

Term Information

Effective Term Summer 2022
Previous Value Summer 2012

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 to this course.

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

We wish to have the flexibility to offer a distance-learning option to attract 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)?

The only changes would be the modes of delivery and testing, all other aspects of the course--amount of synchronous instruction, materials and requirements--would remain the same. Synchronous sessions would be conducted via Zoom or a similar program, and testing would be on Carmen. Since most of the grade would be based on synchronous student performance, the amount of 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 4142.02
Course Title Intensive Level Three Chinese-Oral: Summer Intensive Track
Transcript Abbreviation Level 3.Oral:Sum
Course Description Continuation of 2141.02. Summer Intensive Track. Admission to SPEAC is required for registration. Students must complete 5 credits during the second 3.5 weeks of the Summer Session.
Semester Credit Hours/Units Fixed: 5

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
Previous Value No
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
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 2141.01 or 2141.02, or permission of instructor.
Exclusions	
Previous Value	Not open to students with credit for 310 and 510.02.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
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	<ul style="list-style-type: none">• By the end of this course, students should successfully be able to function as college students in a Chinese city, including the following:<ul style="list-style-type: none">• Getting settled on campus• Eating, shopping and making friends• Sightseeing• Solving problems
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[Previous Value](#)

Content Topic List

- Getting settled on campus
 - Eating, shopping and making friends
 - Sightseeing
 - Solving problems
 - Handling social engagements
 - Doing research
 - Describing the city
- At the Home of Friends
- Discussing Where to Live
- Recounting Past Activities
- Renting a Room
- Discussing Members of a Family
- Eating in a Restaurant
- Speaking of Family Matters
- Oral Report: A Chinese Personality

Previous Value

- *The film Early Spring is the basis working material for the class*
- *At the Home of Friends*
- *Discussing Where to Live*
- *Recounting Past Activities*
- *Renting a Room*
- *Discussing Members of a Family*
- *Eating in a Restaurant*
- *Speaking of Family Matters*
- *Oral Report: A Chinese Personality*

Sought Concurrence

No

Attachments

- 4142.02 ASC Distance Approval Cover Sheet.pdf: ASC approved cover sheet
(Cover Letter. Owner: Knicely, Yuching Hsu)
- 4142.02 DL Syllabus Su 22rev.pdf: DL syllabus
(Syllabus. Owner: Knicely, Yuching Hsu)
- 4142.02 In person Syllabus Su16.pdf: In Person syllabus
(Syllabus. Owner: Knicely, Yuching Hsu)
- 4142.02 DL Syllabus Su 22up.pdf: updated DL syllabus
(Syllabus. Owner: Knicely, Yuching Hsu)

Comments

- revised syllabus uploaded *(by Knicely, Yuching Hsu on 03/22/2022 10:02 AM)*
- See Panel feedback e-mail sent 03/07/22. *(by Cody, Emily Kathryn on 03/07/2022 02:55 PM)*
- Correct form to reflect Distance Learning request on behalf of D. Knicely. *(by Hilty, Michael on 02/10/2022 02:34 PM)*

COURSE CHANGE REQUEST
4142.02 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/03/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Knicely, Yuching Hsu	02/09/2022 02:26 PM	Submitted for Approval
Approved	Bender, Mark A	02/09/2022 02:33 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/10/2022 01:26 PM	College Approval
Revision Requested	Cody, Emily Kathryn	03/07/2022 02:55 PM	ASCCAO Approval
Submitted	Knicely, Yuching Hsu	03/22/2022 10:02 AM	Submitted for Approval
Approved	Bender, Mark A	03/22/2022 10:57 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/03/2022 09:25 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/03/2022 09:25 PM	ASCCAO Approval

SYLLABUS: CHINESE 4142.02

INTENSIVE LEVEL THREE CHINESE--ORAL: INTENSIVE SUMMER TRACK ONLINE

Summer 2022

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; 614-292-0215)

