ABOUT THE WSU CHINESE LEARNING COMMUNITY

LEARNING COMMUNITY NARRATIVE

Purpose
The purpose of our program is to provide a friendly, informal learning community for students who would like to expedite and intensify their opportunities to learn Chinese and to learn about Chinese culture. Students will register for and receive one pass-fail credit based largely on participation. Registration for the class entitles students to attend fully and partially-funded outings and events and to attend regularly-scheduled study sessions or tutoring with native speakers of Chinese. Students will also have access to a calendar of events and discussion boards via the university’s Blackboard service. Native speakers of Chinese, especially those interested in teaching Chinese to non-native speakers, are also encouraged to join.

Intended Audience
Our intended audience will be anyone interested in learning Mandarin and learning about Chinese culture. This audience may include Asian Studies majors and minors, students preparing to study abroad in China, students who have returned from study-abroad programs in China and others who demonstrate a strong interest in Chinese language and culture. As indicated above, native speakers of Chinese who are interested in teaching Chinese to non-native speakers are also encouraged to join.

Description of the Program
Registration in the CHI 3990 course is intended to maximize accountability among students in the learning community. The following are required or encouraged as indicated:

1. Students must attend at least one Chinese cultural activity per week with no more than three activities per week counting for credit (this will prevent students from attending a barrage of activities at the end of the semester to fulfill requirements). Examples will be viewing a Chinese movie, attending a lecture at the Confucius Café or elsewhere, attending an event staged by the Chinese Students and Scholars Association, or attending an off-campus Chinese-related event. WSU Chinese instructors or CLCLC-associated staff will sign off on any activities in question.
2. In order to satisfy the above attendance requirement, students will be asked to write comments about the events they attend on the designated Blackboard discussion board.
3. Learners are required to attend at least ten study sessions per semester. Study sessions will be arranged for learners at various levels. At least one native speaker of Chinese will be present for each study session. Members will be encouraged to schedule one-on-one tutoring sessions based on availability.
4. Learners will be encouraged (though not required) to join the language exchange program, where they may schedule meetings with native speakers of Chinese on a regular basis. Conversation partners are encouraged to teach, learn and practice both languages as much as possible. Language partners may proofread one another’s assignments upon written approval from their respective instructors.
5. At the end of the semester, learners will be asked to make a short power-point presentation on a Chinese topic of their choice. Learners will also be asked to write a short paper highlighting what they have learned from their experience in the learning community and to suggest changes or improvements in the program.

6. Learners will be required to complete a formal quantitative and qualitative survey at the end of each semester, assessing the CLCLC program.

A grade would be determined on fulfillment of the above requirements.

To assess language learning, students may be asked to take a diagnostic exam in Chinese at the beginning and at the end of each semester. Assessments will be made in reading, writing, speaking, and listening. Results may be compared to a control group of students enrolled in Chinese classes but who are not part of the CLCLC. Comparisons will be made between students at like class levels. Assessments would be performed by designated Chinese language instructors at Wayne State University under the direction of Dr. Haiyong Liu or Dr. Yue Ming. The results may be used in a research publication, with human subjects approval sought in advance.

**ASSESSMENT PLAN**

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<td>1. Improved Language competency</td>
<td>Weekly study sessions</td>
<td>Standardized Chinese Diagnostic Exam (1-6)</td>
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<td>Conversation Partners</td>
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<td>2. Improved Cultural Competence</td>
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**COURSES**

Below is a list of all courses that are part of this learning community, both linked and clustered. The course required for learning community members is indicated with an asterisk (CHI 3990).

**Linked** = curricula of two or more classes are intertwined; content of courses is coordinated between faculty (if linked, please identify which courses)

**Clustered** = students take courses together as a cohort group, but the curricula of those courses are not integrated. (Learning Community facilitates integration outside the courses.)

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<th>Fall 2008</th>
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<td>CHI 1010 Elem Chinese I</td>
<td>CHI 1005 Intro Chinese Lang &amp; Cult</td>
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<td>CHI 1020 Elem Chinese 2</td>
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*CHI 3990 will serve as independent studies as described earlier.

