PROGRAM INFORMATION

Date submitted: May 28 2011

Degree Program(s): Chinese BA
Department: World Languages & Lit.

Department Chair: Dominique van Hooff
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Next Self-Study due: 2013
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Note: Schedule is posted at: http://www.sjsu.edu/ugs/programplanning/

ARCHIVAL INFORMATION

Location: 410G Clark Hall
(Bldg/Room #)

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Assessment schedule is posted at http://www.sjsu.edu/ugs/assessment
Please send any changes to the schedule or to student learning outcomes to Jackie Snell
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Enter the number and text of the SLO in this box (we post reports by SLO)

SLO 2: Command basic Chinese vocabulary. Refine grammatical structures and engage in critical thinking through a variety of tasks, activities, and assignments.

SLO 7: Critical reading of pre-modern Chinese prose, poetry, and drama.

Initial Evidence of Student Learning:

[Spring2009—Sp2011] Chinese SLO#2 was originally defined to assess students’ progress in learning modern Chinese, particularly at the beginning and intermediate levels. In the last round of assessment, students were largely successful meeting this objective (see report for Spring 2009). Since most majors currently in the Chinese Program have no difficulties meeting SLO2, it was decided that this semester we will use SLO2 and SLO7 in combination to evaluate students’ progress in learning classical Chinese, an area where the faculty member have seen many problems, and are looking for ways to improve.

Data was collected from three classes: CHIN120B (Spring 2009), CHIN141 (Spring 2009), and CHIN130 (Spring 2011).

Data analysis shows that students often apply their reading skills in modern Chinese, without caution or modification, to ancient texts, not realizing that the same Chinese characters may have widely different meanings and usages in different eras. Small online dictionaries are usually not helpful. Students’ lack of background knowledge also makes interpretation of ancient texts difficult.
Change(s) to Curriculum or Pedagogy:

[Spring 2011] Implemented in CHIN130:
(1) At the beginning of the semester, a quick review of the “empty words” used in Classical Chinese.
(2) A list of common “false cognates”, such as the character for “he” in modern Chinese is never “he”, but “other” in classical Chinese.
(3) Introduction of more adequate, full-size, dictionaries for the purpose of learning classical Chinese.

Evidence of Student Learning after Change.

[Spring 2011]
Three writing exercises and translation assignments indicate that 11 out of 12 students meet SLO#2 and SLO#7. Given the importance to a Chinese major the ability to read pre-modern text, these objectives will be evaluated again in 2013.