<table>
<thead>
<tr>
<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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<tr>
<td><strong>10-01 Literature and Humanities</strong></td>
<td>Critical reading skills within the discipline</td>
<td>Read and understand written discourse in Chinese at the intermediate level.</td>
<td>Exams and/or Quizzes (These will assess comprehension of written Chinese at the intermediate level).</td>
<td>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</td>
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<td><strong>10-02 Literature and Humanities</strong></td>
<td>Writing and/or speaking within the discipline</td>
<td>• Write and/or speak clearly and suitably in the Chinese language for a variety of purposes and for different audiences at the intermediate level • Negotiate meaning in a variety of situations and contexts appropriate to the intermediate level.</td>
<td>• 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 intermediate level) • Oral presentation in Chinese • Exams and/or Quizzes (These will assess writing in the Chinese language at the intermediate level)</td>
<td>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</td>
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| 10-03 Literature and Humanities | Reasoning within the discipline | Identify and use culturally appropriate information sources in both written and spoken discourse in the Chinese language at the intermediate level. | • Oral presentations (May be in Chinese or in English)  
• Exams. | 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  
  ○ Muddiest point  
  ○ One minute paper |
| 10-04 Literature and Humanities | Cultural, historical, conceptual, and linguistic awareness | • Explain their own cultural perspective  
• Compare their own cultural perspectives with other cultural perspectives at the intermediate level  
• Demonstrate understanding of the culturally-based lens through which people develop world views. | 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.) | 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 |
| 10-05 Literature and Humanities | Personal development | Employ speaking, listening and interpersonal skills in Chinese at the intermediate level. | Greater participation in class discussion leads to a higher participation grade. | Portions of this course will use best practice pedagogies selected from the following, but not limited to:  
• Group presentations/projects  
• Classroom assessment techniques:  
  ○ Class discussions  
  ○ Self-reflections  
  ○ One-minute papers  
  ○ Role play |