages  
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**

- By the end of this course, students should successfully be able to:
  - Describe one's family
  - Discuss obtaining a driver's license and other qualifications
  - Discuss a trip
  - Discuss various aspects of Chinese interpersonal culture

### [Previous Value](#)

**Content Topic List**

- Film: Strange Friends, See Course Goals above.
- Speed: Distance
- Speed: Time
- Oral Presentation: A Chinese City

### [Previous Value](#)

- [Film: Strange Friends](#)
- [Speed: Distance](#)
- [Speed: Time](#)
- [Oral Presentation: A Chinese City](#)

**Sought Concurrence** No  
**[Previous Value](#)**

**COURSE CHANGE REQUEST**  
2141.02 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
06/09/2022

**Attachments**

- 2141.02 ASC Distance Approval Cover Sheet - Copy.pdf: ASC approved cover sheet  
*(Cover Letter. Owner: Knicely, Yuching Hsu)*
- 2141.02 DL Syllabus Su 22rev.pdf: DL Syllabus  
*(Syllabus. Owner: Knicely, Yuching Hsu)*
- 2141.02 in person Syllabus SU 19.pdf: In Person Syllabus  
*(Syllabus. Owner: Knicely, Yuching Hsu)*
- 2141.02 DL Syllabus Su 22update2 (1).pdf: updated DL syllabus April 20  
*(Syllabus. Owner: Knicely, Yuching Hsu)*

**Comments**

- See Panel feedback e-mail sent 04/20/22. *(by Cody, Emily Kathryn on 04/20/2022 10:57 AM)*
- revised syllabus uploaded *(by Knicely, Yuching Hsu on 03/22/2022 10:01 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Knicely, Yuching Hsu	02/09/2022 02:15 PM	Submitted for Approval
Approved	Bender, Mark A	02/09/2022 02:33 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/10/2022 01:24 PM	College Approval
Revision Requested	Cody, Emily Kathryn	03/07/2022 02:53 PM	ASCCAO Approval
Submitted	Knicely, Yuching Hsu	03/22/2022 10:02 AM	Submitted for Approval
Approved	Bender, Mark A	03/22/2022 10:58 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/03/2022 09:26 PM	College Approval
Revision Requested	Cody, Emily Kathryn	04/20/2022 10:57 AM	ASCCAO Approval
Submitted	Knicely, Yuching Hsu	06/08/2022 02:15 PM	Submitted for Approval
Approved	Bender, Mark A	06/08/2022 02:16 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/09/2022 01:24 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	06/09/2022 01:24 PM	ASCCAO Approval

# **SYLLABUS: CHINESE 2141.02**

## **INTENSIVE LEVEL TWO CHINESE--ORAL: SUMMER**

### **INTENSIVE TRACK ONLINE**

#### **Summer 2022**

**This course satisfies four credit hours of the Arts and Sciences GE foreign language requirement series.**

## **Course overview**

### **Instructor Information**

Instructors: (instructors to be determined)

Email address: TBD

Phone number: TBD

Office hours: by appointment

Language Program Director: Steven Knicely ([knicely.1@osu.edu](mailto:knicely.1@osu.edu); 614-292-0215)

### **Course description**

Chinese 2141.02 DL is a summer intensive online version of Chinese 2141.01. The focus of Chinese 2141.02 DL is to train you to function successfully in Chinese culture using **spoken** Mandarin as your primary language. We assume that you are interested in interacting with Chinese people in a way that will permit you to pursue professional goals in some segment of a Chinese society. This means that we expect you to learn how to present yourself in a way that a Chinese person will find comfortable. If a Chinese person has to adapt to you in order to communicate, it is not likely that you can accomplish what you intend in China.

This means that we will pay attention to the way you behave as much as we attend to your use of the language. We are really coaching you to behave in Chinese culture. In order to do this, you will have to perform. Performance, your performance, is the focus of this course. Your daily performance will be the crucial factor in how well you do in this course.

NOTE: Even though this course focuses on speaking and listening skills through performance, you will still be responsible for recognizing Chinese characters necessary to some assignments. We try to keep this to a minimum, but the variety of sources used makes contact with characters inevitable.

You will not be responsible for writing characters—only recognizing those you need to speak. Your preparation should still focus mainly on the audio files and not on written texts.

