

Qian Gao

**FOREIGN LANGUAGES PROGRAM
CHINESE**

**APPLICATION FOR Bingham Awards for Excellence in
Teaching
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Qian Gao

Table of Contents

I Narratives.....	1
Teaching responsibilities.....	1
Teaching philosophy and pedagogy	3
Teaching Language.....	3
Four Principles in Language Teaching.....	3
Teaching Literature.....	5
Course syllabi and representative course materials.....	6
An Example of a Multi-Functional Course Design.....	7
Digital Files on Moodle.....	8
Weekly Schedules.....	8
Dictations and Quizzes	9
Supplemental evidence of teaching effectiveness.....	9
Student and Peer Evaluations.....	10
Evidence of scholarly activities supportive of teaching excellence.....	13
Final remarks.....	14
II Appendices.....	16
Curriculum Vitae.....	16
Sample syllabi.....	23
Beginning Chinese I: Encounters.....	23
Tales and Traditions.....	27

Chinese Cinema.....	32
Chinese/English Translation	40
Introduction to Modern Chinese Literature.....	44
Cultural China: Readings in Arts, Literature and History.....	50
Beginning Chinese II Connections	54
Beginning Chinese III Interactions	58
Chinese Conversation and Composition.....	63
The Other Worldly- An Introduction to Chinese Culture.....	67
Scholarship supportive of teaching	
“Making It a Two-Way Street—A Writing Module That Really Improves Students’ Writing Skills”	73
“隐形教学(Invisible Teaching)”	84
Selected teaching files.....	93
Weekly Schedules (for Beginning Chinese).....	93
Intro to Chinese Writing System (for Beginning Chinese).....	95
Post Mao Literature (for Intro to Modern Chinese Lit.).....	124
Maoist Period Film (for Chinese Cinema).....	146
Guide for Successful Film Writing (for Chinese Cinema course).....	169
Introduction to <i>Pinyin</i> (for Beginning Chinese course).....	186
Peer Evaluations.....	210
Class visitation report (by Martha Billips, Melissa McEuen, 2012).....	210
Class visitation report (by Nancy Wolsk, Brian Arganbright, 2013).....	215
Class visitation report (by Kathleen Jagger, Brian Arganbright, 2014).....	218

Narrative

I started the Chinese and the Asian Studies programs at Transylvania. As well, I built the Chinese curriculum and developed the current courses. The courses I taught at Transylvania include beginning- and intermediate-level Chinese language courses, advanced-level content-based language courses and English-taught Chinese literature, culture and film courses.

Teaching Responsibilities

I have a passion for teaching. At Transylvania, I find the perfect school for me, one where a strong commitment is given to excellence in teaching. I was hired to teach Chinese language, literature, culture and films. Following my arrival at Transylvania, I was also immediately tasked with establishing an Asian Studies program. The Asian Studies Minor program has been in place since the spring of 2013. I am now working on building a Chinese Minor.

Being the first faculty member in the Chinese program, I started from scratch by offering beginning level Chinese language classes and also Chinese literature and film courses taught in English. As my students have advanced, I have created at least one new course every year to meet their growing needs. So far, I taught four lower-level language courses, three advanced-level content-based language courses, one translation course and four literature, film and culture courses. I will teach a FYRS (First-Year Research Seminar) course in spring 2017. I have also taught three Independent Study courses that different students at different times needed, but which did not count as workload at Transylvania. In my first year of teaching at Transylvania University I also taught two summer language courses in order to help recruiting students for the new program. I have served as the KIIS (Kentucky Institute for International Studies) China Program Director for three years since 2014. Every year, there are about 5-7 Transy students who join the program. My teaching responsibility on the KIIS program is teaching one film or civilization course. Below is a list of courses I have developed and taught at Transylvania.

UNDERGRADUATE COURSES AT TRANSYLVANIA

- CHI 1014 Chinese I: Encounters
- CHI 1024 Chinese II: Connections
- CHI 1034 Chinese III: Interactions
- CHI 2014 Advanced Chinese Composition & Conversation
- CHI 2024 Chinese/English Translation
- CHI 2044 Chinese Cinema
- CHI 2054 Introduction to Modern Chinese Literature
- CHI 2064 The Chinese Cultural Heritage: Readings in Arts, History and Literature
- CHI 2224 The Otherworldly-An Introduction to Chinese Culture
- CHI 2294 Special Topics: Modern China in Fiction
- CHI 2294 Special Topics:Tales and Traditions
- CHI 2294 Independent Study: Chinese II, Chinese Cinema, Advanced Chinese II)

My teaching goals match Transylvania's mission as a liberal arts college well, particularly in that they encourage open-mindedness, cross-cultural interactions and learning, independent thinking and a pioneer spirit in its essence. As a professor of Chinese language, culture and literature, I teach students not only a different language skill, through literature and culture, I also teach students a five-thousand-year old culture that offers them both a whole new set of perspectives and philosophies and new ways of thinking.

Chinese is a difficult language to learn for western learners. It is recognized as "category IV"(highest level of difficulty) on the language learning difficulty scale set by the Defense Language Institute and the Foreign Service Institute (FSI) of the Department of State in the US. Therefore for lower-level language instruction I emphasize two things: solid language skill training (which includes balanced training in all four aspects of listening, speaking, reading and writing) and cultivation of students' interest in the Chinese language and culture. "Chinese I: Encounters" and "Chinese II: Connections" are designed to train students to master the basic skills of carrying on simple daily conversations while being able to recognize and write about 250-300 Chinese characters. Character recognition and writing are widely recognized by Chinese instructors as the hardest part for Chinese learning students. This is because the Chinese writing system is totally different from what the American students are familiar with, and it does require very hard work in memorization of not only the characters, but their strokes and stroke orders. Over the years, I have developed a set of approach of teaching the characters that would greatly enthuse and motivate students to learn. I will explain this approach later in the part that connects to my teaching philosophy.

After the first year, students move to intermediate-level language courses: "Chinese III: Interactions" and "Advanced Chinese Composition & Conversation". These two courses continue to help students to gain greater competence in the Chinese language. At the end of these courses, students should be able to converse in Chinese in broader daily topics with ease and know about 600-700 characters. The challenge at this level is to help students to improve on writing in Chinese. Moving beyond simple semantical, syntactical and grammatical problems, I train students in essay-length writing with some level of sophistication, logical thinking, structural coherence and the skills of making a powerful argument. To help students to this end, I have experimented with different methods and approaches. A set of writing module that I have kept improving has crystalized into a paper that I have presented at conferences to my colleagues in the field of teaching Chinese as a second language. This paper is currently under review by *US-China Foreign Language*.

As students' language level develops beyond the first two years, while there is still need in further study of more complicated grammar, syntax, and semantics, this task is not as intense as it is for the first two years. At the same time, students at this level have gained great ability in reading Chinese on their own (with occasional help from dictionaries), and they have shown interest in exploring the rich content of Chinese culture. To meet this goal, I created "The Chinese Cultural Heritage: Readings in Arts, History and Literature", "Tales and Traditions", and "Chinese/English Translation". These courses are advanced-level language courses that continue with language skill training, but which turn cultural contexts into texts. Readings are selected passages and excerpts that include both the mundane and the popular, and the sophisticated and high culture. While reading in Chinese, keeping up with advancing their

language ability and skills, students find themselves deeply immersed in the very fabric of Chinese culture that governs personal behavior and directs social dynamics.

My English-taught courses were designed and created not only with students' general interest in mind, but also with attention to curriculum building for Asian Studies Minor and the Chinese program. I taught "Chinese Cinema", "Introduction to Modern Chinese Literature" and "The Otherworldly-Introduction to Chinese Culture". These three courses are survey courses that offer students an overview into Chinese literature, film and civilization respectively, while familiarizing them with some of the important works in these areas. I also have taught a Special Topics course, "Modern China in Fiction." All of these courses serve as electives for Asian Studies minor, and they will ultimately serve as required core courses for Chinese minor and major in the future. AS the program grows, I have in mind to develop 3000-level courses in these areas to have more focused topics with in-depth research components. For right now, AS the only person in Chinese, I am to a large extent bound to teach what I'm currently obligated to teach.

Teaching Philosophy

For teaching, I follow a set of guidelines that I learned from both the field of teaching Chinese language and literature and from my own teaching experience and reflections. Over the years, my specific teaching approach and methodology may change to fit circumstances, but I found the following guidelines tested instrumental and effective. Limited by space, I will only select some parts to provide more details or give examples.

a) For teaching language:

Over the past 20 years of teaching Chinese, I have shaped my own philosophy of teaching language on a four-fold foundational principle that is student-centered, proficiency-oriented, context-based and technology-assisted.

1) Creating a student-centered classroom

Since the goal for a student to study a foreign language is to gain communicative competence and independence in the target language, the student should play the main role during class time. I limit my lecturing in a language class to necessary explanations for grammar and cultural meaning that is related to language use. I devote most of the class time to activities such as conversations, games, performances, reports and speech practice that engage students in structured and guided tasks in Chinese.

2) Proficiency-oriented teaching

In recent years, in the field of teaching Chinese as a second language, proficiency-oriented teaching and communicative learning have been proven to be the most effective approach. For each class, I design my own teaching files (in PPT presentations) to turn

mundane textbook instruction into exciting task-based activities that engage students in using the target language to solve real-life setting problems.

For example: when I taught a chapter on making formal and informal presentations, I used one class time to cover the distinctive features and functions of the two tasks, in terms of syntactical choices, grammatical devices, stylistic concerns and format adoptions, etc. In the remaining five classes planned out for this chapter, I engaged students with a series of activities and projects I designed to achieve the goal.

One of the projects I used was to assign students to research on Chinese-American families' choice of language use. I started with a small writing assignment, which required students to design and write up questionnaires for their research projects. Then we put everyone's questionnaires together and talked about grammatical and stylistic problems and issues of formality and accessibility. After the questionnaires were set, students were assigned to practice their speaking ability by interviewing Chinese-American families' in their language choices both inside and outside of home. After testing out the functionality of their questionnaires by way of engaging in oral practice and making formal and informal inquiries, I asked students to write up a formal report to summarize their findings. Then in class, we discussed the successes and weaknesses in their ways of making formal and informal inquiries. Finally, as the last step, I asked students to switch format by turning their reports into research papers and asked them to add analysis to the findings of their research. A former student of mine in fact turned his paper from this project into the foundation for a successful application for his capstone year of study in China.

After years of experiments in the effort of creating a “student-centered,” “proficiency-oriented” language classroom, I was able to put my experience and thoughts together in a paper titled “Communicative Learning through Invisible Teaching”. In this paper, I discussed how three “invisibles”, including an invisible instructor, a dismissed textbook, and the absence of rigid exercise patterns actually do the most active and effective teaching. This paper was presented at the 3rd Conference on Applied Linguistics in winter 2014 at Guangdong University of Foreign Studies, Guangzhou, China. This paper written in Chinese, “隐形教学 (Invisible Teaching)” is published in *Journal of Northwest University* (Philosophy and Social Sciences Edition, December 2015, Northwest University Press, Xi'an, China. (This paper is included in the appendices.)

3) Context-based language teaching

The Chinese language, like any other language, is deeply rooted in cultural practices. Teaching a language is at the same time leading students through the gateways into the fascinating cultural sceneries behind it. The cultural meanings embedded in language use reflect on an array of knowledge including history, philosophy, arts, music and economy, among others. In return, embracing culture stimulates language learning and makes it inspiring and exciting.

There are many ways to incorporate cultural learning in language teaching. Here, I will give another example in my approach of bringing cultural study into the hardest part of Chinese language teaching-teaching character writing.

The Chinese writing system is known obstacle for western learners. For years I have worked on how to tackle this problem, and have so far developed a set of teaching methods. Unlike the common approach of introducing simple characters and stroke orders in beginning classes, I start out with an introduction of the history of the Chinese writing system. I developed a large PowerPoint presentation, through which I systematically introduce to students the origins of Chinese characters. I start from traces of writing from the latter half of the 2nd millennium BC, to Shang Dynasty (1500-950 BC)'s Oracle Bone Scripts. I continue to introduce Qin Dynasty's unification of writing, all the way to the modern characters that we use today. I demonstrate the changes one character has to go through over a period of roughly 5000 years, evolving while also recording the development of the Chinese civilization. I also present to students the modern time reforms on characters, and the different rounds of Romanization efforts made to represent the sound of Chinese writing to the outside world. I normally spend one whole week to cover this part of the language's history, which is a lot of time to spend in a packed teaching plan for the semester. But, every time, when I see students' eyes light brightly, their smiles and excitement dance on their faces after they learn to decipher the Chinese characters, I know the time is well spent. After this first week of learning the history, meaning and beauty of the Chinese characters, I always observe that, not only are my students not repelled by, or afraid of Chinese characters, they have just discovered a new portal of appreciating the Chinese language. They realize that even though memorization of the Chinese characters is hard work, they are learning the most important carriers of the 5,000-year-old Chinese civilization, which have been imbued with Chinese people's ancient wisdom, perception of the world and philosophical pondering, and all of these combined with markings from historical shifts, cultural changes, and a non-ceasing aesthetic pursuit. (This part of the teaching file in Powerpoint is attached in the appendices).

4) Technology-assisted teaching

I love using technology in my teaching. I design most of my classroom teaching by way of multimedia presentations. Incorporating technology makes my teaching more attractive, effective and efficient. I use Moodle to keep my class files organized and accessible to students, and I love to use the "discussion forum" function on Moodle, because it creates a sense of belonging to a learning community in which every class member is encouraged and welcomed to share their insights. Also, to my students, I am an active advocate for virtual chatrooms, Skype and the newest WeChat that make Internet study partners and conversation partners possible.

b) For teaching literature and culture:

At Transylvania, I have offered Chinese literature in translation, film and civilization courses including “Introduction to Modern Chinese Literature,” “Chinese Cinema”, “Modern China in Fiction”, and “The Otherworldly-An Introduction to Chinese Culture”. Students take away from these courses knowledge about the development of modern Chinese literature, film and civilization and some of their most important texts, and also an understanding of the historical and sociopolitical changes of modern China that informed these works. I believe to study a literature is not only to appreciate the aesthetics that charm any given text but also to train students to become independent and critical thinkers. Studying literature is also the best way to learn about a culture, a people, and a civilization, and a great way to reflect upon oneself. In this sense, I found my teaching of the Chinese literature, and of its language and culture, part of an essential experience in a liberal arts college like Transylvania, which promotes intercultural dialogues and learning, embraces diversity in its mission of building global citizens.

Other than training students to become independent and critical thinkers, there are three other aspects that I emphasize as general guidelines in teaching literature: the introduction of context, an emphasis on close reading, and the training of strong writing skills. Language and the production of literature are culturally and historically grounded. Although some readings of literature will lead to universal humanistic truths, in order to understand the specific cultural meanings of any literary text students need to learn about the historical, political and aesthetic contexts in which the text was first produced and then circulated. This is especially necessary for undergraduate students who have no special training or education in Chinese literature and have little related contextual knowledge. In my literature and film classes, I always spend time introducing historical, cultural and literary contexts that preconditioned a given piece of work, to help preparing students for a deeper understanding. I emphasize close reading as the primary means to confront a text, since, no matter how far we go in terms of conducting research, the text itself is always the most reliable source. AT the same time, I introduce students to secondary readings that are exemplary academic critiques that I hope to inspire them in their own scholarly inquiries. Reading and writing always go hand in hand. My last emphasis in teaching literature is strong training on writing. This is in tandem with the academic environment at Transylvania that promotes strong writing skills. To illustrate how I introduce historical, cultural contexts for the given literary or filmic creation, I have included one of my teaching files in PPT for the “Chinese Cinema” course in the appendices (Chinese Cinema-Maoist Films: 1949-1966), and another teaching file also in PPT for “Intro to Modern Chinese Literature” course (Literature in the Post-Mao Era).

Course Syllabi and Representative Course Materials

For my literature, film and culture courses, the assignments I give include reading before class, Moodle posting for reading summaries, reflections and questions, quizzes, presentations, exams and/or final papers. During class, I give short quizzes to make sure that students finished reading before coming to discussion sessions, and that they master some of the basic knowledge from the reading. Moodle discussion forums and postings provide a learning community in which

everyone shares everyone else's questions and comments. Other than my lectures, the other large part of these classes are given to structured and guided discussions and student presentations, where I believe deepened thinking and multiple perspectives on the questions or issues in focus get transpired. (Please see selected course syllabi in the appendices.)

Since each course is different, the emphasis of learning goals and training is different too. In what follows, instead of giving a blanket description of the functions of all course materials about what I focus on teaching, how I achieve my goals and the ways in which I assess students' learning outcomes, I offer some specific examples.

An Example of a Multi-Functional Course Design

I created the course "Chinese/English Translation" from scratch, including compiling a course packet over a summer. This is a course I designed to meet the needs of my students after the first two years of language training. It combines grammar review, translation skill training and cultural study into one.

The curriculum for the first two years of language teaching is, in part, shaped by standard textbooks. For Third- and Fourth-Year advanced Chinese courses, however, it is hard to find one book that would meet my students' needs perfectly. The rationale behind the creation of this course was threefold: First, I needed a course that would move away from the regular intensive language training pattern adopted by First- and Second-Year Chinese classes. Students at this level have reached intermediate to intermediate-high level in terms of language proficiency, therefore the focus of learning should now shift to cultural learning. Second, a Chinese/English two-way translation course has the advantage of helping students to bridge the differences and focus on the connections between the two languages they possess now, while helping them to review and polish their target language. Third, with the high demands in the professions of translators and interpreters of Chinese nowadays, to implement translation skills into students' language learning becomes extremely instrumental for the future job market and career options.

Therefore for this course, I switched out dialogue-based textbooks with content-based materials. The course packet I compiled covers fourteen different topics for the semester. The course starts with an overarching guidance through one week's reading and discussions of translation theories from China and the west. Then we gradually progress from handling easy, simple materials to wrestling with more complicated texts. Some of these topics include: *Chinese Common Sayings*, *Chinese Comic Books*, *Chinese Idioms*, *Notes and Letters*, *Short Stories*, *Modern Poems*, *Proses*, *Explanatory Essays*, *Argumentative Essays*, *Classical poems* and *The Analects*. I also carved out a week to immerse students in Chinese popular songs and TV dramas while I train them for on-site interpreting skills and techniques. The idea is to train students for translation skills while giving them a wide variety of materials that at the same time showcase Chinese writings in different styles, genres, time and for different functions and cultural teachings. These materials are chosen from authentic Chinese newspapers, magazines, books and other media sources. I have taught this course three times. It has proved to be a successful course design and was well welcomed by students. In terms of assessments, I designed weekly journal entries to make sure that students continue to expand vocabulary and the mastery of grammar. Students' translation drafts are to be turned in for each class meeting, then a second revised draft is required after class

discussion. During class, our discussions deal with a multitude of issues in the work of translation, which include not only language and technical issues, but also issues in cultural connotation and explanation, literary expression, appreciation and re-creation in translation. We also discuss particular tasks and difficulties in dealing with poetry, classical Chinese and documents of specialized fields of knowledge and information, among others.

I find that I have learned a great deal through the whole process of creating, teaching and developing the course. In December 2014, I presented this whole experience in a paper “Teaching Translation-A Multi-Functional Course Design” at the International Conference on Pragmatics and Translation, organized by National Center for Translation Studies in China, at Guang Dong University of Foreign Studies. I received positive feedback and valuable suggestions from the conference. I am currently working on strengthening this paper with theoretical backing, in order to prepare it for publication.

Digital files on Moodle-

For beginning Chinese courses, other than the PPt file I created to introduce the origins of the Chinese writing system, I have created another large PPt presentation on *Pinyin*, the Chinese pronunciation system. Since Chinese characters do not indicate sound, the *Pinyin* system, as yet another system for the pronunciation, may look overwhelming to students at first. This teaching file I developed covers everything one needs to know about *Pinyin*. It takes students through the history of *Pinyin* development, before it starts them from the basic spelling and basic combinations of sounds. While the file goes through hundreds of combination patterns of sounds, it is purposefully punctuated by fun practices, tongue twisters and other interesting facts about *Pinyin*. It ends with the importance of learning *Pinyin* by taking a look at the concurrent situation of using *Pinyin* in representing Chinese around the globe. The file takes us through a period of two weeks learning *Pinyin* in a very organized and systematical way, without boring or burdening students. In the end, they are never overwhelmed with *Pinyin* learning. Another example is a large digital file I posted on Moodle called “Chinese character practice”. I took part in creating this file with a group of colleagues many years ago. It is a large collection of animated character writing for each of the characters from the textbook, in beautiful calligraphy. My students call it a “life saver”. Because of the large amount of characters a student needs to master as an everyday task and the limited class time for any instructor to showcase the correct order of writing the strokes for all characters, this file proves to be very instrumental for students. (The *Pinyin* teaching file is included in the appendices.)

Weekly schedules

For my beginning language courses, I always purposefully separate the weekly schedules and the syllabi into two documents. I do this because, first, the weekly schedule for beginning Chinese is always lengthier and detailed, with a lot of instructions and reminders; and second, I need to observe how my students learn each section and how they progress, so I can make timely adjustments to our plans, to make sure that they are not overwhelmed, nor feel not challenged. I find this practice to be very helpful for my students and myself. The added bonus is that the detailed instructions and highlighted reminders also help students to familiarize with the structure of the course quickly, therefore it has also made it easier for students to transition into

learning this totally new language. (A sample weekly schedule for Chinese language class is included in the appendices.)

Dictations and quizzes

I give character dictations and chapter quizzes on regular basis in all my language courses. While the chapter quizzes are far more substantial, and normally have both a written part and an oral test, the character dictations are short and quick, but are given very frequently, usually on a once or twice per week schedule. This is a schedule by design. Sometimes even when we don't have as many vocabulary lists to keep up, I break a larger list into smaller ones to still maintain the frequency. I do this to encourage my students to keep up with memorization efforts as an everyday routine, and to follow the proven rule of letting a fixed pattern of repetition and frequency work for memorization.

Supplemental Evidence of Teaching Effectiveness

I have mentioned earlier that I developed a writing module to help students to improve their writing in Chinese at advanced levels and have produced a paper which is currently under review. I attached this paper in appendices ("Making It a Two-Way Street"). The main idea of this practice is to guide students through a specially designed procedure of a paper-writing project which involves different steps of communication and strategic planning of multiple revising efforts. Since paper is attached, I will not spend more time explaining here, instead, I would like to present how my students have benefited from training through this practice.

Eli Estridge won the JUHE Chinese Composition Contest in his second year of studying Chinese. JUHE is a national Chinese composition contest that awarded 36 excellent writings out of roughly 200 participants that year. Eli's Chinese writing was published on the April 2014 issue of JUHE Supplement (see link at: <http://clas.uiowa.edu/files/dwllc/asll/Juhe2014.pdf>, page 44). Another student, Thomas Amburn, also won the JUHE Chinese Composition Contest in his third year of studying Chinese in 2015, his Chinese essay was published on the 2015 JUHE Supplement (see link at : <http://clas.uiowa.edu/files/dwllc/asll/juhe2015>, page 11).

In my literature and film courses, paper assignments always have detailed instructions and they always have several parts to them. Three to four weeks ahead of a paper's due date, I always require a paper outline, which will be followed by individual meetings with the students to talk about their paper plans. During such meetings we mainly focus on discussing making arguments, reasoning and structure of paper. Students are also encouraged to turn in a draft of their paper to receive my comments and suggestions. If additional meeting and discussion is needed, I sit down with students to talk about arguments, logic, coherence and momentum, etc. And the final paper will be the last step after a revising process. (Please see paper writing instruction handout and links I provide students, in appendices: "Guide to Successful Film Writing", URL at <http://sites.fas.harvard.edu/~chl130/writing/>)

The summer of 2013 saw the very first student graduate from Transylvania with an Asian Studies Minor. This student is Joseph Cameron Lindsey. Cameron now has finished his MA from NYU, and started his doctoral pursuit in Media Study at the University of Texas. Cameron started taking Chinese language, literature and film courses in his junior year, and had since developed a keen interest in Chinese films and Asian TV dramas. For his NYU application, he had chosen his term paper for my “Chinese Cinema” course as his sample writing, and asked me to help him. He and I worked together for an intensive two weeks going through many rounds of revision before the final draft went into the packet. Cameron’s application was successful; he got admitted into NYU’s MA program for Film Studies (with a focus on Asian films and TV drama), his first choice for graduate program and graduate school.

Student and Peer Evaluations

I take students’ and my colleagues’ evaluations of my teaching very seriously. I read them carefully every time when I receive them and reflect on them to help me improve my teaching performance.

The student evaluations were done quantitatively at Transylvania University. The analysis for each evaluation form summarizes the inquiries to students into six areas. These areas are: instructor commitment to student learning, instructor preparation and organization, instructor/student interaction, testing, course objectives and course assignments. Looking at the evaluation forms and their analyses from all the courses I taught so far at Transylvania, one can clearly see that, in all six areas, the result number under the “Instructor Mean” has always been higher (most of them are actually significantly higher) than the “National Mean” and the “Institution Mean”. This means that my teaching performances in all my classes are excellent. An average 90% of the students have marked “agree” to positive teaching performance in all areas of inquiries for my teaching. In fact, among this 90%, a majority of them have marked “strongly agree” to my excellence in teaching performances.

There are some negative responses related to the laboratory experience for the course on the evaluation form. I would like to explain that these are due to confusion. None of my courses has lab components. The evaluation form is a one-fit-all form for all disciplines. Obviously some students were confused by the lab experience entry, which is only applicable for science classes.

Students’ course evaluations have benefited me in two major ways. First, students’ comments affirm teaching decisions I have made that are beneficial to them; Two, they help me make adjustments and improvements for the next offering.

I have also received very positive feedback from my colleagues at Transylvania after they observed my classes. Due to limitation of space, I included three of the evaluation letters in the appendices. But here I would like to quote some comments from my colleagues:

1) Professors Arganbright and Wolsk attended two classes taught by professor Qian Gao, CHI 2024 Chinese/English Translation on September 30 and October 3, 2013. (Full report is included in the appendices.)

“... she created a course packet by drawing on materials from a great variety of genres, with a pattern of progression from easy, simple translation tasks to more difficult and complicated ones. We were therefore very impressed with the variety and depth of the “course packet” that she had assembled for the entire semester. It was well thought out from a pedagogical standpoint as students moved from the concrete and mundane: “Fun phrases and street signs” were scheduled for the first week and “sentence structures” for the second; the course came to a close with abstract ideas and challenging translation questions. “Poems” and “Philosophy” were scheduled for weeks twelve and thirteen. She also talked with us about “meta” questions that she discusses with her students concerning the intricacies and complexities of translating...”

“We felt that the class was taught from a pedagogically sound perspective with an outstanding balance of grammar, vocabulary acquisition, cultural discussions, translation and conversation. All in the target language! Dr. Gao very skillfully created a relaxed environment where affective filters were lowered and students were willing and able to participate. The atmosphere in class was positive, supportive and energetic. Enthusiasm was created at the beginning of the first class with a high--energy video after which Professor Gao engaged the students in casual conversation about the video. In both classes, she spoke clearly, made eye contact with her students and created and sustained very natural conversations in Chinese. Her students responded well by answering her questions and by showing a great willingness (and ease!) at speaking Chinese in class.”

“Professor Gao has an excellent rapport with her students in class. She has lively conversations and she engages them very effectively in conversations, always in Chinese. At the beginning of her second class, students were chatting with her, asking questions, and laughing. After this effective warm up activity, they acted out the idiom they had discussed in the previous class. During these performances, students were engaged and full of energy. The activity was very well planned and the execution was flawless. Having students interpret the idiom was also an excellent opportunity for professor Gao to discuss the cultural significance of various interpretations. In fact, throughout her courses, she very skillfully interjected cultural background, which allowed her students to grasp a fuller, deeper meaning of Chinese language through culture.”

“Technology is also used with great agility. We observed Dr. Gao flawlessly integrate technology in the form of videos and an illustrated, color PDF of a story that the class translated (for homework and then collaboratively in class). This seemed to be a very effective way to discuss homework with the class working as a team. We observed students comparing notes on how they translated the text. It was a pleasure to see these students problem solving and working collectively on a task all the while using the target language of Chinese.”

2) Professors Jagger and Arganbright attended two classes taught by professor Qian Gao, CHI 1014 Beginning Chinese, in fall 2014. (Full report is included in the appendices.)

“It should be noted that Dr. Gao puts in a gargantuan effort to supplement material from the textbook. One of her Powerpoint files is seventy-five slides long!” We recommend her for her

dedication to providing a first-rate learning experience for students “Her classes are an excellent example of student--centered learning where students are given limited instruction and are guided to practice the language as much as possible. Through real life activities in class, she helped students take ownership of the language. This is particularly difficult in beginner--level classes but Dr. Gao strikes a great balance between challenging students to express themselves in Chinese and motivating them to excel.”

3) Humanities Division chair, Martha Billips, and Professor of History, Melissa McEuen, visited Professor Qian Gao’s Beginning Chinese II (CHI 1024) class on Wednesday, February 8, and Friday, February 10, 2011. (Full report is included in the appendices.)

“The visitors largely have accolades for Dr. Gao’s teaching. The overall course design seems well conceived and carefully considered. The students in the class have a range of abilities, as Professors Billips and McEuen learned in our pre-visit discussion. However, despite the difference in commitment or ability, the majority of students in the class participated, largely as a result of Dr. Gao’s enthusiastic efforts to engage all students. Both classes also proved highly interactive, and the instructor did an especially effective job of exuding energy through hand gestures, physical movement, tone of voice, and facial expression. She also varied class activities in ways that created a truly interactive and collaborative classroom atmosphere. She exhibited a high level of energy in both classes, as did the students. The students also seemed to feel very comfortable with the instructor, perhaps because she had also taught all of them last semester in Chinese I. This level of comfort allowed Professor Gao to critique the students’ work when appropriate without seeming to discourage them from trying to speak in Chinese—a seemingly daunting task for many undergraduates. Professor Gao also maintained a good command of both class periods from the beginning, clearly conveying the attitude of “we are speaking and understanding Chinese” from the moment students entered the classroom. Both classes also ended effectively, seeming to have come full circle in order to meet the day’s pedagogical objectives. This indicates Professor Gao’s high level of preparation.

The visitors would like especially to commend the interactive nature of Professor Gao’s classroom. During the vocabulary sections of class, she included intense work on sounds, especially repetition. This got all students highly and actively involved in the exercise. The dictation practice on the second day of observation also worked quite well. The instructor had all students at the board focused on writing using Chinese characters. All seemed prepared and fully engaged in the exercise. The instructor’s feedback also proved effective, as the students got to see the process of evaluation; in essence, they got to see and participate in the “grading,” observing very specific problems with a character or why another represented a good example of Chinese writing. This seemed truly innovative, as students so often don’t know how an instructor evaluates their performance. Professor Gao clearly gave them a sense of this, all the while maintaining a good rapport with the students. No one seemed hurt or offended by her critique.

Finally, Professor Gao’s easy but professional manner with students created a supportive classroom environment. She frequently used humor, and gave praise to students regularly; however, she did not hesitate to correct students when necessary. She used English when

appropriate, but conducted the classes largely in Chinese. The visitors remained impressed with the progress the students had made at this point in the term, and feel that Professor Gao has guided them well in acquiring a language often difficult for speakers of English to master. By the end of the semester, they should have met all the goals of the class.”

Evidence of Scholarly Activities Supportive of Teaching Excellence

Being trained a scholar of literature, and one who has also engaged in teaching Chinese as a second language for over twenty years, my scholarship takes two directions that I am equally invested and excited about.

I always feel happy to have the opportunity to bring my own research into my teaching of the Chinese literature, culture and film. My current research focus, the Cultural Revolution memories do have its own very significant place in these areas that I teach. Therefore even though I currently only offer survey courses in literature, film and cultural studies, I still often have a dedicated period of time when I can weave in my own research into the materials that I teach. I am happy to see that students get excited reading my research. I of course am eager to discuss with an interested audience, and I am especially grateful when they offer their insights on my research.

The most recent publications in literary study include:

“Hard History, Soft Story-Resistance in a Nostalgic Key” in *Modern China Studies* 2013 Volume 20, 1st Issue, page 45-65.

“Hidden *In the Heat of the Sun*: Mimesis, Sacrilege and Aporia—Reading Jiang Wen’s Filmic Re-creation of the Cultural Revolution,” in *Virginia Review of Asian Studies* 2010 issue, page 84-97.

For a complete list of my publications and conference presentations in literary research, please see my CV (included in the appendices).

In pedagogical research of teaching Chinese as a second language, other than the paper I have recently published on communicative learning through invisible teaching, (“Invisible Teaching” in Northwest University Journal, winter 2015), the other one “Making it a Two-Way Street: A Writing Module Practice” is currently under review.

I have been quite active too in presenting and sharing my research findings and experiments with Chinese language teachers. The most recent conference presentations include:

“Teaching Translation—A Multi-Functional Course Design,” paper presented at the International Conference on Pragmatics and Translation (ICPT), December 12-14, 2015 at Guangdong University of Foreign Studies (GDUFS), Guangzhou, China.

“Communicative Learning through Invisible Teaching”, paper presented at the 3rd Conference on Applied Linguistics at GDUFS, December 5-7, 2014, at Guangdong University of Foreign Studies, Guangzhou, China.

“Teaching Writing-New Strategies,” paper presented at the third annual Chinese Language Education Forum (CLEF), November 10-11, 2012, San Francisco, CA.

For a complete list of my publications and conference presentations in pedagogical research, please see my CV.

I believe that excellence in teaching comes from growing, adjusting, evolving, transforming and renewing. For bettering myself as a teacher, I often think: how can I teach better? When students encounter obstacles, I keep asking myself: how can I help them better? These questions are what keep me going. As a teacher and researcher, I need to and have to find better ways to help my students. I have kept searching and experimenting. I shared the results of my experiments and research with my colleagues in the same field in exchange for their feedback and advice, and I learned from them too. This is how I keep my scholarship and my ways of teaching current and evolving.

Teaching the Chinese language for over twenty years now, I have always wanted to help students to find a way to really tackle the problem with character memorization. I have in mind a dictionary project that will take a whole new way of grouping and categorizing certain characters together by way of recognizing and mapping the semantic and phonetic radicals that they share. I am already introducing this method to my language learning students. I believe this dictionary will greatly reduce the time and work required for character memorization. I currently have a book project on literary study in hand, but this dictionary project will be the next one in line that I am looking forward to undertaking.

Final remarks: I hope with the above narrative I have demonstrated my passion, quality and devotion as a teacher and a researcher seeking ways to perfection. Teaching has always been extremely rewarding for me seeing what my students have accomplished and how I myself have developed to be a better teacher. It is gratifying to see students who come to my classes with little or no knowledge about Chinese language, literature, and culture, go away with a newfound fascination and enthusiasm for them. I have mentioned Joseph Cameron Lindsey who studied Chinese language, literature and film with me, went to NYU for his MA with a keen interest focused on Asian films and TV drama. He is now in the PhD program of Media Study at the University of Texas. This student continued to be in contact with me after his undergraduate years at Transylvania. Even now, he still consults me with questions about film study, opportunities of advancing his Chinese, and prospects after graduate school.