Course description

Chinese 4142.02 DL is an online version of summer intensive classroom Chinese 4142.02 and a continuation of Chinese 2141. The focus of Chinese 4142.01 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 function as college students in a Chinese city, including the following:

- Getting settled on campus
- Eating, shopping and making friends
- Sightseeing
- Solving problems
- Handling social engagements
- Doing research
- Describing the city

HOW THIS ONLINE COURSE WORKS

Mode of Delivery: This summer intensive course meets entirely online as a group Monday through Friday at the following times:

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 five-credit-hour course. Students will spend ten hours (55-minute classes) weekly 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

Acquire these texts and materials:

For Tiyan Suzhou classes, this textbook:

1. *Perform Suzhou* 《体演苏州》 *Tiyan Suzhou*
by Jian, Xiaobin; Wang, Jianfen; Jia, Junqing; and Feng, Chenghua.
https://ohiostate.bncollege.com/c/Perform-Suzhou/p/MBS_2226404_used

For movie classes, these films and their scripts:

2. *A Great Wall* (1986) (film)
(Try this link: https://youtu.be/yYQk9d_AW6s or buy an HD streaming copy on YouTube here <https://youtu.be/yTdNp1kJhe4>, or buy the DVD online)
3. *A Great Wall* 《北京故事》 *Beijing Gushi* (movie script)
Ma, Jing-heng.
4. *Early Spring in February* 《早春二月》 *Zao Chun Er Yue* (1963) (film)
(Try this link: <https://youtu.be/aQyKuSwrbL0> or buy the DVD online)
5. Leung, Laifong. *Early Spring in February: A Study Guide*. (movie script)

Note:

Early Spring in February is available online by going to the new CLLC Store. If students order “Hagerty Hall Pick Up” they can avoid shipping charges and shipping wait times. This is not available through Barnes & Noble OSU Bookstore. Pick up location is Hagerty Room 100, the office of the Center for Languages, Literatures & Cultures

<https://cllc-osu.nbsstore.net/early-spring-in-february-a-study-guide-to-the-film>

Course technology

3. Course Technology

Chinese 4142.02 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
- 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](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 4142.02 DL. Here is an explanation of those class types.

Tiyan Suzhou Classes

Tiyan Suzhou Classes follow the textbook *Tiyan Suzhou* 《体演苏州》. There will be four kinds of classes for Tiyan Suzhou classes: FACT, ACT REHEARSAL, ACT, and NARRATION.

FACT classes are designed to impart the information necessary to your successful performance in the ACT classes. This is an open-book class, and students should take notes actively on the contents of the lessons. Students will receive points in FACT class by taking a quiz (8 points) over assigned material. FACT classes are conducted in English. Feel free to ask questions!

During **ACT REHEARSAL (AR)** classes, students will rehearse the dialogue and drills with the instructor and with classmates to perfect 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. AR classes are conducted in Chinese, though some English may be used occasionally. Use the appropriate **Instructional Expressions** (see the document in Carmen's Modules) 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 are another 4 points. The rubric is listed below in the grading section of the syllabus.

During **NARRATION** classes, students will narrate events from the lesson from the viewpoints of the various characters in the scene.

2. Movie Classes

The two movies we will watch this semester are each divided into five segments of 15-20 minutes. We will study each segment for three class periods. Here is how each of those three periods will go.

1. **Students Ask Questions** 学生提问 xuéshēng tíwèn (e.g. A Great Wall 1.1)

Open-book. You should take notes.

Watch the film before class and write down at least four questions to ask for this class. Submit your four questions on Carmen for 4 points. Ask questions of the instructor and your peers to learn how to describe and explain events in the film segment. Ask at least four questions in class for 4 additional points (8 total). To prepare for this class, watch the film, take notes in a notebook and/or margin of the text, and develop questions based on parts of the film you do not understand. If you understand everything 100%, then develop questions your classmates will benefit from. Take notes in class.

Also, listen to model narrations on Carmen and develop further questions you may have so that during your own narration (the third class), you will be fully prepared.