### **Use of English**

Except in case of an extraordinary situation for which you do not have adequate Chinese language skills, or in an ACT Rehearsal class (i.e. AR1, AR2) where you use the appropriate Chinese expression to elicit an explanation in English from the instructor, we expect you to communicate with us in Chinese only, both in and out of class.

## **Course Learning Outcomes:**

By the end of this course, students should successfully be able to:

- Describe one's family
- Discuss obtaining a driver's license and other qualifications
- Discuss a trip
- Discuss various aspects of Chinese interpersonal culture
- Interact with native speakers in a professional context

## **General education goals and expected learning outcomes**

**This course fulfills the third semester requirement of the GE foreign language requirement.**

### **GOALS (WORLD LANGAUGES CATEGORY)**

1. Successful students will demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks in culturally appropriate ways in a language other than their first language.
2. Successful student will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.

### **EXPECTED LEARNING OUTCOMES (WORLD LANGUAGES CATEGORY)**

1.1 Achieve interpersonal communication by initiating and sustaining meaningful spoken and/or written communication in culturally appropriate ways with users of the target language while actively negotiating meaning to ensure mutual comprehension.

1.2 Achieve interpretive listening/viewing and/or reading by comprehending the main idea and relevant details of a variety of texts (live, recorded, written) in a language other than their first language.

1.3 Achieve presentational speaking/signing and/or writing by delivering live, recorded and/or written presentations in a language other than their first language for varied purposes using information, ideas and viewpoints on a variety of topics.

2.1 Demonstrate familiarity with the products, practices and perspectives (the 3 Ps) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals.

2.2 Identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity and adaptability).

### **GOALS (FOREIGN LANGUAGE CATEGORY)**

Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

### **EXPECTED LEARNING OUTCOMES (FOREIGN LANGUAGE CATEGORY)**

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

## **HOW THIS ONLINE COURSE WORKS**

**Mode of Delivery:** This course meets entirely online as a group for eight weeks at the following time:

Class Number xxxxx    9:10am – 11:15am, MTWRF via Zoom

The URL for the Zoom link is below:

[Zoom link to be announced]

Attendance and performance at all sessions is required and will be graded (see below under Grades).

**Credit hours and work expectations:** This is a summer intensive, four-credit-hour course. Students will spend ten hours (55-minute classes), two hours daily, each week at the above times.

Preparation outside of class is required and will be approximately two hours for each 55-minute class session, or about four hours daily.

## Course materials

### Required materials

#### 1. Texts and Film

Purchase these textbooks:

Walker, Lang: *Chinese: Communicating in the Culture, Vol 3* (Barnes & Noble or online)

Walker, Lang: *Chinese: Communicating in the Culture, Vol 4* (Barnes & Noble or online)

*Strange Friends: Complete Script*. (Purchase online)

Acquire access to a copy of the film:

*Strange Friends* 《陌生的朋友》 *Moshengde Pengyou* (1983) DVD is available for order online. Or search for streaming platforms online.

#### 2. Audio Files

The *Chinese: Communicating in the Culture* textbook is packaged with a CD-ROM with all audio files on it. This is in MPG format, so it can only be played on devices which can handle this format (computers, laptops, IPADs, etc.). We recommend Mediaplayer for this. You may convert the CD-ROM to a non-MPG format if you like. The files are named by Unit and Stage number, e.g., "U1S2" is the file for Unit One, Stage 2. These audio files are also available online at the following URL: <https://mediasite.osu.edu/Mediasite/Catalog/catalogs/fll-chinese> and are in the Chi21 series.

Multimedia files for CCC are at: <https://nealrc.osu.edu/chinesec3>. The password for unzipping the files is **osunealrc1993**. These include interactive exercises, all dialogs, coaching sessions and vocabulary, with supplemental exercises and games.

## Course technology

#### 3. Course Technology

Chinese 2141.02 DL sessions are conducted entirely online via Carmen Zoom. 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](mailto:serviedesk@osu.edu)
- [carmen@osu.edu](mailto:carmen@osu.edu)
- [carmenzoom@osu.edu](mailto:carmenzoom@osu.edu)

### ***Baseline technology skills needed for online I.I. courses***

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

**See Also “Scheduling Appointments” under Grades, Policies and Procedures below**

## **Structure, Grading and Faculty Response**

### **Unit Structure and Grades Per Unit**

See the section below for details.