Eli Estridge is a Math and Philosophy double major, and a minor in Asian Studies. Graduated in 2014, with his superb Chinese language skills and a keen interest in Asian philosophy, Eli attended Thousand Buddha Temple in California for further learning in philosophy with Chinese monks. With my recommendation, in 2014, Eli received a Fulbright-Hays GPA Advanced Chinese Immersion Scholarship which supported him for a whole year of study in China. He is working as an intern at Washington DC focusing on studying Chinese telecommunication

companies. Just recently, he sent me questions seeking advice on graduate programs and scholarship opportunities in China, and he has just applied to Schwartz Scholarship for its Schwartz-Qinghua joint program at Qinghua University, China.

My students, Rachel Smith and Thomas Amburn have both received Fulbright Teaching Awards for teaching in Hong Kong and Korea.

Selena Quintanilla has studies Chinese language and culture with me for three years now since her freshman year. Last summer, Selena won a highly competitive Critical Language Scholarship (CLS), which fully supported her for a 10-week China Studies program in Dalian, China. Selena used to be timid in my Chinese classes, now she has served the President of China Studies Club at Transylvania for a year. She is fully confident in her mastery of the language and knowledge about Chinese culture and its people. I have just written a recommendation letter for her in support of her application for a Fulbright Teaching Award in Asia. Selena has also just recently discussed with me about her plans of applying to Johns Hopkins School of Advanced International Studies at the Hopkins-Nanjing Center in China for her graduate study!

I am immensely happy for and proud of all my students!

Looking ahead, teaching Chinese and its literature and culture have just gotten more exciting at Transylvania. The Confucius Classroom application that I sent in last year on behalf of Transylvania was recently approved by the Confucius Institute Headquarters in Beijing! Coming with this successful application are a number of generous scholarships awarding Transylvania students who wish to study in China, gifts of books and multimedia materials to expand students' readings of China, and also generous funding for promoting Chinese culture and Chinese language learning on campus including guest lectures, talks and all cultural activities.

I look forward to continuing to perfect my teaching and always offer first-rate teaching service at Transylvania University.

Qian Gao

Assistant Professor | Foreign Languages | Transylvania University
Haupt Humanities 303, Transylvania University, 300 North Broadway
Lexington, KY 40508, Office (859) 233-8283 qgao@transy.edu

EDUCATION

Ph.D. University of Oregon, East Asian Languages and Literatures, July 2007

M.A. University of Oregon, Asian Studies, June 2003

B.A. Northwest University, English Literature, June 1995

ACADEMIC EMPLOYMENTS

Associate Professor, Transylvania University, Foreign Languages, 2016 to present

Assistant Professor, Transylvania University, Foreign Languages, 2011 to 2016

Visiting Assistant Professor, University of Redlands, Asian Studies, 2008-2011

Assistant Professor, Oakland University, Modern Languages, 2007-2008

Lead editor for the first US National Online Early Language Learning

Assessment (The NOELLA Project), Center for Applied Second Language
Studies, University of Oregon, 2006

Research Assistant for Adult Language Proficiency System (ALPS), Center for Applied Second Language Studies, University of Oregon, 2006

Instructor, for the first national Chinese Flagship program at University of Oregon, 2006-2007

Graduate Teaching Fellow, University of Oregon, 2001-2006

Visiting scholar, Humboldt State University, Modern Languages, 1999-2001

Instructor, Northwest University, College of International Cultural Education, 1995-1999

OTHER PROFESSIONAL EXPERIENCE

Director, China Program, Kentucky Institute for International Studies (KIIS), 2013-present

TEACHING

UNDERGRADUATE COURSES AT TRANSYLVANIA

CHI 1014 Chinese I: Encounters

CHI 1024 Chinese II: Connections

CHI 1034 Chinese III: Interactions

CHI 2014 Advanced Chinese Composition & Conversation

CHI 2024 Chinese/English Translation

CHI 2044 Chinese Cinema

CHI 2224 The Otherworldly: An Introduction to Chinese Culture

CHI 2054 Introduction to Modern Chinese Literature

CHI 2064 Cultural Chinese-Readings in Arts, History and Literature

CHI 2294 Special Topics: Modern China in Fiction

CHI 2294 Special Topics: Tales and Traditions

UNDERGRADUATE COURSE FOR KIIS SUMMER CHINA PROGRAM

WKU 399 Modern China through Film

SCHOLARSHIP

PUBLICATIONS: Peer-Reviewed (Refereed) Journal Articles

“交际式语言教学的新尝试——隐形教学” (“Invisible Teaching”) in *Journal of Northwest University (Philosophy and Social Sciences Edition)*, December, 2015.

“Hard History, Soft Story-Resistance in a Nostalgic Key” in *Modern China Studies* 2013 Volume 20, 1st Issue, page 45-65.

“Hidden *In the Heat of the Sun: Mimesis, Sacrilege and Aporia*—Reading Jiang Wen’s Filmic Re-creation of the Cultural Revolution,” in *Virginia Review of Asian Studies* 2010 issue, page 84-97.

PUBLICATIONS: Book Chapter

Co-author, *Routledge Handbook of Chinese Literature* (in progress)

Co-author, Textbook *The Great Culture of Han and Tang Dynasty (Han Tang Qi Xiang)*. Xi'an: Northwest University Press, 1997.

SUBMITTED FOR PUBLICATION

“Making It a Two-Way Street—A Writing Module That Really Improves Students’ Writing Skills”, paper currently under review by *US-China Foreign Language*.

IN-PROGRESS: ARTICLES

“Cultural Revolution: Private Memories.”

INVITED TALKS

“Directions in the Field of Teaching Chinese as a Second Language—New Approaches and Methodologies,” an invited talk delivered to the faculty and graduate students at the College of International Cultural Exchange, Northwest University, China, June 12, 2014.

“Mao Will Serve You Now: Cultural Revolution for Dinner,” an invited lecture delivered to the faculty and graduate students at University of California, Irvine, March 21, 2013.

INVITED REVIEWER

Invited reviewer for *Berkshire Dictionary of Chinese Biography* by Berkshire Publishing Group, November, 2014.

Invited reviewer for book title editorial revision for Berkshire Essentials book Series, by Berkshire Publishing Group August, 2014.

CONFERENCE PRESENTATIONS

“Teaching Translation—A Multi-Functional Course Design,” paper presented at The International Conference on Pragmatics and Translation (ICPT), December 12-14, at Guangdong University of Foreign Studies (GDUFS), Guangzhou, China.

“Communicative Learning through Invisible Teaching”, paper presented at The 3rd Conference on Applied Linguistics at GDUFS, December 5-7, 2014, at Guangdong University of Foreign Studies, Guangzhou, China.

“Landing on New Grounds-The Cultural Revolution in Cyber Space,” Paper presented at AAS New York Conference: “Asia Transforming: Old Values and New Presences”, September 18-20, 2014, Hofstra University, Hempstead, NY

“Traversing Cultural Revolution and Rusticated Youth Memories: The Ethics and Dilemmas of Consuming Rural China,” a panel discussion I co-organized and co-chaired at the Association for Asian Studies 2013 Annual Conference, in San Diego, CA, March 21-March 24, 2013. I also presented a paper titled “Rusticated Youth: From Scar to Salvation” on the panel.

“Teaching Writing-New Strategies,” paper presented at the third annual Chinese Language Education Forum (CLEF), November 10-11, 2012, San Francisco, CA.

“Cultural Revolution on Plate — China’s New ‘Red Restaurant’ Culture,” paper presented at the 65th Kentucky Foreign Language Conference, April 19-april 21, 2012 at the University of Kentucky, Lexington, KY.

“History in Negotiation through Translation -A Chinese Cultural Revolution History in its Translated Conversations with the Past and Present,” paper presented at the WCAAS (The Western Conference, Association for Asian Studies), October 22-24, 2010, at California State University, Northridge, CA.

“Teaching Writing to Advanced-Level Chinese Heritage Learners,” paper presented at the ACTFL-CLTA 2007 joint annual meeting, November 15-18, 2007, at San Antonio, TX.

“Trauma, Memory, Global Nostalgia: Dai Sijie's Filmic Re-imaginings of the Cultural Revolution,” paper presented at the 4th Annual IAR (Institute of Asian Research) Graduate Conference “Emerging Perspective on Asia” on March 16th and 17th, 2007 at University of British Columbia, Vancouver, Canada.

“NOELLA-National Online Early Language Learning and Assessment,” presentation given at COFLT (The Confederation in Oregon For Language Teaching) Joint Spring Conference for Social Studies and Language Educators, March 3rd, 2007, George Fox University, Newberg, OR.

“Resistance in a Nostalgic Key: *Reading Jiang Wen’s In the Heat of the Sun*,” paper presented at the 5th Annual Graduate Conference “History as Text, Text as History” on Feb. 23rd, 24th 2007 at University of Maryland, MD.

“Cultural Revolution Eroticized--Reading Zhang Xianliang’s *Half of Man is Woman* and Wang Xiaobo’s *Golden Times* and *Love in a Revolutionary Age*,” paper presented at ASPAC (The Association for Asian Studies Pacific Region Conference), University of Oregon, Eugene, OR 2003.

ACADEMIC AFFAIRS PRESENTATION

“Cows and Chickens, and A Tomb in Cyberspace,” Transylvania University, Jan. 24, 2013.

“Deciphering Chinese Characters: Past and Future,” Transylvania University, (scheduled) Oct. 20, 2016

SERVICE

SERVICE TO UNIVERSITY AT TRANSYLVANIA

Member, Grants Allocation Committee (2016-present)
Member, Transylvania Scholarship Committee (2015-present)
Member, Committee on Academic Admissions and Standards (2012-2014)
Director, Asian Studies Program (2013-present)
Chair, Asian Studies Committee (2013-present)
Member, Learning Intercultural Transylvania group (2013)
Faculty adviser, China Studies Club, since 2012
Faculty adviser, Asian Students Alliance, since 2012

WORKSHOPS

Sustainability Workshop at Transylvania, 2011
Diversity Workshop at Transylvania, 2013

STUDY ABROAD

Since spring 2013, I have been directing KIIS Summer China program. My responsibilities include creating the China program curriculum, teaching one course, selecting faculty, recruiting students, managing funds, and making all travel, food and lodging arrangements and orienting students and faculty pre-departure and onsite. I also deal with safety, personal, medical and administrative issues, as well as supervising student leaders and KIIS ambassadors.

GRANTS AND AWARDS

Kenan Faculty Summer Research Grant, Transylvania University, 2016

Jones Faculty Research Grant, Transylvania, 2014

Dr. Byron and Judy Young Faculty Development Grant, Transylvania University, 2013

Kenan Faculty Summer Research Grant, Transylvania University, 2012

Bingham Start-up Grant, Transylvania University, 2011 and 2012

East Asian Collection, Indiana University Library Faculty/Scholars
Travel/Research Grants, Indiana University, IN 2008, declined

University Faculty Research Fellowship, Oakland University, MI 2008

Graduate Teaching Fellowship, 2001-2007

Graduate Teaching Fellow Research Travel Award, University of Oregon, 2003

PROFESSIONAL ASSOCIATION

Chinese Language Teachers Association

The Association for Asian Studies

AsiaNetwork

Modern Language Association

Kentucky Institute for International Studies (I am on the Board of Directors and a voting member.)

Course Syllabus

CHINESE I Beginning Chinese (CHI1014)

Time: MWF 12:30pm-1:20pm Location: Haupt Hall, Room 223

Professor: Gao, Qian Office: Haupt Hall 303

Phone: (859)233-8283 E-mail: qgao@transy.edu

Office Hours: MWF 10:30-11:30, and by appointment

Course Description and Objectives:

This course is designed to introduce Mandarin Chinese to students who have none or very little background in the language. Students whose Chinese has exceeded the scope of the course should not take the class, unless permitted specially by the instructor. This course introduces basic knowledge about the Chinese language and develops your skills in listening, speaking, reading and writing in Mandarin Chinese. Students will learn the history of the Chinese writing system, and *pinyin*, the pronunciation system. Students will also learn to write Chinese characters, basic grammar structures, and the most frequently used vocabulary and expressions in real-life situations. Upon successful completion of the course, you should be able to: (1) carry out a basic face-to-face conversation and (2) write about 200 characters and read 260. By the end of the year, you should be able to: (1) carry out a simple face-to-face conversation with ease, (2) read simple stories written in the "spoken style," and (3) write a short letter or story with all the grammar and the 600 vocabulary words learned.

* Video or culturally authentic materials will be employed as they tie in with the theme of each chapter.

Course Requirements:

Course requirements consist of attending all class meetings, preparation before class, completion of assignments on time, and oral/written tests. Final grades will be based on a combination of daily class performance, quizzes, oral presentations, homework, and tests.

To make sure you take full advantage of the class, simple dictations of the new vocabulary learned will be given at the beginning of classes on a regular basis. (Please check weekly schedule for specified date/es.) (For dictation, please write characters and the English meanings; if you forget a certain character, write *pinyin* instead, to receive half of the points.) There will be a quiz after each lesson in either written or oral

form. The lessons to be prepared before class and the assignments to be handed in for a given day are specified on the schedule. Writing exercises are built into the learning cycle.

The website for the course uses "Moodle". On the website, you will find general announcements for the class, audio files, and selected documents for the course (including this syllabus and detailed weekly schedules & assignments). You can get to the course website by going to <http://moodle.transy.edu>.

Required Texts:

1. Tao-chung Yao & Yuehua Liu, *Integrated Chinese: Textbook, Level One: Part One* (3rd Edition)
2. Tao-chung Yao & Yuehua Liu, *Integrated Chinese: Workbook, Level One: Part One* (3rd Edition)

(Audio CDs or mp3s for textbook and workbook are not required to purchase, as on-line audio files are available on course's Moodle site. Click on "Audio Files" on the menu, Disk 1-3 are for the textbook, Disk 4 is for listening exercises on the workbook.)

Recommended:

Integrated Chinese, Character Workbook Level One: Part One (3rd Edition) (This book is designed to serve as a primer to help students to learn to write Chinese characters. It is highly recommended for individual practice purposes, although not required, as there is no assignment from this book.)

Concise English-Chinese, Chinese-English Dictionary, Oxford Univ. Press, 2nd Edition, or a dictionary of your preference.

I also recommend an Online dictionary at www.nciku.com.

Grading:

Class participation: 20%

Dictations: 20%

Quizzes: 20%

Homework assignments: 20%

Final (written and oral presentation): 20%

(Homework corrections will always be collected the next class session after they are returned. The maximum grade raise is 0.5 above the original grade given.)

Make-up Policy:

All students are expected to take dictations, quizzes and exams at the scheduled times on the set dates. Make-up dictations, quizzes and exams will be permitted, but only with a valid excuse accompanied by appropriate documentation. In the event that you have to miss a scheduled quiz or exam due to an emergency, you must inform the instructor as early as possible. 3 unexcused absences will be counted toward one grade point deduction from the final grade. An incomplete will be given only to students whose work is satisfactory as of the end of the semester, but who have missed the final exam due to serious illness or family emergency. Late homework will NOT be accepted.

Late Policy:

Late arrival is strongly discouraged. Students who arrive twenty minutes after the beginning of class will not receive any credit for that session. Homework and test-preparation should be done at home. Do not write your homework in class.

Student Conduct Code:

Academic dishonesty is taken seriously by the university. Please note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. Actions will be taken according to the Code of Student Conduct at Tansylvania University.

Learning Strategies:

1. Check the course schedule so that you will know exactly what to prepare for each session. Preview and review the assigned vocabulary/sentence patterns/text every day, and prepare to perform in class without looking at the textbook.

*****Tips** for preview/preparation for the next class session:

- 1) Read the assigned text, including the grammar notes, for comprehension.
- 2) Re-read the text aloud.
- 3) Learn the new vocabulary.
- 4) Practice writing the new characters.

2. Review any errors you have made on the homework, quizzes, and tests. Make sure you understand why you missed them and how to correct them before the next lesson--because language learning is accumulative, an error will not automatically go away (it usually will come back with a vengeance!) and leaving holes in the walls is the way to build a hazardous construction. Never settle for shaky foundations!

3. Visit your instructor/drill teacher during office hours and try to chat in Chinese learned or use the time to ask about any mistakes you have made or problems you are having--don't wait until the problem gets major. I'm here to help you!

4. Get to know your classmates. Be creative with your own learning and share your mnemonic tricks with classmates. The “Discussion Forum” on Moodle is a great starting point.

5. During the interactive lecture session, listen carefully to the instructor and respond. Think of it as a "large-group dialogue" rather than a teacher-dominated monologue. During the drill time, listen carefully to the instructor as well as your classmates. Be observant of what is going on in the group and be ready to respond to and initiate questions. Speak up and don't be afraid of making mistakes.

6. During the wrap-up session, think of the quiz as another way of practicing or discovering unresolved questions. Even if you don't do well, it will count no more (and no less) than any of the other learning activities.

7. Last but not least, relax and enjoy yourself! If you are not doing as well as you had expected, don't get frustrated and don't be too hard on yourself. Chinese is difficult for everyone--even native speakers have to spend hours practicing and memorizing those characters. Remember, the only meaningful competition is with yourself; every student has his/her own goals. No one can master a language by simply sitting in the class. Repeated writing practice, flashcards, and listening to the CDs are very helpful. Learning a language can be very rewarding--it is one of those things that no one can take away from you once you obtained it. 加油! Jia1you2! ^_^ (meaning ADD OIL literally, a cheering expression calling for making more efforts.)

The key to success in this course is (1) regular attendance, (2) active participation and (3) thorough preparation and review.

Students who continue to improve throughout the course will be given bonus credits in the final grade to reward their efforts and progress.

Schedule

Detailed weekly schedules and homework assignments will be handed out by the instructor and will also be posted on the course's “Moodle” site. Following is a general schedule showing our learning progression during the semester.

Week 1	Intro. to the writing system	Week 8	Lesson 3
Week 2	Intro. to the pronunciation system: <i>Pinyin</i>	Week 9	Lesson 4
Week 3	Lesson 1	Week 10	Spring Break
Week 4	Lesson 1	Week 11	Lesson 4
Week 5	Lesson 2	Week 12	Lesson 5
Week 6	Lesson 2	Week 13	Lesson 5
Week 7	Lesson 3	Week 14	Review

Course Syllabus

CHI 2294 Tales and Traditions

Time: MWF 11:30-12:20

Location: HH202

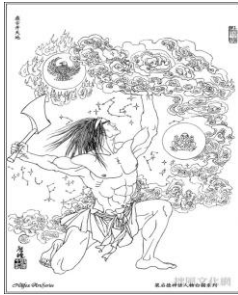
Professor: Gao, Qian

Office: Haupt Hall 303

Phone: (859)233-8283

E-mail: qgao@transy.edu

Office Hours: MWF 10:30-11:30, 1:30-2:30 and by appointment



Course Description and Objectives:

Chinese 2294 **Tales and Traditions** is an advanced Chinese language and culture course. The main purposes of this course include expanding students' vocabulary, improving students' reading comprehension, advancing their conversation skills through class presentations and discussions, and helping students to gain cultural familiarity and literacy. This course also gives special attention to students' writing skills training through composition assignments. This series of essays in the textbook present stories and anecdotes that are a part of the Chinese literary canon and essential for cultural fluency: sayings from classical philosophers, folk tales, legends, excerpts from great works of literature, and more. Students will find themselves deeply immersed in some of the foundational Chinese literary and cultural readings that will offer not only ancient Chinese wisdom, but also moral teaching and philosophical pondering.

Required Texts:

1. Xiao Yun, Xiao Hui & Wang Ying, *Tales and Traditions: Readings in Chinese Literature Series*. (Cheng&Tsui Company, Boston, 2008)

* Video and other culturally authentic materials will be employed as they tie in with the theme of each chapter.

Course Requirements:

Course requirements consist of attending all class meetings, preparation before class, completion of assignments on time, and oral/written tests. Final grades will be based on a combination of daily class performance, dictations, oral presentations, and tests.

1) Dictations. To make sure you take full advantage of the class, simple dictations of the new vocabulary learned will be given at the beginning of classes on a regular basis. (Please check weekly schedule for specified date/es.) (For dictation, please write characters and the English meanings; if you forget a certain character, write *Pinyin* instead, to receive half of the points.)

2) Presentations. Presentation assignments are specified by course schedule, and may take different forms. Please refer to Course Schedule sheet.

3) Written work. Writing assignments will be tied into each chapter (Detailed instructions on each writing assignment will be provided by instructor.)

4) Final. Final will be a combination of a short-essay writing on a topic of the student's own choice from content covered through this semester, and an oral presentation.

The website for the course uses "Moodle". On the website, you will find general announcements for the class, audio-visual files, useful tools, and selected documents for the course (including this syllabus and detailed weekly schedules & assignments). You can get to the course website by going to <http://moodle.transy.edu>.

Recommended:

Concise English-Chinese, Chinese-English Dictionary, Oxford Univ. Press, 2nd Edition.

And an online dictionary: www.nciku.com

Grading:

Attendance and class participation: 10%

Dictation: 10%

Class presentation: 20%

Written assignment: 30%

Final (written exam and oral presentation): 30%

Please note that your final grade for the course will be cumulative and will be based on the combination of all parts of exercises and requirements for the course.

Make-up Policy:

All students are expected to take dictations, quizzes and exams at the scheduled times on the set dates. Make-up dictations, quizzes and exams will be permitted, but only with a valid excuse accompanied by appropriate documentation. In the event that you have to miss a scheduled quiz or exam due to an emergency, you must inform the instructor as early as possible. 3 unexcused absences will be counted toward one grade point deduction from the final grade. An incomplete will be given only to students whose work is satisfactory as of the end of the semester, but who have missed the final exam due to serious illness or family emergency. Late homework will NOT be accepted.

Late Policy:

Late arrival is strongly discouraged. Students who arrive twenty minutes after the beginning of class will not receive any credit for that session. Homework and test-preparation should be done at home. Do not write your homework in class.

Student Conduct Code:

Academic dishonesty is taken seriously by the university. Please note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. Actions will be taken according to the Code of Student Conduct at Transylvania University.

Schedule

We will cover one chapter within a week. Reading days and presentation days are divided into each week in this scheme:

Monday	Wednesday	Friday
Reading Day	Discussion and Questions	Presentation Day(2)
Writing assignments due	Presentation Day (4)	Dictation
	Writing revision meetings.	New writing assignments go out.
		Final draft of writing assignment due.
Please study new vocabulary and read through the chapter before coming to class.	For each chapter, we will discuss together the form of presentations we will use.	For each chapter, we will discuss together the form of presentations we will use.
2. Schedule for writing revision meetings.)	2. Schedule for writing revision meetings.	

We will following the schedule below for our readings.

Chapter One Fables and Literary Quotations

Main text—拔苗助长 生词，语法，成语含义，用法。

复述成语故事，灵活运用。换位思考，文化比较。

Chapter Two Fables and Literary Quotations

Main text—守株待兔 生词，语法，成语含义，用法。

复述成语故事，灵活运用。换位思考，文化比较。

Chapter Three Fables and Literary Quotations

Main text—画蛇添足 生词，语法，成语含义，用法。

复述成语故事，灵活运用。换位思考，文化比较。

Chapter Ten Fables and Literary Quotations

Main text—塞翁失马 生词，语法，成语含义，用法。

复述成语故事，灵活运用。换位思考，文化比较。

Chapter Eleven Sayings from Historical Stories and Figures

Main text—三人行必有我师 生词，语法。

典籍出处，来源意义，用法引申，文化比较。

Chapter Twelve Sayings from Historical Stories and Figures

Main text—孟母三迁 生词，语法。

典籍出处，来源意义，用法引申，文化比较。

Chapter Thirteen Sayings from Historical Stories and Figures

Main text—孔融让梨 生词，语法。

典籍出处，来源意义，用法引申，文化比较。

Chapter Seventeen Sayings from Historical Stories and Figures

Main text—司马光砸缸 生词，语法。

典籍出处，来源意义，用法引申，文化比较。

Chapter Eighteen Myths and Fantasies

Main text—精卫填海 生词，语法。复述故事，文化比较，引申讨论。

Chapter Nineteen Myths and Fantasies

Main text—女娲补天 生词，语法。复述故事，文化比较，引申讨论。

Chapter Twenty Myths and Fantasies

Main text—盘古开天地 生词，语法。复述故事，文化比较，引申讨论。

Chapter Twenty-One Myths and Fantasies

Main text—大禹治水 生词，语法。复述故事，文化比较，引申讨论。

Chinese Cinema—Contemporary Chinese Film and Society

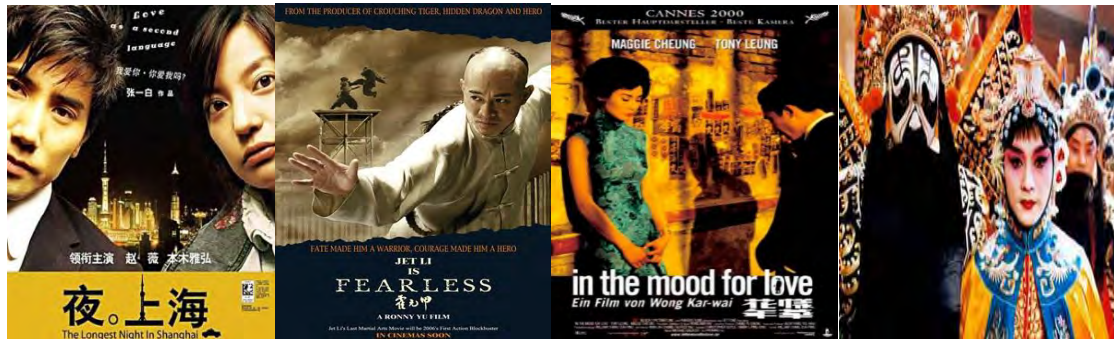
CHI -2044 MWF 12:30-1:20, HH 314

(Film screening: Tuesdays, 12:00-2:00, HH10)

Professor: Gao, Qian Ph.D. Office: Haupt Hall 303

Phone: (859)233-8283 E-mail: qgao@transy.edu

Office Hours: M 1:30-3:30, T 2:00-4:00, W 1:30-3:30, and by appointment



COURSE DESCRIPTION

This course is an introduction to Chinese cinema in mainland China, Taiwan, and Hong Kong, with emphasis on the ways in which they represent or negotiate China, Chinese identity, cultural heritage, and Chinese modernity.

Since the turn of the twentieth century when the magic of cinema was introduced to the Chinese-speaking world, film has become not only a popular form of entertainment, but also the chosen medium of expression for many serious artists and keen social observers and critics. Chinese film making has been embroiled in complex circumstances such as the rise of nationalism, the pursuit of modernization, political upheavals, collective desires to imagine and reinvent the cultural past, intellectual waves of identity search, breakneck economic development, and global circulations of image culture. This course aims to help you see beyond what is pleasing to the eye or entertaining: the sociopolitical circumstances under which Chinese films are made, their subtle ambiguities as well as overt messages, and their interpretations of history, the relationship between individual filmmakers' aesthetic styles and social concerns, among other things.

Selected films are grouped under topics while roughly following a chronological order. The topics include: the “golden days” of Chinese leftist cinema in the 1930s and 1940s (the first and second generation directors and their works); the imperative to create “socialist realist” art in China under Mao’s leadership (1949-1976) (films of the third-generation directors and most early works of fourth-generation directors); the challenge to official ideology posed by the fifth-

generation directors after the end of the Cultural Revolution; the sixth-generation directors' attempts to capture the changing faces and new mysteries of China with a globalizing economy; contemporary Hong Kong and Taiwan films about urban life and cultural hybridity; and the representations of gender and China's cultural past in martial arts fantasies.

FILMS

Once Upon a Time in China III (Huang Feihong). Directed by Tsui Hark, China/Hong Kong, 1993. 徐克, 《黄飞鸿》

The Goddess (Shennü). Directed by Wu Yongang. China, 1934. 吴永刚, 《神女》

Two Actresses (Wutai jiemei). Directed by Xie Jin. China, 1965. [谢晋, 《舞台姐妹》]

Farewell My Concubine (Bawang bieji). Directed by Chen Kaige. China/Hong Kong, 1993. 陈凯歌, 《霸王别姬》

The Blue Kite (Lan Fengzheng). Directed by Tian Zhuangzhuang. China/Hong Kong/Japan, 1993. 田壮壮, 《蓝风筝》

To Live (Huo zhe). Directed by Zhang Yimou. China/Hong Kong, 1994. 张艺谋, 《活着》

In the Heat of the Sun (Yangguang canlan de rizi). Directed by Jiang Wen. China/Hong Kong, 1995. 姜文, 《阳光灿烂的日子》

Pickpocket (Xiao wu). Directed by Jia Zhangke. China/Hong Kong, 1997. 贾樟柯, 《小武》

Comrades, Almost a Love Story (Tian mi mi). Directed by Peter Chan. Hong Kong, 1996. [陈可心, 《甜蜜蜜》]

A One and a Two (Yi yi). Directed by Edward Young. Japan/Taiwan, 2000. [杨德昌, 《一一》]

Hero (Yingxiong). Directed by Zhang Yimou. China, 2002. 张艺谋, 《英雄》

TEXTS

1. Cornelius, Sheila, with Ian Haydn Smith. *New Chinese Cinema: Challenging Representations*. London: Wallflower, 2002. [Hereafter NCC]

2. Berry, Chris, ed., *Chinese Films in Focus: 25 New Takes*. London: British Film Institute, 2003. [Hereafter Focus]

Other reading materials will be posted on Moodle.

FILM SCREENING

Film screening is mandatory. A film will be screened every Tuesday at 12:30pm, and it is in your best interest to attend. If you cannot come to the screening of a particular film, you must view the film on your own prior to the Wednesday class devoted to that film.

MOODLE

You can log in our class website. The instructor will post important announcements and reading materials periodically. You can also start discussion forums and respond to others' opinions on the discussion board. If you want to refer others to online articles about Chinese films, feel free to post the links on the discussion board.

MOODLE POSTINGS

Every student is required to write weekly responses (2-3 paragraphs) for each of the films, and post their responses on the discussion forum before the film is been discussed (usually by each Wednesday). All students are expected to read all postings on discussion board before the class in which the film will be discussed.

PRESENTATIONS

Each student will sign up to do a presentation for one of the films for this class. Each film will have 2 presenters, with three tasks: 1. Introduction of the director and film; 2. 3. Interpretation of the filmic text (Basically, what does the film try to express? What themes and issues are focused on? And does the film express its messages successfully or poorly and in what ways?) (The whole presentation should not exceed 30 minutes.)

GRADING

Attendance and participation: 10%

Moodle postings: 10%

Presentations: 20%

Pop-quizzes: 10%

Papers: First short paper (5-7pages, double-spaced)20%

Second paper (8-10 pages, double-spaced): 30%

Papers will be graded according to the following criterion:

A well-defined, thought-provoking thesis statement that is neither self-evident nor overgeneralized 25%

In-depth engagement with (some of) the films and ideas discussed in this course 25%

Effective use of examples from selected films and texts to support your argument 25%

Technicalities of writing: spelling, grammar, clarity, articulateness, coherence and organization 25%

ACADEMIC HONESTY

Anytime you present someone else's idea or writing as your own in an academic paper, this is considered plagiarism. Whenever you need to cite an article, a book, or content found on the web (such as film reviews) to support your argument, make sure that you acknowledge your sources. If plagiarism is discovered, you will automatically receive zero for that assignment, which may result in a failing grade for the course.

SCHEDULE

Please come to each class prepared. This means watching film and finishing reading (both reading assignment and Moodle postings) by the date on which that film is scheduled to be discussed in class.

Week 1

Weds. Introduction to class

Fri. Introduction to Chinese history

Week 2

Mon. Introduction to *Once Upon a Time in China III*

Tuesday screening: *Once Upon a Time in China III*

Weds. Fri. Discussion of *Once Upon a Time in China III*; reading: Stephen Teo, "Tsui Hark: National Style and Polemic" (Moodle)

Topic 1: Chinese Leftist Cinema in the 1930s

Week 3

Mon. introduction to *The Goddess (Shennü)*

Tuesday screening: *The Goddess (Shennü)*

Weds. Fri. Discussion of *The Goddess (Shennü)*; reading: Kristine Harris, “*The Goddess: Fallen Woman of Shanghai*” (Focus, pp. 111-119)

Topic 2: Socialist Realism and the Melodramatic Imagination after 1949

Week 4

Tues. Introduction to *Two Actresses*

Tuesday screening: *Two Actresses (Wutai jiemei)*

Weds. Fri. Discussion of *Two Actresses*; reading: Gina Marchetti, “*Two State Sisters: The Blossoming of a Revolutionary Aesthetic*” (in *Transnational Chinese Cinemas*, ed. Sheldon Lu, pp. 59-98), also on Moodle.

Topic 3: China after Mao: Fifth-Generation Directors

Week 5

Mon. Reading: NCC, pp. 34-52; introduction to “scar literature” and “fifth-generation directors”

Tuesday screening: *The Blue Kite (Lan Fengzheng)*

Weds. Fri. Discussion of *The Blue Kite*; reading: NCC, pp. 41-42, 46-52.

Week 6

Mon. Introduction to *To Live* and the director Zhang Yimou.

Tuesday screening: *To Live (Huo zhe)*

Weds. Discussion of *To Live*; reading: Rey Chow, “We Endure, Therefore We Are: Survival, Governance, and Zhang Yimou’s *To Live*” (Moodle)

Fri. Individual meetings in preparation for first short paper.

Week 7

Mon. Fall break

T. Fall break

Wedn. THE FIRST SHORT PAPER DUE

Film screening: *Eat, Drink, Man, Woman*

Fri. Discussion of *Eat, Drink, Man, Woman*

Topic 3: Sixth-Generation Directors

Week 8

Mon. Introduction to *Farewell My Concubine* and the director Chen Kaige.

Tuesday screening: *Farewell My Concubine* (*Bawang bieji*)

Weds. Fri. Discussion of *Farewell My Concubine*; reading: Yomi Brasester, “*Farewell My Concubine*: National Myth and City Memories” (Focus, pp. 89-96),

And reading: Wendy Larson, “The Concubine and the Figure of History” in (TCC, pp.331-343,) also on Moodle.

Week 9

Mon. Introduction to Jiang Wen and his films

Tuesday screening: *In the Heat of the Sun* (*Yangguan canlan de rizi*)

Weds. Fri. Discussion of *In the Heat of the Sun*; reading: Youmi Braester, “Memory at a Standstill: From Mao History to Hooligan History” (Moodle)

Week 10

Reading: NCC, pp. 90-117: introduction to postsocialist concerns and “Chinese underground film”

Tuesday screening: *Pickpocket* (*Xiao Wu*)

Weds. Fri. Discussion of *Pickpocket* (*Xiao Wu*), Reading: Tony Rayn’s review of *Xiao Wu*—
<http://www.bfi.org.uk/sightandsound/review/586>

Kevin Lee's review of Xiao Wu—

<http://www.sensesofcinema.com/2003/great-directors/jia/>

also, two articles by Valerie Jaffe on Jia Zhangke in Sense of Cinema—

http://www.sensesofcinema.com/2004/32/jia_zhangke/

http://www.sensesofcinema.com/2004/32/chinese_underground_film/

(all links to readings can be found on Moodle)

Topic 4: Beyond Kongfu: Contemporary Hong Kong's Cinema

Week 11

Mon. introduction to Hong Kong cinema

Tuesday screening: *Comrades, Almost a Love Story*

Weds. Fri. Discussion of *Comrades, Almost a Love Story*

Topic 5: Contemporary Urban Cinema from Taiwan

Week 12

Mon. Introduction to Taiwan's history and culture and Taiwanese new cinema

Tuesday screening: *A One and a Two (Yi Yi)*, individual meetings in preparation for second paper.

