

General Education Review Committee Agenda

12:30-1:30
April 15, 2011
ADM 204

I. Call to Order

Roll

() Suzanne Forster	UAB/CAS	Humanities
() Sue Fallon	UAB/CHSW	Social Sciences, Chair
() Utpal Dutta	UAB/SOE	
() Kevin Keating	UAB/Library	
() Deborah Fox	UAB/Mat-Su	Written Communication
() Len Smiley	CAS	Quantitative Skills
() Shawnalee Whitney	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
() Beverly Barker	CAS	Natural and Physical Sciences
() Robert Capuozzo	COE	
() Sandra Pence	CTC	
() Kyle Hampton	CBPP	Social Sciences
() Hilary Davies	UAB	Ex officio/UAB Chair
() Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2)

IV. Report from Associate Vice Provost Bart Quimby

V. Chair's Report

VI. Course Action Requests

Add CHIN A201 Second Year Chinese I (4 cr) (4+0) (**GERC**) (pg. 3-8)

Add CHIN A202 Second Year Chinese II (4 cr) (4+0) (**GERC**) (pg. 9-14)

VII. Old Business

A. GER Outcomes Mapping

B. GER Survey

VIII. New Business

A. AAC&U Conference

B. GER Assessment Workshop

IX. Informational Items and Adjournment

General Education Review Committee Summary

12:30-1:30
March 18, 2011
ADM 204

I. Call to Order

Roll

() Suzanne Forster	UAB/CAS	Humanities
() Sue Fallon	UAB/CHSW	Social Sciences, Chair
() Utpal Dutta	UAB/SOE	
() Kevin Keating	UAB/Library	
() Deborah Fox	UAB/Mat-Su	Written Communication
() Len Smiley	CAS	Quantitative Skills
() Shawnalee Whitney	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
() Beverly Barker	CAS	Natural and Physical Sciences
() Robert Capuozzo	COE	
() Sandra Pence	CTC	
() Kyle Hampton	CBPP	Social Sciences
() Hilary Davies	UAB	Ex officio/UAB Chair
() Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Summary (pg. 2-3)

Approved

IV. Report from Associate Vice Provost Bart Quimby

V. Chair's Report

VI. Course Action Requests

Chg	ASL A101	Elementary American Sign Language I (4 cr) (4+0) (pg. 4-8)
Chg	ASL A102	Elementary American Sign Language II (4 cr) (4+0) (pg. 9-13)
Chg	ASL A201	Intermediate American Sign Language I (4 cr) (4+0) (pg. 14-18)
Chg	ASL A202	Intermediate American Sign Language II (4 cr) (4+0) (pg. 19-22)

Approved all ASL courses

VII. Old Business

A. GER Outcomes Mapping

B. GER Survey

VIII. New Business

A. GER Purge List (pg. 23)

B. Fisher Report

Full Report

<http://www.alaska.edu/files/pres/FisherReportMemo.pdf>

<http://www.alaska.edu/files/pres/FinalFisherReport.pdf/>

C. Faculty Senate Diversity Committee Report

Full Report

<http://www.uaa.alaska.edu/governance/facultysenate/upload/FINAL-FS-Agenda-02-04-11.pdf>

IX. Informational Items and Adjournment

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
Second Year Chinese I
CHIN A201

I. Initiation Date: Fall 2011

II. Course Information:

- A. College: College of Arts & Sciences
B. Course Title: Second Year Chinese I
C. Course Subject/Number: CHIN A201
D. Credit Hours: 4.0
E. Contact Time: 4 + 0 hours per week
F. Grading Information: A-F
G. Course Description: Intermediate course for students with basic knowledge of Chinese. Enhances listening, speaking, reading, and writing skills for effective communication at the second year level. Students critically examine diverse cultural perspectives. Course conducted in Chinese.
H. Status of course relative to degree or certificate programs: Required for B.A. degree in Languages with a secondary emphasis in Chinese.
I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: CHIN A102
M. Registration Restriction: None

III. Instructional Goals and Defined Student Outcomes:

Instructional Goals: The instructor will:

- 1) Create course assignments and class activities which continue to enhance listening, speaking, reading, and writing proficiency in Chinese.
- 2) Develop approaches in identifying the variety of ways in which cultural objects and belief systems of Chinese-speaking communities acquire value and significance.
- 3) Provide tools with which students can critically examine values, customs and institutions that differ from their own.