# Grades, Policies and Procedures

## Daily Schedules

The daily schedules are posted on Carmen in the Modules section. Your job is to be prepared to perform in class as indicated on the schedule. If you do not understand what the schedule is asking you to do, it is your responsibility to seek clarification. Schedules may need to change during the semester, so download the latest schedule weekly from Carmen.

## Classes

There are several kinds of classes in 2141.02 DL. Here is an explanation of those class types.

### *CCC Classes*

During **ACT REHEARSAL (AR)** classes, you will rehearse the dialogue and drills with the instructor and with classmates to perfect your performance of the material before ACT class. There will be two rehearsals before an ACT. Prepare thoroughly for each class by listening carefully to the audio and practicing the drills and new vocabulary in the textbook. The primary language of AR classes is Chinese, though English may be used occasionally. Please use the appropriate Instructional Expressions (from CCC Book 1) to request English explanations.

**ACT** classes are designed to elicit your performance. They are conducted in Chinese only. ACT classes are to be held as if in a totally Chinese environment. Thus, we consider English to be incompatible with the goal of maintaining that environment.

In both ACT REHEARSAL and ACT classes, you will receive a grade out of 8 points for the day. Performance of the dialogue will constitute 4 points and drill exercises another 4 points. The rubric for grading is listed below in the grading section of the syllabus.

**FACT** classes are designed to clarify the cultural and grammatical information learned in AR and ACT classes. You are welcome to speak English in FACT classes. During FACT, you will take an 8-point quiz over assigned material to demonstrate understanding of the material.

### *Movie Classes*

**Movie** classes are on Fridays. Please watch the assigned portion of the film *Strange Friends* (Mòshēng de Péngyǒu) 《陌生的朋友》 before class. Prepare to participate in class as the weekly schedule assigns. You may be assigned to ask questions about the film, answer questions about the film, or narrate it as it plays. This movie presents a great opportunity to practice storytelling, learn new vocabulary, and review old sentence patterns.

Google the movie title in Chinese to find an online streaming version or acquire a DVD copy.

<b>Section 1</b>	2:15 – 8:51	begins on p. 1, ends on p. 9	“Zěnmō, nǐ buyào mìng le nǐ? Piào!” 怎麼，你不要命了你？票！
<b>Section 2</b>	8:51 – 23:00	ends on p. 18	“zhèizhī jī mǎide hǎo” 這隻雞買的好。
<b>Section 3</b>	23:00 – 33:54	ends on p. 26	“Méi bànfǎ ...” 沒辦法.....
<b>Section 4</b>	33:54 – 47:11	ends on p. 36	“Ng, ng...” 嗯嗯.....
<b>Section 5</b>	47:11 – 1:07:38	ends on p. 44	“Kuài zǒu ba...” 快走吧.....
<b>Section 6</b>	1:07:38 – 1:16:50	ends on p. 52	(Jùzhōng) 劇終

### ***Movie Day One: Students ask questions.***

Watch the film outside of class and compose four questions written in pinyin or characters to ask during class. Develop questions that will help you understand the film better for Day Three (narration). Submit these 4 questions online via the Discussion board along with an English translation. These will be graded for points. Ask these questions during class. We expect your active participation in this phase of the movie. Since we expect complete comprehension of the script, this is your opportunity to clarify any and all issues you have with the film without grade penalty. Take notes on what you learn from your peers' questions and study those notes for Day Two.

### ***Day Two: Instructor asks questions.***

Re-watch the film section before class, ensuring your questions have been answered. During day two, the instructor will ask students questions about the movie. Students may also ask questions. Please take notes and study them for Day Three.

### ***Day Three: Students narrate the movie.***

The instructor will play the film and ask students to narrate what occurs. You may not use your notes as you narrate the film. The purpose of this exercise is to train you to deal with authentic Chinese by learning to learn in Chinese. This means that the process is important. It is imperative that you work outside of class with both the script and the movie so that you are able to fully participate in the classes and to demonstrate ever-expanding knowledge of

vocabulary and structures in the film. Although there are some interesting scenes in the movie, the purpose of our use of this film is language study in an authentic cultural context—not entertainment. Learn the vocabulary and relevant sentence structures to be able to narrate the film. This will help you to tell narrate stories in Chinese.

### Oral Reports

In addition to studying content from CCC and learning to narrate the film *Mòshēng de Péngyǒu*, you will also make six brief presentations and deliver them to your classmates. You will write a self-introduction and a report on a Chinese city of your choice and give those reports multiple times throughout the semester, improving with each delivery. Guidelines and rubrics for these reports are on Carmen.