Weds. Discussion of *A One and a Two*; reading: David Leiwei Li, "Yi Yi: Reflections on Reflexive Modernity in Taiwan" (Focus. 198-205)

Fri. Thanksgiving

Topic 6: China's Fifth-Generation Directors Go Commercial

Week 13

Mon. Introduction to the controversy over *Hero* and *The House of Flying Daggers* (2003) in China

Tuesday screening: *Hero* (*Yingxiong*), individual meetings in preparation for second paper.

Weds. Fri. discussion of *Hero*; comparison with An Lee's *Crouching Tiger Hidden Dragon* (2000) and King Hu's *A Touch of Zen* (1971)

Week 14

Wrap up discussion and individual meetings for second paper if needed. (Second paper due at schedule's final.)

CHI 2024 Chinese/English Translation Syllabus

Time: MWF 10:30am-11:20pm Location: HH 223

Professor: Gao, Qian

Office: Haupt Hall 303

Phone: (859)233-8283

E-mail: qgao@transy.edu

Office Hours: MWF 10:30-11:30, and by appointments

Course Objectives:

This course serves three purposes. It trains students with skills in Chinese/English, and English/Chinese translation, while also serves as a grammar review for Chinese learners. Students will also have the opportunity to work with a variety of texts drawn from authentic materials that covers an array of different genres of writings and other styles of presentations in Chinese. They will work on solving grammatical, syntactical, semantical, as well as terminological, technical, and cultural and stylistic problems encountered in the translation process. Class assignments focus on the process and quality of translation. Basic translation theories from both the west and China will be introduced and discussed for seeking the goals and standards of a successful translation. The class will mainly focus on practical issues including grammar and techniques in translation, stylistic and functional consideration, cultural understanding and transposition, and some of the particular challenges in translating classical Chinese, among others.

Textbook:

This course will use a course packet prepared by the instructor.

All supplementary materials and sources will be posted on the course's Moodle site.

Assignments:

Translation assignments: Before each class, a translation assignment will be given. Students are required to turn in their assignments before the next class session by email to the instructor, and have a copy in hand for participating in in-class discussions. For unfamiliar terms encountered in translation practice, students should do research on their own, by using traditional dictionaries or online versions (www.nciku.com is recommended). Late homework and assignments will NOT be accepted.

Class report: Each student is required to give a short oral presentation in Chinese (for Chinese students, in English please) at the beginning of every class. The rest of the class will practice on-site interpreting for each presentation.

Journal entry: Each student is required to keep a journal to select and record new vocabulary from each class (and assignment). At least 10 new words should be entered to the journal after each class. Journal entry of the each of the new words should include the pronunciation, definition, and 1 example of a sentence in which the word is used.

Journal entries will be checked in a roughly once-every-3-weeks cycle in the form of oral and written quizzes. (Oral quizzes can take the form of self-prepared presentations or one-on-one Q&As; written quizzes will mostly be dictations.)

Evaluation:

Class participation (including attendance and participation in discussion) 10%

Class report 10%

Translation assignments 30%

Quizzes 30%

Final (A take-home translation) 20%

(90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 0-59% = F)

Make-up Policy:

All students are expected to take quizzes and exams at the scheduled times on the set dates. Make-up dictations, quizzes and exams will be permitted, but only with a valid excuse accompanied by appropriate documentation. In the event that you have to miss a scheduled quiz or exam due to an emergency, you must inform the instructor as early as possible. 3 unexcused absences will be counted toward one grade point deduction from the final grade. An incomplete will be given only to students whose work is satisfactory as of the end of the semester, but who have missed the final exam due to serious illness or family emergency. Late homework will NOT be accepted.

Late Policy:

Late arrival is strongly discouraged. Students who arrive twenty minutes after the beginning of class will not receive any credit for that session. Homework and test-preparation should be done at home. Do not write your homework in class.

Student Conduct Code:

Academic dishonesty is taken seriously by the university. Please note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. Actions will be taken according to the Code of Student Conduct at Tansylvania University.

Schedule: Course packet is organized with the following topics covered and also follows the pattern of progression as shown below.

week 1 Class Intro and Translation Theories

Reading: Walter Benjamin, "The Task of the Translator," in *Illuminations*, Harry Zohn, trans.

(New York: Schocken Books, 1969), p. 69-82. (Also in PDF on Moodle)

Yan, Fu, "Preface to *Tianyanlun*(天演论)". (See reading in PDF file on Moodle.)

week 2 Fun phrases, and street signs (见 course packet, 节日, 音译短语, 标识)

week 3 Sentence structures (见 course packet, 中英语法对照比较)

Focus: 英文的排比句, 强调句, 反诘句, 全否句, 中文的副词, 介词, 语气词

week 4 Comic books 生活漫画, 社会问题漫画, 儿童漫画

Focus: Cultural background, connotation, induction and accessibility in target language

week 5 Short stories and Chinese idioms

Text: “自相矛盾”, “对牛弹琴”, “拔苗助长”, “愚公移山”, “赛翁失马”

and “司马光砸缸”, “盘古开天辟地”

Focus: language structure, literal translation, connotation, expressiveness, stylistic choices

week 6 Notes and letters (便条, 留言条, 一封情书)

Focus: Functionality and style, format

week 7 Oral interpretation-songs Text: “稳稳的幸福”(陈奕迅), “一封家书”(李春波)

Focus: technique, tips for on-site interpreting, interaction with target audience, cultural explanations, transposition, adaptations

week 8 Oral interpretation-TV and movies (TBA)

Focus: technique, tips for on-site interpreting, interaction with target audience, cultural explanations, transposition and adaptations

week 9 Prose Text: 济南的冬天-老舍

Focus: connections between sentences, structural coherence in longer translation, genre distinction, style/genre matching in target language, language choice by genre

week 10 Argumentative essays Text: “吸烟的危害”, “电子娃娃的一代”

Focus: connections between sentences, structural coherence in longer translation, genre

distinction, style/genre matching in target language, language choice by genre

week 11 Explanatory essays Text: 怎么制作不倒翁”

Focus: connections between sentences, structural coherence in longer translation, genre

distinction, style/genre matching in target language, language choice by genre

week 12 Poems (modern and classical) 唐诗三首，顾城的诗

Tang poems and Misty poems

Focus: Interlinear, philosophical, or metaphorical? Loyalty, criticism, re-creation,

invention? Cultural transposition, physical form (beauty lost? rhyme pattern?

antithetic, parallel), subtlety

week 13 Classical Chinese (philosophy) Text: 《论语》 章节, selected passages from *The Analects*

Focus: succinctness, subtlety, cultural context, technical issues (punctuation? traditional

characters?) presentation and preservation, compromise?

INTRODUCTION TO MODERN CHINESE LITERATURE

Time and Room: 11:30-12:20, HH102

Professor: Qian Gao

Office: 303 Haupt Hall Office hours: MWF 10:30-11:30, 2:30-3:30, and by appointment

Office Phone: 233-8283 e-mail: qgao@transy.edu

Goals and Expectations:

As a survey introduction to the literature of twentieth century China, this course is intended for students who have little or no knowledge of the Chinese language, history, or culture. Students will read English translations of representative works by major writers and from primary literary genres-fiction, poetry and essay, while selected documentaries and feature films will also be introduced to enrich students' reading experience. Class lectures will present important historical and literary background to the period under scrutiny: from the 1910s, through the May Fourth Movement, the radicalization of the 30s, the Anti-Japanese War, the period of socialist construction, the Cultural Revolution, and the liberalization of the post-Mao era. The chronological arrangement of the course will give the student a sense of literary development. Great importance is placed on class discussion and on creating a dialogue of interpretations of the texts we read. It is hoped that students come away from this course having learned some knowledge about the development of modern Chinese literature and some of its important texts, and have gained an understanding of the historical and sociopolitical changes of modern China that informed the production of these works. To be more specific, we will focus on how literary texts work, what they might mean in their specific historical and cultural contexts, how they reflect or reflect on the human condition, and the different ways readers may approach and appreciate these texts.

Texts :

Lau, Joseph and Howard Goldblatt, eds. *Columbia Anthology of Modern Chinese Literature*. NY: Columbia UP, 2007.

McDougall, Bonnie and Kam Louie. *The Literature of China in the Twentieth Century*. NY: Columbia University Press, 1997.

Filmic texts-

Once Upon a Time in China III (Huang Feihong). Directed by Tsui Hark, China/Hong Kong, 1993. 徐克, 《黃飛鴻》

A Girl From Hunan (Xiang nu Xiao xiao). Directed by Xie Fei, Wu Lan, China, 1986. 谢飞, 乌兰 《湘女潇潇》

White Haired Girl (Bai Mao Nu). Directed by Wang Bing, Shui Hua. China, 1950. 王宾, 水华 《白毛女》

Other reading materials will be posted on the course's Moodle site.

Recommended

For further readings about and lists of translations of works of modern Chinese literature, link to [Modern Chinese Literature and Culture Resource Center](#)

For readings on modern Chinese history, go to [History of China](#) and link to the sections: Emergence of Modern China, Republican China, and People's Republic of China.

Grading:

1. Readings and Class Participation (10%)

- readings (There will be frequent pop quizzes on readings.)
- class participation and discussion

2. Presentations (20%)

Each student is required to give TWO presentations in class on selected writers and their works (which should include a simple introduction of the writer/film director, the student's own reading/understanding/interpretation of the chosen literary/filmic piece, and leading of a short class discussion. Each presentation should be about 10-15 minutes long.)

3. Pop Quizzes (10%)

4. First Paper (5-7 pages, double-spaced) (20%)

5. Final Paper (8-10 pages, double-spaced) (40%)

- Your final paper, a close reading of a work of modern Chinese literary work, should be 8-10 pages in length. You may write on any literary work of the modern period, but it might be easier for you to write on the work we have discussed in class. I would prefer you work on a single text rather than engage in comparative

analysis. If you consult secondary sources, please use proper bibliographic format (MLA or Chicago Style), giving credit where credit is due.

- Your analysis should offer an interpretation of the meaning of the text, which might ultimately be ambiguous or paradoxical. Your analysis might also take into consideration the following: description of literary or filmic characteristics of the type we have discussed throughout the course. In other words, please think about how meaning is conveyed through the form of the story. You might also want to consider in your analysis the socio-historical and literary context that produced the text. What social function did the story have in the period of history in which it was written? Does this context somehow shape our reading of the text? However, do not allow this historical approach to limit your own subjective interpretation. Engage yourself creatively with the text, but be sure to draw evidence for your interpretation from the text itself. In sum, your paper should **NOT** simply retell the plot of the story; you must analyze.
- I expect your papers to be grammatically correct, written in proper academic style, well structured, organized logically, and argued coherently. Open with an explicit statement about your argument/interpretation; follow this with a brief (no longer than one or two paragraphs) synopsis of the plot; finally, present a systematically-argued analysis of the story, being sure to include evidence (citations) from the text to substantiate your views. Use the present tense to describe the contents of the literary work you are analyzing. Avoid equating a first-person narrator with the actual author, recognizing that there may be an ironic distance between them. I would recommend to all of you (especially those of you who lack experience in writing papers) to avail yourself of the services of the Writing Center.
- A list of tools with down-to-earth, practical advice and guidance on how to approach research and writing is on the course's Moodle site.

SCHEDULE

WEEK ONE

Mon. Class Intro. and Presentation Signing-up

Wedn. *Historical and cultural background to Late Qing and May Fourth*

Fri. Film screening: *Once Upon a Time in China III (Huang Feihong)*. Directed by Tsui Hark, China/Hong Kong, 1993. 徐克, 《黃飛鴻》

WEEK TWO

Mon. Discussion of *Once Upon a Time in China III (Huang Feihong)*.

Wedn. *Popular fiction*: He Haiming, "For the Love of Her Feet" [pdf file on Moodle]

Fri. Lu Xun and May Fourth iconoclasm: READINGS: "Preface" [3-7]

WEEK THREE (McDougall and Louie, 1-185; focus on pages 1-30)

Mon. *Lu Xun con't*: "A Madman's Diary" [8-16];

Wedn. *Lu Xun con't*: "Kong Yiji" [17-21]

Fri. *Lu Xun con't*: "Hometown" [pdf file on Moodle]

WEEK FOUR

Mon. Lecture: *May Fourth Romanticism*

Wedn. Xu Zhimo's poems [499-501]

Fri. Yu Dafu, "Sinking" [31-55]

WEEK FIVE

Mon. Lecture: *Women Writers*

Wedn. Ling Shuhua, "The Night of Mid-Autumn Festival" [95-102];

Fri. Xiao Hong, "Hands" [161-73];

WEEK SIX

Mon. Lecture: *Revolutionary Literature*

Wedn. Mao Dun and "Spring Silkworms" [56-73]

Fri. Selected chapters from Ba Jin's *Family* [pdf file on Moodle]

WEEK SEVEN

Mon. Lecture: *Regional Literature*

Wedn. Shen Congwen, "Xiaoxiao" [82-94]; *Film Screening: A Girl from Hunan*

Fri. Discussion on film *A Girl from Hunan* with comparison to Shen Congwen's original novel.

WEEK EIGHT (McDougall and Louie, 189-321; focus on pages 189-207)

Mon. Lecture: *Chinese Modernism*

Wedn. *Chinese Modernism and the Aesthetic:*

READINGS: Shi Zhecun, "One Evening in the Rainy Season" [115-24]

Fri. Quiz on modern Chinese history and literary trends

WEEK NINE

Mon. *Wartime Literature and Yan'an Literature*

Wedn. *Occupation Literature*: READINGS: Zhang Ailing, "Sealed Off" [174-83]

Individual meetings in preparation of first paper. (Please sign up on scheduling sheet.)

Fri. *Yan'an Literature and Rectification*: READINGS: Ding Ling, "When I Was in Hsia Village" [132-46]

WEEK TEN Spring Break

WEEK ELEVEN (First paper is DUE on Friday)

Mon. *Post-Revolutionary Literature*- Model opera: "literariness" reconsidered

Wedn. Jiang Qing, "On the Revolution in Peking Opera" (1967) -"White Haired Girl" [film screening]

Fri. discussion on film and Paul Clark, "Fixing Culture on Film"

WEEK TWELVE (McDougall and Louie, 325-448; focus on pages 325-44)

Mon. *Post-Mao Literature*

Wedn. *Realism*: READINGS: Liu Heng, "Dogshit Food" [366-78];

Individual meetings in preparation of final paper. (Please sign up on scheduling sheet.)

Fri. Group discussion on final paper topics

WEEK THIRTEEN

Mon. *Root-searching Literature and Cultural Reflections*

Wedn. Su Tong, "Wives and Concubines" [pdf file on Moodle]

Individual meetings in preparation of final paper. (Please sign up on scheduling sheet.)

Fri. Mo Yan, "Old Gun" [pdf file on Moodle]

WEEK FOURTEEN

Mon. *Taiwan Literature*

Wedn. Zhang Dachun, "Lucky Worries About His Country" (403-16) ;

Fri. Zhu Tianwen, "Fin de Siècle Splendor" [388-402]

FINAL'S WEEK Final paper due

Course Syllabus

CHI 2064 Cultural Chinese-Readings in Art, History and Literature

Time: MWF 11:30-12:20

Location: HH223

Professor: Gao, Qian

Office: Haupt Hall 303

Phone: (859)233-8283

E-mail: qgao@transy.edu

Office Hours: MWF 10:30-11:30, 1:30-2:30 and by appointment



Course Description and Objectives:

Chinese 2294 is an advanced Chinese language and culture course. The main purposes of this course include expanding students' vocabulary, improving students' reading comprehension, and advancing students' conversation skills through class presentations and discussions. This course also gives special attention to students' writing skills training through composition assignments. In addition to language training, this course is specially designed to integrate cultural learning into language training by turning cultural context into text. Readings are from an excellent book

《Cultural Chinese 文化中文》in which students will find themselves deeply immersed in the very fabric of Chinese culture that governs personal behavior and directs social dynamics. The main texts include introductory essays that offer students insights into the Chinese literary, artistic and cultural traditions, while the historical or mythological mini-stories inform them on Chinese values and attitudes.

Required Texts:

1. Zu-yan Chen & Hong Zhang, *Cultural Chinese: Readings in Art, Literature, and History*. (Georgetown University Press, 2012)

* Video and other culturally authentic materials will be employed as they tie in with the theme of each chapter.

Course Requirements:

Course requirements consist of attending all class meetings, preparation before class, completion of assignments on time, and oral/written tests. Final grades will be based on a combination of daily class performance, dictations, quizzes, oral presentations, homework, and tests.

1) “Words of the Day” (每天名言) Each student is required to give a short report/presentation in Chinese/English about anything (life, school, food, mood, hobby, friends, etc.) at the beginning of each class. It can be one’s own contemplation, or as a piece of advice to others.

2) Dictations To make sure you take full advantage of the class, simple dictations of the new vocabulary learned will be given at the beginning of classes on a regular basis. (Please check weekly schedule for specified date/es.) (For dictation, please write characters and the English meanings; if you forget a certain character, write *pinyin* instead, to receive half of the points.)

3) Homework Homework assignments are from the textbook’s homework section, and are to be checked in class. For assignments please refer to Course Schedule sheet.

4) Quizzes There will be a quiz after each chapter in either written or/and oral form. (Oral presentation on a given text can take the form of retelling a story, rephrasing a concept, summarizing a text, explaining a cultural phenomenon, a common saying or a Chinese idiom, their modern-day use and ramifications.)

The website for the course uses "Moodle". On the website, you will find general announcements for the class, audio files, useful tools, and selected documents for the course (including this syllabus and detailed weekly schedules & assignments). You can get to the course website by going to <http://moodle.transy.edu>.

Recommended:

Concise English-Chinese, Chinese-English Dictionary, Oxford Univ. Press, 2nd Edition.

And an online dictionary: www.nciku.com

Grading:

Attendance and class participation: 10%

Dictation: 10%

Class presentation: 10%

Quizzes: 20%

Homework assignments: 20%

Final (written exam and oral presentation): 30%

Please note that your final grade for the course will be cumulative and will be based on the combination of all parts of exercises and requirements for the course.

Make-up Policy:

All students are expected to take dictations, quizzes and exams at the scheduled times on the set dates. Make-up dictations, quizzes and exams will be permitted, but only with a valid excuse accompanied by appropriate documentation. In the event that you have to miss a scheduled quiz or exam due to an emergency, you must inform the instructor as early as possible. 3 unexcused absences will be counted toward one grade point deduction from the final grade. An incomplete will be given only to students whose work is satisfactory as of the end of the semester, but who have missed the final exam due to serious illness or family emergency. Late homework will NOT be accepted.

Late Policy:

Late arrival is strongly discouraged. Students who arrive twenty minutes after the beginning of class will not receive any credit for that session. Homework and test-preparation should be done at home. Do not write your homework in class.

Student Conduct Code:

Academic dishonesty is taken seriously by the university. Please note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. Actions will be taken according to the Code of Student Conduct at Tansylvania University.

Schedule

Detailed weekly schedules with homework assignments will be handed out by the instructor and will also be posted on the course's "Moodle" site.

Lesson One

Main text—Calligraphy: "Preface to the Orchid Pavilion" and "The Pagoda of Many Treasures"

Mini-story: Eighteen Vats of Water (A story from East Jin Dynasty)

Knowledge: Major Dynasties

Lesson Two

Main text—Chinese Painting: "Ink Plum Blossoms" and "Ink Bamboo"

Mini-story: The Poet and the Thief (A story from the Qing Dynasty)

Knowledge: Four Treasures of the Study

Lesson Three

Main text—Tang Poetry: "A Night Mooring at the Maple Bridge" and "An Occasional Poem upon Returning to My Hometown"

Mini-story: To Push or to Knock (A story from the Tang Dynasty)

Knowledge: The Tolling Bell at Hanshan Temple

Lesson Four

Main text—Chinese Instrumental Music: "The High Mountain and Flowing Water" and "Ambush from All Sides"

Mini-story: Butterflies among the Flowers (A story from the Song Dynasty)

Knowledge: *Erhu* and *suona*

Lesson Five

Main text—Beijing Opera: "The White Snake" and "The Empty City Stratagem"

Mini-story: A Beijing Opera Master in America

Knowledge: Chinese Local Operas

Lesson Six

Main text—Idioms: "Awaiting the Hare under the Tree" and "Swordplay at the Rooster's Crow"

Mini-story: Southbound Carriage, Northbound Tracks (A story from the Warring State)

Knowledge: Proverbs and Riddles

Lesson Seven

Main text—Holidays: "Chang'e Flying to the Moon" and "Reunion on the Magpie Bridge"

Mini-story: A Drowned Poet (A story from the Tang Dynasty)

Knowledge: Chinese New Year Traditions

Lesson Eight

Main text—Food and Drink: "Li Bai Gets Drunk" and "Wu Song Beats the Tiger"

Mini-story: Banquet at Hongmen (A story from the Qin Dynasty)

Knowledge: Gongbao Chicken

Lesson Nine

Main text—Etiquette: "Standing in the Snow at the Teacher's Door" and "Thrice Visiting the Thatched House"

Mini-story: A General's Apology (A story from Warring State Dynasty)

Knowledge: The Four Books and Five Classics

Course Syllabus

CHI 1024 Beginning Chinese II Connections

Time: MWF 12:30-1:20 Location: HH 211

Professor: Gao, Qian Office: Haupt Hall 303

Phone: (859)233-8283 E-mail: qgao@transy.edu

Office Hours: MWF 10:30-11:30, 1:30-2:30 and by appointment

Course Description and Objectives:

This course is a continuation of CHI 1014, Beginning Chinese I. It introduces basic knowledge about the Chinese language and develops your skills in listening, speaking, reading and writing in Mandarin Chinese. You will continue to learn Chinese characters, basic grammar structures, and the most frequently used vocabulary and expressions in real-life situations. Upon successful completion of the course, you should be able to: (1) carry out a simple face-to-face conversation with ease, (2) read simple stories written in the "spoken style," and (3) write a short letter or story with all the grammar and the 600 vocabulary words learned in the first year.

* Video or culturally authentic materials will be employed as they tie in with the theme of each chapter.

Course Requirements:

Course requirements consist of attending all class meetings, preparation before class, completion of assignments on time, and oral/written tests. Final grades will be based on a combination of daily class performance, quizzes, oral presentations, homework, and tests.

To make sure you take full advantage of the class, simple dictations of the new vocabulary learned will be given at the beginning of classes on a regular basis. (Please check weekly schedule for specified date/es.) (For dictation, please write characters and the English meanings; if you forget a certain character, write *pinyin* instead, to receive half of the points.) There will be a quiz after each lesson in either written or oral form. The lessons to be prepared before class and the assignments to be handed in for a given day are specified on the schedule. Writing exercises are built into the learning cycle.

The website for the course uses "Moodle". On the website, you will find general announcements for the class, audio files, useful tools, and selected documents for the course (including this

syllabus and detailed weekly schedules & assignments). You can get to the course website by going to <http://moodle.transy.edu>.

Something new this semester: We are going to include a “Words of the Day” (每天名言) activity to each of our class. At the beginning of each class, students are required to say a sentence or two in Chinese by utilizing the new vocabulary and grammar that we learned at the previous class. Please prepare to say something for each class meeting time.) (Your performance in this exercise will contribute to your grade for class participation and performance.)

Required Texts: (We will continue to use our textbook for Beginning Chinese I.)

1. Tao-chung Yao & Yuehua Liu, *Integrated Chinese: Textbook, Level One: Part One* (3rd Edition)

2. Tao-chung Yao & Yuehua Liu, *Integrated Chinese: Workbook, Level One: Part One* (3rd Edition)

(Audio CDs or mp3s for textbook and workbook are not required to purchase, as on-line audio files are available on course’s Moodle site. Click on “Audio Files” on the menu, Disk 1-3 are for the textbook, Disk 4 is for listening exercises on the workbook.)

Recommended:

Integrated Chinese, Character Workbook (3rd Edition) (This book is designed to serve as a primer to help students to learn to write Chinese characters. It is highly recommended for individual practice purposes, although not required, as there is no assignment from this book.)

Concise English-Chinese, Chinese-English Dictionary, Oxford Univ. Press, 2nd Edition, or a dictionary of your preference.

Online dictionary: www.nciku.com

Grading:

Class performance: 20%

Dictations: 20%

Quizzes: 20%

Homework assignments: 20%

Final: 20%

Please note the quizzes and exams weigh only as much as other daily activities. Your final grade for the course will be cumulative and will be based on the total average for the course.

(Homework corrections will always be collected the next class session after they are returned. The maximum grade raise is 0.5, above the original grade given.)

Make-up Policy:

All students are expected to take dictations, quizzes and exams at the scheduled times on the set dates. Make-up dictations, quizzes and exams will be permitted, but only with a valid excuse accompanied by appropriate documentation. In the event that you have to miss a scheduled quiz or exam due to an emergency, you must inform the instructor as early as possible. 3 unexcused absences will be counted toward one grade point deduction from the final grade. An incomplete will be given only to students whose work is satisfactory as of the end of the semester, but who have missed the final exam due to serious illness or family emergency. Late homework will NOT be accepted.

Late Policy:

Late arrival is strongly discouraged. Students who arrive twenty minutes after the beginning of class will not receive any credit for that session. Homework and test-preparation should be done at home. Do not write your homework in class.

Student Conduct Code:

Academic dishonesty is taken seriously by the university. Please note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. Actions will be taken according to the Code of Student Conduct at Tansylvania University.

Learning Strategies:

1. Check the course schedule so that you will know exactly what to prepare for each session. Preview and review the assigned vocabulary/sentence patterns/text everyday, and prepare to perform in class without looking at the textbook.

*****Tips** for preview/preparation for the next class session:

- 1) Read the assigned text, including the grammar notes, for comprehension.
 - 2) Re-read the text aloud.
 - 3) Learn the new vocabulary.
 - 4) Practice writing the new characters.
2. Review any errors you have made on the homework, quizzes, and tests. Make sure you understand why you missed them and how to correct them before the next lesson--because language learning is accumulative, an error will not automatically go away (it usually will come back with a vengeance!) and leaving holes in the walls is the way to build a hazardous construction. Never settle for shaky foundations!
3. Visit your instructor/drill teacher during office hours and try to chat in Chinese learned or use the time to ask about any mistakes you have made or problems you are having--don't wait until the problem gets major. I'm here to help you!
4. Get to know your classmates. Be creative with your own learning and share your mnemonic tricks with

classmates. The “Discussion Forum” on Moodle is a great starting point.

5. During the interactive lecture session, listen carefully to the instructor and respond. Think of it as a "large-group dialogue" rather than a teacher-dominated monologue. During the drill time, listen carefully to the instructor as well as your classmates. Be observant of what is going on in the group and be ready to respond to and initiate questions. Speak up and don't be afraid of making mistakes.

6. During the wrap-up session, think of the quiz as another way of practicing or discovering unresolved questions. Even if you don't do well, it will count no more (and no less) than any of the other learning activities.

7. Last but not least, relax and enjoy yourself! If you are not doing as well as you had expected, don't get frustrated and don't be too hard on yourself. Chinese is difficult for everyone--even native speakers have to spend hours practicing and memorizing those characters. Remember, the only meaningful competition is with yourself; every student has his/her own goals. No one can master a language by simply sitting in the class. Repeated writing practice, flashcards, and listening to the CDs are very helpful. Learning a language can be very rewarding--it is one of those things that no one can take away from you once you obtained it. 加油! Jia1you2! ^_^ (meaning ADD OIL literally, a cheering expression calling for making more efforts.)

The key to success in this course is (1) regular attendance, (2) active participation and (3) thorough preparation and review.

Students who continue to improve throughout the course will be given bonus credits in the final grade to reward their efforts and progress.

Schedule

Detailed weekly schedules and homework assignments will be posted on our “Moodle” course website. Hard copies will be handed out by the instructor. Following is a general schedule showing our learning progression during the semester.

Week 1 Review	Week 8 Lesson 8
Week 2 Lesson 6	Week 9 Lesson 8,9
Week 3 Lesson 6	Week 10 Spring Break
Week 4 Lesson 6,7	Week 11 Lesson 9
Week 5 Lesson 7	Week 12 Lesson 9,10
Week 6 Lesson 7	Week 13 Lesson 10
Week 7 Lesson 8	Week 14 Lesson 10, Review

Course Syllabus

CHI 1034 Beginning Chinese III Interactions

Time: MWF 9:30-10:20 Location: HH223

Professor: Gao, Qian Office: Haupt Hall 303

Phone: (859)233-8283 E-mail: qgao@transy.edu

Office Hours: MWF 10:30-11:30, and by appointments

Course Description and Objectives:

This course is a continuation of CHI 1024, Beginning Chinese II. It further develops your skills in listening, speaking, reading and writing in Mandarin Chinese, while continuing to introduce basic knowledge about the Chinese language, as well as Chinese culture rooted in language use. Students will continue to learn and practice writing characters. While expanding vocabulary, they will also learn more complicated grammar structures in most frequently used expressions in real-life situations. Upon successful completion of the course, students should be able to: (1) carry out a simple conversation in most common topics, (2) read stories written in the "spoken style," and simple essays, and (3) write a short letter, story or essay with some degree of sophistication and better polished language.

* Video or culturally authentic materials will be employed as they tie in with the theme of each chapter.

Course Requirements:

Course requirements consist of attending all class meetings, preparation before class, completion of assignments on time, and oral/written tests. Final grades will be based on a combination of daily class performance, quizzes, oral presentations, homework, and tests.

To make sure you take full advantage of the class, simple dictations of the new vocabulary learned will be given at the beginning of classes on a regular basis. (Please check weekly schedule for specified date/es.) (For dictation, please write characters and the English meanings; if you forget a certain character, write *pinyin* instead, to receive half of the points.) There will be a quiz after each lesson in either written or oral form. The lessons to be prepared before class and the assignments to be handed in for a given day are specified on the schedule. Writing exercises are built into the learning cycle.

The website for the course uses "Moodle". On the website, you will find general announcements for the class, audio files, useful tools, and selected documents for the course (including this syllabus and detailed weekly schedules & assignments). You can get to the course website by going to <http://moodle.transy.edu>.

This semester we will continue with our “Words of the Day” (每天名言). Each student is required to say a sentence or two in Chinese about anything (life, school, food, mood, hobby, habit, etc.) at the beginning of each class. It can be one’s own contemplation, or as a piece of advice to others. (Please use Chinese we have learned, and not quick finds from dictionaries.) (Your performance in this exercise will contribute to your grade for class participation and performance.)

Please remember now at the Learning Center of the library, we have tutors who can help you with your Chinese learning. I highly recommend that you take advantage of these opportunities. The tutor help can be for your homework, review of grammar or just practice speaking in Chinese!

Required Texts:

1. Tao-chung Yao & Yuehua Liu, *Integrated Chinese: Textbook, Level One: Part Two* (3rd Edition)

2. Tao-chung Yao & Yuehua Liu, *Integrated Chinese: Workbook, Level One: Part Two* (3rd Edition)

(Audio CDs or mp3s for textbook and workbook are not required to purchase, as on-line audio files are available on course’s Moodle site. Click on “Audio Files” on the menu, Disk 1-3 are for the textbook, Disk 4 is for listening exercises on the workbook.)

Recommended:

Integrated Chinese, Character Workbook Level One: Part Two (3rd Edition) (This book is designed to serve as a primer to help students to learn to write Chinese characters. It is highly recommended for individual practice purposes, although not required, as there is no assignment from this book.)

Concise English-Chinese, Chinese-English Dictionary, Oxford Univ. Press, 2nd Edition, or a dictionary of your preference.

(If you like to use online dictionary, I highly recommend this site: www.nciku.com.)

Grading:

Attendance and class participation: 10%

Dictations: 20%

Quizzes: 20%

Homework assignments: 20%

Final: 30%

Please note the quizzes and exams weigh only as much as other daily activities. Your final grade for the course will be cumulative and will be based on the total average for the course.

For homework, we will continue to use the 2-time-collecting system. You will receive a grade for the first draft of work. If you are not satisfied with your grade, you are encouraged to make corrections according to answer sheets provided on Moodle. (The answer sheet will be available only after the first batch of homework is collected.) (Please note that the second-draft/correction of your homework can only give you a maximum of 0.5 grade increase. So please make sure you give enough time and efforts to your first draft of the homework.)

Make-up Policy:

All students are expected to take dictations, quizzes and exams at the scheduled times on the set dates. Make-up dictations, quizzes and exams will be permitted, but only with a valid excuse accompanied by appropriate documentation. In the event that you have to miss a scheduled quiz or exam due to an emergency, you must inform the instructor as early as possible. An incomplete will be given only to students whose work is satisfactory as of the end of the semester, but who have missed the final exam due to serious illness or family emergency. Late homework will NOT be accepted.

Late Policy:

Late arrival is strongly discouraged. Students who arrive twenty minutes after the beginning of class will not receive any credit for that session. Homework and test-preparation should be done at home. Do not write your homework in class.

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Learning Strategies:

1. Check the course schedule so that you will know exactly what to prepare for each session. Preview and review the assigned vocabulary/sentence patterns/text everyday, and prepare to perform in class without looking at the textbook.

*****Tips** for preview/preparation for the next class session:

- 1) Read the assigned text, including the grammar notes, for comprehension.
- 2) Re-read the text aloud.
- 3) Learn the new vocabulary.
- 4) Practice writing the new characters.

2. Review any errors you have made on the homework, quizzes, and tests. Make sure you understand why you missed them and how to correct them before the next lesson--because language learning is accumulative, an error will not automatically go away (it usually will come back with a vengeance!) and leaving holes in the walls is the way to build a hazardous construction. Never settle for shaky foundations!

3. Visit your instructor/drill teacher during office hours and try to chat in Chinese learned or use the time to ask about any mistakes you have made or problems you are having--don't wait until the problem gets major. I'm here to help you!

4. Get to know your classmates. Be creative with your own learning and share your mnemonic tricks with classmates. The "Discussion Forum" on Moodle is a great starting point.

5. During the interactive lecture session, listen carefully to the instructor and respond. Think of it as a "large-group dialogue" rather than a teacher-dominated monologue. During the drill time, listen carefully to the instructor as well as your classmates. Be observant of what is going on in the group and be ready to respond to and initiate questions. Speak up and don't be afraid of making mistakes.

6. During the wrap-up session, think of the quiz as another way of practicing or discovering unresolved questions. Even if you don't do well, it will count no more (and no less) than any of the other learning activities.