Defined Student Outcomes:	Assessment Procedures:
Demonstrate second year proficiency in listening in Chinese: Comprehend simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands.	Tests
Demonstrate second year proficiency in speaking in Chinese: Communicate to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expand upon the vocabulary, grammar, and communicative functions acquired in CHIN A102.	Interviews and dialogues
Demonstrate second year proficiency in reading in Chinese: Comprehend simple, yet connected discourse relating to generally predictable topics and daily environment.	Tests
Demonstrate second year proficiency in writing in Chinese: Present uncomplicated creative language pertaining to familiar topics or relating to major aspects of life.	Writing samples and tests
Demonstrate cultural knowledge of new topics addressed. Adopt critical perspectives for understanding diversity.	Tests

IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:

A student's grade will be based upon individual performance in class-session preparedness and participation in Chinese; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:

This class is appropriate at the 200-level because it requires two semesters of previous study in Chinese.

VII. Course Outline:

A. Listening in Chinese at the second year level:

Comprehension of simple, yet connected discourse relating to generally predictable topics, personal environment, and social demands. Expansion upon the vocabulary, grammar, and communicative functions of CHIN A102.

B. Speaking in Chinese at the second year level:

Oral communication to satisfy simple personal needs and social demands as well as narrate or describe basic information in major time frames. Expansion upon the vocabulary, grammar, communicative functions of CHIN A102.

- C. Reading in Chinese at the second year level:
Comprehension of simple, yet connected discourse relating to generally predictable topics and daily environment. Expansion upon the vocabulary, grammar, and communicative functions of CHIN A102.
- D. Writing in Chinese at the second year level:
Presentation of uncomplicated creative language pertaining to familiar topics or relating to major aspects of life. Expansion upon the vocabulary, grammar, and communicative functions of CHIN A102.
- E. Cultural knowledge of the communities which speak Chinese:
Critical examination of diverse cultural perspectives.

VIII. Required texts:

- Liu Y., Yao, T., *Integrated Chinese Textbook: Simplified Character Edition, Level I, Part II*. 3rd Edition. Boston: Cheng & Tsui, 2009.
- Liu Y., Yao, T., *Integrated Chinese Workbook: Simplified Character Edition, Level I, Part II*. 3rd Edition. Boston: Cheng & Tsui, 2009.
- Liu Y., Yao, T., *Integrated Chinese Character Workbook, Simplified Character Edition, Level I, Part II*. 3rd Edition. Boston: Cheng & Tsui, 2009.
- Liu Y., Yao, T., *Integrated Chinese Character Audio CDs, Level I, Part II*. 3rd Edition. Boston: Cheng & Tsui, 2009.

Recommended:

Concise English-Chinese Chinese-English Dictionary. New York: Oxford University Press, 2004.

IX. Bibliography and Resources:

- Barme, Geremie R. *In the Red: On Contemporary Chinese Culture*. New York: Columbia University Press, 2000.
- Bean, John C. *Engaging Ideas. The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001.
- Besio, Kimberly. *Three Kingdoms and Chinese Culture*. New York: State University of New York Press, 2008.
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall, 1994.
- Chang, Raymond. *Speaking of Chinese: A Cultural History of the Chinese Language*. New York: W. W. Norton & Company, 2001.
- Chastain, Kenneth. *Developing Second-Language Skills. Theory and Practice*. San Diego: Harcourt, Brace, Jovanovich, 1988.

- Cook, V, J. *Second Language Learning and Language Teaching*. London: Arnold, 2001.
- Davis, Edward. *Encyclopedia of Contemporary Chinese Culture*. London: Routledge, 2005.
- Gass, Susan and Larry Selinker. *Second Language Acquisition: An Introductory Course*. New Jersey: L. Erlbaum Associates, 2001.
- Gernet, Jacques. *A History of Chinese Civilization*. Cambridge: Cambridge University Press, 1996.
- Huang, C–T James. *New Horizons in Chinese Linguistics*. New York: Springer, 1996.
- Huang, Po-Fei. *Twenty Lectures on Chinese Culture: An Intermediary Chinese Textbook*. New Haven: Yale University Press, 1967.
- Hucker, Charles O. *China's Imperial Past: An Introduction to Chinese History and Culture*. Palo Alto: Stanford University Press, 1995.
- Johnson, Karen E. *Understanding Communication in Second Language Classrooms*. New York: Cambridge University Press, 1995.
- _____. *Principles and Practice in Second Language Acquisition*. New York: Pergamon, 1982.
- Kane, Daniel. *The Chinese Language: Its History and Current Usage*. Vermont: Tuttle Publishing, 2006.
- Kasper, Gabriele. *Pragmatics of Chinese as Native and Target Language*. Honolulu: University of Hawaii Press, 1995.
- Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher*. Iowa: Tiberius Publications, 2005.
- Krashen, Stephen. *Explorations in Language Acquisition and Use*. New Hampshire: Heinemann, 2003.
- Lee, J. and Bill Van Patten. *Making Communicative Language Teaching Happen*. New York: McGraw Hill, 2003.
- Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford: Oxford University Press, 2003.
- Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. *The Heinle Professional Series in Language Instruction. Teaching with Technology*. Boston: Heinle, 2004.
- Ma, Jing-Heng Sheng. *Keys to Chinese Language: Textbook I*. New York: Columbia University Press, 2006.
- McKeachie, Wilbert J. *Teaching Tips. Strategies, Research, and Theory for College and University Teachers*. New York: Houghton Mifflin Company, 1999.
- Omaggio-Hadley, Alice. *Teaching Language in Context*. Boston: Heinle and Heinle Publishers, 1987.
- Prabhu, N. S. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 1987.
- Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Oxford University Press, 2002.

- Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
- Sun, Chaofen. *Chinese: A Linguistic Introduction*. Cambridge: Cambridge University Press, 2006.
- Van Patten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003.
- Wilkinson, Endymion. *Chinese History: A Manual*. Cambridge: Harvard University Press, 2000.

Recommended websites:

- http://www.usc.edu/dept/ealc/chinese/newweb/character_page.html
- <http://www.language.berkeley.edu/ic/gb/toc.html>

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE
Second Year Chinese II
CHIN A202

I. Initiation Date: Fall 2011

II. Course Information:

- A. College: College of Arts & Sciences
- B. Course Title: Second Year Chinese II
- C. Course Subject/Number: CHIN A202
- D. Credit Hours: 4.0
- E. Contact Time: 4 + 0 hours per week
- F. Grading Information: A-F
- G. Course Description: Continuation of first semester in second year Chinese. Further develops listening, speaking, reading and writing proficiency for effective communication and in preparation for advanced study of Chinese. Students interpret diverse cultural perspectives. Course conducted in Chinese.
- H. Status of course relative to degree or certificate programs: Required for B.A. degree in Languages with a secondary emphasis in Chinese.
- I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
- J. Lab Fees: Yes
- K. Coordination: UAA Faculty List Serve
- L. Course Prerequisite: CHIN A201
- M. Registration Restriction: None

III. Instructional Goals and Defined Student Outcomes:

Instructional Goals: The instructor will:

- 1) Create course assignments and class activities which continue to advance listening, speaking, reading, and writing skills in Chinese.
- 2) Develop approaches in analyzing the variety of ways in which cultural objects and belief systems of Chinese-speaking communities acquire value and significance.
- 3) Provide tools with which students can interpret the values, customs, and institutions that differ from their own.

Defined Student Outcomes:	Assessment Procedures:
Demonstrate second year proficiency in listening in Chinese: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in CHIN A201.	Tests
Demonstrate second year proficiency in speaking in Chinese: Communicate to satisfy personal needs and work/school demands or to convey information which is built upon the vocabulary, grammar, and communicative functions acquired in CHIN A201.	Interviews and dialogues
Demonstrate second year proficiency in reading in Chinese: Comprehend simple, yet sustained discourse built upon the vocabulary, grammar, and communicative functions acquired in CHIN A201.	Tests
Demonstrate second year proficiency in writing in Chinese: Present creative language built upon the vocabulary, grammar, and communicative functions acquired in CHIN A201.	Writing samples and tests
Demonstrate cultural knowledge of new topics addressed. Integrate this knowledge with previously acquired analytical skills for interpreting diverse perspectives and practices.	Tests

IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:

A student's grade will be based upon individual performance in class-session preparedness and participation in Chinese; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:

This class is appropriate at the 200-level because it requires three semesters of previous study in Chinese.

VII. Course Outline:

A. Listening in Chinese at the second year level:

Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of CHIN A201.

B. Speaking in Chinese at the second year level:

Oral communication building upon the vocabulary, grammar, and communicative functions of CHIN A201.

- C. Reading in Chinese at the second year level:
Comprehension of simple, yet sustained discourse building upon the vocabulary, grammar, and communicative functions of CHIN A201.
- D. Writing in Chinese at the second year level:
Presentation of creative language building upon the vocabulary, grammar, and communicative functions of CHIN A201.
- E. Cultural knowledge of the communities which speak Chinese:
Interpretation of diverse cultural perspectives.

VIII. Required Texts:

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<http://www.language.berkeley.edu/ic/gb/toc.html>