## Evaluation and Grading

### Grades

You will earn your grade through daily performance, presentations, and written examinations. You will need a minimum of 60% to pass the course. Grades are calculated thusly:

Daily Performance	8x62	496
FACT Quizzes (Carmen)	8x11	88
Self-Introduction	3x25	75
City Report	3x50	150
Midterm Exam		50
Final Exam		100
Total:		959

### Evaluation of Daily Performance

As you can see, we place great emphasis on daily performance. The reasons are many, but the main reason is that we are convinced that if you follow the program with consistency and persistence, you will develop significant demonstrable skills in Chinese by the end of the academic year. Your grades will be based on the following scale:

	Performances	Movie Class
4.0	Performance that promises interaction with a native with no difficulty, discomfort or misunderstanding, little or no hesitation in speaking and complete or near complete comprehension in listening.	Active participation with demonstrated progress toward and attainment of the goal of total comprehension of the script and convincing narration ability.
3.5-3.9	Performance comprehensible to native speakers, but some non-patterned errors (e.g. hesitation that indicates inadequate preparation) that would hinder smooth interaction with them.	Less active participation and/or evidently less preparation than for 4 points. Making progress in learning new vocabulary and structures. Some non-patterned errors. Able to perform when called.
3-3.4	Performance comprehensible to a native, but consistent weakness or patterned error.	Some progress evident. Can give comprehensible, though not very detailed narration of film. Some patterned errors.
2.5-2.9	Performance requires significant help from interlocutor or instructor.	Struggles recalling relevant vocabulary. Able to participate only with some lapses in narration with help from the instructor.

<b>2-2.4</b>	Performance puts burden on interlocutor. An English-speaking Chinese person would avoid using Chinese with you.	Little preparation evident. Few new vocab items or structures demonstrated. Narration often breaks down.
<b>1.5-1.9</b>	Barely prepared. Weak performance.	Barely prepared. Weak performance.
<b>1.0</b>	Evidently unprepared. Unable to perform.	Evidently unprepared. Unable to perform.
<b>0.0</b>	Absent. Complete failure on written work.	Absent. Complete failure on written work.

## Exams:

The midterm will cover material taught up to the date of the midterm; the final will cover that taught in the remainder of the term. All aspects of the language which we have covered in the course will be tested in writing on Carmen or via oral interview on Zoom. The exams will consist of listening comprehension, grammar fill-in-the-blank, explanation in English of key phrases, and an oral interview.

### Percentage Grade Scale

Letter grades are assigned according to this scale:

	87-89 = B+	77-79 = C+	67-69 = D+	
93-100 = A	83-86 = B	73-76 = C	63-66 = D	0-62 = E
90-92 = A-	80-82 = B-	70-72 = C-		

The final grade will be based on the total points earned for all credits combined, and will be calculated as follows:

### Absence and Makeup Policy

Your attendance in class is required. The following rules apply:

- Students are permitted to make up three missed class sessions with the instructor for that day. If you must miss more than these three days, please communicate openly with us. Exceptions can be made in medical emergencies or times of crisis.
- To schedule a makeup, contact the instructor within two days of the absence. This keeps your learning on a reasonable schedule.
- If you schedule an appointment but do not show up, the make-up will be considered used, but you will receive a zero for your score.
- No make-up will be available for the midterm exam or final exam.

### 1. Communication

- Call **614-688-HELP** at any time if you have a technical problem.
- E-mail is the best way to reach instructors.
- All emails sent from Chinese instructors 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.

## **2. 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](http://go.osu.edu/coam))
- *Ten Suggestions for Preserving Academic Integrity* ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## **3. 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 these courses fulfilling and enriching for everybody who participates.

### ***Student Academic Services***

University Student Services can be accessed through BuckeyeLink. More information is 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 these courses may be subject to copyright protection and are only for the use of students officially enrolled in the courses for the educational purposes associated with the courses. Copyright law must be considered before copying, retaining, or disseminating materials outside of the courses.

### ***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](mailto: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](http://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](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

## **4. 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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### ***Accommodated Exams***

Accommodations will be made on an individual basis for students registered with Student Life Disability Services.

### ***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](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

### **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 Greeneville 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>





## SYLLABUS

### Chinese 2141.02: Intensive Level Two Chinese - Oral (Summer Intensive Track)

Summer Semester 2019

Class Number 20665

This course satisfies four credit hours of the GEC foreign language requirement series.