7. Last but not least, relax and enjoy yourself! If you are not doing as well as you had expected, don't get frustrated and don't be too hard on yourself. Chinese is difficult for everyone--even native speakers have to spend hours practicing and memorizing those characters. Remember, the only meaningful competition is with yourself; every student has his/her own goals. No one can master a language by simply sitting in the class. Repeated writing practice, flashcards, and listening to the CDs are very helpful. Learning a language can be very rewarding--it is one of those things that no one can take away from you once you obtained it. 加油! Jia1you2! ^_^ (meaning ADD OIL literally, a cheering expression calling for making more efforts.)

The key to success in this course is (1) regular attendance, (2) active participation and (3) thorough preparation and review.

Students who continue to improve throughout the course will be given bonus credits in the final grade to reward their efforts and progress.

Schedule

Detailed weekly schedules with homework assignments will be handed out by the instructor and will also be posted on the course's "Moodle" site. Following is a general schedule showing our learning progression during the semester.

Week 1 Review

Week 2 Lesson 11

Week 3 Lesson 11

Week 4 Lesson 11,12

Week 5 Lesson 12

Week 6 Lesson 12

Week 7 Lesson 13

Week 8 Lesson 13

Week 9 Lesson 13

Week 10 Lesson 14

Week 11 Lesson 14

Week 12 Lesson 14,15

Week 13 Lesson 15

Week 14 Lesson 15, Review

Course Syllabus

CHI 2014 Adv. Chinese Conversation and Composition

Time: MWF 9:30-10:20 Location: HH223

Professor: Gao, Qian Office: Haupt Hall 303

Phone: (859)233-8283 E-mail: qgao@transy.edu

Office Hours: MWF 10:30-11:30, 1:30-2:30 and by appointment

Course Description and Objectives:

This course aims to build up students' language skills on the basis of their prior trainings, and to help them acquire language proficiency, in four skills, higher than the Beginning Level. While continuing to expand vocabulary and learn more complicated grammar structures in most frequently used expressions in real-life situations, students will also have more cultural-based language exposures, which may include watching Chinese TV shows, movies, reading Chinese Newspapers and magazines, and having many opportunities to mingle and converse with Chinese international students. It is hoped that students come away from this course having significantly improved their ability to articulate words with precision and accuracy, to engage in longer conversations in most daily topics with ease, and to write long paragraphs and compositions.

Course Requirements:

Course requirements consist of attending all class meetings, preparation before class, completion of assignments on time, and oral/written tests. Final grades will be based on a combination of daily class performance, quizzes, oral presentations, homework, and tests.

To make sure you take full advantage of the class, simple dictations of the new vocabulary learned will be given at the beginning of classes on a regular basis. (Please check weekly schedule for specified date/es.) (For dictation, please write characters and the English meanings; if you forget a certain character, write *pinyin* instead, to receive half of the points.) There will be a quiz after each lesson in either written or oral form. The lessons to be prepared before class and the assignments to be handed in for a given day are specified on the schedule. Writing exercises are built into the learning cycle.

The website for the course uses "Moodle". On the website, you will find general announcements for the class, audio files, useful tools, and selected documents for the course (including this syllabus and detailed weekly schedules & assignments). You can get to the course website by going to <http://moodle.transy.edu>.

This semester we will continue with our “Words of the Day” (每天名言). But we are moving from sentences to short presentations! Each student is required to give a short report/presentation in Chinese about anything (life, school, food, mood, hobby, friends, etc.) at the beginning of each class. It can be one’s own contemplation, or as a piece of advice to others. (Please use Chinese we have learned, and not quick finds from dictionaries.) (Your performance in this exercise will contribute to your grade for class participation and performance.)

And don’t forget! Now at the Learning Center of the library, we have tutors who can help you with your Chinese learning. I highly recommend that you take advantage of these opportunities. The tutor help can be for your homework, review of grammar or just practice speaking in Chinese!

Required Texts:

1. Tao-chung Yao & Yuehua Liu, *Integrated Chinese: Textbook, Level One: Part Two* (3rd Edition)

2. Tao-chung Yao & Yuehua Liu, *Integrated Chinese: Workbook, Level One: Part Two* (3rd Edition)

(Audio CDs or mp3s for textbook and workbook are not required to purchase, as on-line audio files are available on course’s Moodle site. Click on “Audio Files” on the menu, Disk 1-3 are for the textbook, Disk 4 is for listening exercises on the workbook.)

Recommended:

Integrated Chinese, Character Workbook Level One: Part Two (3rd Edition) (This book is designed to serve as a primer to help students to learn to write Chinese characters. It is highly recommended for individual practice purposes, although not required, as there is no assignment from this book.)

Concise English-Chinese, Chinese-English Dictionary, Oxford Univ. Press, 2nd Edition, or a dictionary of your preference.

Online dictionary: www.nciku.com

Grading:

Class participation and performance: 20%

Dictations: 20%

Quizzes: 20%

Homework assignments: 20%

Final (written and oral): 20%

Please note that your final grade for the course will be cumulative and will be based on the combination of all parts of exercises and requirements for the course.

(Homework corrections will always be collected the next class session after they are returned. The maximum grade raise is 0.5, above the original grade given.)

Make-up Policy:

All students are expected to take dictations, quizzes and exams at the scheduled times on the set dates. Make-up dictations, quizzes and exams will be permitted, but only with a valid excuse accompanied by appropriate documentation. In the event that you have to miss a scheduled quiz or exam due to an emergency, you must inform the instructor as early as possible. 3 unexcused absences will be counted toward one grade point deduction from the final grade. An incomplete will be given only to students whose work is satisfactory as of the end of the semester, but who have missed the final exam due to serious illness or family emergency. Late homework will NOT be accepted.

Late Policy:

Late arrival is strongly discouraged. Students who arrive twenty minutes after the beginning of class will not receive any credit for that session. Homework and test-preparation should be done at home. Do not write your homework in class.

Student Conduct Code:

Academic dishonesty is taken seriously by the university. Please note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. Actions will be taken according to the Code of Student Conduct at Transylvania University.

Schedule

Detailed weekly schedules with homework assignments will be handed out by the instructor and will also be posted on the course's "Moodle" site. Following is a general schedule showing our learning progression during the semester.

Week 1 Review

Week 8 Lesson 18

Week 2 Lesson 16

Week 9 Lesson 18

Week 3 Lesson 16

Week 4 Lesson 16, 17

Week 5 Lesson 17

Week 6 Lesson 17

Week 7 Lesson 18

Week 10 Lesson 19

Week 11 Lesson 19

Week 12 Lesson 19, 20

Week 13 Lesson 20

Week 14 Lesson 20, Review

SYLLABUS

CHI 2224 The Other Worldly- An Introduction to Chinese Culture

Professor: Qian Gao Time: MWF 11:30-12:20

Office: HH 303 Phone: 233-8283 Email: qgao@transy.edu

Office hour: MWF 10:30-11:30 or by appointments

Course Description

This course introduces fundamental aspects of Chinese culture. The main aim of the course is to acquire a basic knowledge of Chinese history, geography, thought, religions, politics, economics, language, literature, arts, people, society, and general ways of life. In addition to the textbook and selected readings, students will view a sizable number of videos on aspects of high culture pertaining to literature, philosophy and fine arts, and aspects of popular and practiced culture covering daily life, religious activities, festivals, customs, costumes, cuisines, historical sites, traditional medicine, martial arts, and folk art. This course has no prerequisites.

The Expected Student Learning Outcomes

After successful completion of the course, students will be able to:

- discuss, identify, and reflect upon the geography, history, traditional philosophies and values, customs and etiquettes of China.
- contextualize current sociocultural and political events and experiences in relations to historical and cultural context in China as well as in global context between China and the U.S.
- identify and apply multiple perspectives pertaining to global issues among China, other Asian regions as well as the U.S.
- critically examine complex issues and problems of global significance in terms of socioeconomic and sociocultural development between China and the world.

Required Reading and Viewing Materials

1. Gunde, R. (2001) *Culture and Customs of China (Culture and Customs of Asia)*. Westport, CT: Greenwood Publishing.
2. Patricia Buckley Ebrey, *Chinese Civilization: A Sourcebook*, 2nd edition (Cambridge: Cambridge University Press, 2010). (Readings from this book are also on Moodle.)
3. All supplementary reading materials will be in handouts or on course Moodle site.
4. A score of videos on aspects of Chinese culture to be viewed in class.

Course Activities and Grading

The course will be conducted through a mixture of lectures, instructor-led discussions, film/video viewing and student presentations. Regular attendance and participation in the classroom activities are required of all students. Students are expected to read the assigned materials before coming to class, take a series of brief in-class quizzes, which cover the course content, and have a final exam. The grading is based on the following:

1. Attendance and participation: 10%
2. Nine in-class quizzes: 30%
3. One individual presentation: 10%
4. Moodle posting: 10%
5. Final group presentation: 10%
6. Final exam: 30%

Specific Requirements for Assignments

Quiz- Quizzes are short and brief. They are single/multiple choice questions or true/false questions. They test on the most basic knowledge and concepts you should know after reading a chapter. It is a way to encourage you to read and understand the content of the topic that we will engage with in the whole week ahead or so.

Moodle posting- This is reflection and questions by chapter. Students are expected to write a 2-3 paragraph comment or reflection for the assigned reading and also ask 2 questions to the content of the reading. There will be two discussion forums on Moodle for posting “reflections” and “questions”. Each student is responsible to post for 4 of the 8 chapters we will read. The “reflections” will help you to review and summarize your reading. The “questions” part will contribute to the discussion part of each class.

Individual presentation -should be about 5-8 minutes long on the assigned topic.

Group presentation-Each group should have 4 people. It is up to the whole group to decide how you will organize and divide the jobs among yourselves. But the final presentation should be well organized, coherent, and connected with different parts, that would all contribute to one focused topic. The group presentation should be about 20 minutes in length.

Final exam- The final exam will be a mixture of single-choice questions, multiple-choice questions and short essay questions.

Class Policy

-
1. Completing reading assignments on time and demonstrating the understanding of the materials during in-class discussion is the key to the success of taking this course.

2. Attendance is mandatory and is taken every time. Please come to class punctually. Students who arrive 20 minutes after the beginning of a class will not receive any credit for that class session. In the event that you have to miss a class/quiz due to an emergency, you must inform the instructor as early as possible, and appropriate documentation is required afterwards. Three unexcused absences will result in 1 grade point deduction. Make-up quizzes and exams will be permitted only with a valid excuse accompanied by appropriate documentation.
3. All students are expected to take quizzes and exams at the scheduled times on the set dates.
4. Participation and discussion on the reading materials are essential for this course. Group work will be held regularly in class. Participation points will be deducted if someone does not participate or cooperate in group discussions. The instructor will observe the class during discussion sections.
5. Make sure that you submit all your assignments on time. Supplementary reading materials will be posted on Moodle. It is your responsibility to check the course info on Moodle regularly.
6. Please turn your cell phone to courtesy mode and do not text during class. In case of emergency, please step out of the classroom to make a call or text.
7. The instructor will be available to discuss any questions or concerns regarding the course with you. Please feel free to make an appointment.

Academic Honesty

Anytime you present someone else's idea or writing as your own in an academic paper, this is considered plagiarism. Whenever you need to cite an article, a book, or content found on the web (such as film reviews) to support your argument, make sure that you acknowledge your sources. If plagiarism is discovered, you will automatically receive zero for that assignment, which may result in a failing grade for the course.

Academic Calendar and Schedule

WEEK	DATE	READING ASSIGNMENT (to be completed on this day)
Week 1		
	9/7	First day: syllabus, introduction
	9/9	No class. Dr. Gao attending KIIS director meeting. Please use the class time to engage in reading.

Week 2	9/12 Quiz 1 (Land and People)	Gunde, Chap 1 Land, People and History p.1-34 China's ethnic groups (harmony, conflicts, education)
	9/14	Hong Kong and mainland China, Taiwan (Ai Jing's "My 1997", some resent incidents, Taiwan tourism and mainland China)
	9/16 <u>Presentations(3)</u>	Presentations: Major cities (Beijing, Shanghai, Xi'an, Shenzhen, Ha'erbin, Sanya)
Week 3	9/19 Quiz 2 (History)	The First Emperor of China, Qin Terra-cotta Army
	9/21	Tang and Song achievements (Changhen Ge), China's only Empress Wu, Yuan, Ming and Qing Supplementary reading: see Moodle course site
	9/23	New China: Lei Feng, Cultures of the Cultural Revolution, Reform era literature and art, now
Week 4	9/26 Quiz 3 (Thought and Religion)	Gunde, Chap 2 Thought and Religion p.35-56 Supplementary reading: see Moodle course site Confucian Teachings
	9/28	Daoist Teachings Supplementary reading: see Moodle course site
	9/30	Legalist Teachings Supplementary reading: see Moodle course site
Week 5	10/3 Debate	The Debate: 本性善/恶? 仁治/法治? individualism/collectivism
	10/5	Screening: <i>Shaolin Temple</i> (Screening time will be announced.)
	10/7 <u>Presentation (2)</u>	The film, Buddhism, martial arts

Week 6	10/10 Quiz 4 (Literature and Art)	Gunde, Chap 3 Literature and Art p.58-85 Four Greatest Classical Novels
	10/12	The writing system, <i>Pinyin</i> Supplementary reading: see Moodle course site
	10/14	Calligraphy: writing as art Supplementary reading: see Moodle course site
Week 7	10/17	Fall Break
	10/19 Quiz 5 (Music and Dance)	Gunde, Chap 4 Music and Dance p.88-112 The national opera (Peking Opera)
	10/21 <u>Presentation (2)</u>	Masterpieces in music (<i>Er hu, Zheng, "The Butterfly Lovers"</i>)
Week 8	10.24 Quiz 6 (Food and Clothing)	Gunde, Chap 5 Food and Clothing p.115-138
	10/26 <u>Presentation (3)</u>	Food as medicine Supplementary reading: see Moodle course site
	10/28 <u>Presentations (5)</u>	Presentations: clothing at different times-we wear what we believe in.
Week 9	10/31 Quiz 7 (Architecture and Housing)	Gunde, Chap 6 Architecture and Housing p.141-164
	11/2 <u>Presentation (2)</u>	Beijing Olympics, <i>Feng Shui</i> Supplementary reading: see Moodle course site
	11/4 <u>Presentation(3)</u>	Between urban and rural, the rich and the poor Supplementary reading: see Moodle course site
Week 10	11/7 Quiz 8 (Family and Gender)	Gunde, Chap 7 Family and Gender p.167-189 The “家”, Filial piety

	11/9	Screening: <i>Raise the Red Lantern</i>
	11/11	What do women want? Foot-binding, Concubines, Red Detachment of women and Shanghai Baby “上海宝贝”

Week 11	11/14 <u>Presentation (2)</u>	China's One-Child Policy, 4-2-1 Project, then and now
	11/16	Education: from Civil Service Exam to College Entrance Examination Supplementary reading: see Moodle course site
	11/18 <u>Presentations (3)</u>	Presentations: Education in China Now
Week 12	11/21	Too old for growing pain? Screening: “Old Boy”
	11/23	No class. Thanksgiving holiday
	11/25	No class. Thanksgiving holiday
Week 13	11/28 Quiz 9 (Holidays and Leisure)	Gunde, Chap 8 Holidays and Leisure Activities p.191-220 Gunde, Epilogue p.223-228
	11/30	Chinese traditional games and wisdom
	12/2	Review, prepare for final presentation, individual meetings
Week 14	12/5	Final Presentations
	12/7	Final Presentations
	12/9	Final Presentations

Making It a Two-Way Street
—A Writing Module That Really Improves Students' Writing Skills

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Abstract

Among the four aspects of Chinese language study, writing has been commonly recognized as the toughest one to improve. Part of the problem has to do with the routine teaching-writing practice that has for a long time stayed on a not-so-successful one-way street, which largely ignored the power of learning and improving through revising. Targeted at this problem, this paper introduces a practical writing module, which radically changes this situation by setting up a procedure each writing exercise has to go through, to make sure that students develop consciousness about their mistakes and problems, and improve upon them with each practice. Thus, this module is able to turn the common teaching-writing practice into a two-way street by re-building communications and interactions between students' writing practice and instructors' assessment.

Keywords

Writing module, advanced Chinese teaching, improve writing skills, teach Chinese writing, Chinese writing practice

Introduction

In learning Chinese as a second language, it is believed that writing at the intermediate- and advanced-level is the most difficult to improve. Therefore teaching writing also becomes one of the toughest tasks among all four aspects of language learning. Targeted at this problem, I experimented in my own teaching a set of method—a writing module, which has proved to be

successful. The mechanism that makes this writing module work is nothing fancy but a well thought-out procedure in training students how to write. This paper introduces the organization and procedure of this writing module, while also discusses the rationale behind each step of the process.

Before I introduce the practice of this writing module, I would like to address some of the common problems in teaching writing.

The Common Problems

In teaching writing, the following problems seem to be not only common but persistent:

- Once students turn their papers in, the writing practice is a done deal.
- Students' different performances of writing result in the grades instructor provides, but the instructor's effort of grading is detached from the writing practice itself.
- Instructors provide comments, or make revision suggestions on students' papers, which are largely ignored by students.
- Therefore grades become the end products which do not have any effect on students' writing performance any further.
- The fact is: problems in students' writing often have a recurrent nature.

To summarize: writing excises, in the commonly practiced way, from students' writing practice to instructors' grading, has always been a one-way street.

In teaching writing, no matter at which level, the task for instructors is not just to grade students' writing, providing feedback, or even revising for them, but to find a way to really get students to think about their own writing after it's done, and to revise them. And it is only by

doing so that we can successfully guide students to improve their writings. Basically, we need to turn the common one-way street of writing to grading mode into a two-way street of practice. This means that the instructor's grading and feedback have to have effects on how students write the next time.

Targeted at the above problems, this writing module is designed to radically improve teaching effectiveness in teaching writing.

Organization

Each week, students will be given one writing assignment. After the first draft, students are required to meet with the instructor/teaching assistant to talk about their papers during individual discussion sessions twice during the week. A revision is required to be turned in, after each discussion session. In the end, a writing project is completed after one draft, and two revised versions.

Below is a step-by-step description of the module's organization:

Step 1 → A writing assignment is given every week by the weekend.

Step 2 → Students are required to turn in their assignments on the following

Monday.

Step 3 → The instructor read, grade and also mark correction codes on these

first writings. (A set of correction code is used.)

Step 4 → Students, upon receiving their papers back on Tuesday, are required to

revise their writings according to the correction codes marked on their

papers.

Step 5 → Students meet with the instructor/teaching assistant individually on

Wednesday or Thursday for 15-20 minutes to present and discuss about

their revised papers.

Step 6 → After the one-on-one discussion, students will make a second revision of

their writings based on the suggestions and advice given at the

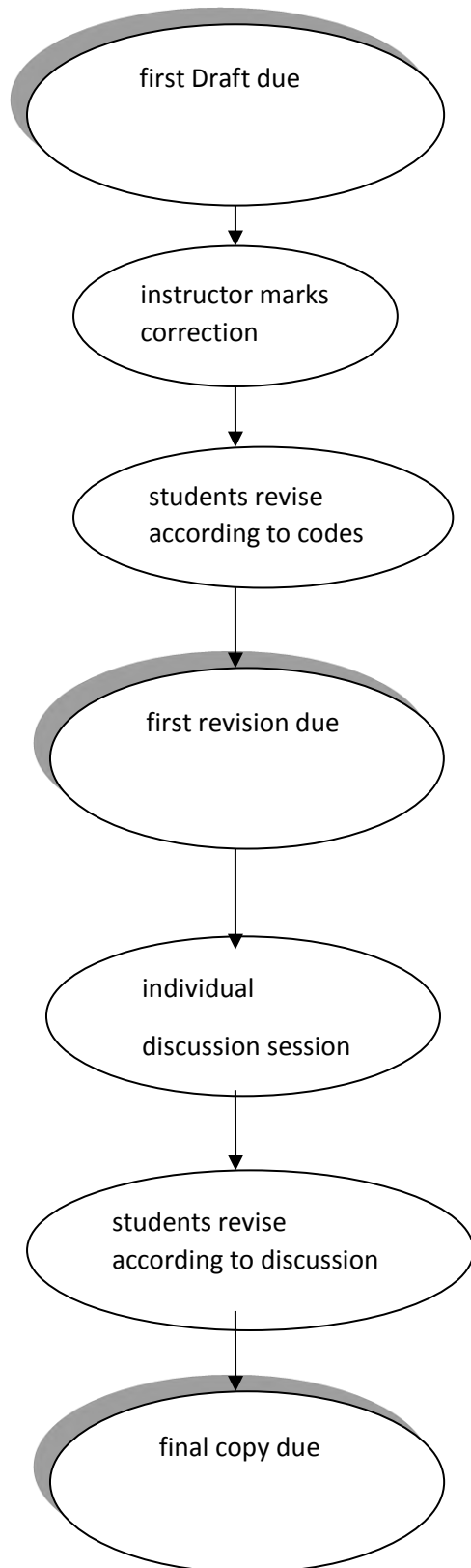
discussion sessions.

Step 7 → Students turn in a final revised copy to the instructor on Friday.

Step 8 → The instructor gives a grade that is a combined grade reflecting the quality of both the

first writing and the final revision.

The procedure of a writing practice project in this module can be seen in the following chart:



Correction Code

Many language instructors, including myself, out of their good intentions, always want to help students by correcting their mistakes, sometimes even rewriting for them directly on their papers. The intention is to direct students to get there fast. But after they do that, the result is actually just the opposite of what they have hoped for, because the instructors have saved a lot of work that is supposed to be done by the students. Most students, as a matter of fact, don't care to read these corrections and revisions at all, not to say to revise according to the advice. The sad fact is, most students' problems in writing, be it a wrong character, a word usage, or a grammatical mistake, have a recurring nature. If these problems are not corrected, they always come back with vengeance. Instructors have to train students to become conscious of their problems in writing, habitual or not.

This writing module is nothing fancy but a well thought-out procedure which offers students opportunities to learn through revising their own writings, to grow such consciousness.

Following is the Correction Code Chart that I share with my students for the writing module, just to serve as an example:

Correction Code for Writing

1. wrong character:

Example: 中国的(乘)孩子

It should be 中国的乖孩子

2. Word order: _____ WO

Example: 我去了图书馆昨天下午。WO

It should be 我昨天下午去了图书馆。

3. Direct English transfer: _____ Eng

Example: 都我和我哥哥是学生。Eng

It should be 我和我哥哥都是学生。

4. Doesn't make sense: _____ ?

Example: 打孩子是我也不明白文言文?

5. Word choice: △ △ △ △

Example: 鲁迅先生死了以后.....

 △△
It should be 鲁迅先生去世以后.....