The current curriculum provides a strong, basic framework for learning spoken and written Chinese, while also providing inroads to understanding various pieces of Chinese history and literature. Language, history, and literature courses, however, can only provide relative snippets of information in their respective areas and a learning community will thus provide an unpredictable body of knowledge to what is learned in the classroom. One possibility to connect classroom and cultural-event learning with informal peer-group learning is to provide discussion boards on Blackboard that will address: (1) individual classes; (2) individual lectures or cultural events; (3) peer group discussion stemming from classes and structured events; and (4) peer group discussion unrelated to learning from classes or structured events.

Faculty will provide at least one lecture at the Confucius Café and will introduce and lead a discussion on one Chinese movie per semester. Attendance at lectures and movies will be required of CLCLC members.

**NON-ACADEMIC COLLABORATIONS**

List the specific partnerships with non-academic units (Residence Halls, Dean of Students, Counseling and Psychological Services (CAPS), Academic Success Center (ASC), etc.), service-learning partners, professional partners, etc. — with whom you plan to work. Briefly describe each of the collaborations.

- The Department of Modern and Classical Languages, Literatures and Cultures; the Office of International Students and Scholars; the Office of Study Abroad; the English Language Institute; the Foreign Language Technology Center; and the Confucius Institute will collaborate to provide conversational partners for all CLCLC members. The conversation partner initiative is presently under discussion and will be launched in the near future.

- Sponsors of the CLCLC will work with the Academic Success Center by requiring CLCLC members to attend 30 minutes of language tutoring per week.

- The Office of Study Abroad, the Honors Program, World Bridge, and the Confucius Institute are currently working together to provide a fourth consecutive year of sending WSU students to China for a Summer Service Learning Program (SSLP). The SSLP is dedicated to providing English learning opportunities to k-12 students in impoverished areas of China. A preparation class (CHI 1005) is currently required for this trip, along with several orientation meetings.

- Dr. Yue Ming, Chinese lecturer and Assistant Director of the Confucius Institute, provides an annual summer home stay program in China.
• The Foreign Language Technology Center; the Confucius Institute; and the Department of Modern and Classical Languages, Literatures, and Cultures will continue to work together to provide Chinese films to the WSU community. At least 3-4 of these films will be Chinese and will offer introductions and discussions with faculty members.

• The Confucius Institute provides multiple programs for Wayne State students and members of the Greater Detroit community targeted at teaching Chinese language and culture. Examples are (1) the Confucius Café, which provides lectures and Chinese conversation practice; (2) a Chinese library and learning resource center; (3) opportunities to teach after-school Chinese in a K-12 setting in the Metro Detroit area; and (4) opportunities to work with the China Corps at WSU during the summer, which is based on the Math Corps programs at WSU. Other initiatives connected with the Confucius Institute, such as study abroad opportunities and conversation partner program, have been mentioned previously.

PEER MENTOR JOB DESCRIPTION

QUALIFICATIONS:

• Minimum grade point average of 3.0

• Junior or senior class standing preferred, but other highly-qualified students could be considered

• Native Chinese language skills

• Enrollment or anticipated enrollment in Chinese teacher certification program desired

• Positive attitude, self-motivated, and highly responsible

• Must be able to attend Peer Mentor training prior to the beginning of Fall 2008

LIST OF RESPONSIBILITIES

• Develop on-going mentor relationships with students in the learning team individually and as a group.

• Establish communication channels with assigned students using email, Blackboard, or other means.

• Act as a role model in terms of behavior in the classroom, socially, academically.

• Attend activities with learning team students regularly and facilitate on-going study groups, as assigned.

• Meet individually with assigned students at least once a week.

• Assist the faculty advisor in planning, organizing, and facilitating social activities, team-building activities, field trips, service learning projects, etc.

• Maintain and submit records as assigned.
- Communicate with the faculty advisor to keep him/her updated about student progress and concerns.
- Assess the CLCLC program with an eye on suggestions for improvement.
- Other duties as assigned.

TIME COMMITMENT (10 hours per week)
- 3 hours attending events that may serve as a topic of discussion
- 3 hours tutoring CLCLC members. A schedule should be submitted before the start of each week.
- 2 hours responding to discussions on Blackboard.
- 1 hour group discussion to be scheduled regularly each week
- 1 hour on assessment of peer learning and concerns or comments about the CLCLC program

COMPENSATION
To be determined