**Prerequisites:** Chinese 1102 (regular, intensive or individualized tracks)

#### Location [Dì diǎn 地点]

MTWTF University Hall 047

#### Time [Shí jiān 时间]

1st hour	09:10 - 10:05	First class
2nd hour	10:20 - 11:15	Second class

#### Instructor [Jiào shī 教师]

**Steven Knicely** 施德文 Shǐ DÉwén

Office: 398 Hagerty Hall

Tel: 292-0215

Email: [knicely.1@osu.edu](mailto:knicely.1@osu.edu)

Office hours: MW 2:30-3:30; by appointment

**NOTE: I DO NOT HAVE A**

**BUCKEYEMAIL ADDRESS.**

Office hours will be set during the first week of the semester. We encourage you to use our office hours to talk about your Chinese study or anything related. An appointment is not necessary though we can be better prepared if you make one in advance.

#### Materials [Jiào cái 教材]

1. Walker, Lang: Chinese: Communicating in the Culture, Vols 3 & 4 (Units 4 & 5)
2. Strange Friends: Complete Script & DVD. The current movie link is <https://www.youtube.com/watch?v=bL5PtXGjf9Q>

The audio files are available only online at the following URL

<https://mediasite.osu.edu/Mediasite/Catalog/catalogs/fll-chinese>

3. Go to Chinese section to find the files you need. You will need your OSU username and login. We will use the following audio series:  
Chi 21 *Chinese: Communicating in the Culture (CCC)*  
Chi 02 4a/b *Strange Friends*

Multimedia files for CCC are at: <https://nealrc.osu.edu/chinesec3>. The password for unzipping the files is **osunealrc1993**.

4. Daily schedules, grade files, announcements and other relevant material can be found on the Carmen website at <http://osu.edu/carmen/>. Please check it daily.

### **Goals [Mù biāo 目标]**

The focus of Chinese 2141.02 is to train you to function successfully in Chinese culture using Mandarin as your primary language. We assume that you are interested in interacting with Chinese people in a way that will permit you to pursue professional goals in some segment of a Chinese society. This means that we expect you to learn how to present yourself in a way that a Chinese person will find comfortable. If a Chinese person has to adapt to you in order to communicate, it is not likely that you can accomplish what you intend in China. Students who succeed in this course will be able to demonstrate skills in Mandarin Chinese communication across ethnic, cultural, ideological, and national boundaries and appreciate Chinese culture and patterns of thought.

### **Expected Learning Outcomes:**

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

These learning outcomes will be satisfied by means of graded assignments and in-class performances relevant to attaining the outcomes described in each of the three categories above.

We will pay attention to the way you behave as much as we attend to your use of the language. We are really coaching you to behave in Chinese culture. In order to do this, you will have to perform. **Performance, your performance**, is the focus of this course. Your daily performance will be the crucial factor in how well you do in this course.

We will assure you that if you do what we ask of you on a daily basis, you will learn Chinese. If you learn Chinese, you will do well in this program. Therefore, our evaluation (i.e., your grades) will be mainly based on your daily performances. The following sections should be read carefully and thoroughly understood.

### **Class structure and preparation for class [Zhǔn bèi 准备]**

NOTE: Even though this course focuses on speaking and listening, you will still be responsible for recognizing Chinese characters necessary to the assignments. We try to keep this to a minimum, but the variety of sources used makes contact with characters inevitable. You will not be responsible for writing characters - only recognizing those you need to speak. Your preparation should still focus mainly on the audio files and not on written texts.

You will have three kinds of classes: ACT REHEARSAL, ACT, and FACT. ACT REHEARSAL (AR) classes are ACT classes in which some English may be used by the instructors—not the students—to facilitate your understanding and performance of the material. AR classes will usually have two major components: a conversational performance and interactive exercises. The primary language of the AR class is still Chinese, and you will still be graded on your performance of the material, so you should prepare thoroughly for each class. If you have a question in an AR class, you must ask it in Chinese using the appropriate Instructional Expression, even if you expect an explanation in English. AR classes will precede ACT classes.

Generally speaking, there is one ACT class after two AR classes. ACT classes will cover the same stage of the material. ACT classes are designed to elicit a better level of your performance. They are conducted in Chinese only. English will not be used except when asked for with a Chinese request. ACT classes are the equivalent of being in a totally Chinese environment, and we consider English to be incompatible with the goal of maintaining that environment. ACT classes usually have contextualized and interactive exercises, in which the conversational performance is one part of them. You will receive a grade for each of these components—4 points maximum for the conversation-related performance and 4 points maximum for other contextualized exercises. Most of your classes will be AR and ACT classes.