6. Unnecessary word/phrases: —

Example: 这本书和那本书是一样 ~~很~~好。

It should be: 这本书和那本书是一样好。

7. Missing word or phrase: ✓

Example: 我忘他的名字。

It is better this way: 我忘了他的名字。

8. Grammar mistakes: ~~~~~

Example: 这件衬衫不但大, 可是不喜欢。

~~~~~  
It should be: 这件衬衫不但大, 而且我不喜欢。

Each student will be provided a copy of the Correction Codes for reference. The advantages of using Correction Codes are many. First, students have to think again and think further about particular problems in their writing as pointed out by the codes marked on their papers. Second, since most students' mistakes and problems in language use have a recurring nature, this is an effective way to help students to learn to become conscious of their own problems in writing. Third, through providing students the Correction Codes, we offer them just enough help by giving them hints for correction at the right direction, but without doing the rethinking and rewriting for them. With this method, students are encouraged to actively think about their writing and the suggestions and advice provided by the Correction Codes, in order to improve their final grades.

### **Individual discussion session**

Individual discussion sessions are a great way to help students with questions about specific problems in their writing that are not resolved by using Correction Codes. It is a great way to communicate with each student to talk about their problems in language use. Students also get to hear different suggestions for corrections and revisions that the instructor can offer in such discussions, which proves to be a great way for them to experience and learn the versatile usage of the language. Another advantage of the discussion sessions is the designated time set aside to talk with students about the organization of their papers. Usually, there is not enough space to write comments on students' papers about structural issues. This is only part of the problems. Another problem is that sometimes, the instructors cannot even determine the logic our students try to follow in their writing. Therefore at these times, instead of venturing out to provide

comments, I believe it is more meaningful to bring students in and talk to them in person to know what they try to say in their papers. A 15-20 minutes conversation about a student's thinking in the way he/she organizes the paper has proved for me to be an efficient, effective and also the most friendly way to help a student with organizational problems in writing.

### **Design of writing assignments**

This writing module is designed to meet the needs of intermediate to advanced level students in the Chinese language study. Students at this level can already express themselves in writing quite freely. Therefore, when designing the writing assignments, special attentions are given to making sure that we offer students an appropriate amount of challenge, as well as make their writing activity fun and practical.

Also for this group of students, while paying attention to detailed language polishing, such as character correction, word usage and choice, and sentence structure, equal attentions are given to organization of writing, training in cognitive thinking in writing, as well as training in writing in different styles and genres.

Some of the specific designs for such training can be seen in the following examples:

- distinguishing between formal and informal writings.

Writing practice includes writing simple notes, advertisement fliers, etc. and formal writings, such as surveys and reports, application letters for jobs or scholarships, and analytical essays and research/grant proposals.

- writing in different major genres



While training students to engage in major genres of writings, including argumentative, explanatory, and prose styles, emphasis is given to the different functionalities and effectiveness of such writings.

- Writing for real-life tasks

To motivate students to engage in active and effective writing, assignments should be situated in real-life like context. For example, if students have just finished a chapter on the “Introduction of the Chinese language”, they can go off to design questionnaires/surveys on Chinese-Americans’ language acquisition and competency. In turn, for example, students will write up a report summarizing the result of their surveys. Afterwards, they can use their reports as a starting point and write up a research proposal on the same topic. This project can be developed into the writing of a grant proposal, and possibly a full-length paper as well.

- Incorporating reading as training for writing.

To train students in the skills of better organizing their writing, much attention should be paid to their reading practice as well. To read actively and analytically, the instructor should ask students not only to appreciate the beauty of the language use, but how the reading materials organize themselves. For example, this conscious training can be established by assigning students to draw charts to analyze each reading piece’s organization, as a routine exercise. In the process of continued efforts in learning from reading samples, we are able to train students to become conscious of how they should plan and organize their own writings successfully.

## Conclusion

I find this writing module an effective practice in teaching writing to intermediate and advanced level students in their Chinese language study. But as one can see that the workload on the instructor becomes heavy. This module requires the instructor to be able to grade students' papers and return back to them in a very prompt manner; it also asks the instructor to give time to meet each student individually for 15-20 minutes twice every week. This set-up is feasible when the language class is small enough for the instructor to handle, or if there are teaching assistants who can help. I imagine for a regular language class of 20-25 students with one instructor, this module will require an enormous amount of time and energy from the instructor. But again, this doesn't mean that this writing module is not applicable to a regular class with large enrollment, and one instructor without any extra help. Adjustments and modifications can always be made to this model, to make it work for individual cases. For example, instead of finishing one writing project each week, an instructor can choose to finish one project in two weeks. Or, the instructor can condense the individual discussion sessions into 5-10 minutes for each student.

With the new two-way street writing module, we are able to motivate students to pay enough attention to their own writing and problems. It is also the only way we can finally get them to ponder on the suggestions and advice we have always provided them for improvements. We may not get as many writing practices done within a certain period of time as before, but I believe this module, with its structured design and much more intense training, gets us on the right track. This writing module ensures that we make drastic improvements in students' writing skills, even with less number of practices.

# 交际式语言教学的好方法——隐形教学

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摘要：本文在简要回顾了外语教学理论发展史，及在北美的中文作为第二外语教学的当前理论发展倾向后，着重介绍了作者自己基于在北美大学教授中文课堂的经验而总结出的一套称为“隐形教学”的交际式语言教学的具体教学法和技巧，并探讨了此教学法的理论依据及对交际式语言教学理论的突破性。

关键词：对外汉语教学，交际式语言教学，隐形教学

正文：

在过去的几十年里，西方的第二外语教学领域经历了相当多的发展和变化。在这个过程中，很多不同的教学法和各种新的教学角度的尝试有的得到越来越多的认可，有的却象昙花一现似的消失了。回顾一下这些变化，我们看到了最开始的语音听说教学法 (Audiolingual Method), 认知教学法 (Cognitive-based approaches), 直接式沟通教学法 (Total Physical Response or TPR), 到后来的自然教学法(the Natural Approach), 等等，以及更多的

更细小的教学理论和教学法的分支和发展<sup>1</sup>。继这些研究后，在外语教学界又出现了以语言能力/水平和语言标准为主要讨论课题的新理论突破。在西方的外语教学界，大家普遍认为近十几年发展起来的这些新理论都在为语言能力/水平作为教学目标方面指出了比较明确的方向。有些学者认为外语教学已经进入趋于成熟的阶段<sup>2</sup>；另一些则更愿意把这个阶段命名为“后方法论”时代 (post-method)<sup>3</sup>。但大家都普遍公认不可能只有一种方法来满足所有的语言项目和所有课堂及学生的要求和需求。也就是在这个阶段，以培养学生语言能力及水平为目的的交际式语言教学的各种教学法 (communicative language teaching/CLT) 在不同的理论基础上发展开来了。它们有的是基于第二语言习得(second language acquisition/SLA)理论,有的则是基于认知学和教育心理学，等等领域，取得的研究成果。

在北美的汉语作为第二外语教学的课堂教学实践中，以及在汉语作为二外教学的教学法论坛里，所谓的“以提高语言能力/水平为目的的交际式教学 (proficiency-oriented communicative teaching)”在近十几年里已经普遍被认可为一种最成功和有效的教学方式。所谓交际式语言教学，不同的学者虽提出过有不同侧重点的概念， 但我们可以根据 Berns 给出的关于交际式教学的八条原则来体会这种教学方法的精髓：

1. 语言教学首先是基于对语言本身就是交流的理解。语言是一种社会工具，是为了来表达意思的。

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<sup>1</sup>有关详细的理论发展及教学方法介绍，请参考 Richards, J. C. & Rodgers, T. 《语言教学的方法和方式》 *Approaches and Methods in Language Teaching* (第二版 2nd Ed.). 伦敦 London: 剑桥大学出版社 Cambridge University Press 2001。

<sup>2</sup> Harper, J., Lively, M. G., & Williams, M. K. 对我们的教学法的考察 “Testing the way we teach”. 选自 Harper J, Lively M., 和 Williams M. K. 合编《我们的职业的成长史》 *The Coming of Age of the Profession*. 波士顿 Boston: Heinle & Heinle, 1998。

<sup>3</sup> Richards, J. C. & Rodgers, T. 《语言教学的方法和方式》 *Approaches and Methods in Language Teaching* (第二版 2nd Ed.). 伦敦 London: 剑桥大学出版社 Cambridge University Press, 2001。

2. 语言的多样性是语言发展和使用的一部分，对母语学习者如此，对二外学习者也一样。
3. 对一位语言学习者的语言能力/水平的判断应该是相对意义上的，而不是绝对意义上的。
4. 交际式教学是在多种语言教学的模式中被认可的。
5. 不论是对于学习母语还是第二外语，或是学习更多语言的人来说，对于文化的学习是对语言学习有极大帮助作用的。
6. 交际式教学倡导教学法和技术运用的多样性。
7. 语言运用包括思维构成，人际关系和文本表现三种功能，它是和语言学习者本身这些相关能力有关联的。
8. 最重要的一点是语言学习者应该自始至终在每个学习阶段中都努力运用目标语言来完成各种任务。<sup>4</sup>

对于课堂教学实践而言，这种“以提高语言能力/水平为目的的交际式教学法”，简而言之，也就是通过大量采用灵活多样的实际语言交流和互动方式来达到教与学的目的，从而来帮助学生提高对于目标语言的掌握和使用能力的。在这样的教学指导思想里，传统上的枯燥，呆板的教师“宣讲”式教学被积极互动式的“操练”教学所取代。交际式教学的被认可和采纳正是因为教师们越来越迫切地意识到了大多数学习外语的学生的最终学习目的

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<sup>4</sup> Berns, M. S. 《背景学习与语言能力：在交际式语言教学中关于社会和文化因素的考虑》 *Contexts of Competence: Social and Cultural Consideration in Communicative Language Teaching*. 纽约 New York: Plenum出版社, 1990。

是为了获取在目标语言中的独立交际能力。因而，在刺激学生的学习兴趣和培养他们的语言技能方面，没有比通过交际式教学更有效的办法来提高学生的学习动力和真正教给他们运用语言的本领。

虽然在教学理论上关于“交际式教学”有很多的论述和阐释，但大多数理论都着重于强调“交际式教学”的特性和优点，而对于具体的教学方法和技巧却没有很多的介绍，更没有什么范例可循。本文，通过我自己多年在美国大学从事汉语作为二外教学的教学实践，总结出了一套能有效地帮助学生进行交际式学习和训练的具体教学方法和技巧，我称这套方法为“隐形教学 (invisible teaching)”。

“隐形教学”实际包含了三种隐形。它们是指：课本的隐形，教师的隐形和传统机械式的语言训练形式的隐形。本着这三个隐形的原则设计课堂教学，我能比较成功地让我的学生们成为课堂上的主角。我力图提供给他们最多的时间和机会来真正运用所学习的语言进行练习。下面我来具体介绍一下我的“隐形教学”的方法是如何通过它们的“隐形”方式来进行更积极和有效的教学的。

在我的课堂教学中，第一项原则是课本的隐形。在学生们来上课以前，我严格要求他们根据我提供的教学计划书预习上课的内容。大多数在北美使用的汉语教材编写得都比较清楚明了，特别是语法部分。学生们是有能力自己进行初步消化过程的。在做好了预习工作后，上课的时候学生们就是有备而来的。而对于教师来讲，这个重要的步骤和工作就可以节省下来大量的课堂时间不再重复课本上已经讲得很清楚的内容，而直接运用课堂时间来指导学生进行实际语言运用和操练。当然，很重要的一点是：教师要尽可能地控制好计划内的时间里来讲解课本中的重点，难点和有困扰的问题，而不要去重

复， 啰嗦课本上写得清清楚楚的内容。我们需要相信学生们的自主学习能力。 如果教师和学生能相互配合做好这个有效的预习步骤， 那课本在课堂上的隐形就更容易成功了。 但还必须指出的是， 在课堂上课本的隐形并不意味着课本的彻底退休。课本给我们提供了教学需要遵循的框架和蓝图。 教师的具体教学设计必须是在课本划出的框架内的。要想成功地教学， 特别是在课本隐形的情况下教学， 这其实是对教师提出了更高的要求。 因为教师必须是在完全彻底得理解和把握了课本对于每一课提出的教学意图和规划的条件下， 才能做出详细缜密的课堂教学计划和对学生进行引导。 这也就是要求教师在把课本知识融会贯通后， 再深入浅出得传达给学生。这里， 举几个简单的例子。 比如说教生词， 我们可以把生词， 拼音， 意思和例句从课本上搬下来， 做成鲜活的 PPT 文件。在我的生词 PPT 课件里有大量的我专门采集的生动图片或短片来对应给每个生词。 很多我选择的图片不仅能准确表达词汇的意思， 还幽默意味十足。 这样我展示给学生们生词的过程是会做到一目了然， 有趣味， 而且会帮助学生留下深刻的印象。教语法也可以用此办法， 用 PowerPoint 把课本上繁琐的语法规则和叙述转换成简单的公式格式的演示。 争取在最短时间内完成对语法项目的理解， 然后就开始操练了。 进行操练时也要避免花太多时间讲解操练的要求和形式。比如说， 当我需要做一个关于自我介绍的操练， 我不会要求学生去反复得读课本上的对话。相反我会让学生们一起做一个“找人”的游戏。 我制作一些纸条， 条子上会写着两排重要信息， 一排是持纸条人自己的名字， 国籍， 职业， 另一排是需要寻找的人的同样信息。 然后我把这些条子发给每个学生， 让他们去通过问问题寻找他们各自需要找的人。这样的操练摆脱了枯燥呆板， 不仅活泼有趣， 还极具实用性。 如果我们给学生一定的时间限制， 或是比赛的形式， 那还会添加进去竞赛的紧张趣味。 通过这样的游戏我们既针对性地帮助学生们训练了语法项目， 又让他们真正感受到了书本上

的语法和词汇可以被有效地利用在生活中来解决实际问题。总之，主导思想就是要想办法让学生积极参加到各种语言练习中去。进行“课本隐形”教学的益处是帮助学生摆脱课本罗列的关于语言的各项条条框框的规定，不拘泥于课本上仅有的对话范本；相反，他们是在教师的指导下更自由和轻松地体会活学实用语言本身，从而在交际式的学习中直接体会和记忆课本中讲解的语言规则并指导其对语言的掌握。下面就需要谈到教师的隐形和有效的指导问题。

教师要尽可能地做最少的讲解，甚至做到不开口讲解，这是我所谓的教师的“隐形”。课堂时间是有限和宝贵的，尤其对于不在语言本土国学习的学生而言，课堂时间几乎是他们仅有的积极练习使用该语言的时间。一位老师如果做太多的讲解，必定会占用学生本来可以利用的时间。长此以往，学生学到的，更确切的说，是听到的，只是关于这个语言的许多规则。至于语言技能本身，他们并没有学到多少。我们的教学目的是要培养学生对目标语言的独立运用能力，这就要求我们教师要尽可能地从课堂的舞台上退下来，而让学生们去演主角。这就再一次对教师提出了更高的要求。我们不仅要做出出色的计划，更要想出聪明有创意的点子，在能有效缩短自己开口讲解的前提下，既要讲清楚语法和词汇用法，又要引导学生进行大量的交际式的语言接触和操练。在这里，除了前面说的可以选择用 PowerPoint 做演示外，再举一个简单的例子来说明教师怎样可以做到不开口而指导学生做练习的。比如说教假设句型里的“如果”，我设计的练习之一叫“完成整句”。我提供给学生 5 个以“如果”开头但缺少后半句的句子。比如“如果下雨，我们就.....”，或者“如果你不爱他，你就.....”。另外 5 个句子是缺“如果”的部分。我只需要告诉学生要完成句子，这个练习本身就一目了然的。我可以把这些句子展示在黑板上，也可以把学生分成两组，让他们自己互相读给对方来判断对方的句子是否和自己的在语法和逻辑



辑上都匹配。这样通过最简单的指令，学生们会马上投入到说话练习中去。如果每个练习和活动都按照这样的思路去设计，我们就可以把教师讲得口干舌燥，而学生还是不会开口说话的状况改变了。也正是在这样的几乎不开口，或开口很少的“隐形”教师的教学中，我们才提供给了学生们最理想的交际式语言学习环境。

最后一点，在我的语言课堂上那些传统的，呆板的，机械式的语言操练是彻底被摒弃的。在一个课本隐形，教师也隐形的语言课堂上，取而代之的必须是大量的有趣味和吸引人的语言操练计划和活动。在设计我的语言操练活动时，我遵循以下三条原则：第一，操练必须有目标性。把操练目标设计在练习活动中，决不做随意的无目的的说话练习。第二，语言练习活动一定得有趣味性和有多多样性。开动脑筋设计生动和趣味性强的操练活动，这样才能保证学生有持续的兴趣和注意力。第三，设计语言操练活动应该参照和模仿日常生活活动。要尽量让学生体会到他们所学的语言在真实生活中的功能和实用性，这样才能更好地刺激他们的学习动力。根据我自己的教学经验，遵循这些原则把语言操练活动和教学目的联系起来能有效地促使学生们成为语言课堂上的积极活动者。这里再举几个简单的例子。比如说帮助学生熟悉或复习生词，可以做两套同样的生词卡片发给两组学生，然后让两组比赛，看哪组能用最短时间找到老师读出的生词。这样做可以训练学生的听力，又训练了他们的识字能力。也可以要求学生玩“猜字谜（charade，一个美国学生都熟悉的游戏）”，就是让他们每人挑一个生词用动作表演出来给大家猜，而不能说出来。这样玩一趟下来，每个学生对每个生词都因为某个同学的滑稽表演而产生了深刻的印象。除了努力做到寓教于乐，让学生感受到语言的生活感和实用性也很重要。拿“学方向”一课举例，我设计的一个活动是让学生做“画嘴巴”的游戏。我教给学生“前，后，左，右，上，下”这些简单的方向指令后，把学生们分成3到4个人的小组。

我会在黑板上给每个小组画一个大圆圈（脸），然后给每个小组的一个同学蒙上眼睛。

几个小组比赛的目标是看哪个组能又快又准地给大圆脸画上嘴巴，还能在走到黑板的途中不碰撞到桌椅。这样小组内部的同学就必须给被蒙了眼睛的队友准确的方向指令，而被蒙了眼睛的同学也必须全神贯注地倾听那指令是什么。做完一轮游戏，老师可以换一个同学来蒙起眼睛，再指示学生们给大脸换画鼻子，眼睛，头发等等。类似的训练活动可以扩展到教室以外，内容可以扩展成问“东，西，南，北”这样的方向词或者问路这样更复杂的活动内容。类似这样的操练活动提供给了学生最多，最有趣味和最有生活真实感及解决问题的紧迫感的练习机会。也正是由于这样的创新式的巧妙设计和指导，教师才最大程度地实现了传统语文教学中的枯燥呆板模式的隐形，而真正做到了在交际式语言训练中帮助学生提高语言技能。

因而，最后总结来讲，我所谓的“隐形教学”并非“不教学”，或“慵懒式教学”。正相反，从我以上的讨论可以看出这三个“隐形”实际上是对教师提出了更高的要求。它要求教师倾注更多的精力和心思在课堂教学的设计和引导上，它要求教师在把课本知识彻底融会贯通后，还要心思缜密地设计出各种巧妙方案来教给学生，和带领学生来进行一场场的语言训练的实战。也正是在这种“隐形”式教学中，学生的交际式语言学习和训练才得到了最大程度的实现。

“隐形教学”的方法，在它的教学实践上契合了“交际式教学”理论的精神。它除了切实体现了 Berns 总结的“语言是以交流为目的”这一基本理解，也体现了“交际式教学”在方法和技术上的多样性和灵活性。在 Berns 提出的“语言运用包括思维构成，人际关系和

文本表现三种功能”<sup>5</sup>这一基本要素上，“隐形教学”的交际式，强互动性，和以解决问题为目的的口语和文本训练在真正意义上将语言训练和学生的交际思维，能力和表现结合了起来。

不仅如此，通过我自己的教学实践，我认为“隐形教学”的教学法更突破了“交际式教学”对于“教”与“学”在互动上的有限理解。在我提出的“隐形教学”方法里，来自老师的“教”更加隐退，甚至降为彻底“隐形”；而来自学生的“学”与练更加积极和占到了绝对的课堂主导地位。这里的“交际式”教学更多地转化成了学生和语言间的互动，学生和学生间的互动。这样的互动和交际式学习从根本上提供给了学生更多的时间和机会来操练语言。这也就从根本上为学生的语言能力和水平的提高做出了最有力的推动。我自己的课堂教学实践证明了这样的“隐形教学”的方法和技巧是“以提高学生语言能力和水平为目的的交际式教学”的一种极有效的模式。

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<sup>5</sup> Berns, M. S. (1990).

### CHI 1014 week 1-4 schedule

|                     |                                                                                             |                                              |
|---------------------|---------------------------------------------------------------------------------------------|----------------------------------------------|
| Week 1              |                                                                                             |                                              |
| Wednesday<br>(9. 4) | Class Introduction:<br>Syllabus<br>Getting to know each other<br>Chinese characters handout | Read “Introduction” on textbook, page 1-11.  |
| Friday (9. 6)       | <u>Intro to the Chinese language Part 1:</u><br>Origins of the Chinese writing system       | Read “Introduction” on textbook, page 11-17. |

|                     |                                                                                                                                                           |                                                                                 |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Week 2              | Class                                                                                                                                                     | Homework                                                                        |
| Monday (9.9)        | <u>Intro to the Chinese language Part 2:</u><br>Development of the Chinese writing system                                                                 | Handout                                                                         |
| Wednesday<br>(9.11) | <i>Pinyin</i> : Into to the Chinese pronunciation system<br><ul style="list-style-type: none"><li>• Initials and finals in <i>Pinyin</i> system</li></ul> | Prepare for dictation on: six simple finals (next Monday):<br>a, o, e, i, u, ü. |
| Friday (9.13)       | <b>Dictation: a, o, e, i, u, ü.</b><br>Continue with <i>Pinyin</i> practice<br><i>Pinyin</i> practice: initials (list on page 2)                          | Prepare for Dictation on Monday.                                                |

| Week 3              | Class                                                                                                                                                                                      | Homework                                                                                                                                                                                                                                                                       |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monday<br>(9.16)    | <b>Dictation: initials</b> (list on page 2)<br><i>Pinyin</i> practice: six simple finals:<br>a, o, e, i, u, ü; Compound finals<br>Spelling, pronunciation of <i>Pinyin</i><br>combinations | Preview Lesson 1 Vocabulary.<br><br><i>Pinyin</i> homework.                                                                                                                                                                                                                    |
| Wednesday<br>(9.18) | Lesson 1—<br><br>L1D1 vocab. + grammar                                                                                                                                                     | <u><i>Pinyin</i> homework due TODAY.</u><br><u>Workbook</u> page 1: I–A (1-5)<br>Page 2: I–B ( 1-15); Page 2: I–C ( 1-15); Page 4: I–F (1-15)<br>(This particular homework is not required to be turned in, but will be checked in class.)<br>Prepare for dictation on Friday. |
| Friday<br>(9.20)    | <b><u>Dictation (L1D1 vocab.)</u></b><br>L1D1 vocab. + grammar<br>L1D2 vocab.                                                                                                              | Prepare for dictation on Monday.                                                                                                                                                                                                                                               |

| Week 4              | Class                                                              | Homework                                                                                         |
|---------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Monday<br>(9.23)    | <b><u>Dictation (L1D2 vocab.)</u></b><br><br>L1D2 vocab. + grammar | <b><u>Due today:</u></b><br>L1WB (Workbook) Part One: (page 15-17): I, III, IV (A, B, C).        |
| Wednesday<br>(9.25) | L1D2 vocab. + grammar                                              | Prepare for quiz                                                                                 |
| Friday (9.27)       | <b>Quiz ( L1 )</b>                                                 | <b><u>Due today:</u></b><br>L1WB (Workbook) Part Two: (page 19-25): I, III (A, B), IV (A, B, D). |

# Introduction to the Chinese Language

中文

# Chinese Language

- Origins of Chinese language

- \* Where and when?

- Oracle bone script

- Writing was invented in China in the latter half of the 2<sup>nd</sup> millennium BC; recognizable examples of written Chinese dated from 1500-950 BC (Shang dynasty) and were inscribed on ox scapulae and turtle shells- “oracle bones”.

# Oracle Bone Script





# Chinese Language

- The Chinese Writing System

- \* Characters, known as 汉字[汉字] (hànzì)

- \_ Each represents a syllable and has a meaning;
    - \_ Originally were pictures, gradually stylized;
    - \_ Now many of them are compounds of two or more characters.

- \* How many characters are there?

- 85,568 (中华字海) (3000 is well enough to use.)

# Chinese Language

- Usage of Chinese characters

\_Used alone;

\_as part of other characters;

\_or in combination with others to form words.



馬

马

js

## Example: 马 (馬)

- **Evolution of the character**

You can see below how the character for horse has evolved since it first appeared in the Oracle Bone Script during the Shang Dynasty (c. 1400-1200 BC).



Oracle bone  
script



Bronze  
script



Large Seal  
script



Small Seal  
script



Clerical  
script



Standard  
script



Running  
script



Grass  
script




Simplified  
script

# Evolution of Characters

|             |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |
|-------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| sun ( 日 )   |    |    |    |    |    |    |
| moon ( 月 )  |    |    |    |    |    |    |
| cloud ( 云 ) |   |   |   |   |   |   |
| rain ( 雨 )  |  |  |  |  |  |  |

# Character Evolution

| 甲骨文                                                                               | 金文                                                                                | 小篆                                                                                | 隶书                                                                                  | 楷体                                                                                  |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |

“女”字的演变过程。

# The “woman” character: 女 (nǚ)

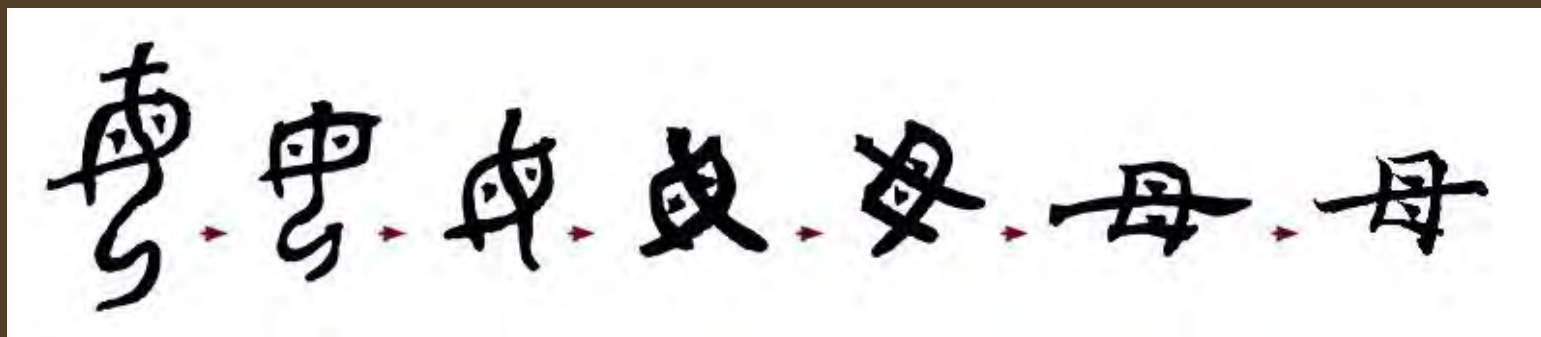


# Character Evolution





# Character Evolution



# Character Evolution



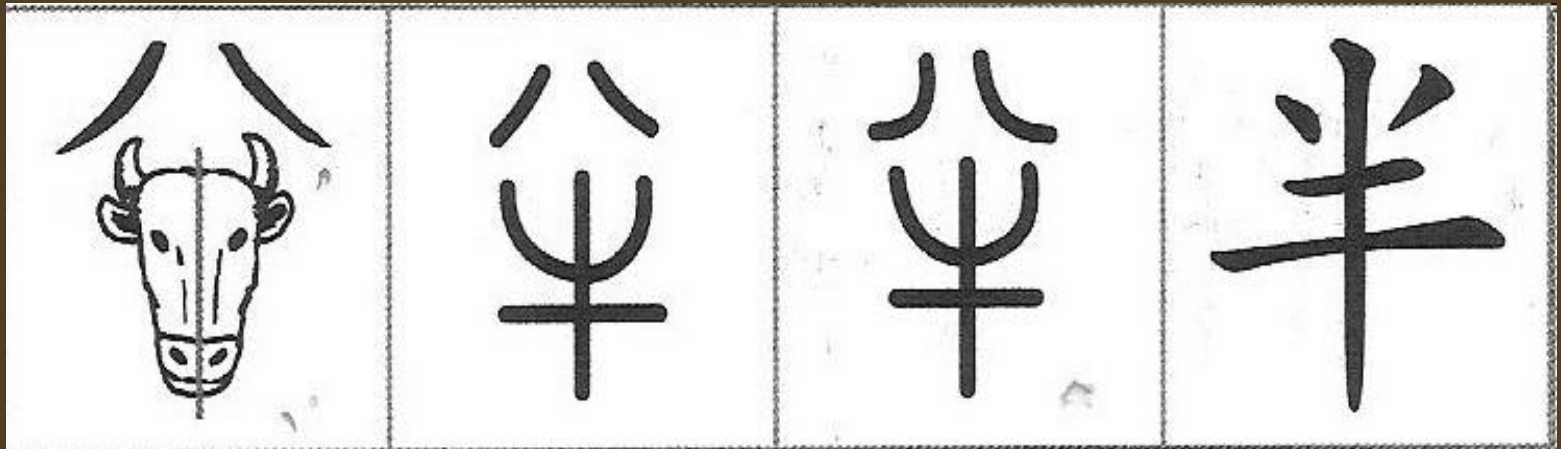
# Character Evolution



# Character Evolution



# Character Evolution



# Character Evolution



好 好 好 好 好

## 六书： The Six Categories of the Construction of Chinese Characters

- The first standard work on Chinese etymology was the ‘Shuo-Wen-Jie-Zi’ (说文解字) .
- ‘Shuo-Wen-Jie-Zi’ (说文解字) was the work of a scholar named Xu Shen (许慎) who was born about 86 B.C.
- This contains the first classification by radicals, radicals being the modern forms of the primitive picture-symbols.
- Xu Shen classified the ancient characters under six heads, showing how they were constructed and how new ones based upon them could be formed.
- Most later scholars have based their work upon the ‘Shuo-wen’ (说文).

# 六书： The Six Categories

- 1. 象形(Imitative Symbols, or Images, sketches representing an object.)





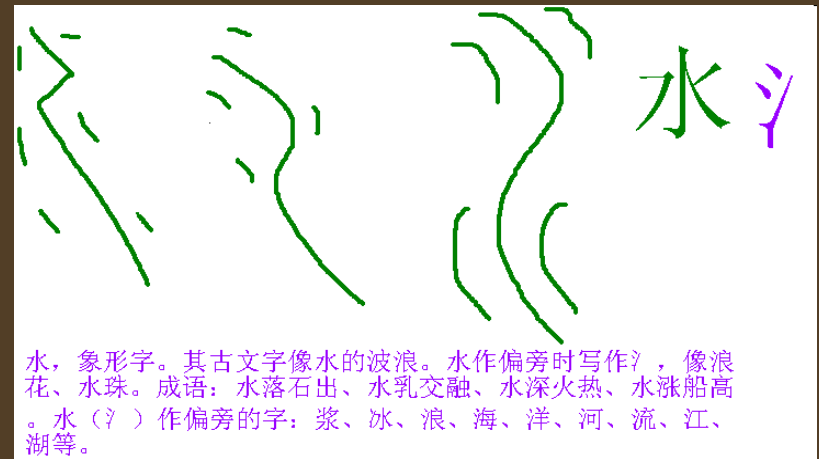
# 六书：The Six Categories

- 2. 指示 (Indicative Symbols, figures which suggest the meaning, often by the idea of some motion.)



# 六书：The Six Categories

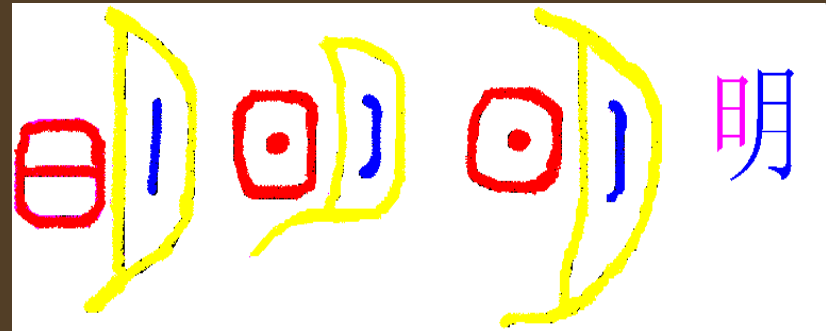
- 3. 形声(Phonetic Compounds. One element indicates the meaning, the other the pronunciation.)



- 河 江 湖 海

# 六书：The Six Categories

- 4. 会意 (Logical Combinations. The meaning of each part of these characters contributes to the meaning of the whole.)(But here the signification of the whole is a synthesis, not a joining, of the meanings of the components.)



明，会意字。日、月是人们所见天字中最明亮的物体，所以日、月合为“明”。成语：光明磊落、光明正大、明察暗访、明辨是非等。明作偏旁的字：盟、萌。



从，会意字。繁体为從，由从、止、彳三字构成。彳是路，止是脚，合起来表示后面的人跟着前面的人在路上走，也就是跟随的意思。引申为听从、随从等义。从是從的本字，也是一人跟随于另一人之后。从作偏旁的字：丛、枞、苻、纵、疚、众等。

## 六书： The Six Categories

- 5. 转注 (The meanings of this type of characters are understood in an extended or derived sense.)
- 6. 假借 (Borrowed Characters. To this category belong characters used in senses not originally their own, either by reason of their sound or through association or derived meaning.

- 马 means “horse”.

### \_Usage in compound words:

马力-horse power

马房-stable (lit. “horse house”)

### \_Radicals and phonetics

马 is used as a **phonetic component** in the following characters: 妈, 骂 ;

马 is used as a **radical** in characters like: 驾.

# Strokes

- Chinese characters are written with the following twelve basic strokes:

|          | dot | horizontal | vertical | left-falling | right-falling | rising | hooks |   |   | turning |    |
|----------|-----|------------|----------|--------------|---------------|--------|-------|---|---|---------|----|
| strokes  | 丶   | 一          | 丨        | ノ            | ㇏             | ㇀      | ㇂     | ㇄ | ㇆ | ㇈       | ㇊  |
| examples | 心   | 丁          | 中        | 乃            | 人             | 洗      | 別     | 晨 | 亂 | 代       | 口冠 |

# Strokes

- A character may consist of between 1 and 64 strokes.
- The strokes are always written in the same direction.
- There is a set order to write the strokes of each character.

# Strokes

|                               |                                      |                                |                                   |                                    |                              |                                 |                                |                                |                              |
|-------------------------------|--------------------------------------|--------------------------------|-----------------------------------|------------------------------------|------------------------------|---------------------------------|--------------------------------|--------------------------------|------------------------------|
| 一                             | 二                                    | 三                              | 心                                 | 玉                                  | 竹                            | 見                               | 金                              | 面                              | 骨                            |
| 1 stroke<br>yī<br>one         | 2 strokes<br>èr<br>two               | 3 strokes<br>sān<br>three      | 4 strokes<br>xīn<br>heart         | 5 strokes<br>yù<br>jade            | 6 strokes<br>zhú<br>bamboo   | 7 strokes<br>jiàn<br>to see     | 8 strokes<br>jīn<br>gold       | 9 strokes<br>miàn<br>face      | 10 strokes<br>gǔ<br>bone     |
| 魚                             | 黃                                    | 鼎                              | 鼻                                 | 齒                                  | 龍                            | 龠                               | 簡                              | 識                              | 覺                            |
| 11 stroke<br>yú<br>fish       | 12 strokes<br>huáng<br>yellow        | 13 strokes<br>dǐng<br>cauldron | 14 strokes<br>bí<br>nose          | 15 strokes<br>chǐ<br>tooth         | 16 strokes<br>lóng<br>dragon | 17 strokes<br>yuè<br>flute      | 18 strokes<br>jiǎn<br>simple   | 19 strokes<br>shì<br>knowledge | 20 strokes<br>jué<br>to feel |
| 鐵                             | 韉                                    | 體                              | 鱣                                 | 鬣                                  | 鱗                            | 鰲                               | 鸚                              | 鬱                              | 鱻                            |
| 21 stroke<br>tiě<br>steel     | 22 strokes<br>jiān<br>saddle-cloth   | 23 strokes<br>tǐ<br>body       | 24 strokes<br>shàn<br>sturgeon    | 25 strokes<br>hóng<br>school       | 26 strokes<br>yǎn<br>scar    | 27 strokes<br>nóng<br>head cold | 28 strokes<br>yīng<br>parrot   | 29 strokes<br>yù<br>luxuriant  | 30 strokes<br>xiān<br>fresh  |
| 灇                             | 龍                                    | 麤                              | 齧                                 | 龔                                  | 雷                            | 龔                               | 龔                              |                                |                              |
| 31 stroke<br>yàn<br>billowing | 32 strokes<br>tà<br>flight of dragon | 33 strokes<br>cū<br>rough      | 35 strokes<br>yà<br>lacking teeth | 36 strokes<br>nàng<br>blocked nose | 39 strokes<br>bìng           | 48 strokes<br>tà                | 64 strokes<br>zhé<br>talkative |                                |                              |



# Simplified vs. Traditional

雲-云

廠-厂

無-无

魚-鱼

禮-礼

聽-听

語-语

飯-饭

# Simplified vs. Traditional

- 2,000 out of 3,000 most commonly used characters have been simplified.
- Who uses simplified?  
China mainland and Singapore
- Who uses traditional?  
Taiwan, Hong Kong, Macau and Malaysia

**Literature in the  
Post-Mao  
Era (1976-present)**



# Early Post-Mao: Political Background

- Zhou Enlai dies January 1976
- April 5 Incident in Tiananmen Square turns into anti-CR demonstration
- Mao dies Sept 9, 1976
- Oct. 1976, Gang of Four (**top right**) arrested
- 1977-78 battle for power between leftists and pragmatists
- Deng Xiaoping emerges to replace Hua Guofeng
- Trial of the Gang of Four (1980) (**lower right**)



# Early Post-Mao: Economic Changes

- ❑ Four Modernizations (agriculture, national defense, science and tech, and industry)
- ❑ Dismantling of the commune system
- ❑ Open door policy
- ❑ Free markets, state-owned enterprise reform
- ❑ Gradual emergence of a market economy and the embracing of globalization





# Early Post-Mao: Cultural Changes

- ❑ Official sanctification of “liberalization” at the Fourth Congress of Writers and Artist (1979)
- ❑ Spread of openness to political realm
- ❑ Democracy Wall movement of 1978-79
- ❑ Liberalization in CCP cultural policy
- ❑ Cultural explosion characterized by experimentation
- ❑ Western influences



**Above:** police intervene at Democracy Wall;  
**left:** copy of dissident journal *Today*

# Rise of Popular Mass Culture in the PRC

I Guangchang (Square) 1980s

>

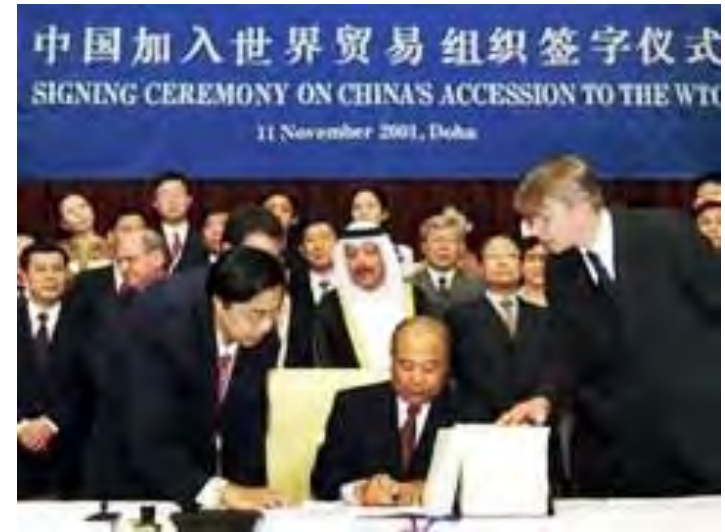
Guangchang (Plaza) 1990s





# Market Reforms and Globalization

- Intensification of economic reforms in 1992 with Deng Xiaoping's "southern tour"
- Move toward a market economy and the gradual removal of the "iron rice bowl" (铁饭碗)
- Establishment of a new ideology of entrepreneurship and globalization
- Collusion between PRC state and global and domestic capital
- Entrance into the WTO (2001) and fuller integration with the global economy



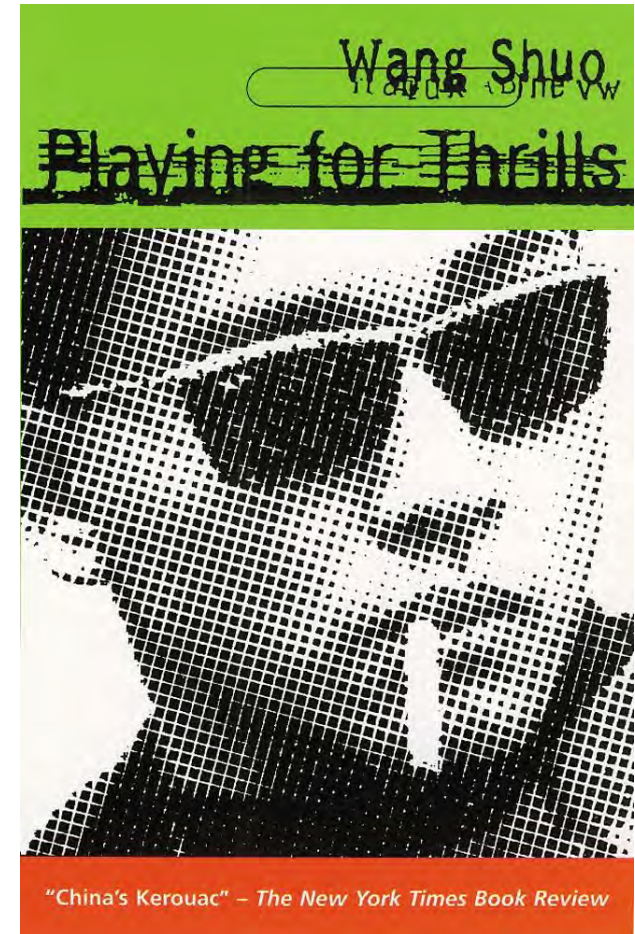


# Cultural Background: Commercialization

- ❑ Reduction in state subsidies to culture industries
- ❑ Creating a market-driven mass culture and forcing writers to respond
- ❑ The Xue Mili 雪米莉 phenomenon: two obscure writers from Sichuan churn out pulp fiction
- ❑ Wang Shuo 王朔, “hooligan literature” (痞子文学), and literary self-promotion: one of the first “serious” writers to treat literature as a commodity
- ❑ 🎧 Cui Jian and the emergence of Chinese rock music



Tan Li 譚力(left), one of the two authors that constituted Xue Mili



cover of translation of Wang Shuo novel (above)

# Elite vs. Popular

- With the rise of commercial mass culture comes an elite retrenchment
- Right: avant-garde poet and musician Yan Jun 颜峻 performance “Against All Organized Deception”



against advertisement, against forgetfulness.  
against tearing up anyone's ID and ugly face.  
against coming through meteoric showers clad  
in a golden cape but forgetting your daughter's  
name. against carnivores dancing. against  
computers dying. against living like a sickle.  
against night fragrance dying at night. against  
faddish magazines and dotcoms. against day-  
dreaming, see-through garments, the heart  
exploding like goose feathers.... booze killing a  
man from ten steps away....  
idiot cunts ruling the world.... porn magazines  
for exam papers.... against fear.





# Spirit of Experimentation

- Plurality of styles from the realist, to traditionalist, to abstract, to surrealist
- Borrowing of styles from the West

Geng Jianyi 耿建翌 (right)



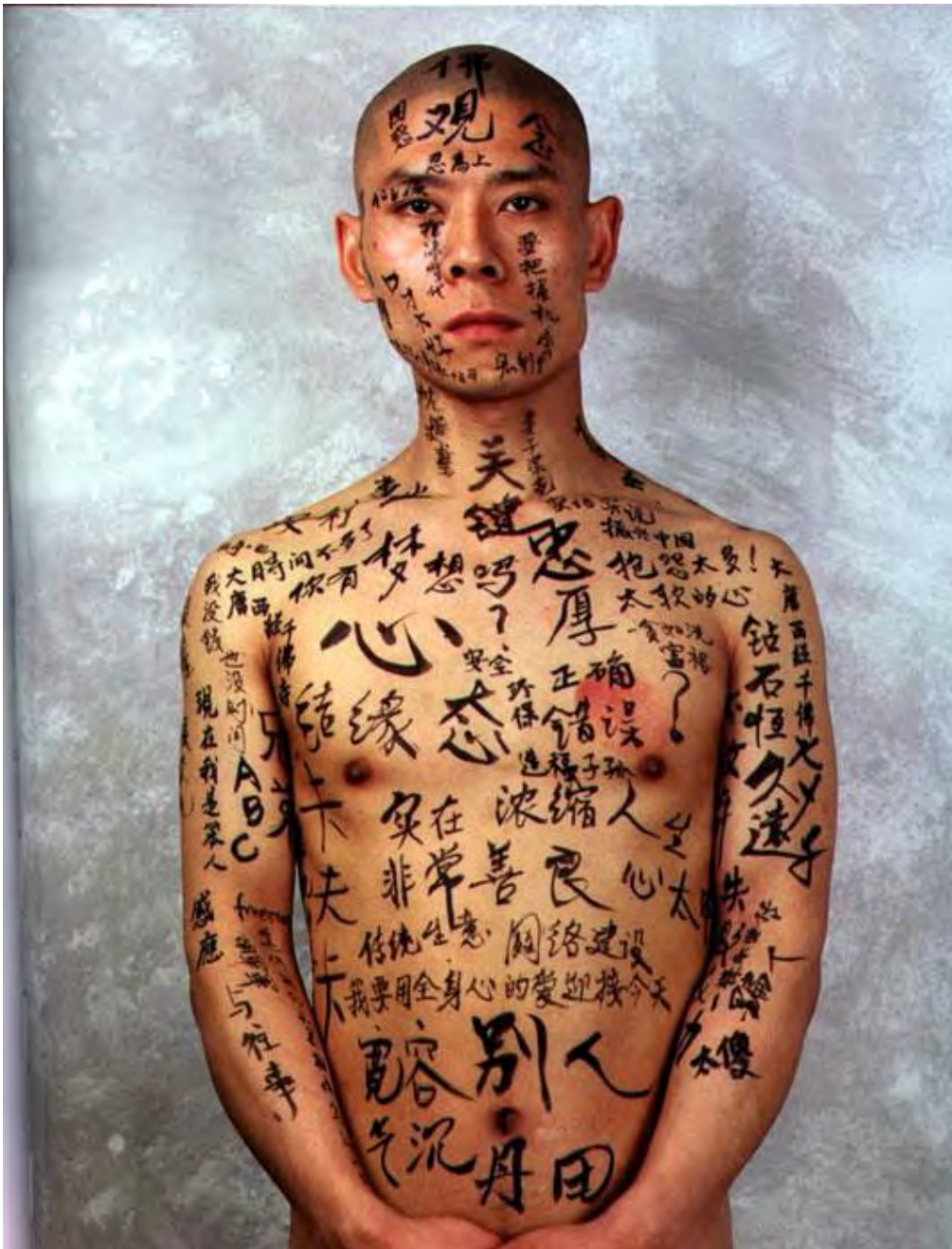
Chen Yifei 陈逸飞



Wang Guangyi 王广义



Jia Youfu 贾又福



Zhang Huan's 张洄  
"Photograph" (1998)



# Wounds Literature (late 70s-early 80s)

- Wounds or Scar (伤痕) cultural trend in literature, film, art, etc.
- Named after story by Lu Xinhua 卢新华
- Catharsis of social and political trauma
- Ambiguous politic message
- Example: “The Other Side of the Stream” (在小河那边) by Kong Jiesheng



Cheng Conglin 程丛林, “A Snowy Day in 1968” (1979)

## Obscure Poetry (late 70s-early 80s)

- Connection to the Democracy Wall Movement and *Today*
- Labeled “obscure” or “strange” by its conservative critics
- Short, lyric poems with personal symbolism; suggests a mood rather than a clear meaning
- Non-didactic, though has a generally anti-heroic tenor that contrasts with Maoist period



Shu Ting 舒婷(left); Gu Cheng 顾城(right)

## Obscure Poetry (朦胧诗)

### **Declaration (by Bei Dao 北岛)**

Perhaps the final hour is come  
I have left no testament  
Only a pen, for my mother. I  
am no hero.

In an age without heroes  
I just want to be a man

The still horizon  
Divides the ranks of the living and the dead  
I can only choose the sky  
I will not kneel on the ground  
Allowing the executioner to look tall  
The better to obstruct the wind of freedom

From star-like bullet holes shall flow  
A blood-red dawn



## Obscure Poetry

### **When You Walk Past My Window (Shu Ting 舒婷)**

When you walk past my window  
Bless me  
Because the light is still on

The light is on---  
In the heavy, gloomy night,  
Like a fisherman's light drifting.  
You can think of my tiny house  
As a tiny boat tossed by a storm.  
But I have not sunk  
Because the light is still on.

The light is on---  
The curtains may reflect a shadow,  
Showing me an old and feeble man,  
With no expansive gestures any more,

My back more hunched than before,  
But what has aged is not my heart,  
Because the light is still on.

The light is on---  
It answers with fervent love  
Regards sent from all around;  
The light is on---  
It looks with commanding pride  
Down on seen and hidden oppression.  
Oh, when did the light assume such  
strong character?  
When you began to understand me.

Because the light is still on,  
Bless me,  
When you walk past my window.



# Modernist Experimentation

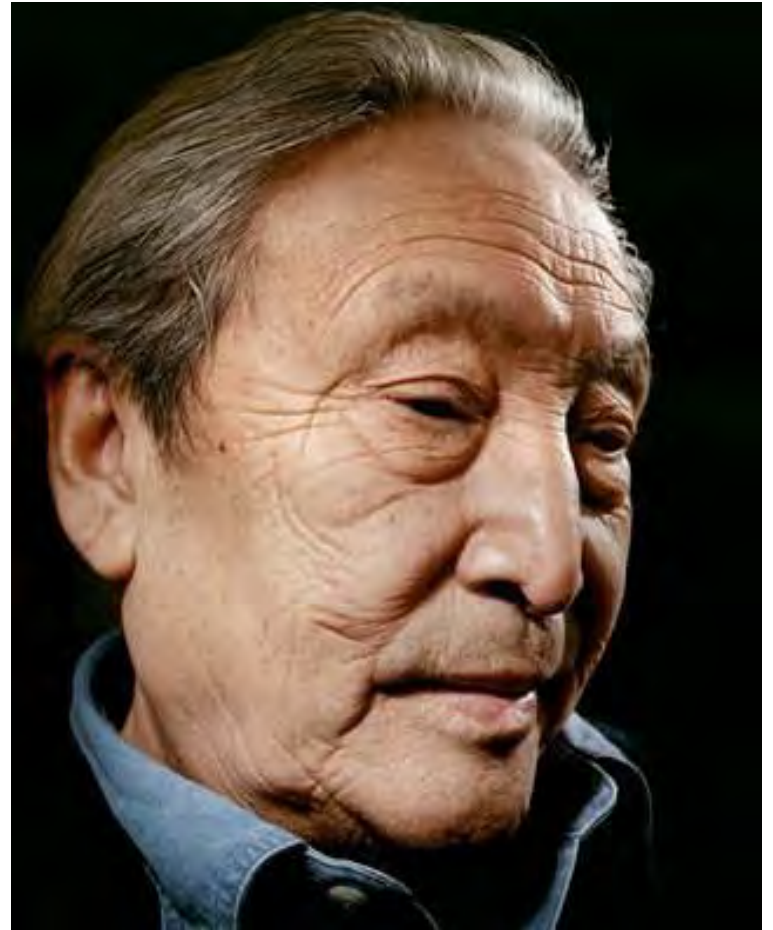
- Modernism reemerges
- Aesthetic reaction against the complete politicization of literature during the Cultural Revolution and in the Wounds literature
- Search for forms: stream of consciousness, narrative experimentation, etc



Wang Meng 王蒙, leading “modernist” writer who went on to become Minister of Culture

# Reportage

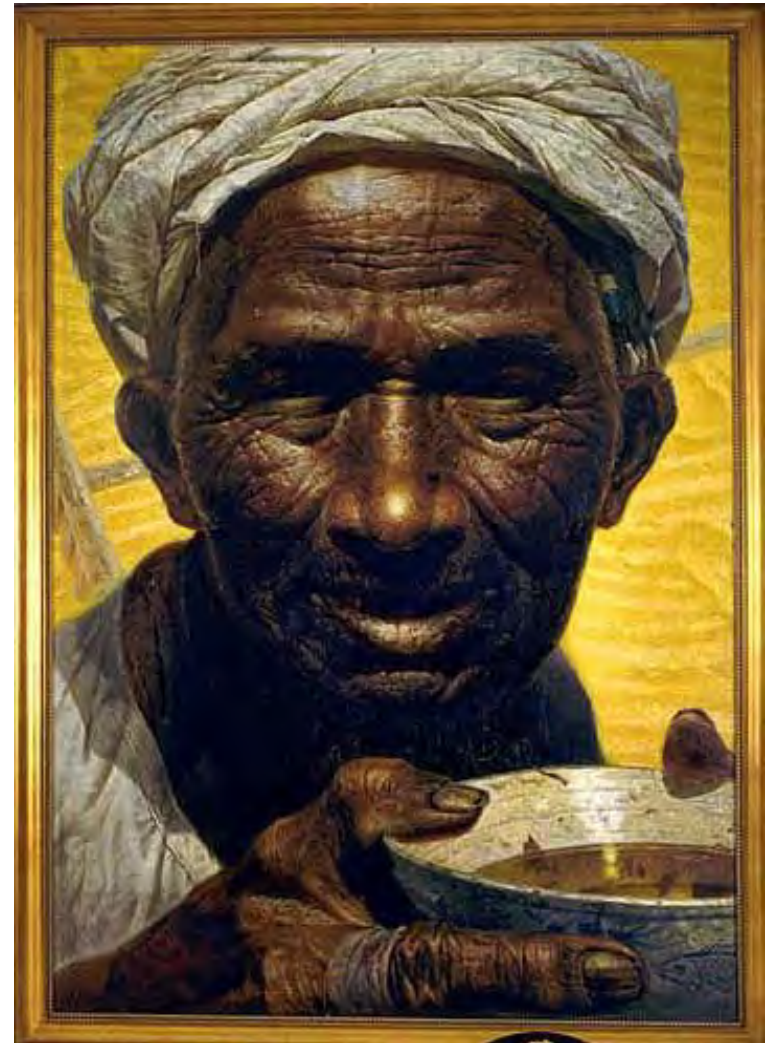
- Dual function of journalism and literature
- Generic ambiguity: aesthetic / mimetic
- Key figure is Liu Binyan 刘宾雁(1925-2005), who exposed corruption in the CCP in his works



Liu Binyan

# Return of Critical Realism

- Reaction against socialist realism
- Subverting false ideology
- Gao Xiaosheng 高晓声
- Liu Heng 刘恒, “Dogshit Food” (狗日的粮食)
- Yan Lianke 阎连科, “Black Bristle, White Bristles” (黑猪毛, 白猪毛)



**Right:** “Father,” by Luo Zhongli 罗中立 (1980); **left:** Great Leap Forward poster

# Roots Literature

- Part of the larger Cultural Reflection (文化反思)
- Roots literature (寻根文学) and the search for alternative, or non-orthodox, cultures (folk culture, the primitive, ethnic minorities, Buddhism and Daoism, etc.)
- Glorification of the primitive and masculine
- Mythic mode
- Alternative history to that of the CCP
- Example: Mo Yan 莫言, “The Old Gun” (老枪)



Still from *Red Sorghum* (红高粱), film adaptation of Mo Yan 莫言's novel

“Literature has its roots and it should take root in the native soil of cultural legends and folklore. If the roots are not deep enough, the leaves will not flourish” (Han Shaogong 韩少功, “The Roots of Literature” 文学的根)



## Rise of the Avant-garde

- ❑ Late 1980s sense of daring experimentalism
- ❑ Radical political critique
- ❑ Some align with global postmodernism in its loss of faith in all meaning systems



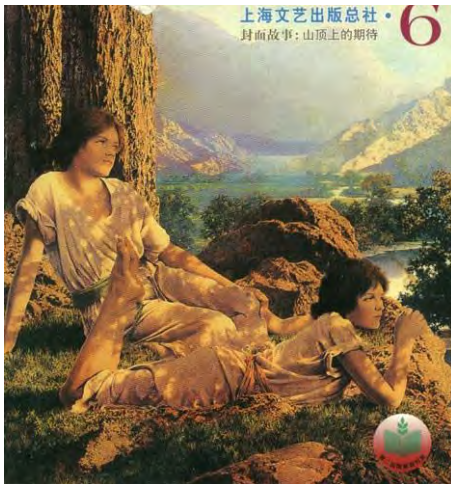
the avant-garde with global postmodernism

- ☐ depthlessness
- ☐ death of the real
- ☐ death of the subject and the waning of affect
- ☐ pastiche and intertextuality
- ☐ critique of all metanarratives (i.e. democracy, revolution, Marxism, etc.)



## Commercialization Trend

- Wang Shuo (王朔) and the commercialization of literature
- Return of detective fiction, science fiction, martial arts, love stories, etc.





# Chinese Cinema—Maoist Films

From Political Revolution to  
Cultural Revolution:

Early PRC Cinema  
(1949-1966)

# I. Historical background

## A. The founding of the People's Republic of China: Oct. 1, 1949



"We the 475 million Chinese people have now stood up and the future of our nation is infinitely bright."

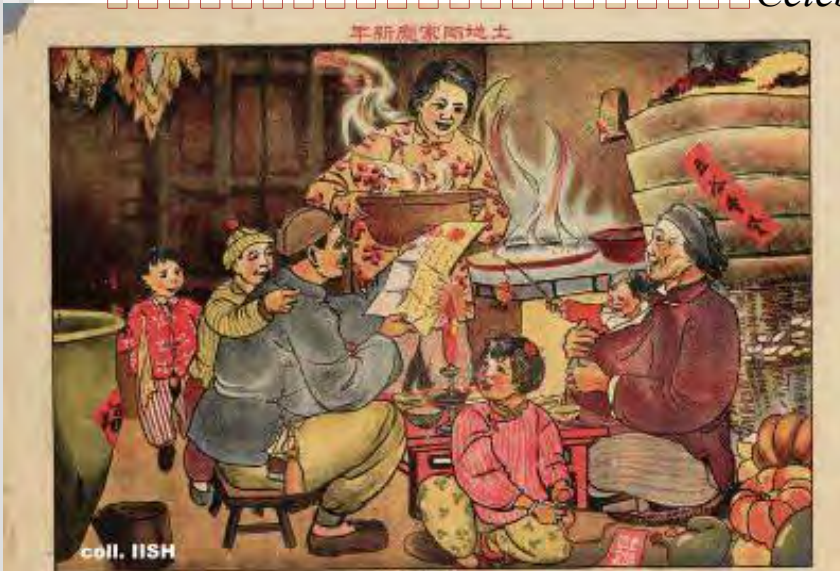
--Mao Zedong.

## B. Nation-Building and Building Socialism

- Socialization of economy
- Agrarian reform: land reform and collectivization of agriculture
- Nationalization of private industry
- Industrialization: the “Five-Year Plan” (1954-57)
- Social reforms (e.g, Marriage Law of 1950)

□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ *Celebrating New Year after the Land*

*Has Been Returned to the Family,*  
ca. 1949





Visualizing the future  
Regulating morality



## C. Cultural Reforms

- Importance of culture to political and social reform
- Yan'an legacy: culture to serve politics
- Culture industries nationalized: publishing houses, book stores, newspapers, film studios, etc.
