

**WINONA STATE UNIVERSITY**  
**GENERAL EDUCATION PROGRAM APPROVAL FORM**

Routing form for General Education Program Course approval.

Course CHIN 101

<b>Department Approval</b>	
<u>Yogesh Grover</u> Department Chair	<u>11/26/2013</u> Date
<u>Ygrover@winona.edu</u> e-mail address	
<b>Dean's Recommendation</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*	
<u>[Signature]</u> Dean of College	<u>11-26-13</u> Date
*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.	
<b>GEPS Recommendation</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
<u>[Signature]</u> General Education Program Director	<u>12/4/13</u> Date
<b>A2C2 Recommendation</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
<u>[Signature]</u> Chair of A2C2	<u>11/15/2014</u> Date
<b>Faculty Senate Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
_____ President of Faculty Senate	_____ Date
<b>Academic Vice President Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
_____ Academic Vice President	_____ Date
<b>Decision of President</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
_____ President	_____ Date
Please forward to Registrar.	
Registrar _____ Date entered _____	Please notify department chair via e-mail that curricular change has been recorded.

[Revised 7-13-11]

WINONA STATE UNIVERSITY  
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Global Studies & World Languages Date 11/20/13

CHIN 101 Begining Chinese I 4  
Course No. Course Name Credits

Prerequisites None

GEP Goal Area(s):\*

CORE GOAL AREAS

- ☐ Goal 1: Communication  
☐ Goal 3: Natural Science  
☐ Goal 4: Mathematics/Logical Reasoning  
☐ Goal 5: History and the Social and Behavioral Sciences  
☒ Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- ☐ Goal 7: Human Diversity  
☒ Goal 8: Global Perspective  
☐ Goal 9: Ethical and Civic Responsibility  
☐ Goal 10: People and the Environment

\* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

☐ Intensive:

- ☐ 1. Writing  
☐ 2. Oral Communication  
☐ 3. a. Mathematics/Statistics  
☐ b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a ***General Education Program Approval Form***.

Department Contact Person for this Proposal:

Dr. Weidong Zhang 454-5790 wzhang@winona.edu  
Name (please print) Phone e-mail address

[Revised 9-6-11]

## GEP CATEGORIES REQUESTED

### Goal 6: The Humanities and Fine Arts

Application for CHIN 101 Beginning Chinese I to satisfy Goal Area 6: The Humanities and Fine Arts

Note: Course already approved to satisfy Goal Area 8: Global Perspectives

#### WSU GEP Goal Area 6: Goal and Student Competencies and Documentation:

**Goal:** To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

#### Student Competencies:

Students will be able to:

- a. Demonstrate awareness of the scope and variety of works in the arts and humanities;
- b. Understand those works as expressions of individual and human values within an historical and social context;
- c. Respond critically to works in the arts and humanities;
- d. Engage in the creative process or interpretive performance; and
- e. Articulate an informed personal reaction to works in the arts and humanities.

## COURSE OUTLINE

This is an introductory course in Modern Standard Chinese (Mandarin) language and is designed to develop students' functional language ability -- the ability to use Mandarin Chinese in linguistically and socially appropriate ways. We emphasize on training students in four language skills and culture skills. By adopting a "proficiency-based" curriculum, the course will focus on both the learning process and result. Two major types of classroom activity will be employed: teacher-guided activities and student-centered activities.

#### This course will cover the following topics:

##### Major Topic 1: Introduction

- Pronunciation
- Writing System
- Useful Expressions
- Culture: Chinese and writing system

##### Major Topic 2: Greetings

- Vocabulary and Texts
- Grammar
- Pattern Drills
- English Translation of Texts
- Culture: Name in Chinese culture/ politeness in Chinese culture

##### Major Topic 3: Family

- Vocabulary and Texts
- Grammar
- Pattern Drills
- English Translation of the Texts
- Culture: Family in Chinese culture

##### Major Topic 4: Dates and Time

- Vocabulary and Texts
- Grammar
- Pattern Drills
- English Translation of the Texts

Culture: The concept of time in Chinese culture

Major Topic 5. Hobbies

Vocabulary and Texts

Grammar

Pattern Drills

English Translation of the Texts

Culture: Popular Chinese hobbies/ pastimes

Major Topic 6. Visiting Friends

Vocabulary and Texts

Grammar

Pattern Drills

English Translation of the Texts

Culture: Tea in Chinese culture

Major Topic 7. Making Appointments

Vocabulary and Texts

Grammar

Pattern Drills

English Translation of the Texts

Culture: Making phone call in Chinese culture

**CHIN101 Student Competencies Documentation:**

**Students who successfully complete this course will be able to:**

1. communicate (speak, listen, read and write) in Mandarin Chinese at the related ACTFL Level, demonstrating an ability to negotiate face to face interactions as well as other formal and informal cultural contexts.
2. explain the cultural and social implications of Chinese communication, including the many non-linguistic and behavioral aspects of communicating in Chinese.
3. value Chinese cultural ideals and institutions past and present and explain how they relate to contemporary Chinese life.
4. examine the structure of the Chinese language and the evolution of the Chinese language including the phonological system, grammar, morphology, discourse conventions, the writing system, and dialects.
5. demonstrate awareness of the scope and variety of works in the arts and humanities, such as calligraphy, water ink painting, classic poems, Chinese mythologies, etc, that are related to Chinese culture.
6. understand those works as expressions of individual and human values within a Chinese historical and social context.
7. engage in a creative process or interpretive performance in Chinese.

**STUDENT COMPETENCIES, LEARNING OPPORTUNITIES, & ASSESSMENT PLAN**

Student Competencies	Learning Activities & Opportunities	Assessment Plan
<b>Students will be able to:</b>  Demonstrate awareness of the scope and variety of works in the arts and humanities.	Students will identify, describe and react to a wide variety of works of art, architecture and literature, including Chinese calligraphy, Chinese mythologies, Chinese water ink painting, traditional Chinese music, Chinese philosophical thinking, Chinese classic poems, and Chinese songs, etc, from the target culture.	<b>Assignment:</b> students will be asked to practice Chinese calligraphy, by using the traditional Chinese ink and brushes.  Students will be asked to recite classic Chinese poems from Tang dynasty.  <b>Example:</b> students will learn a poem about moon, written by Li Bai, a Tang dynasty poet, practice pronunciation, identify and contextualize it in Chinese

		Moon festival tradition, and recite and sing it in class, and discuss moon appreciate in Chinese culture.
Understand those works as expressions of individual and human values within a historical and social context.	Students will describe and analyze works of art, architecture and literature from throughout the target culture within the works' historical and cultural contexts., and discuss Chinese cultural values and how Chinese cultural values impact Chinese culture and society.	<p><b>Assignment:</b> When learning each lesson, students will be asked to explore Chinese cultural values and Confucianism tradition that are related to each topic, and discuss how traditional values play an important role in Chinese ways of behavior and thinking.</p> <p><b>Example:</b> Please identify one aspect of Chinese cultural value, contextualize it in Chinese society, and perform how Chinese interact with each other in a culturally appropriate way, and explain and analyze the rational behind it.</p>
Respond critically to works in the arts and humanities.		
Engage in the creative process or interpretive performance.	Students will write creative compositions and engage in group situational performances, skits, and presentations.	<p><b>Assignment:</b> Students will be asked to write creative compositions and perform a skit or presentation</p> <p><b>Example:</b> Students are asked to tell a Chinese mythological story in a group, using the language they learn throughout the semester.</p>
Articulate an informed personal reaction to works in the arts and humanities.		