FACT classes are designed to impart the information necessary to your successful performance in the ACT classes. You will receive points in FACT class by taking a quiz (either oral or written) over assigned material. FACT classes in 2141.02 are taught largely in English.

### Outline of Topics

1. Going through the Neighborhood
2. Learning to Drive
3. A Business Trip
4. Factory Inspection
5. Travel Companion
6. Delivering Bad News
7. Business Meeting
8. Arriving in China
9. Baggage Inspection
10. Entering and Leaving the City by Car
11. Visiting the Home of Friends
12. Video: *Strange Friends*
13. Video: *A Great Wall*

**Films:** We will use a feature film in this course, **Mòshēng de péngyǒu** 陌生的朋友 (*Strange Friends*). You must buy the film script at SBX or HH198. You will have an audio tape of the *Strange Friends* sound track online. *Strange Friends* will be segmented as follows, and we will spend three classes on each:

Segments 1-3: (approx. 30 min.) Review of what you covered in 1102, from the beginning of the film until Gūniáng is kicked out of the factory. One class only.

Segment 4: (approx. 13 min.) From the end of Segment 3 until Gūniáng gets off the train in Nánjīng.

Segment 5: (approx. 13 min.) From the end of Segment 4 until and including when Gūniáng and Zhāng Tóngshēng have their talk after the fight in the park.

Segment 6: (approx. 16 min.) From the end of segment 5 to the end of the film.

Each segment will be studied as follows:

1. Student questions over the segment: Students ask questions for each other and the instructor to learn how to describe and explain persons and events in the segments. We expect your active participation in this phase of the movie--since we expect complete comprehension of the script, this is your opportunity to clarify any and all issues you have with the film without grade penalty--if you say nothing our assumption will be that you know everything and you may be called on to demonstrate your command of the material.
2. Teacher questions over the segment: The instructor will go through the segment and ask questions about descriptions of the situations and events. You may also ask questions if you have any.
3. Student narrations: Students take turns narrating the events on the screen. After all the students have given at least one narration, the instructor will introduce the next segment or continue to let students narrate portions of the same segment. You are expected to be able to deliver an unbroken narration at this point with complete control of the structures and vocabulary, so practice narrating outside of class.

The purpose of this exercise is to train you to deal with authentic Chinese by learning to learn in Chinese. This means that the process is important. It is imperative that you work outside of class on both the script and the video so that you are able to fully participate in the classes and to demonstrate ever-expanding knowledge of vocabulary and structures in the film. We may have quizzes to reinforce your learning. **You must learn the relevant vocabulary and sentence structures from the materials.** Although there are some interesting scenes in the movie, the purpose of our use of this film is language study in an authentic cultural context--not entertainment. Just do it.

**Self-introduction:** You will give a self-introduction twice, with the expectation that the quality of your delivery will improve. Your performances may be recorded by video or audio. The following are guidelines:

1. Time: Within two minutes. Main purpose: Help your classmates and instructor know you better.
2. Introduce name, what those characters are; current school, major; hobby and expertise; hometown; journey of learning Chinese; motivation of learning Chinese; summarize your life story (be sure to use aspect (i.e. guò) and get the times and places correct); any other topic you want to add.
3. You may use note cards for the first presentation. The second time must be delivered from memory.
4. Be ready to take questions from classmates and instructor.
5. Your performance will be graded based on: content, accuracy, delivery and socio appropriateness, pronunciation, interaction with audience.

**City Report:** You will also give an oral report twice on a city in China with appropriate visual aids. The quality of your delivery in the second time should improve. Your performances may be recorded by video or audio. The following are guidelines:

1. Time: Within three minutes. Context: You are working at the tourism bureau of a city. Now you are introducing this city at a national tourism fair. The purpose of this speech is to demonstrate highlights of your city, and attract more visitors in the future.
2. The following key words will help you focus on content: geography, history, climate, noteworthy aspects, tourist attractions, food, etc.
3. You should use visual aids, such as PowerPoint slides, pictures or any other appropriate format to illustrate the content. There is no requirement for the number of visual aids - one PowerPoint slide is good enough as long as it supports your speech; however, having too many and being too busy to deal with each of them well not be a wise idea. In the visual aids, you may include written Chinese - pinyin, characters or both - but you may not display the text or outline of your speech. Use of written Chinese in PPT slides should be restricted largely to names of persons, places and things. The layout of visual aids should be organized, neat and error-free. Since technology is not 100% reliable, you should be prepared to speak with or without your visuals. You may bring them in alternate forms as backup if you like.
4. The focus of this exercise is your speaking. You must speak the entire time; showing us pictures in silence is not speaking and will be graded down. Music is also problematic if it substitutes for or interferes with speech. Prepare as though you were giving your presentation to a group of Chinese who know little or no English and who expect you to be the expert on your topic. Remember, your target audience is a group of native speakers who don't know English. If your Chinese is poor, it will affect your credibility and you won't succeed in China. You may use note cards for the first presentation. The second time must be delivered from memory.
5. Be ready to take questions from the audience.
6. Your performance will be graded based on: content, accuracy, delivery, social appropriateness, pronunciation, interaction with audience.

### **Daily Schedules [Kè chéng biǎo 课程表]**

The daily schedules are now on Carmen. Your job is to be prepared to perform in class as indicated on the schedule. If you do not understand what the schedule is asking you to do, it is your responsibility to seek clarification.

### **Evaluation [Píng gū 评估]**

You will earn your grade through daily performance and oral reports. Your grade will be calculated as follows, with a total of 704 points possible. **You will need a minimum of 60% to pass the course.**

Daily Performance:  $8 \times 73 = 584$  points

Self-introduction:  $2 \times 20 = 40$  points

City Report:  $2 \times 20 = 40$  points

Final Oral Interview: 50 points

Final Written Exam: 50 points

Percentage Grade Scale

$93-100 = A$     $83-87.9 = B$     $73-77.9 = C$     $63-67.9 = D$

90-92.9 = A- 80-82.9 = B- 70-72.9 = C- 60-62.9 = D-  
88-89.9 = B+ 78-79.9 = C+ 68-69.9 = D+ 0-59.9 = E

As you can see, we place great emphasis on daily performance. The reasons are many, but the main reason is that we are convinced that if you follow the program with consistency and persistence, you will develop significant demonstrable skills in Chinese by the end of the academic year. Your grades will be based on the following scale:

- 4.0 Solid preparation is evident and performance is fully culturally coherent, that is, speaking, and responding to speech in ways in which natives of the target culture expect people to speak and respond. It would present no difficulty, discomfort, or misunderstanding for a native. Repair (restarting, or correcting yourself) is self-managed.
- 3.7 Performance is superior: able to perform assigned materials with fluency but with a few difficulties and errors in pronunciation, word choice and grammar; able to self-correct most errors; performance is, for the most part, culturally appropriate and coherent; a native speaker might experience some puzzlement, difficulty, or discomfort when speaking with you.
- 3.5 Good preparation with solid performance, such that there would be little to create difficulties, discomfort, or misunderstanding in interaction with a native. However, some noticeable errors could hinder smooth interaction. Most repairs are self-managed.
- 3.0 Good preparation with good performance. A few aspects of the performance would create difficulties, discomfort, or misunderstanding in communication with a native. Evident weakness or patterned error that would require occasional repair/correction from another (instructor, classmate).
- 2.5 Some preparation is evident and performance enables communication, but also presents several clear sources of difficulty, discomfort, or misunderstanding in communicating with a native. Repair is largely a matter of correcting problems, and comes mostly from others.
- 2.0 Minimum preparation and performance that causes definite obstacles to communication that would cause more than simple discomfort. Utterances would cause puzzlement that the native is at a loss to resolve (what is s/he trying to say?). Repair requires multiple, often repeated, attempts at correction and guidance from another (mostly the teacher).
- 1.5 Barely any preparation, with performance that would create considerable difficulties, discomfort, and/or misunderstanding in communicating with a native. Communication is achieved only with repeated correction and guidance from another (mostly the teacher). Clearly not in control of the assigned material.
- 1.0 Attended class, but did not participate or failed to perform with any viable degree of competence.
- 0 Absent.