- Institutionalization of cultural workers (e.g., Chinese Writers Association 中国作家协会)
- Rectification (整风): Cultural campaigns targeting wayward intellectuals (Hu Shi, Hu Feng 胡风, Anti-Rightist campaign)



Poster for *Storm Under the Sun* (2009), a documentary film by Peng Xiaolian (彭小莲) and Louisa Wei

## II. The nationalization of film industry: 1949-1952

- Nationalization of private-owned studios and establishment of new centralized studio system (Northeast, Beijing, Shanghai, PLA) and more to come during the Great Leap Forward (Zhujiang (珠江); Xi'an (西安); Emei (峨眉山); Xiaoxiang (潇湘) (1958); Guangxi (广西) 1958; Shanghai Studio subdivided into three separate studios
- Establishment of new administrative institutions and censorship: the Central Film Bureau under the Ministry of Culture (Dec. 1949), China Film Corporation (1951); Beijing 1956)



Yuan Muzhi 袁牧之, first director of the Central Film Bureau

Film projection unit in Hubei (left) and Shandong (right), 1955

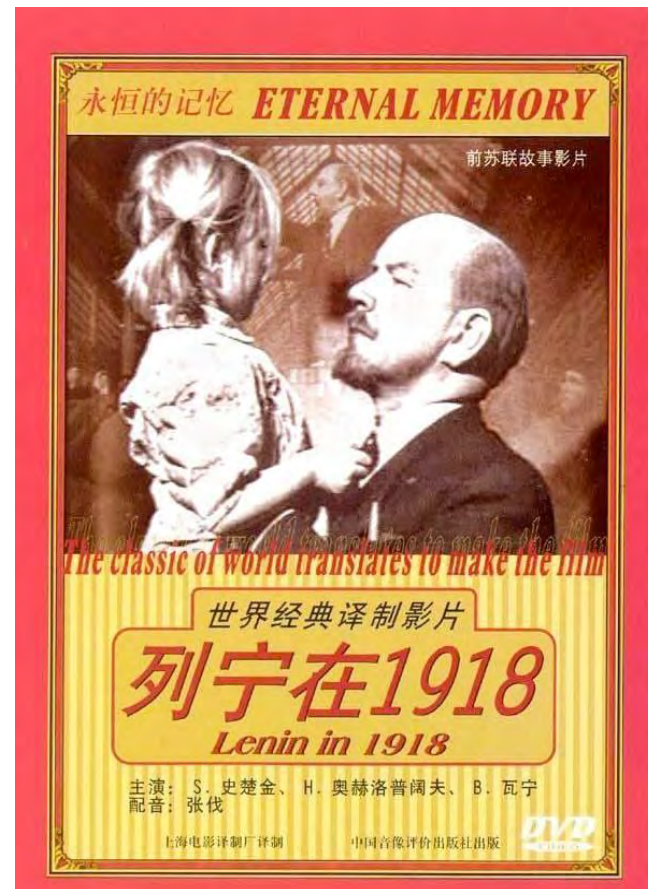


- □ Expansion of film distribution and exhibition: film projection teams; the number of film viewings increased sharply, from 47 million in 1949 to 4.15 billion in 1959.
- Film industry no longer tied to the market
- From February 1953 onward, all production of “the most important art” (Lenin) was controlled by the Party

### III. Changing film world:

#### A. general comments

- Decline of American films: especially after the breakout of the Korean War (1950-53)
- Rise of Soviet films: intense influence in all the arts (painting, literature, film, etc.) of Soviet model of socialist realism
- Thematic reorientation: supremacy of political correctness
- Stylistic reorientation: toward socialist realism; exploration of national style
- Technological advancement: color film, widescreen, stereo-sound
- Between 1949-1966, 603 feature films and 8,342 reels of documentaries and newsreels were produced.





## B. Strong ideological role for film

**Father:** Are you thinking you will be safe once you send your mother-in-law away? No. What a simplistic view. It's not a problem with just your mother-in-law. It is a persistent influence of the old society. People like your mother-in-law can still be found everywhere. They are harming the health of your mind without you realizing it. The Party wants to train you as proletarian successors, while they always want to train you as bourgeois successors. This is a form of class struggle, a struggle in which no guns or cannon are heard. It is class struggle in the guise of every-day chitchat. It is class struggle that is hard to detect.



*Never Forget Class Struggle* (千万不要 忘记 阶级斗争; 1963)



## C. Tensions between Shanghai and Yan'an

- The case of *The Life of Wu Xun* (武训传, 1950; dir. Sun Yu 孙瑜), produced by the Kunlun Studio before it was nationalized
- Attacked by Mao in a *People's Daily* (5.20.1951) editorial as “reactionary propaganda”



## D. Political campaigns and film production

- Opening up and tightening in cultural policy
- The Anti-Rightist campaign (1956-57)
- Zhong Dianfei (钟惦棐) and “The Cymbals and Gongs of Cinema” (电影的锣鼓; 1956)
- The Great Leap Forward: economic policy and cultural production (1958-60)
- Post-GLF (heyday of post-revolutionary film) 1959-64
- Illustrative numbers of annual feature production
  - 1951: 17;                      1952: 10;                      1953: 13;
  - 1954: 20;                      1955: 23;                      1956: 42
  - 1957: 42;                      1958: 105;                      1959: 80;
  - 1960: 66;                      1961: 28;                      1962: 35
  - 1963: 36;                      1964: 31;                      1965: 42;
  - 1966: 13

## IV. Popular film genres of the period

### A. Historical films

---



Zheng Junli's 郑君里  
*Lin Zexu* 林则徐, 1959)



*Song of Youth* (青春之歌, 1959)

## A. Historical films

(From *Red Crag*)

Officer: Water...if you don't speak, we'll stick them in again, all 10 fingers.

Sister Jiang: Go ahead, they're made of bamboo, but the will of a communist is made of steel.

Officer: I'll break your will

Jiang: You can cut off my head, and my blood can flow, but a communist's will can't be broken.







*Family* (家, 1956)



Still from *New Year's Sacrifice* (祝福, 1956)



*The Lin Family Shop* (林家铺子, 1959)

## B. Literary Adaptations of “May Fourth” texts

*Early Spring* (早春二月, 1962)



## C. War films: heroes and villains

---

*Dong Cunrui* (董存瑞; 1955)



## D. Comedies

- Appear only in periods of relative openness
- The fate of satirical comedies (e.g., *Unfinished Comedy* (没有完成的喜剧; 1956))
- The emergence of eulogizing comedies (*gesongxing xiju*): entertaining and educational (e.g., *Li Shuangshuang*)





## D. Counter-Espionage (反特) Films



## H. Children's Film (Animation): exploration of Chinese style



Fishing Boy 1959

*Where Is Mama?* (小蝌蚪找妈妈; 1960)



*Uproar in Heaven* (大闹天宫; 1964)

*The Cock Crows at Midnight*  
1964





## E. Case study: Xie Jin and his Socialist-Realist melodramas



*Female Basketball Player* (女篮五号; 1957)



*Stage Sisters*  
(舞台姐妹; 1964)



*The Red Detachment of Women* (红色娘子军; 1961)



# Cultural Revolution: ideological origins

- Logical implementation of Mao's long held ideas on "permanent/continuing revolution" (继续革命)
- idealist reaction to bureaucratism (官僚主义), top-heavy party structures out of touch with the people
- Desire to implement a kind of mass-line democracy
- Idealist egalitarianism and socialist utopianism





# CR Cultural Aesthetics

- Prescribed aesthetics promoted an extreme version of socialist realism dominated by the “two unities” (*liang jiehe* 两结合) and the “three prominences” (*san tuchu* 三突出)
- *Gao, da, quan* (高大全) and hero worship
- **Two unities:** socialist realism and revolutionary romanticism
- **Three prominences:** give prominence to the positive characters, the heroes, and the principal hero



# Culture and Film

- Principal cultural form was the “model theater” (*yangbanxi* 样板戏)
- New style Peking opera, ballets
- Filmed versions of both



**Above:** Heroine from *Red Detachment of Women*(ballet); **left:** scene *Taking Tiger by Strategy* (opera)

# Late Cultural Revolution Film

- Return of feature films in the mid and late 70s; radical Maoist messages
- *Breaking with Old Ideas* (决裂; 1975)
- *The Golden Road* (Jinguang dadao 金光大道; 1975) [right]
- *Hai xia* (海霞; 1975)
- *Chunmiao* (春苗; 1975)





## Guide to Successful Film Writing

### I. Introduction

### II. Fundamentals of writing about film: the clip analysis and the mid-term

A preliminary matter: taking notes

Using Film Terminology

Close Reading — Observation and Interpretation

Bringing things together — interpreting what you see

### III. Writing academically about film: the two papers

Academic writing

Writing and Re-writing

Some examples (first paper)

Constructing larger arguments

Critical use of sources

More examples (final paper)

Answering a question: coming up with a strong thesis

In conclusion...

A checklist for completing the written assignments

Common errors (Revise!)



# I. Introduction

In the past, students taking this class have expressed anxiety about their ability to write successful academic papers about films. While we are confident that all of you are coming to this class as sophisticated readers of visual culture, many of you may appreciate some extra advice on how to adapt your analytical skills to respond critically to film texts, and then how to communicate them effectively in your written work for Chinese Literature 130, “Screening Modern China.”

The written assignments for this course require of you two things: that you discuss the films accurately and carefully, and that your writing show focus in its argumentation. The assignments of the first half of the semester — the clip analysis exercise and the mid-term — are primarily exercises in film description. For these assignments, show us how good you are at catching and making sense of the details of a film sequence. The assignments later in the semester — the two papers — ask that you put your film analysis skills in the service of a thesis that is concisely formulated and cogently argued. This guide comments on examples from past student papers, pointing out common errors and offering some possible solutions to those errors.

We hope the assignments will be stimulating and rewarding, and if at any point you find yourself confused about what you should be doing, don’t hesitate to talk with your TF or with Professor Chow.

## II. Fundamentals of writing about film: the clip analysis and the mid-term

The clip analysis exercise (Week Three) and the mid-term (Week Seven) ask you to demonstrate proficiency in the ‘close reading’ of a designated film sequence. Below we examine the elements that go into a good film analysis.

A preliminary matter: taking notes

You may not feel like taking notes during our weekly screenings — you would not want to be distracted from enjoying the movie — but you might want to get in the habit of writing down a few things while the visual experience is still fresh in your mind. One solution might be to make a few brief notes during the film, and to take a few minutes after the screening to flesh them out a bit. Alternatively, you could rush home after the film and put some of your thoughts up on the website discussion forum.

It goes without saying that if you are going to write about a film or a sequence from a film, you cannot rely simply on the impressions of one viewing. Even if you took some notes at or following the screening, our visual memories are generally not sufficient for close analysis based on a single viewing. Take the time to view it a second

Your proficiency in the language of film is a key factor in your grade on the mid-term, and being able to use the language successfully and effectively will be crucial for the papers in the latter half of the semester.

Don't let your close reading devolve into an exhaustive list of the shots, edits, etc. — set forth an interpretation of the scene and its significance in the film to make it clear why you have taken notice of the details you discuss.

or even third time, with special attention to the scenes you will be discussing. This process is no different from re-reading certain passages in a book or a poem, for example, for a literature paper. Note that copies of all the films shown in the course will be put on reserve at Lamont and/or Yenching.

### Using Film Terminology

Mastering the vocabulary of film leads to more careful viewing, more in-depth analysis, and more effective communication of your thoughts. When you comment on a scene, take into consideration what sorts of shots, editing, cinematic effects, etc. have gone into its creation.

Don't forget about the [glossary of film terms](#) on the website.

### Close Reading — Observation and Interpretation

The clip analysis exercise and the midterm are exercises in close reading, which means giving an interpretation of a brief sequence from a film with particularly 'close' attention to cinematic detail.

Listing as many of the various cinematic elements at work in a given sequence is a valuable first step in the process of close reading, but it is important to take the next step of selecting out the most

significant elements and considering them in terms of your reading of the clip itself and/or the film as a whole.

Consider the following example, the opening paragraph from a close reading of a clip from *Centre Stage*:

One significant element in this clip is the distance between the characters of Ruan Lingyu and her lover, Tang Jishan. Throughout the scene, and the film as a whole, director Stanley Kwan utilizes the *mise-en-scene* — in particular lighting and placement of characters — and editing to effect permeability between film and reality.

This author starts out on the right foot by framing her reading in terms of a “significant element,” the distance between the two characters. Note that this significant element is not a technical property of the clip, but an effect of the technical properties she proceeds to discuss.

Here’s another good opening to a clip analysis, this one from a mid-term several years ago:

This sequence from *Yellow Earth* provides an example of the film's portrayal of landscape as a unifying, equalizing force. Before this scene the film emphasizes the gap between Brother Gu, an educated Communist soldier, and the simple rural peasants by showing Gu's uncomfortable first night with Cuiquiao's family in which they do not respond to his request to hear their folk songs. In this clip, director Chen Kaige manipulates photographic properties, editing, and camera angles to subjugate all of these characters to the enormous landscape and to show their fundamental similarities as humans dwelling in nature.

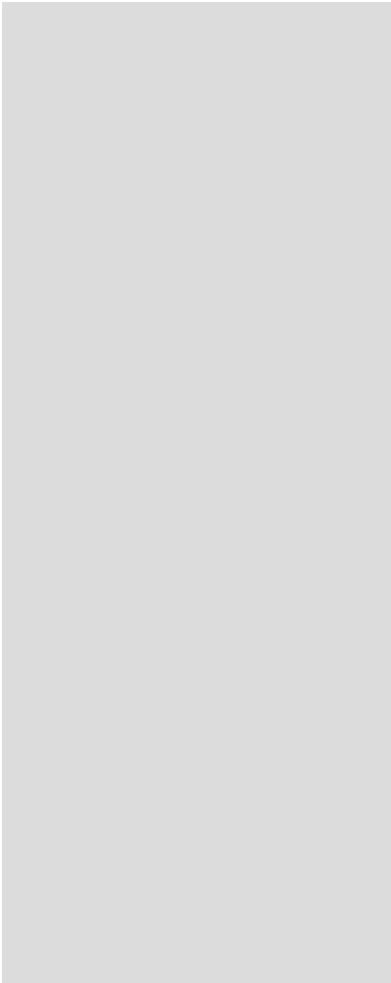
This passage demonstrates a good synthesis of technical and thematic analysis: the author identifies the salient technical features of the clip ("photographic properties, editing, and camera angles") and discusses their function ("to subjugate all of these characters to the enormous landscape"), and then proceeds to make an interesting contrast between the message of this scene and a theme more broadly evident in the film ('the gap between educated Communist and rural peasant'). [View the clip and read the rest of this analysis.](#)

Bringing things together — interpreting what you see

Again, be attentive to detail, but don't drown in it — try to have some interpretation underpinning your analysis. Below is the outline, with comments, of one student's mid-term analysis on the film *Red Sorghum* — look at how he ties his observations together:

Introduction: “This clip depicts the climactic battle at the end of *Red Sorghum*. It is this particular scene that turns the movie from a personal, biographical narrative into an epic history of China's war against the Japanese. The film accomplishes this by emphasizing the separation of the action and characters of the film from the audience and thereby establishing a historic distance that elevates and glorifies the past.”

Comment: The introduction identifies the scene and its significance in the film, and sets out a point to be demonstrated in the close-reading that follows.



First Paragraph topic sentence: “Two elements that give epic status to the scene are the lighting and the camera angle.” ...

Comment: This paragraph discusses how camera angle and lighting are combined in the scene.

Second Paragraph topic sentence: “Another element of the film that conveys the grandeur of an epic is the music.” ...

Comment: This paragraph shows how the use of music in this scene is similar to its use in an earlier significant scene.

Third Paragraph topic sentence: “The speed and sound of the battle scene is also significant in the presentation of the story as a historical epic.” ...

Comment: This paragraph claims that film speed and soundtrack exaggerate the distance of the scene from other scenes in the film and from the viewer.

Don't feel like you have to make any grand statement about the film based on your close reading of the sequence — but do make sure you have examined the technical aspects of the clip carefully and made some conclusions about why the scene might have been presented in this way.

### III. Writing academically about film: the two papers

The short paper (3-5 pages, Week Eleven) and the final paper (8-10 pages, Reading Period) ask you to formulate an argument based on the films and issues we have discussed in class. Here are some suggestions on what you might look out for while writing.

Academic writing



Make your thesis, not the evidence you use to argue it, the centerpiece of your paper.

Formulate some question or problem that the thesis of your paper will answer, explore, or resolve.

Academic writing essentially requires two elements: *thesis* (or *argument*) and *evidence*. The clip analysis assignments in the first half of the course are designed to give you practice in interpreting evidence — making use of film concepts and terminology, reading a sequence skillfully — and the most important element of the two paper assignments will be your development of a thesis.

One particular way in which the papers will differ greatly from the close reading exercises is that here you should, as a general rule, avoid structuring your paper around the plot of the films you are discussing. Going through the films scene by scene is often a good way to review the material and come up with evidence, but it is not a good way to organize an academic paper. Rather, you should organize your paper around your thesis, bringing in evidence from the films and readings as your argument requires.

The papers are your space to think on, and although suggested paper topics will be provided, always remember that you should not simply “answer” a question. For instance, if one of the topics asks you to “discuss the image of the female in three of the films we have seen so far,” you cannot just go through three movies “discussing” it by means of comparison and contrast. Rather, you should use the suggested topics to present, investigate and answer some “question” or problem of your own formulation. You might, for example, choose some aspect of the portrayal of the female and think about *why* it may be different in the three films you have chosen.

Revising your first draft will almost certainly have a positive effect on your grade.

Likewise, you should not feel like you have to answer every question in a suggested topic. Draw out and develop a question that interests you.

### Writing and Re-writing

The most common shortcomings of written assignments — poor structure, weak thesis, bad grammar, etc. — are not really ‘writing’ problems, but ‘re-writing’ problems. That is, these are problems common to almost all first drafts, and the important thing is that you do not submit first drafts as finished work. If you have a friend or classmate who is interested in reading your paper, try to get his or her reactions to it — an outside eye is usually much clearer than one’s own.

### Some examples (first paper)

The first example is from a paper that uses *Centre Stage* as the basis for an examination of a theory about male and female roles in film.

Mulvey’s observation of the “male gaze” is an ingenious one. However, modern cinema offers more complexity than the active/male and passive/female dichotomy. In the

following discussion, I will focus on two scenes from the same film, *Center Stage*, whose rich diegesis allows us an in-depth investigation of the male gaze.

The first scene is the shooting of *The Reminiscences of Peking*, when Maggie Cheung made her initial appearance as Ruan Lingyu. The second scene is a dance in the 1930s' Shanghai, where Ruan and Tea King Tang met. In both scenes, the female character is in the spot light of the male gaze, however, both scenes add a twist to the Mulveyian idea of the active/male, passive female dichotomy. The first exposed the voyeuristic male gaze, making it so obvious as to become a spectacle of its own, and the second questioned the passivity of the female being gazed upon.

Good: interesting ideas; good use of a secondary source

Needs Improvement: thesis should be more defined and more clearly presented; links

between ideas should be strengthened; writing needs proofreading.

The author has some good ideas, but they could be expressed much more fluidly. Here is a possible revision:

Revision: Mulvey's characterization of the active-male / passive-female dichotomy of the male gaze is ingenious, but an examination of the male gaze in the film *Centre Stage* illustrates how complex the relationship between these two perspectives actually is. In the two scenes examined here, the female is indeed in the spotlight of the male gaze, but in the first case the male gaze is itself exposed as a spectacle in its own right, and in the second the passivity of the female is put into question. Mulvey's distinction is a useful starting point for analysis, but I show how the characterization in a film like *Centre Stage* transcends simple dichotomy.

In the scene depicting the shooting of *The*

*Reminiscences of Peking*, the viewer is never left alone to enjoy the initial appearance of Maggie Cheung as Ruan Lingyu. Rather, the *mise-en-scene* and camera framing force the viewer to recognize the constructed, artificial nature of this gaze.

In the revised version, *evaluative language* (“ingenious” “more complexity” “rich”) has been toned down and subordinated to the paper’s argument. *Generalization* (“modern cinema”) has been eliminated in favor of reference to the specific subject of the paper (“the film *Centre Stage*”). The first three sentences have been condensed to one, in order to emphasize the point of the argument (“how complex...”). *Plot summary* is minimized, and reserved for the sections of the paper that discuss those specific scenes; the introduction emphasizes the implication of these two scenes for the author’s thesis without going into details. *Superfluous film terminology* (“rich diegesis”) is removed. The introduction is distinguished from the first body paragraph, and the first body paragraph provides a clear outline of the discussion of the first scene that follows (first *mise-en-scene*, then camera framing). Finally, *stylistic mistakes* (the mis-rendering of the film title and of the character’s name, ‘spotlight’ written as two words) are corrected.

For the first paper in particular, make your argument as narrow in focus as possible.

Remember that an ‘argument,’ or thesis, should present some problem that you will explore.

In short, what this paper needed was an introduction that clearly delineates the author’s thesis, and a first paragraph that puts forth a clear framework for the discussion of the first scene. When it comes time to discuss the second scene, the author should again provide a paragraph outlining the upcoming discussion. At the end of the paper, the author should conclude *not* by simply restating the point of the introduction, but by suggesting how her reading of *Centre Stage* has given nuance to the “dichotomy” of active male and passive female.

Next consider an example of an opening paragraph that is less successful, from a paper arguing that the films in question are making statements about Chinese ethnicity and nationality:

From Mr. Ho in *Crows and Sparrows* (who, though he is Chinese, acts on behalf of foreigners, serving as a Japanese spy) to the Japanese soldiers in *Farewell my Concubine* and *Red Sorghum* to the Americans and British in *Once Upon a Time in China*, foreigners are conspicuously isolated from the masses of natives. In its choice to dislocate and juxtapose particular groups, the camera has often used nationality as the primary discriminating agent and thereby visually spelled out the notion of Chineseness as a national identity.

Good: the author has thought about how ideas are being dealt with cinematically

Needs Improvement: should view and discuss the films more carefully; film techniques should be considered more specifically; no clear thesis has been formulated.

At first glance, this may seem like a promising argument: the author identifies cinematic choices (“the camera”) and connects them to a broader thematic message (“the notion of Chineseness”). Yet much here needs improvement.

The main problem here is the *conceptual weakness* of the author’s argument. The terms in which the author frames his thesis — “foreigners,” “nationality,” “Chineseness,” “identity” — are under-defined. Is he using Mr. Ho as an example of “foreigner”? If so, what implications does this have for “the notion of Chineseness”? Is “Chinese” an ethnic or a national designation, or is there a difference? Had the author taken these sorts of questions into consideration, his thesis might have taken on the focus it needs.

When it comes time to write papers, don’t forget the close-reading skills you

Moreover, “the camera” is not really a useful film term — specifically which technical aspects is the author using to support his argument? Do different films use different techniques to

practiced in the first half of the semester. You can refine your thesis by continuing to pay close attention to cinematic detail.

segregate the nationalities, and are these differences reflective of various versions of nationality? More specific use of film language would have led to better close readings of the film, which would in turn have shaped a more reasoned thesis.

### Constructing larger arguments

The question you formulate for the final paper, and your response to it, will be somewhat more expansive than in the first paper, and this may entail your using a greater body of evidence, breaking your thesis down into more sub-arguments, or defending your point against more-developed counter-arguments. What follows here is applicable as well to the shorter paper, but is intended to address the particular problems common to longer papers.

As you come up with a topic, try to think *conceptually*. Say, for example, you are interested in *Crows and Sparrows* and *Yellow Earth*. You sit down and think about what has drawn you to the films, and what in your view links the two, and you decide that they are both accounts of China on the cusp of communist revolution. This is a good observation, but you should by no means proceed to write a paper “comparing the presentation of revolution in *Crows and Sparrows* and *Yellow Earth*.” Why shouldn’t you? Here are two good reasons:



# Chinese Pinyin

- **Pinyin** is an official system of romanization for Standard Mandarin.

(Romanization: phonemic notation and transcription to Roman script)

# Mandarin Chinese

- In everyday use "Mandarin" refers to Standard Chinese or [Standard Mandarin](#) (*Putonghua* / *Guoyu* / *Huayu*), which is based on the [particular Mandarin dialect spoken](#) in [Beijing](#).
- Standard Mandarin functions as the official spoken language of the [People's Republic of China](#) (PRC), the official language of the [Republic of China](#) (ROC/Taiwan), and one of the four official languages of [Singapore](#). "Chinese"—in practice Standard Mandarin—is one of the six official languages of the [United Nations](#).

# Mandarin Chinese

- Where **does** this word “**MANDARIN**” come from?
- There is a saying which says that the pronunciation of this word sounds like “**Man Da Ren**” in Chinese, which indicates the “Officials of Qing Dynasty”.
- Chinese people are not familiar with the word “**MANDARIN**”. We have our own word for the standard Chinese we speak, which is “Pu Tong Hua”.

- *Pinyin* is the system for representing standard Mandarin with the Roman alphabet, where *pin* means "spell" and *yin* means "sound".

Hanyu Pinyin was approved in 1958 and adopted in 1979 by the government in the People's Republic of China. It superseded older romanization systems such as Wade-Giles (1859; modified 1892) and Postal System Pinyin, and replaced Zhuyin as the method of Chinese phonetic instruction in mainland China. Hanyu Pinyin was adopted in 1979 by the International Organization for Standardization (ISO) as the standard romanization for modern Chinese (ISO-7098:1991). It has also been accepted by the Government of Singapore, the Library of Congress, the American Library Association, and many other international institutions. It has also become a useful tool for entering Chinese language text into computers.

# Basic Facts About Pinyin

- **Pinyin** is a way to represent Chinese characters and express the sounds in the Chinese language using the Roman alphabet.
- There are other systems to express Mandarin, but **Pinyin** is the most accepted and widely used.
- Once you learn **Pinyin** you will know how to pronounce any word in Mandarin using a Chinese dictionary. **Pinyin** is also the most common way to input Chinese characters into a computer.
- Although **Pinyin** and English both use the Roman alphabet, many letters are not expressed with the same sounds that English uses.

# Initials and Finals

Words expressed in pinyin use:

- a set of 21 sounds representing the beginning of the word called initials, and
- a set of 37 sounds representing the end of the word called finals.
- These combine to form about 420 different sounds.

# Example:

- The word for “flower” expressed in pinyin is: huā  
In this word, the letter “h” is the initial and “uā” is the final.
- Words are often combined to form compound words.  
The word for “China” expressed in pinyin is: zhōngguó
- zhōng means middle.  
Initial: “zh”  
Final: “ōng”
- guó means country.  
Initial: “g”  
Final: “uó”

# Flash Card 1

$m + \bar{a} = m\bar{a}$





# Flash Card 2

$l + \grave{u} = l\grave{u}$



# Flash Card

3

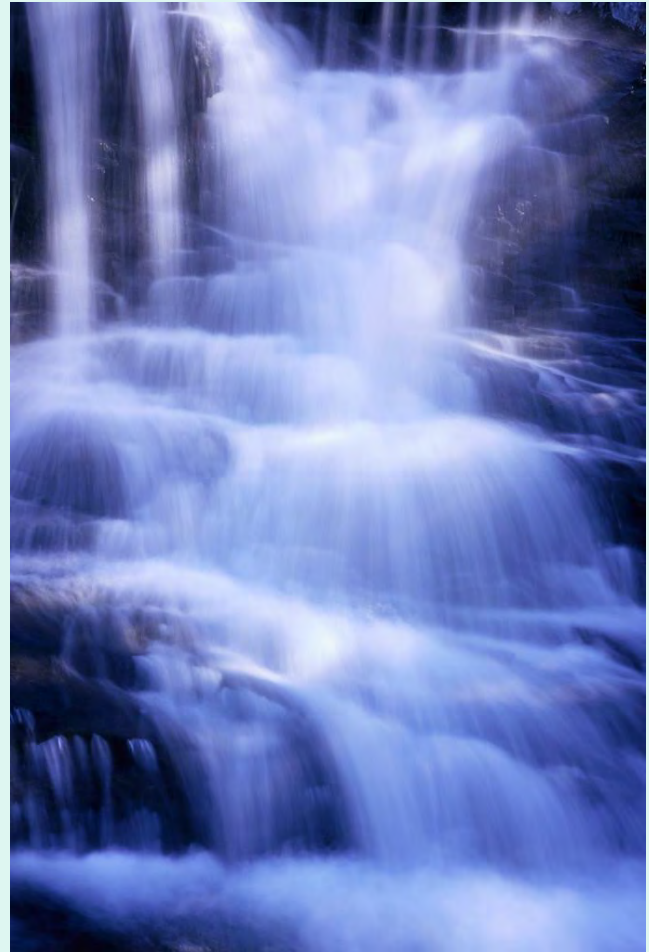
n+án=nán



# Flash Card

4

sh+uǐ=shuǐ



# Tones

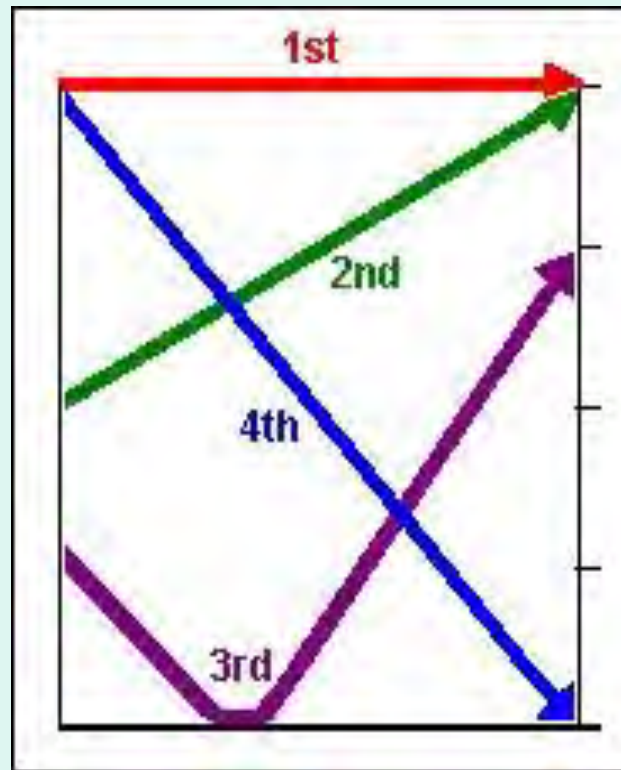
- Words in Mandarin that have the same pronunciation can have different meanings depending on how the word is said.
- The "tone" of a word describes how the pitch of the speaker's voice changes as the word is said.
- There are four "tones" in Mandarin. The absence of a tone also has meaning.
- The tones are represented in pinyin by marks above the words.

# Example

| Word with tone | Description of tone                    | Description of tone                                                                                                                  | Name of tone |
|----------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <u>mā</u>      | Mother                                 | The straight line over the word indicates that the word should be said with a flat and unchanging high tone.                         | 1st tone     |
| <u>mǎ</u>      | To bother                              | The mark going up above the word indicates the word should be said in a rising tone.                                                 | 2nd tone     |
| <u>mǎ</u>      | Horse                                  | The down and then up mark above the word indicates that the word should be said with a falling and then rising tone.                 | 3rd tone     |
| <u>mà</u>      | To scold                               | The down mark above the word indicates that the word should be said with a falling tone.                                             | 4th tone     |
| <u>ma</u>      | Grammatical marker used in a question. | When a word has no tone or mark above the word it is said to be neutral and is pronounced in an abbreviated manner with no emphasis. | Neutral      |

# Tone Diagram

- The following diagram shows how the tones are pronounced in relation to each other.



# Funny Practices:

What do these sentences mean?

- Mā ma mà má mǎ.
- Mā ma mà mǎ ma?
- Mā ma qí mǎ, mǎ màn, mā ma mà mǎ.

# Change of tone

The tone of a word sometimes changes when used in a sentence depending on the tone of the word that precedes or comes after it.

- **Rule 1:** If a 3rd tone is followed by a 3rd tone, the first 3rd tone becomes second tone.

Example: The word for "hello" in Mandarin is: nǐhǎo which literally means "You good." When these two words are pronounced separately, they are both pronounced using the third tone. When they are used together to form the word "hello" ni takes the second tone and hao remains in third tone.

Note: The word nǐhǎo is still written with two third tones, but it is said with the the nǐ in second tone.



- **Rule 2:** If a 3rd tone is followed by any tone other than the 3rd tone (covered by rule 1), the 3rd tone changes to a "half 3rd tone." A "half 3rd tone" is one that falls, but does not rise.

Example: Nǐ máng ma?

Nǐ chī ma?

Nǐ qù ma?

- **Rule 3:** The word "bu" is 4th tone, but when it is followed by another 4th tone, it becomes 2nd tone.

Example: bú duì

# Combination Table 1

Initials

Finals

|   | a         | o         | e         | i         | i | er | ai         | ei         | ao         | ou         | an         | en         | ang         | eng         | ong         |
|---|-----------|-----------|-----------|-----------|---|----|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|
| b | <u>ba</u> | <u>bo</u> |           |           |   |    | <u>bai</u> | <u>bei</u> | <u>bao</u> |            | <u>ban</u> | <u>ben</u> | <u>bang</u> | <u>benq</u> |             |
| p | <u>pa</u> | <u>po</u> |           |           |   |    | <u>pai</u> | <u>pei</u> | <u>pao</u> | <u>pou</u> | <u>pan</u> | <u>pen</u> | <u>pang</u> | <u>peng</u> |             |
| m | <u>ma</u> | <u>mo</u> |           |           |   |    | <u>mai</u> | <u>mei</u> | <u>mao</u> | <u>mou</u> | <u>man</u> | <u>men</u> | <u>manq</u> | <u>menq</u> |             |
| f | <u>fa</u> | <u>fo</u> |           |           |   |    |            | <u>fei</u> |            | <u>fou</u> | <u>fan</u> | <u>fen</u> | <u>fang</u> | <u>feng</u> |             |
| d | <u>da</u> |           | <u>de</u> |           |   |    | <u>dai</u> | <u>dei</u> | <u>dao</u> | <u>dou</u> | <u>dan</u> |            | <u>dang</u> | <u>deng</u> | <u>dong</u> |
| t | <u>ta</u> |           | <u>te</u> |           |   |    | <u>tai</u> |            | <u>tao</u> | <u>tou</u> | <u>tan</u> |            | <u>tang</u> | <u>teng</u> | <u>tong</u> |
| n | <u>na</u> |           | <u>ne</u> |           |   |    | <u>nai</u> | <u>nei</u> | <u>nao</u> | <u>nou</u> | <u>nan</u> | <u>nen</u> | <u>nang</u> | <u>neng</u> | <u>nong</u> |
| l | <u>la</u> |           | <u>le</u> |           |   |    | <u>lai</u> | <u>lei</u> | <u>lao</u> | <u>lou</u> | <u>lan</u> |            | <u>lang</u> | <u>leng</u> | <u>long</u> |
| z | <u>za</u> |           | <u>ze</u> | <u>zi</u> |   |    | <u>zai</u> | <u>zei</u> | <u>zao</u> | <u>zou</u> | <u>zan</u> | <u>zen</u> | <u>zang</u> | <u>zeng</u> | <u>zong</u> |
| c | <u>ca</u> |           | <u>ce</u> | <u>ci</u> |   |    | <u>cai</u> | <u>cei</u> | <u>cao</u> | <u>cou</u> | <u>can</u> | <u>cen</u> | <u>cang</u> | <u>ceng</u> | <u>cong</u> |
| s | <u>sa</u> |           | <u>se</u> | <u>si</u> |   |    | <u>sai</u> | <u>sei</u> | <u>sao</u> | <u>sou</u> | <u>san</u> | <u>sen</u> | <u>sang</u> | <u>seng</u> | <u>song</u> |

# Initials

Finals

|           | <u>a</u>   | <u>o</u> | <u>e</u>   | <u>i</u> | <u>i</u>   | <u>er</u> | <u>ai</u>   | <u>ei</u>   | <u>ao</u>   | <u>ou</u>   | <u>an</u>   | <u>en</u>   | <u>ang</u>   | <u>eng</u>   | <u>ong</u>   |
|-----------|------------|----------|------------|----------|------------|-----------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|
| <u>zh</u> | <u>zha</u> |          | <u>zhe</u> |          | <u>zhi</u> |           | <u>zhai</u> | <u>zhei</u> | <u>zhao</u> | <u>zhou</u> | <u>zhan</u> | <u>zhen</u> | <u>zhang</u> | <u>zheng</u> | <u>zhong</u> |
| <u>ch</u> | <u>cha</u> |          | <u>che</u> |          | <u>chi</u> |           | <u>chai</u> |             | <u>chao</u> | <u>chou</u> | <u>chan</u> | <u>chen</u> | <u>chang</u> | <u>cheng</u> | <u>chong</u> |
| <u>sh</u> | <u>sha</u> |          | <u>she</u> |          | <u>shi</u> |           | <u>shai</u> | <u>shei</u> | <u>shao</u> | <u>shou</u> | <u>shan</u> | <u>shen</u> | <u>shang</u> | <u>sheng</u> |              |
| <u>r</u>  |            |          |            |          |            |           |             |             | <u>rao</u>  | <u>rou</u>  | <u>ran</u>  | <u>ren</u>  | <u>rang</u>  | <u>reng</u>  | <u>rong</u>  |
| <u>i</u>  |            |          |            |          |            |           |             |             |             |             |             |             |              |              |              |
| <u>q</u>  |            |          |            |          |            |           |             |             |             |             |             |             |              |              |              |
| <u>x</u>  |            |          |            |          |            |           |             |             |             |             |             |             |              |              |              |
| <u>g</u>  | <u>ga</u>  |          | <u>ge</u>  |          |            |           | <u>gai</u>  | <u>gei</u>  | <u>gao</u>  | <u>gou</u>  | <u>gan</u>  | <u>gen</u>  | <u>gang</u>  | <u>geng</u>  | <u>gong</u>  |
| <u>k</u>  | <u>ka</u>  |          | <u>ke</u>  |          |            |           | <u>kai</u>  |             | <u>kao</u>  | <u>kou</u>  | <u>kan</u>  | <u>ken</u>  | <u>kang</u>  | <u>keng</u>  | <u>kong</u>  |
| <u>h</u>  | <u>ha</u>  |          | <u>he</u>  |          |            |           | <u>hai</u>  | <u>hei</u>  | <u>hao</u>  | <u>hou</u>  | <u>han</u>  | <u>hen</u>  | <u>hang</u>  | <u>heng</u>  | <u>hong</u>  |