2. Instructor Asks Questions 老师提问 lǎoshī tíwèn (e.g. A Great Wall 1.2)

Open-book. You should take notes. Self-determine the vocab and grammar you need.

The instructor will go through the segment and ask you questions about the events of the film segment. To prepare for this class, begin practicing your own narration of the film segment. Pay special attention to intentions of the characters in the film. You may refer to the model as an example, but make your own narration, remembering university policy on Academic Misconduct (see end of syllabus). Review the model narration, your own narration, relevant vocabulary and structures, and your notes from the “Ask Questions” class. Imagine the instructor asks you simple questions (e.g. Who is this character?) and complex questions (e.g. What happened after Mr. Fang poured the hot coffee? Why did he do that?). You may also ask questions during this class if you have any (in Chinese).

3. Narrate 学生叙述 xuéshēng xùshù (e.g. A Great Wall 1.3)

Closed-book. No notes. You must speak extemporaneously.

Students take turns narrating the events of the movie segment in different contexts. 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 the segment outside of class. There are model narration scripts and audio files on Carmen for each movie segment. We expect functional command of the vocabulary and structures in both films. You should strive to understand every word of the scripts and be able to narrate in detail from beginning to end. We strongly encourage you to view the film regularly. We will evaluate your progress based on your in-class performance and your submissions to Carmen.

3. Film Segment Descriptions

A Great Wall (1986) 《北京故事》 Běijīng Gùshi was released in the '80s but is more contemporary in feel than *Strange Friends* 《陌生的朋友》 Mòshēng de Péngyou. Pay attention to the cultural stereotypes on both sides and how the characters deal with them.

Segment 1 (00:00 – 14:39)

From the beginning to where the two male students approach the two female students

Segment 2 (14:40 – 29:12)

Up to when Mr. Fang's family takes a picture with his sister's family

Segment 3 (29:13 – 52:33)

Up to when Mrs. Zhao introduces different clothes to Mrs. Fang and makes her a qípáo

Segment 4 (52:34 – 1:13:40)

Up to when Mrs. Zhao has been told that America has a poor public security and worries about Lili bringing her a foreign son-in-law

Segment 5 (1:13:41 - 1:32:07 end)

Up to when Zaihua and Lili look at each other and smile

Early Spring in February (1963) 《早春二月》 Zǎo Chūn Èr Yuè is more complex psychologically, socially, and historically than either of the other films we have view and will reward careful, thoughtful examination. Pay attention to details of plot and character and try to determine what people's motives are for their actions and how these actions are perceived by other characters in the movie.

Segment 1 (00:00 – 21:05)

From the beginning to when Mr. Xiao returns to find Tao Lan going through his things

Segment 2 (21:06 – 41:03)

Up to when Mr. Xiao leads Cailian over the bridge on the way to the first day of school

Segment 3 (41:04 – 59:31)

Up to when Mr. Xiao and Tao Lan are going to his room to discuss what she read

Segment 4 (59:32 – 1:24:00)

Up to when Mr. Xiao is sitting by the lake and Tao Lan comes down from his room to talk to him about the letter he started writing to her

Segment 5 (1:24:01 – 1:48:12 end.)

Up to the end.

Oral Reports

Apart from Tian Suzhou classes and Movie classes, we will also have Oral Reports this semester. You will find a description of this assignment on Carmen in the modules section.

Evaluation and Grading**1. Grading Rubric – Grades are based on the following scale:**