#### **Absence and Makeup Policy [Bǔ kè 补课]**

Your attendance in class is required. The following rules apply:

1. You will be allowed to make up **NO MORE THAN THREE** missed classes. If you need to make up more because of illness or injury, you must obtain permission from the instructor. *It is your responsibility to seek your instructors and set up make-ups, as we will not remind you.*
2. **Missed classes MUST be arranged within 2 days of your return to class and made up within one week or you may not be allowed to make it up.** It is your responsibility to arrange your makeup on time. Missed classes which are not made up within the above timeframe or which exceed three in number will be entered as zeros in your grade record.
3. The make-ups will be conducted by the instructor during office hours or by appointment and will cover the work missed. **Please make appointments with your instructors with the instruction of policy No. 2.**
4. There will be **NO MAKEUPS** on the day of final oral interview.
5. Arrive on time to class; any missed section of that class day due to unreasonable lateness can't be made up; in extreme cases we may refuse to assign a grade for that day/assignment.

Note: if you make an appointment with the instructor and do not show up or are more than **5 minutes** late, you will receive a grade of zero for the missed class, and cannot make up the class anymore.

### **Use of English**

Except in case of an extraordinary situation for which you do not have adequate Chinese language skills, or in a Act Rehearsal class where you use the appropriate Chinese expression to elicit an explanation in English from the instructor, we expect you to communicate with us in Chinese only, both in and out of class.

### **Academic Misconduct Statement**

Statement of Academic Misconduct – Academic Misconduct (rule 3335-31-02) is defined as “any activity which tends to compromise the academic integrity of the institution, or subvert the educational process.” Please refer to rule 3335-31-02 in the student code of conduct for examples of academic misconduct at [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp).

### **Note on Disabilities**

**Disability Services:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. Students should inform the instructor as soon as possible of their needs. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave.; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

### **Final Words**

Since this is an intensive course, our expectations will be high. You are at the point in your study of Chinese where great effort will result in great gains in your level of

proficiency. To realize this, you must prepare diligently and come to class ready to perform every day. The instructors are eager for you to learn Chinese, but you must do the work yourselves. **If you have concerns about the course materials, instructors, procedures, etc., please don't hesitate to raise them with us.** We will be happy to make whatever adjustments we deem useful and practical in the cause of improving the course while maintaining quality.

**Instructors reserve the right to make adjustments in the schedule, course requirements and evaluation standards as necessary.**

**學無止境!**



# Distance Approval Cover Sheet

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

Course Number and Title: 2141.02 Intensive Level Two Chinese-Oral: Summer Intensive 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.

If 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.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an 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):

### 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.

## 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 other courses during the 20-21 academic year and plan to use it in this course.

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. Quizzes will be handled on Carmen instead of in-person.

## 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...

Students will meet five times with instructors weekly. In those sessions they will perform graded assignments prepared outside of class. These will include dialogs, question-and-answer exercises, oral reports and small-group discussions. Time to prepare depends on the individual student, but should be around 2 hours per session. We will work from the same schedule of assignments as the in-person track with the same performance expectations and grading standards.

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.

We can work with the Student Disability Office to handle accommodations for disabilities as they arise, just as we do with the in-person course.

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 oral 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 2141.02 uses a variety of exercises focused on oral communication both during sessions with instructors and outside the sessions over the course of each credit hour. Students can also request ungraded meetings with instructors outside of class times 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 daily performance, 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):

Students will regularly interact with each other in performing dialogs and question-and-answer and small-group exercises. The instructor need only participate to correct and evaluate student performances, which means students do most of the communicating. Students who are listening to other students perform may be called on at any time to explain what their classmates have said. This encourages 100% participation at all times.

## 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:

We taught this course successfully online for two summers during the Covid-19 campus shutdown, and would like to be able to offer the option to students in the future.

## DL Review Comments:

This syllabus includes all required syllabus elements and provides a comprehensive overview of the course expectations. I have a few small recommendations that I think will make your syllabus better and I hope will be helpful to you:

- It is unclear what parts of the course are asynchronous and the frequency of scheduled synchronous meetings. You mention 5 meetings per week in the Cover Sheet but it is unclear in the syllabus. Also, the syllabus includes the line, "See Also "Scheduling Appointments" under Grades, Policies and Procedures below" on page 4, but never mentions scheduling of appointments again. I recommend adding the "How This Online Course Works" section from the ASC Distance Learning Syllabus Template and providing some clarifications on this.

- The Grading Scale on page 6 of the syllabus has two small errors: 1) OSU does not have "F" grade, replace with "E". There is no letter grade to correspond with 60-63 (because there is no "D-" in the OSU grading scale.

*Jeremie Smith* 2/4/2022