| <u>ø</u>  | <u>a</u>   |          | <u>e</u>   |          |            | <u>er</u> | <u>ai</u>   | <u>ei</u>   | <u>ao</u>   | <u>ou</u>   | <u>an</u>   | <u>en</u>   | <u>ang</u>   |              |              |

|           | i         | ia | iao         | ie         | iou        | ian         | in         | iang         | ing         | iong |
|-----------|-----------|----|-------------|------------|------------|-------------|------------|--------------|-------------|------|
| <u>b</u>  | <u>bi</u> |    | <u>biao</u> | <u>bie</u> |            | <u>bian</u> | <u>bin</u> |              | <u>bing</u> |      |
| <u>p</u>  | <u>pi</u> |    | <u>piao</u> | <u>pie</u> |            | <u>pian</u> | <u>pin</u> |              | <u>ping</u> |      |
| <u>m</u>  | <u>mi</u> |    | <u>miao</u> | <u>mie</u> | <u>miu</u> | <u>mian</u> | <u>min</u> |              | <u>ming</u> |      |
| <u>f</u>  |           |    |             |            |            |             |            |              |             |      |
| <u>d</u>  | <u>di</u> |    | <u>diao</u> | <u>die</u> | <u>diu</u> | <u>dian</u> |            |              | <u>ding</u> |      |
| <u>t</u>  | <u>ti</u> |    | <u>tiao</u> | <u>tie</u> |            | <u>tian</u> |            |              | <u>ting</u> |      |
| <u>n</u>  | <u>ni</u> |    | <u>niao</u> | <u>nie</u> | <u>niu</u> | <u>nian</u> | <u>nin</u> |              | <u>ning</u> |      |
| <u>l</u>  | <u>li</u> |    | <u>liao</u> | <u>lie</u> | <u>liu</u> | <u>lian</u> | <u>lin</u> | <u>liang</u> | <u>ling</u> |      |
| <u>z</u>  |           |    |             |            |            |             |            |              |             |      |
| <u>c</u>  |           |    |             |            |            |             |            |              |             |      |
| <u>s</u>  |           |    |             |            |            |             |            |              |             |      |
| <u>zh</u> |           |    |             |            |            |             |            |              |             |      |



# Initials

Finals

|           | <u>i</u>  | <u>ia</u>  | <u>iao</u>  | <u>ie</u>  | <u>iou</u> | <u>ian</u>  | <u>in</u>  | <u>iang</u>  | <u>ing</u>  | <u>iong</u>  |
|-----------|-----------|------------|-------------|------------|------------|-------------|------------|--------------|-------------|--------------|
| <u>ch</u> |           |            |             |            |            |             |            |              |             |              |
| <u>sh</u> |           |            |             |            |            |             |            |              |             |              |
| <u>r</u>  |           |            |             |            |            |             |            |              |             |              |
| <u>i</u>  | <u>ji</u> | <u>jia</u> | <u>jiao</u> | <u>jie</u> | <u>jiu</u> | <u>jian</u> | <u>jìn</u> | <u>jiang</u> | <u>jing</u> | <u>jiong</u> |
| <u>q</u>  | <u>qi</u> | <u>qia</u> | <u>qiao</u> | <u>qie</u> | <u>qiu</u> | <u>qian</u> | <u>qin</u> | <u>qiang</u> | <u>qing</u> | <u>qiong</u> |
| <u>x</u>  | <u>xi</u> | <u>xia</u> | <u>xiao</u> | <u>xie</u> | <u>xiu</u> | <u>xian</u> | <u>xin</u> | <u>xiang</u> | <u>xing</u> | <u>xiong</u> |
| <u>g</u>  |           |            |             |            |            |             |            |              |             |              |
| <u>k</u>  |           |            |             |            |            |             |            |              |             |              |
| <u>h</u>  |           |            |             |            |            |             |            |              |             |              |
|           | <u>yi</u> | <u>ya</u>  | <u>yao</u>  | <u>ye</u>  | <u>you</u> | <u>yan</u>  | <u>yin</u> | <u>yang</u>  | <u>ying</u> | <u>yong</u>  |

## Initials

Finals

|           | <u>u</u>   | <u>ua</u>   | <u>uo</u>   | <u>uai</u>   | <u>ue</u>   | <u>uan</u>   | <u>un</u>   | <u>uang</u>   | <u>ueng</u> | <u>ü</u>  | <u>üe</u>  | <u>üan</u>  | <u>ün</u>  |
|-----------|------------|-------------|-------------|--------------|-------------|--------------|-------------|---------------|-------------|-----------|------------|-------------|------------|
| <u>sh</u> | <u>shu</u> | <u>shua</u> | <u>shuo</u> | <u>shuai</u> | <u>shui</u> | <u>shuan</u> | <u>shun</u> | <u>shuang</u> |             |           |            |             |            |
| <u>r</u>  | <u>ru</u>  |             | <u>ruo</u>  |              | <u>rui</u>  | <u>ruan</u>  | <u>run</u>  |               |             |           |            |             |            |
| <u>j</u>  |            |             |             |              |             |              |             |               |             | <u>ju</u> | <u>jue</u> | <u>juan</u> | <u>jün</u> |
| <u>q</u>  |            |             |             |              |             |              |             |               |             | <u>qu</u> | <u>que</u> | <u>quan</u> | <u>qun</u> |
| <u>x</u>  |            |             |             |              |             |              |             |               |             | <u>xu</u> | <u>xue</u> | <u>xuan</u> | <u>xun</u> |
| <u>g</u>  | <u>gu</u>  | <u>gua</u>  | <u>guo</u>  | <u>guai</u>  | <u>gui</u>  | <u>guan</u>  | <u>gün</u>  | <u>guang</u>  |             |           |            |             |            |
| <u>k</u>  | <u>ku</u>  | <u>kua</u>  | <u>kuo</u>  | <u>kuai</u>  | <u>kui</u>  | <u>kuan</u>  | <u>kun</u>  | <u>kuang</u>  |             |           |            |             |            |
| <u>h</u>  | <u>hu</u>  | <u>hua</u>  | <u>huo</u>  | <u>huai</u>  | <u>hui</u>  | <u>huan</u>  | <u>hün</u>  | <u>huang</u>  |             |           |            |             |            |
|           | <u>wu</u>  | <u>wa</u>   | <u>wo</u>   | <u>wai</u>   | <u>wei</u>  | <u>wan</u>   | <u>wen</u>  | <u>wang</u>   | <u>weng</u> | <u>yu</u> | <u>yue</u> | <u>yuan</u> | <u>yun</u> |

# *Pinyin* Initials

- b      p      m      f
- d      t      n      l
- g      k      h
- j      q      x      (y)      (w)
- z      c      s
- zh      ch      sh
- r

# Compound Finals

- 1. ai ei ao ou
- 2. an en ang eng ong
- 3. ia iao ie iu ian in iang ing ion
- 4. ua uo uai ui uan un uang
- 5. üe üan
- 6. er



## Transylvania University Classroom Visitation Report

Classroom visitors should obtain a syllabus and talk with the instructor about the nature and goals of the course prior to the actual visitation. Another such conversation should occur following the visitation. Recognizing that teaching effectiveness is difficult to evaluate, the visitors should observe and comment upon such considerations as the following:

1. Is the instructor well prepared for the observed class? Is class time used effectively?
2. Is the material presented in an orderly, understandable fashion? Are the topics covered in these particular class sessions a coherent part of the entire course?
3. Do the students find the subject matter challenging and stimulating?
4. Does the instructor communicate well with the students? Does the instructor's delivery encourage student participation? Is the instructor sufficiently responsive to the students? Do particular techniques or mannerisms bear comment?
5. Are the students attentive? Do they enter the discussion, take notes, or otherwise respond in ways appropriate to the class?

**Report** (written jointly by both visitors and signed within one week of visitation)

**Background:** Humanities Division chair, Martha Billips, and Professor of History, Melissa McEuen, visited Professor Qian Gao's Beginning Chinese II (CHI 1024) class on Wednesday, February 8, and Friday, February 10. Professors Billips and McEuen also met with Professor Gao on Thursday, February 2 in preparation for the class visitations. Prior to that meeting, Professor Gao provided the visitors with the course syllabus. During the pre-visit conversation, Professor Gao appeared very well prepared to discuss the goals and design of the class and to describe the progress of her students both last term and thus far this semester. (Professor Gao also taught all the students currently enrolled in Chinese II in Chinese I last fall.) She explained that, based on her experience last semester, she decided to revise the pacing of Chinese II in order to avoid rushing through material at the end of the semester. The course now consists of seven sections, each with a number of lessons. The syllabus seemed well designed to cover the material and to accomplish the goals of the course. These include introducing students to basic knowledge regarding Chinese language and developing their skills in listening, speaking, reading, and writing in Mandarin. By the end of Chinese II, students should possess the ability to carry on simple conversations with ease, read simple texts, and write short pieces—having gained the necessary knowledge of grammar and of approximately 600 vocabulary words which will allow them to do so. Prior to class each day, students had completed a homework assignment which formed the basis of the day's class activities. Following class, the instructor posts lecture notes and power point slides used for the day on-line. This system provides for three levels of student interaction with the language: homework, class, and on-line follow-up. The instructor also requires that the students speak only Chinese during class; if they need to use English, she asks that they request permission to do so in Chinese. The instructor uses English only as necessary.

The remarks below will describe the two class sessions and comment on the considerable skills Professor Gao brings to the classroom. Overall, the visitors found both class sessions successfully executed. Dr. Gao seemed well prepared both days, most students appeared engaged, attentive, and properly challenged, the discussions proved both demanding and accessible, and virtually all of the students present participated on both days. This proves hardly surprising, as Dr. Gao creates a highly interactive classroom atmosphere and smoothly incorporates a variety of activities into the fifty minute period. Both classes also seemed very well paced in order to cover assigned material and accomplish the pedagogical goals of the day. Perhaps because Professor Gao also taught the students last semester, they exhibited a high level of comfort with each other and with the instructor. While the final part of this document offers a few suggestions for Dr. Gao's consideration, the visitors on the whole found her a good teacher and applaud the skills as an educator she has already developed in her first year of teaching at Transylvania.

**Class Observation:** Professor Gao appropriately chose two class sessions for visitation which demonstrated many of the pedagogical techniques she frequently employs in the language classroom: casual conversation, vocabulary review, repetition, group and pair work, power point presentations, and dictation. The February 8 class began with a YouTube video of a Chinese pop singer; the video also projected song lyrics, in Chinese, on screen. The students seemed quite engaged by the video and watched it closely while the instructor checked role and prepared for class to begin. The music video seemed by and large a very effective way to get the students immediately thinking and hearing in Chinese. (In the pre-class meeting, Professor Gao explained to the visitors that she frequently begins class with similar materials drawn from contemporary Chinese popular culture.) Professor Gao then engaged the class by asking questions about the song in Chinese; these exchanges drew willing participation and much laughter from the students in response to the instructor's use of humor. Professor Gao began class proper by asking a student previously assigned to do so to present a sentence of her own devising to the class. The student seemed well prepared and knowledgeable. The instructor provided both positive feedback and corrections as appropriate. The class then turned to a review of the day's vocabulary. The instructor asked students to clarify different forms for "I have to go" and "I go" and to complete a series of sentences using the proper words and phrases. She then turned to the day's workbook exercise asking students to repeat vocabulary with a particular focus on stress and pronunciation. During this part of the class Professor Gao used the board exceptionally well to present Chinese characters. She also used hand gestures to indicate rising or falling tone and facial expressions or humor to convey emotion or to suggest a particular attitude toward a subject. She provided positive feedback and corrections to student pronunciation as needed. This intense work on sounds and emphasis on repetition effectively reinforced the students' sense of the vocabulary assigned for the day. Approximately midway through the class, the instructor projected slides from a power point lecture on Lesson 7. She first projected images of Chinese characters and asked for correct pronunciations. Later slides included pictures of different every-day situations and questions based on them to which students could respond. At this point, the instructor divided the class into pairs and asked them to ask and respond to the questions. This seemed a good midpoint exercise to reenergize students. Students appeared fully engaged in the activity, and quite willing to help one another with the exercises, even asking for clarification from nearby students assigned to different pairs. This suggests that the instructor has created a classroom dynamic that encourages truly collaborative learning. Professor Gao had also done a good job of incorporating images of popular culture figures (such as the basketball player Yao Ming and the singer Justin Bieber) or current elected officials (such as President Obama having a meal at a Chinese restaurant) to illustrate activities covered by the vocabulary. These customized slides and familiar individuals seemed to increase student interest in and engagement with the exercise. During this portion of the class, students combined the vocabulary words into phrases and sentences and gained exposure to new rules of grammar

(specifically, distinguishing between noun and adjective forms). With approximately ten minutes to go in the class, the instructor asked students to move around the room and to ask three questions to different classmates; the answers should include the adjective form for “a little” discussed earlier in class. Professor Gao brought the class to a definite end with the use of the Chinese form for “Class ends”—a direct reference to the discussion of the forms of “I have to go (to class)” and “I go (to class)” which begin the day’s session. She answered a question about homework and then dismissed class on time. Nine students attended.

Professor Gao began the February 10 class with casual conversation with students in Chinese before calling the roll using the students’ Chinese names. Students also answered in Chinese. She then called on the student assigned to present the day’s sentence; the student had forgotten the assignment, but another student quickly supplied a comment and seems quite well prepared to do so. Professor Gao then asked students to go to the board for dictation. The students wrote the vocabulary presented by the instructor using Chinese characters. Most seemed quite capable of doing so and very engaged with the process. After students finished the exercise, Professor Gao responded to each student’s work, commenting on accurate strokes and characters and correcting other less successfully ones. Her mode of responding proved truly impressive. She provided critique gently but firmly, and with unfailing good humor. She emphasized the need to focus on the beauty of the characters, and provided background on the etymology of characters when appropriate. During this part of the class, certain students even began to correct their own work; they clearly paid close attention to the instructor’s commentary. Professor Gao used English as appropriate in this part of the class.

Following the dictation exercise (about 20 minutes into the class), Professor Gao projected a power point presentation dealing with the remainder of Lesson 7. This part of the lesson focused on adverbs, which the instructor indicated always come before verbs in Chinese. She asked students to read sentences from the power point in Chinese. During this part of the class, the instructor wrote sentences on the board as students translated, explaining parts of speech and Chinese syntax. She then placed students into groups asking them to practice the lesson just covered. During this part of the class period, the instructor circulated efficiently among groups, answering questions and providing corrections to pronunciation. The students seemed fully engaged during this activity, asking questions such as the Chinese phrase for “it depends.” Approximately 30 minutes into the class, Professor Gao asked students to model the lesson so far, instructing them to ask three neighbors about times for their daily routines using the correct adverbs. (Specifically, she asked them to comment on what time they get up, have breakfast, etc. This allowed them to use vocabulary for terms like “early” and “late.”) The power point slides presented images of these daily activities. With about fifteen minutes remaining in the class, the instructor placed students in pairs in order to practice recitation. Students focused in this exercise on pronouns, infinitives (particularly for “to begin”), and other vocabulary to indicate timing; during this part of the class, the instructor again circulated among groups, this time beginning on the other side of the room than during the previous group activity. Professor Gao wrapped up the class session with a nice lesson on Confucius’ great saying about learning, practicing, and applying knowledge, and how all these activities produce happiness. She ended class with a reminder of homework due the following week, and also took up the day’s assignment. As with the February 8 session, the class again had a clear beginning and end. Class dismissed on time, and ten students attended.

**Remarks and Suggestions:** The visitors largely have accolades for Dr. Gao’s teaching. The overall course design seems well conceived and carefully considered. The students in the class have a range of abilities, as Professors Billips and McEuen learned in our pre-visit discussion. However, despite the difference in commitment or ability, the majority of students in the class participated, largely as a result of Dr. Gao’s enthusiastic efforts to engage all students. Both classes also proved highly interactive, and the instructor did

an especially effective job of exuding energy through hand gestures, physical movement, tone of voice, and facial expression. She also varied class activities in ways that created a truly interactive and collaborative classroom atmosphere. She exhibited a high level of energy in both classes, as did the students. The students also seemed to feel very comfortable with the instructor, perhaps because she had also taught all of them last semester in Chinese I. This level of comfort allowed Professor Gao to critique the students' work when appropriate without seeming to discourage them from trying to speak in Chinese—a seemingly daunting task for many undergraduates. Professor Gao also maintained a good command of both class periods from the beginning, clearly conveying the attitude of “we are speaking and understanding Chinese” from the moment students entered the classroom. Both classes also ended effectively, seeming to have come full circle in order to meet the day's pedagogical objectives. This indicates Professor Gao's high level of preparation.

The visitors would like especially to commend the interactive nature of Professor Gao's classroom. During the vocabulary sections of class, she included intense work on sounds, especially repetition. This got all students highly and actively involved in the exercise. The dictation practice on the second day of observation also worked quite well. The instructor had all students at the board focused on writing using Chinese characters. All seemed prepared and fully engaged in the exercise. The instructor's feedback also proved effective, as the students got to see the process of evaluation; in essence, they got to see and participate in the “grading,” observing very specific problems with a character or why another represented a good example of Chinese writing. This seemed truly innovative, as students so often don't know how an instructor evaluates their performance. Professor Gao clearly gave them a sense of this, all the while maintaining a good rapport with the students. No one seemed hurt or offended by her critique.

Finally, Professor Gao's easy but professional manner with students created a supportive classroom environment. She frequently used humor, and gave praise to students regularly; however, she did not hesitate to correct students when necessary. She used English when appropriate, but conducted the classes largely in Chinese. The visitors remained impressed with the progress the students had made at this point in the term, and feel that Professor Gao has guided them well in acquiring a language often difficult for speakers of English to master. By the end of the semester, they should have met all the goals of the class.

Despite Dr. Gao's many strengths as a teacher, the visitors do have a few suggestions for classroom practices. The instructor might make more eye contact with students during the opening minutes of class periods, looking directly at them when calling the roll rather than at the class roster on her desk. Our other concerns may result from anomalies of the two classes observed. Several of the thirteen students enrolled did not attend on both days, with four missing the first day of observation and three on the second day. Moreover, four students attended the second day who did not on the first, suggesting sporadic attendance by some students. Given the interactive nature of the class, this might not only affect the absent students, but could also contribute to an altered class dynamic based on which students attend on certain days. As mentioned, this may not constitute a steady pattern. However, if it does, the instructor might consider ways to insure that all students come to class regularly, such as a strict enforcement of the class's attendance policy. The visitors also observed one student with breakfast on her desk and wonder if this interferes with participation in a language class. In conclusion, though, we want to emphasize that Professor Gao's clear strengths as a language instructor far outweigh any concerns the visitors raise. We find her an accomplished and poised professor who proves a strong addition to Transylvania's faculty. She has achieved a great deal in her first year of teaching at a liberal arts institution.

Division Chair                      Martha Billips

Faculty Visitor

Date

Please use reverse side for instructor's response.

## **VISITATION REPORT**

**QIAN GAO**

**Visitors: Nancy Wolsk, Brian Arganbright**

**Course: CHI 2024 Chinese/English Translation**

**Time: 12:30 MWF**

**Visitation Dates: September 30, October 3, 2013**

Professors Arganbright and Wolsk attended two classes taught by professor Qian Gao, CHI 2024 Chinese/English Translation, which meets on MWF from 12:30 to 1:20 in Haupt Humanities 223. Intended for students who have completed four semesters of Chinese language study, CHI 2024 serves as an advanced language course. Designed by Dr. Gao, herself, it combines grammar review with training in translation and interpretation of texts. Prior to class, we had a meeting with Dr. Gao in which we discussed goals and objectives for the course as well as challenges she faces in this type of translation class.

All eight students enrolled in the class were present for both sessions. The room was set up in a semicircle with Professor Gao sometimes seated with the students and other times moving around the room and working at the board. The physical setup of the class was appropriate.

During our consultation, she pointed out to us that there are no good Chinese textbooks available for this type of course. Therefore, she created a course packet by drawing on materials from a great variety of genres, with a pattern of progression from easy, simple translation tasks to more difficult and complicated ones. We were therefore very impressed with the variety and depth of the “course packet” that she had assembled for the entire semester. It was well thought out from a pedagogical standpoint as students moved from the concrete and mundane: “Fun phrases and street signs” were scheduled for the first week and “sentence structures” for the second; the course came to a close with abstract ideas and challenging translation questions. “Poems” and “Philosophy” were scheduled for weeks twelve and thirteen. She also talked with us about “meta” questions that she discusses with her students concerning the intricacies and complexities of translating. To what degree must one remain loyal to the original text? How to communicate expressiveness? How to reach the proper register from jargon to elegance? From this initial discussion of the course it is obvious that professor Gao has not only carefully considered the science and art of translation; but also, how this course fits into the larger context of Asian Studies and Chinese language instruction.

For the two classes we observed, professor Gao focused on the challenging concept of idioms and humor. These are very difficult concepts for language students to grasp so we laud professor Gao for working, so early in the semester, on such difficult concepts.

First of all, it is important to state that professor Gao’s classes are run very efficiently. She is always on task and although questions often led to more in---depth analysis of a concept, she managed her time extremely well and always brought the class back to the task at hand. It was

obvious that she planned student interaction and intervention into the lesson plans and expects her students to question and comment throughout the class.

We felt that the class was taught from a pedagogically sound perspective with an outstanding balance of grammar, vocabulary acquisition, cultural discussions, translation and conversation. All in the target language! Dr Gao very skillfully created a relaxed environment where affective filters were lowered and students were willing and able to participate. The atmosphere in class was positive, supportive and energetic. Enthusiasm was created at the beginning of the first class with a high---energy video after which Professor Gao engaged the students in casual conversation about the video. In both classes, she spoke clearly, made eye contact with her students and created and sustained very natural conversations in Chinese. Her students responded well by answering her questions and by showing a great willingness (and ease!) at speaking Chinese in class. Professor Gao also had a very effective way of providing direct feedback on homework that the students had prepared for these classes. In the first class, after she handed back homework, students worked together through the assigned translation. This collaborative effort seemed to work well in creating a communal feeling among the students.

Professor Gao has an excellent rapport with her students in class. She has lively conversations and she engages them very effectively in conversations, always in Chinese. At the beginning of her second class, students were chatting with her, asking questions, and laughing. After this effective warm up activity, they acted out the idiom they had discussed in the previous class. During these performances, students were engaged and full of energy. The activity was very well planned and the execution was flawless. Having students interpret the idiom was also an excellent opportunity for professor Gao to discuss the cultural significance of various interpretations. In fact, throughout her courses, she very skillfully interjected cultural background, which allowed her students to grasp a fuller, deeper meaning of Chinese language through culture.

Transitions to new activities were also conducted flawlessly. While Dr. Gao was “wrapping up” with comments about the student skits, she already had her next activity ready (translation of a story) set up and projected on the board. Dr. Gao manages her time very well and transitions to new activities were executed with great precision. And although there is no wasted time in her class, one never gets the sense that students are being rushed.

Technology is also used with great agility. We observed Dr. Gao flawlessly integrate technology in the form of videos and an illustrated, color PDF of a story that the class translated (for homework and then collaboratively in class). This seemed to be a very effective way to discuss homework with the class working as a team. We observed students comparing notes on how they translated the text. It was a pleasure to see these students problem solving and working collectively on a task all the while using the target language of Chinese.

The way professor Gao sits in the circle with the students was also very effective. It was as if she were part of the team, helping students work through the complexities of the translation. She very effectively lowers the affective barrier, which is a common problem in language classes. We found that Dr. Gao’s speech is very clear and articulate and students were able to follow and interact with her with confidence. Although neither of us speaks Chinese, we could observe students conversing and laughing with the professor.

Even though some students seemed more at ease speaking in Chinese than others, all students, without fail, were engaged and contributed to the in---class discussion. Both observers have

experience in foreign language classrooms and we were both impressed by the ease and excitement with which all students participated in class. When called on, students obviously had prepared for class and were able to answer. During the two classes, we saw most students ask questions, intervene “off script” and naturally converse with professor Gao. In our initial interview with Dr. Gao, she had discussed with us her desire to help students gain awareness of grammar patterns in Chinese without relying on constant Chinese to English translations. Professor Gao truly excelled at discussing complex and abstract issues without resorting to quick translations. Although this is a more time consuming approach, students partake in the intellectual enterprise and gain a much stronger cultural understanding of the material. For example, in the second class, students did not immediately understand the conclusion of a story that they translated together in class. At the end of this activity, Dr. Gao explained certain cultural nuances that she detected the students didn’t quite entirely grasp. She noticed that her students missed a cultural cue in the story and very patiently explained the cultural implications of the cow’s reaction to the farmer’s music. We had a very good sense that indeed the students missed something in their understanding of the story and after Dr. Gao explained this, she received a collective sigh of approval-----“now we get it”-----they seemed to be saying in Chinese.

### **Suggestions:**

Each student contributed to discussions although a few students asked most of the questions and seemed to be the most engaged; these were the students who spoke with more ease so we perhaps would ask Dr. Gao to reflect on ways to allow weaker students to participate in an equally engaged manner. (We gathered from comments in class that one of the students had studied Chinese at Middlebury College and another had significant experience before taking this class in speaking Chinese. The difficulty in teaching to a wide range of student abilities plagues us all!) As one way of addressing this disparity in student abilities, we suggest spending more time in having the students work in small groups; this would allow her the freedom to move among the groups and to work individually with students whose linguistic skills are weaker without impeding those who are really advanced. This would allow students to work through ideas on their own, within the security of a small group, before the professor intervenes.

### **Conclusion:**

Professor Gao is a natural teacher who has an excellent rapport with her students and flexibly conducts her classes according to well thought out lesson plans. Activities were executed with great precision and students seemed to learn a great deal in the two fifty---minute classes we observed. Her teaching style offers the perfect balance of critical thinking and interesting, engaging activities. We saw no aspect of her teaching in this visitation that would stand in her way of proceeding toward tenure at Transylvania.



## **Class Visitation Report Qian Gao**

**Visitors: Kathleen Jagger, Brian Arganbright**

**Course: Chinese 1014 Time: 12:30 MWF**

Kathleen Jagger and Brian Arganbright observed two of Qian Gao's Chinese 1014 classes in the Fall semester 2014. In our initial meeting with Dr. Gao, we discussed language pedagogy and the particular challenges in teaching and learning Chinese. Dr. Gao is well aware of the difficulties students face when confronted with a new language. During our conversation, Dr. Gao discussed how she attempts to contextualize the learning of Chinese while combining grammar, vocabulary, pronunciation within a cultural and historical context. This was evident in class on numerous occasions when she discussed, for example, the history of the Chinese writing system and how characters developed into their modern day form. Students seemed to really appreciate learning about the history of the language, they especially seemed to enjoy, as did both of us, stories about the derivation of the characters, such as why pig is part of the character for home. In her classes there is an excellent balance between language acquisition and cultural competency.

She also emphasized the importance of good habits for learning Chinese. The syllabus is detailed and provides students with excellent advice toward learning a new language. The learning strategies section of the syllabus illustrates a flipped classroom approach to learning where students are asked to "prepare to perform in class without looking at the textbook." This is where the class had a very natural feel as students were asked to converse without the usual textbook prompts and patterns that one often relies on in a foreign language classroom. During her classes, she also gave the students tips about how to be more efficient in learning vocabulary and how to improve their study skills. In observing the performance of her students after only several weeks of Chinese language instruction, it was obvious that they were applying these strategies to their own learning experience.

The first class started promptly at 12:30. Dr. Gao arrived several minutes before class and had everything in the classroom meticulously set up. Seats were arranged in semi-circle, video clips and Powerpoint slides were cued and homework from a previous class was handed back. During this time students were encouraged to include their Chinese names on their homework assignments, which illustrates her effort to create an immersion like experience for her students. Throughout the two classes she called on students by their Chinese names.

Part of class time was devoted to numbers and Dr. Gao did an excellent job combining math and language. In this part of the lesson she included interesting cultural explanations on different dialects and then did an activity where students learned the hand signs for numbers. There was a lot of movement and a good deal of laughter and animation during this activity. The activity transitioned into pronunciation practice using a tongue twister and the reading of a dialogue. Dr. Gao carefully read through the dialogue with the

students until it seemed that they were getting the hang of things. Students were then given a task to work in groups and apply the new vocabulary that they had studied. During this time, Dr. Gao circulated and worked individually with small groups of students. During this class, students also worked on possessive articles and vocabulary describing family members.