	Tiyan Suzhou Class Rubric	Movie Class Rubric
4	Performance 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 in the movie classes with demonstrated progress toward and attainment of the goal of total comprehension of the script and convincing narration ability.
3.5	Performance comprehensible to native speakers, but some non-patterned errors (e.g. hesitation indicating inadequate preparation) hindering smooth interaction	Less active participation and/or evidently less preparation than a 4.0, but still making progress in learning new vocabulary and structures.
3	Performance comprehensible to a native, but features consistent weakness or patterned error.	Some progress evident, but less than for 3.5. Can still give comprehensible responses, though errors prevent smooth interaction
2.5	Communication requires significant help from interlocutor or instructor.	While demonstrating evidence of understanding and new vocabulary, lapses in narration require significant help from instructor or other students.
2	Performance puts burden on interlocutor. An English-speaking Chinese person would avoid using Chinese with you.	Little preparation or participation is evident in performance. Little to no new vocab or structures demonstrated—low accuracy in usage of both. Narration regularly stalls or breaks down.
1	Present, but unprepared. Unable to perform	Present, but unprepared. Unable to perform.
0	Absent, or missing a submission.	Absent, or missing a submission.

4. Online Standardized Test (CCALT-CAVO)

You will be required to take an online listening comprehension test and possibly one for reading toward the end of the semester. Instructions will be given at the time.

Exam Coverage and Format: The midterm exam will cover material taught up to that point; the final will cover that of the remainder of the term. Exams will consist of listening comprehension, grammar fill-in-the-blank, explanations of selected phrases and an oral interview.

5. Final Exam Schedule

(<https://registrar.osu.edu/scheduling/finals/finals.asp>)

6. Grades

You will earn your grade through daily performance, oral presentations, midterm and final. The point breakdown is as follows. You will need a minimum of 60% to pass the course.

Daily performance:	8 x 65 =	520 points
Oral Reports:	50x3=	150 points
Midterm Exam:		50 points
Final Exam:		100 points
CCALT-CAVO Test:		40 points (completion grade)
Total		<hr/> 860 points

7. Percentage Grade Scale

	87-89 = B+	77-79 = C+	67-69 = D+	
93-100 = A	83-86 = B	73-76 = C	63-66 = D	0-59 = E
90-92 = A-	80-82 = B-	70-72 = C-		

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.

Snow Day Policy

If classes are cancelled due to weather or some other emergency, stay with the schedule when classes resume. If classes are cancelled on Tuesday and resume on Wednesday, prepare the lesson scheduled for Wednesday, and we will determine how to make up Tuesday's class later. This goes for online classes as well—we will not have online classes during an official snow day.

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)
- *Ten Suggestions for Preserving Academic Integrity* (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

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.

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; 614-292-3307; 098 Baker Hall, 113 W. 12th 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)
- 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 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>

SYLLABUS

Chinese 4142.02: Intensive Level Three Chinese—Oral (Summer Intensive Track)

Summer Semester 2016

Class Number 24481

Five Credit Hours

Prerequisites: Chinese 2141 or 210 (regular, intensive or individualized tracks)

Location [Dì diǎn 地点]

MTWTF Derby Hall 30

Time [Shí jiān 时间]

1st hour	09:10 - 10:05	First class
2nd hour	10:20 - 11:15	Second class
3rd hour	11:30 - 12:25	Lunch/Self Study
4th hour	12:40 - 01:35	Lunch/Self Study
5th hour	01:50 - 02:45	Third class
6th hour	03:00 - 03:55	Fourth class

Instructors [Jiào shī 教师]

CHAI, Donglin (柴冬臨 Chái Dōng Lín) 柴老師 Chái Lǎoshī Office: 376 Hagerty Hall Email: chai.39@osu.edu Office hours: TBA	WANG, Jianfen (王建芬 Wáng Jiàn Fēn) 王老師 Wáng Lǎoshī Office: 376 Hagerty Hall Email: wang.1440@osu.edu Office hours: TBA
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Note: 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. Tiyan Suzhou. All on Carmen Content - nothing to buy.
2. Leung, Laifong. Early Spring in February: A Study Guide (movie script) & DVD.
Model narrations: Texts and sound files are on Carmen Content.
3. Jing-heng Ma. A Great Wall. Movie script & DVD
Movie online link: https://www.youtube.com/watch?v=yYQk9d_AW6s
Model narrations: Texts and sound files are on Carmen Content.
Note: All above materials are available in Hagerty Hall 198 or from online businesses.
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 4142.02 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.

