 Boise State University  
Foundational Studies Course  

Course Number and Title: CHINESE 102  

Course Design Table

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<th>Foundation ULO Criteria</th>
<th>Foundation ULO Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
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| 10-01 Literature and Humanities | Critical reading skills within the discipline | Read and understand written discourse in Chinese at the elementary level. | Exams and/or Quizzes (These will assess comprehension of written Chinese at the elementary level ). | Portions of this course will use best practice pedagogies selected from the following, but not limited to:  
• Instructor presentation  
• Reading and discussing texts in class  
• Written and/or oral reflections on texts  
• Small group work  
• Language lab  
• Conversation practice  
• Tutoring |
| 10-02 Literature and Humanities | Writing and/or speaking within the discipline |  
• Write and/or speak clearly and suitably in the Chinese language for a variety of purposes and for different audiences at the elementary level  
• Negotiate meaning in a variety of situations and contexts appropriate to the elementary level.  
• Composition in the Chinese language (Work will be evaluated on the basis of accuracy of expression, integration of new vocabulary and creative content at the elementary level)  
• Oral presentation in Chinese  
• Exams and/or Quizzes (These will assess writing in the Chinese language at the elementary level ) | | Portions of this course will use best practice pedagogies selected from the following, but not limited to:  
• Role-playing  
• Group Projects and/or presentations  
• Class discussions  
• Singing songs  
• Reciting poems  
• Small group work  
• In class writings  
• Language lab  
• Conversation practice  
• Tutoring |
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<td>10-03</td>
<td>Reasoning within the discipline</td>
<td>Identify and use culturally appropriate information sources in both written and spoken discourse in the Chinese language at the elementary level.</td>
<td>• Oral presentations (May be in Chinese or in English) • Exams</td>
<td>Portions of this course will use best practice pedagogies selected from the following, but not limited to: • Class discussions • Instructor Presentation • Role Playing • Classroom assessment techniques o Muddiest point o One minute paper</td>
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<td>10-04</td>
<td>Cultural, historical, conceptual, and linguistic awareness</td>
<td>• Explain their own cultural perspective; Compare their own cultural perspectives with other cultural perspectives at the elementary level • Demonstrate understanding of the culturally-based lens through which people develop world views.</td>
<td>Research Project (Students will complete a cultural research project which will consist of preliminary research (videos, books, articles, interviews, etc.) on a cultural topic of choice related to Chinese.</td>
<td>Portions of this course will use best practice pedagogies selected from the following, but not limited to: • Instructor Presentation • Assigned reading or topic • Ethnography: Observe social setting where people speak Chinese • Case study: Interview fluent speaker or native speaker of Chinese</td>
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<td>10-05</td>
<td>Personal development</td>
<td>Employ speaking, listening and interpersonal skills in Chinese at the elementary level.</td>
<td>Participation in class discussion lead to a higher participation grade.</td>
<td>Portions of this course will use best practice pedagogies selected from the following, but not limited to: • Group presentations/projects • Classroom assessment techniques: o Class discussions o Self-reflections o One-minute papers o Role play</td>
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