This course will help you develop skills in Mandarin Chinese to communicate across ethnic, cultural, ideological and national boundaries and to develop an understanding of Chinese interpersonal behavioral culture and related thought patterns. At the end of the course, you will be expected to perform in speaking and listening Chinese at a level of proficiency appropriate for continuing on to the next course in the sequence. You should also demonstrate a level of cultural understanding suitable for correct performance of assigned tasks in Chinese.

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. This is a long-term process, but we will get to it right away. 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. There will also be one mid-term and one two-part final. The following sections should be read carefully and thoroughly understood.

Outline of Topics

1. Meeting for the First Time
2. The Food's Ready
3. Shopping
4. Going Where?
5. Interacting with Teachers
6. Organizing Activities
7. Getting Together with Friends
8. Video: *A Great Wall*
9. Video: *February*

Class structure and preparation for class [Zhǔn bèi 准备]

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 a 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 may be taught in English.

A Great Wall: We will finish this movie this summer following the procedure from Chinese 2141.02. **Early Spring in February:** This movie will be taught in five or six segments with four classes on each segment. We expect functional command of the vocabulary and structures in it. You should understand every word of the script and be able to narrate it in detail from beginning to end. We strongly encourage you to acquire the DVD and use it primarily. We will evaluate your progress with quizzes and in-class performances as described below.

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.

This film is more complex psychologically and socially than either of the previous films we have viewed, and will reward careful, thoughtful examination. Pay attention to details, and try to determine what people's motives are for their actions and how these actions are perceived and interpreted by other characters in the movie.

Biographical Report: You must report on a Chinese person, living or otherwise. If you are unsure about the suitability of your choice, please clear it with one of the instructors. 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.
2. To make your speech more vivid in the given context, you should use visual aids, such as PowerPoint slides, pictures or any other appropriate format in the given context. There is no requirement on the number of visual aids - one PowerPoint slide

is good enough as long as it well supports your speech; however, having too many and being too busy to deal with each of them well might 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 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.

3. 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.
4. Be ready to take questions from audiences.
5. Your performance will be graded based on: content, accuracy, delivery and socio appropriateness, pronunciation, interaction with audience.

Online Testing You will be required to take an online listening comprehension test toward the end of the summer. Instructions will be given at the time.

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.

Preparation [Yùxí 预习]

Since this is a listening/speaking course, your preparation should focus on listening to audio and video files in Chinese and speaking Chinese when appropriate. When listening, be sure to learn the vocabulary and structures, and listen to the assigned tape(s) several times until you are sure you understand the content. In speaking, again, learn the new vocabulary and structures, and practice actually saying what you need to say—just listening to a tape or reading a script won't be enough to train you to speak. Practice until you are fluent and accurate in your expression so that you can perform well when you come to class.

We expect an average of about 2 hours of daily preparation for this class. If you are exceeding that by a substantial amount, let us know. You will learn a great deal of Chinese this term and you will earn every bit of it; however, we do not require an inordinate amount of your time to do it.

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 760 points possible. **You will need a minimum of 60% to pass the course.**

Daily Performance: $8 \times 74 = 592$ points (82.2%)

Biographical Report: $2 \times 20 = 40$ points (5.6%)

Columbus Project: $2 \times 20 = 40$ points (5.6%)

Online Testing: 8 points (1.1%)

Final Oral Interview: 40 points (5.6%)

Percentage Grade Scale (NO ROUNDING UP)

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

achieved only with repeated correction and guidance from 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, we will require a written medical excuse by your physician. *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 1 day of your return to class and made up within 2 days of your missed date 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 time frame or which exceed three in number will be entered as zeros in your grade record.
3. The make-ups will be conducted by the instructors during their 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.

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.

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: 4142.02 Intensive Level Three 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 YesF

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 4142.02 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

x 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 successfully taught the regular classroom version of this course online during the Covid-19 campus shutdown, and would like to be able to offer the summer intensive online 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 7 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