The second class began with professor Gao returning a quiz that the students took in an earlier class. It was noticed that she did not simply hand back the quiz and move on, but paid close attention to patterns of mistakes that occurred on the quiz. She was very thorough in her explanations of parts where the students may have had some lingering questions but by the end of her quick explanation, it was rather clear that students understood the concept. Some of this explanation was done in English to ensure clarity. Next, Dr. Gao transitioned to a review of numbers presented in the previous class and then to a review of vocabulary. She often used visual cues (handing out pictures to get them to tell stories using "family" words, images on Powerpoint, etc.). The use of these visual props allowed students to respond and process the language quite naturally.

We also noticed in this class that Dr. Gao was very adept at reinforcing what had been done in a previous class before moving on to new material. This recycling of grammar and vocabulary, an excellent practice in language acquisition, seemed highly with her students. Another pedagogical strategy that she uses quite effectively is the variety of student-centered learning approaches. She had students working in pairs, working in small groups, and in a larger setting with everyone included. She pushed them when working on the language to be on task and not waste time. Students seemed to be having fun rather than being frustrated in the class and they were paying close attention. She established a very positive, cooperative learning environment where affective barriers (anxiety, low self—esteem, etc.) were lowered or non-existent. Students were not afraid to use the language and make mistakes because she was so encouraging. She demonstrated a good sense of humor in class and on a few instances in both classes, students laughed heartily. She encouraged with her eyes, smile and affirmed with a sharp nod of her head. In sum, learning was always very active and she skillfully kept all students involved by actively engaging them and incorporating many learning styles into each class.

At the end of classes she gave students a preview of the next class and reminded them of assignments coming due and adjustments to the syllabus. We also noted that she places her Powerpoint teaching files on Moodle, which allows students to review them after class. It should be noted that Dr. Gao puts in a gargantuan effort to supplement material from the textbook. One of her Powerpoint files is seventy-five slides long! We commend her for her dedication to providing a first-rate learning experience for students.

Her classes are an excellent example of student-centered learning where students are given limited instruction and are guided to practice the language as much as possible. Through real life activities in class, she helped students take ownership of the language. This is particularly difficult in beginner-level classes but Dr. Gao strikes a great balance between challenging students to express themselves in Chinese and motivating them to excel.

We noticed very little English being used in class, which allowed students to truly immerse themselves in the Chinese language. When English was used, it was for quick informative references or a more in depth cultural and historical explanations. We appreciated that her use of English in the classroom was clearly limited to these instances and it was obvious that students were expecting her to speak almost exclusively in Chinese. Moreover, we could sense that the students appreciated and responded well to this, intensive, immersion style of teaching.

There was also a good balance between the various skills in the classes with emphasis placed on student reading, listening, speaking and writing skills. She seamlessly moved from oral repetition practice to visual (reading & spelling) to aural memory work to cultural anecdotes. It was obvious that Dr. Gao was working from a carefully crafted lesson plan.

In both of her classes, the activities were well-paced and did not feel rushed even though she covered a great deal of material in this one fifty-minute class period. One could imagine students feeling overwhelmed especially since English was kept to a minimum. But students stayed on task and seemed to be enjoying the class. In general, both classes were very engaging and high energy. She spoke slowly & clearly enough to be understood but the pace of the class continually pushed students to use new words and concepts in appropriate ways. She kept student attention for the entire fifty minutes through productive activities that were varied and interesting.

Overall, the two courses were a great success and it was a pleasure for both of us to observe this skillful teacher.

Sincerely,

Brian Arganbright

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Kathleen Jagger

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December 1, 2016

To the Bingham Selection Committee:

I write this letter in support of Qian Gao's application for a Bingham Award in Teaching. I have known Professor Gao since her arrival at Transylvania six years ago and, more recently, have had the pleasure to understand her pedagogy and scholarship in greater depth in my capacity as Division Chair of the Humanities. In this role, I have observed Dr. Gao's teaching and have also, on behalf of the Division, enthusiastically recommended her for tenure and promotion. It is with the same unqualified enthusiasm that I support her for the Bingham Award.

Before describing the qualities of Qian Gao's teaching, I would like to provide a bit of background about the Chinese language and Asian Studies programs here at Transylvania, which Dr. Gao was hired to establish. What Qian Gao has achieved, virtually single-handedly, is nothing short of remarkable. In only six years, she has created all the course work for the Chinese language program, including the language sequences, as well as the cultural, literary, and historical classes that are also taught in English for Asian Studies minors. She has developed a program that is rigorous and much admired both by students and peers. Gao also works tirelessly to organize and promote program events outside the classroom and to encourage engagement with Chinese language and culture among all students, not just those in her courses. She has contributed immensely to the diversity of thought and life on campus. The February 2017 unveiling of Transylvania's Confucius Classroom, which will offer library, cultural, and financial resources to our students, is the most recent example of Dr. Gao's dedication.

That same dedication was on display in the two sessions of the Beginning Chinese (CHI 1014) class I visited last fall. In our pre-visitation meeting, Dr. Gao explained that she practices immersion teaching, the preferred method in contemporary foreign language pedagogy. This is proficiency-based training in which students take charge of their own learning and mastery of the language. The goal of this method is not perfection but the real ability to communicate. To this end, Gao works very hard to put her students at ease in the classroom. She always begins by reminding them that they must be thick-skinned and willing to make mistakes.

Professor Gao structures class time to maximize students' freedom to practice speaking Chinese. She told me that she desires to "hide" her role as instructor, giving limited lectures and very succinct instructions. Dr. Gao uses the textbook for support (a "blueprint," as she calls it), but the bulk of her teaching involves the very comprehensive and imaginative "teaching files" she has designed. These are interactive lessons, games and conversations, all invented by Dr. Gao, employed in the classroom, and available to students on Moodle for reinforcement (written versions of the classroom activities).

In my observation, Qian Gao achieves the admirable goals she has set for herself. On both of my visits, classes were structured to allow students to get the maximum benefit from every minute of instructional time. This was possible due to the incredibly hard work Dr. Gao has invested to develop her “teaching files” and interactive pedagogy. Put into practice, this meticulous planning and organization, all for the students’ benefit, are impressive to behold. Professor Gao’s work ethic and commitment to her students is readily apparent.

During both of my visits, Dr. Gao’s students seemed focused but at ease in the class, willing to participate and take risks, and both to laugh at and learn from their mistakes. As beginners in the language who had received only one month’s training in Chinese, their in-class performance was indeed remarkable.

I will echo the summative comments my Humanities colleagues that I collected for Qian Gao’s tenure dossiers: “we are humbled by her energy and dedication.” Dr. Gao is an excellent teacher. I can think of few young teachers as deserving of the award as she.

Sincerely,

Ellen Cox  
Associate Professor of Philosophy  
Humanities Chair

December 1, 2016

Dr. Michael Bell  
Assistant to the President for Special Projects  
Transylvania University  
Lexington, KY 40508



Dear Dr. Bell and Members of the Bingham Selection Committee,

I write to offer my highest recommendation for **Professor Qian Gao**, an applicant for a Bingham Award for Excellence in Teaching. I know Professor Gao and her teaching well, having served on the committee which hired her in 2010, having observed her teaching as division chair in her first year at Transylvania (2010-11), and having visited her classroom again this fall. I have also had many conversations with her concerning pedagogy over the years, and have recently worked with her as she develops a First-Year Research Seminar course for winter 2017. In all these experiences, I have found her to exemplify the best attributes of an educator at a liberal arts institution: a consummate professionalism, a deep knowledge of the subject matter, a clear devotion to student learning, and an engaging classroom manner. She fully deserves the prestigious Bingham award.

I first observed Professor Gao's teaching in the winter of 2011 when a colleague and I visited her Chinese II (CHI 1024) classroom as part of the required observation of non-tenured faculty. In the two classes we observed, Professor Gao employed all the best practices of language teaching: casual conversation, vocabulary review, repetition, group and pair work, power point presentation, and dictation. She also displayed an easy rapport with the student, all of whom had had her for Chinese I the previous semester. Her teaching skills and engagement with the students resulted in a dynamic and fully involved classroom atmosphere. The students had clearly mastered a great deal of Chinese vocabulary which they used with ease and without particular self-consciousness about pronunciation—which Professor Gao gently corrected when necessary. The other visitor and I were particularly impressed with the students' proficiency with Chinese characters, which they displayed when Professor Gao had them do a dictation exercise at the board at the end of the second class period. All in all, the students seemed to have gained an impressive command of a difficult, unfamiliar language in a relatively brief period of time, largely due to Professor Gao's skills as a teacher of language and culture.

This fall, I had the pleasure of observing Professor Gao teaching an Introduction to Chinese Culture (CHI 2224) class in English. As she did with the language course, Professor Gao exhibited the best attributes of good teaching in the literature/culture classroom. She fully engaged the class of twenty-five by a combination of pedagogical strategies including brief lecture interspersed with question-and-answer based discussion

and a fascinating power-point presentation showing slides of early Chinese bone writing and the evolution of the earlier characters into their current forms. The students appeared fully prepared and readily answered Professor Gao's questions about the dynasties of the period of the earliest writing, "modern" discovery of ancient relics, and other background matters. On a personal note, I learned a great deal in the fifty minute class and would now like to know more about the origins of Chinese written language. A teacher can do no more than make a student (or a colleague) want to know more about the subject under discussion.

Professor Gao's excellent and highly informed teaching should come as no surprise, as she remains a fully engaged scholar as well as an outstanding teacher. As her resume indicates, she has published widely in both Chinese and English and presented her work at a number of well regarded, highly selective conferences. This scholarship no doubt informs her teaching, and her professional engagement models for the students the ideal of the "scholar teacher" representative of Transylvania faculty.

In closing, I would like to add that Professor Gao's specialties bring an important diversity to the curriculum of Transylvania. Not only has she added Chinese language to course offerings, but also developed an Asian studies minor for which she has created classes such as the one on Chinese Culture I observed. These courses appeal to a wide variety of students including, in this particular class, many student athletes, a variety of Asian students (not all of them Chinese), and a mix of students representing a number of academic majors. Her language classroom seemed quite diverse as well, as it included a number of students of color. This diverse appeal stands as another example of the importance of Professor Gao's areas of academic expertise and her skills as a teacher. For all these reasons, I give Professor Qian Gao my highest recommendation for the Bingham Award for Excellence in teaching.

If you have any questions or need further information about the applicant, please do not hesitate to let me know.

Sincerely,

A handwritten signature in cursive script, reading "Martha Billips".

Martha Billips  
Professor of English

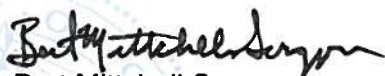
December 1, 2016

Letter of Support for Associate Professor Qian Gao,  
Bingham Award for Teaching Excellence

I first met Professor Gao while serving as discussant for an eclectic panel ("From Confucius and Plato to Mao Zedong and Bob Dylan") at the Western Conference of the Association for Asian Studies held at California State University, Northridge in the fall of 2010, where she presented "History in Negotiation through Translation - A Chinese Cultural Revolution History in its Translated Conversations with the Past and Present." The paper that she delivered most notably offered a new reading of the nostalgia felt by two Chinese intellectuals for the years they spent as rusticated or "sent down" youth in the Franco-Chinese film *Balzac and the Little Chinese Seamstress*. Qian's presentation was pithy and easily accessible, because she carefully introduced each element of her analysis in a manner which made it accessible to those unfamiliar with the film, rustication, or the Cultural Revolution while at the same time provided the detail necessary to engage the experts in the room. Qian's civil response to an incivility from an expert in the field during discussion leads me to believe she surely leads productive classroom discussions. The well known historian and keynote speaker of the conference, Gail Hersatter, who at the time was also Vice-president of the Association for Asian Studies, offhandedly dismissed the director of the film, because he had not himself been sent-down to the countryside; in fact, as Qian pointed out, he had been sent down to the countryside in the rustication movement, and without missing a beat she returned to her theorizations on the uses of nostalgia as resistance to official history.

Since then I have seen Professor Gao present two other papers, "Rusticated Youth: From Scar to Salvation" at a panel we co-organized for the Annual Conference of the Association of Asian Studies in San Diego in March 2003; and "Mao Will Serve You Now: Cultural Revolution for Dinner" which she presented here at the University of California, Irvine. In both instances her presentations were on par or superior to her presentation at California State University, Northridge. Moreover, since we have a large local Chinese community here in Irvine, many of whom attended "Mao Will Serve You Now," Qian gracefully accepted our last minute request that she prepare and deliver a Mandarin abstract before delivering her paper in English. The common theme in each of these presentations remains the Chinese Great Proletariat Cultural Revolution (1966-1976), but she effortlessly moves from the ten years of chaos to nostalgia for and memories of those years to the implications of the changing official response to the era with critical acumen and theoretical rigor. I believe her scholarship continues to make contributions to the field and hope that she challenges her students by exposing them to this leading edge thinking, because students will rise to the occasion and both teachers and students learn from such demands.

Although I have never actually seen Qian teach, it seems reasonable to imagine based on the presentations which I have seen her deliver to three very different audiences that she is very process oriented and adopts a moderate approach. She lectures with an economy of words and gestures, and maintains a commanding yet graceful ease in answering questions and criticism. I offer my strongest support for Professor Qian Gao's nomination for a Bingham Award for Teaching Excellence.



Bert Mitchell Scruggs  
Associate Professor of Chinese





This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

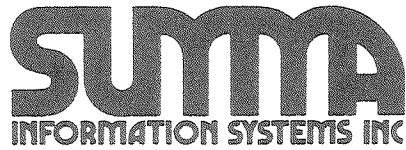
|                     |                |                       |
|---------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME   |                |                       |
| Gao, Qian           |                |                       |
| COURSE TITLE        |                |                       |
| Chinese I           |                | FL 13                 |
| COURSE NUMBER       | UNIT           | INSTITUTIONAL CODE    |
| CHI 1014 1          | HUM            | TRA3911.9             |
| REGISTERED STUDENTS | FORMS RETURNED | PERCENT PARTICIPATION |
| 5                   | 5              | 100.0%                |

## INSTRUCTOR RESPONSES

1. THE PHYSICAL ENVIRONMENT IN WHICH THE CLASS IS HELD IS SATISFACTORY.
- 2.
3. THE TEXTS WERE HIGHLY SATISFACTORY.
4. THE TEXTS WERE CHOSEN BY ME.
5. THE COURSE OUTLINE GIVEN TO THE STUDENTS WAS CREATED BY ME.
6. STUDENT ENTHUSIASM FOR LEARNING IN THIS CLASS HAS BEEN VERY HIGH.
7. FOR A COURSE OF THIS TYPE,THE NUMBER OF STUDENTS IN THE CLASS IS ABOUT RIGHT.
8. COMPARED TO COURSES OF SIMILAR CONTENT,I HAVE PUT GREATER EFFORT INTO THIS COURSE.
- 9.
10. COMPARED TO OTHER CLASSES, THE PERFORMANCE OF THIS CLASS IS ABOVE AVERAGE.
- 11.
- 12.
- 13.
- 14.
- 15.

|                                                                                                                                                     | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|-----|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                                     |                    |                        | 4    | 3    | 2   |                           |              |              |                       |
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 5                  | 60.0                   | 40.0 | 0.0  | 0.0 | 0.0                       | 4.60         | 4.56         | 4.60                  |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 5                  | 80.0                   | 20.0 | 0.0  | 0.0 | 0.0                       | 4.80         | 4.48         | 4.44                  |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 5                  | 60.0                   | 40.0 | 0.0  | 0.0 | 0.0                       | 4.60         | 4.36         | 4.35                  |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 5                  | 60.0                   | 0.0  | 40.0 | 0.0 | 0.0                       | 4.20         | 4.29         | 4.23                  |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 5                  | 60.0                   | 40.0 | 0.0  | 0.0 | 0.0                       | 4.60         | 4.40         | 4.32                  |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 5                  | 80.0                   | 20.0 | 0.0  | 0.0 | 0.0                       | 4.80         | 4.43         | 4.33                  |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 5                  | 80.0                   | 20.0 | 0.0  | 0.0 | 0.0                       | 4.80         | 4.65         | 4.64                  |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 5                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.41         | 4.36                  |
| 9. The instructor seems to be well prepared.                                                                                                        | 5                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.55         | 4.52                  |
| 10. The instructor seems to care about my learning.                                                                                                 | 5                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.66         | 4.60                  |
| 11. The course appears to have been carefully planned.                                                                                              | 5                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.49         | 4.43                  |
| 12. Course objectives are being achieved.                                                                                                           | 5                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.43         | 4.42                  |
| 13. During the term, I looked forward to attending this class.                                                                                      | 5                  | 40.0                   | 20.0 | 40.0 | 0.0 | 0.0                       | 4.00         | 3.93         | 3.90                  |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 5                  | 40.0                   | 40.0 | 20.0 | 0.0 | 0.0                       | 4.20         | 4.06         | 4.07                  |
| 15. Course objectives have been expressed clearly.                                                                                                  | 5                  | 80.0                   | 20.0 | 0.0  | 0.0 | 0.0                       | 4.80         | 4.35         | 4.35                  |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 5                  | 80.0                   | 20.0 | 0.0  | 0.0 | 0.0                       | 4.80         | 4.59         | 4.56                  |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 5                  | 60.0                   | 40.0 | 0.0  | 0.0 | 0.0                       | 4.60         | 4.33         | 4.19                  |
| 18. In this course, I am learning much.                                                                                                             | 5                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.33         | 4.30                  |
| 19. The out-of-class assignments are challenging.                                                                                                   | 5                  | 40.0                   | 40.0 | 20.0 | 0.0 | 0.0                       | 4.20         | 4.20         | 4.12                  |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 5                  | 40.0                   | 40.0 | 20.0 | 0.0 | 0.0                       | 4.20         | 4.29         | 4.27                  |
| 21. The instructor relates underlying theory to practice.                                                                                           | 5                  | 20.0                   | 80.0 | 0.0  | 0.0 | 0.0                       | 4.20         | 4.35         | 4.36                  |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 5                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.54         | 4.48                  |

| STUDENT RESPONSES                                                                                                                           |                  | TOTAL RESPONSES            | STRONGLY AGREE<br>5  | 4                            | 3                  | 2   | STRONGLY DISAGREE<br>1 | ITEM MEAN | UNIT MEAN | INSTITUTIONAL MEAN |   |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------|----------------------|------------------------------|--------------------|-----|------------------------|-----------|-----------|--------------------|---|--|--|--|
| 23. Examinations cover material or skills emphasized in the course.                                                                         |                  | 5                          | 80.0                 | 20.0                         | 0.0                | 0.0 | 0.0                    | 4.80      | 4.56      | 4.44               |   |  |  |  |
| 24. The time allowed to complete exams is adequate.                                                                                         |                  | 5                          | 100.0                | 0.0                          | 0.0                | 0.0 | 0.0                    | 5.00      | 4.47      | 4.32               |   |  |  |  |
| 25. Examination questions are phrased clearly.                                                                                              |                  | 5                          | 100.0                | 0.0                          | 0.0                | 0.0 | 0.0                    | 5.00      | 4.47      | 4.23               |   |  |  |  |
| 26. The textbooks contribute to my understanding of the subject.                                                                            |                  | 5                          | 100.0                | 0.0                          | 0.0                | 0.0 | 0.0                    | 5.00      | 4.44      | 4.16               |   |  |  |  |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              |                  | 5                          | 80.0                 | 20.0                         | 0.0                | 0.0 | 0.0                    | 4.80      | 4.43      | 4.41               |   |  |  |  |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        |                  | 5                          | 40.0                 | 60.0                         | 0.0                | 0.0 | 0.0                    | 4.40      | 4.08      | 4.09               |   |  |  |  |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       |                  | 5                          | 60.0                 | 40.0                         | 0.0                | 0.0 | 0.0                    | 4.60      | 4.14      | 4.12               |   |  |  |  |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  |                  | 5                          | 40.0                 | 60.0                         | 0.0                | 0.0 | 0.0                    | 4.40      | 4.17      | 4.01               |   |  |  |  |
| 31. The laboratory contributes to my understanding of the subject.                                                                          |                  | 5                          | 80.0                 | 20.0                         | 0.0                | 0.0 | 0.0                    | 4.80      | 4.14      | 4.07               |   |  |  |  |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              |                  | 5                          | 80.0                 | 20.0                         | 0.0                | 0.0 | 0.0                    | 4.80      | 4.11      | 4.01               |   |  |  |  |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. |                  | 5                          | 100.0                | 0.0                          | 0.0                | 0.0 | 0.0                    | 5.00      | 4.17      | 4.21               |   |  |  |  |
| 34. My perception of the teaching method used in this course is                                                                             |                  | 40.                        | 5                    | 4                            | 3                  | 2   | 1                      |           |           |                    |   |  |  |  |
| Total Responses                                                                                                                             | Lecture<br>5     | Discussion<br>0.0          | Demonstration<br>0.0 | Combination of these<br>80.0 | Other<br>0.0       | 41. | 5                      | 4         | 3         | 2                  | 1 |  |  |  |
| 35. This course is                                                                                                                          |                  | 42.                        | 5                    | 4                            | 3                  | 2   | 1                      |           |           |                    |   |  |  |  |
| Total Responses                                                                                                                             | In my major<br>5 | General requirement<br>0.0 | An elective<br>80.0  | Required cognate<br>0.0      | Other<br>20.0      | 43. | 5                      | 4         | 3         | 2                  | 1 |  |  |  |
| 36. My class is                                                                                                                             |                  | 44.                        | 5                    | 4                            | 3                  | 2   | 1                      |           |           |                    |   |  |  |  |
| Total Responses                                                                                                                             | Freshman<br>5    | Sophomore<br>60.0          | Junior<br>40.0       | Senior<br>0.0                | Graduate<br>0.0    | 45. | 5                      | 4         | 3         | 2                  | 1 |  |  |  |
| 37. My grade point average to date is (round off)                                                                                           |                  | 46.                        | 5                    | 4                            | 3                  | 2   | 1                      |           |           |                    |   |  |  |  |
| Total Responses                                                                                                                             | 4.0 – 3.5<br>5   | 3.4 – 3.0<br>60.0          | 2.9 – 2.5<br>20.0    | 2.4 – 2.0<br>0.0             | Under 2.0<br>20.0  | 47. | 5                      | 4         | 3         | 2                  | 1 |  |  |  |
| 38. The grade I presently have in this class is                                                                                             |                  | 48.                        | 5                    | 4                            | 3                  | 2   | 1                      |           |           |                    |   |  |  |  |
| Total Responses                                                                                                                             | A<br>5           | B<br>80.0                  | C<br>0.0             | D<br>20.0                    | F<br>0.0           | 49. | 5                      | 4         | 3         | 2                  | 1 |  |  |  |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 |                  | 50.                        | 5                    | 4                            | 3                  | 2   | 1                      |           |           |                    |   |  |  |  |
|                                                                                                                                             |                  |                            | Yes<br>80.0          | No<br>0.0                    | Not needed<br>20.0 |     |                        |           |           |                    |   |  |  |  |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

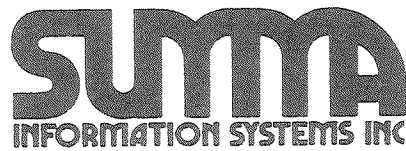
|                     |                |                       |
|---------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME   |                |                       |
| Gao, Qian           |                |                       |
| COURSE TITLE        |                |                       |
| Chinese III FL 13   |                |                       |
| COURSE NUMBER       | UNIT           | INSTITUTIONAL CODE    |
| CHI 1034 1          | HUM            | TRA3911.5             |
| REGISTERED STUDENTS | FORMS RETURNED | PERCENT PARTICIPATION |
| 8                   | 7              | 87.5%                 |

## INSTRUCTOR RESPONSES

|     |
|-----|
| 1.  |
| 2.  |
| 3.  |
| 4.  |
| 5.  |
| 6.  |
| 7.  |
| 8.  |
| 9.  |
| 10. |
| 11. |
| 12. |
| 13. |
| 14. |
| 15. |

|                                                                                                                                                     | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|-----|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                                     |                    |                        | 4    | 3    | 2   |                           |              |              |                       |
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.56         | 4.60                  |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 7                  | 71.4                   | 14.2 | 14.2 | 0.0 | 0.0                       | 4.57         | 4.49         | 4.44                  |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 7                  | 71.4                   | 28.5 | 0.0  | 0.0 | 0.0                       | 4.71         | 4.36         | 4.35                  |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 7                  | 57.1                   | 42.8 | 0.0  | 0.0 | 0.0                       | 4.57         | 4.29         | 4.23                  |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 7                  | 57.1                   | 42.8 | 0.0  | 0.0 | 0.0                       | 4.57         | 4.40         | 4.32                  |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 7                  | 71.4                   | 28.5 | 0.0  | 0.0 | 0.0                       | 4.71         | 4.43         | 4.33                  |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.65         | 4.64                  |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 7                  | 71.4                   | 28.5 | 0.0  | 0.0 | 0.0                       | 4.71         | 4.41         | 4.36                  |
| 9. The instructor seems to be well prepared.                                                                                                        | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.55         | 4.52                  |
| 10. The instructor seems to care about my learning.                                                                                                 | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.66         | 4.60                  |
| 11. The course appears to have been carefully planned.                                                                                              | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.49         | 4.43                  |
| 12. Course objectives are being achieved.                                                                                                           | 7                  | 71.4                   | 28.5 | 0.0  | 0.0 | 0.0                       | 4.71         | 4.43         | 4.42                  |
| 13. During the term, I looked forward to attending this class.                                                                                      | 7                  | 71.4                   | 14.2 | 14.2 | 0.0 | 0.0                       | 4.57         | 3.93         | 3.90                  |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.06         | 4.07                  |
| 15. Course objectives have been expressed clearly.                                                                                                  | 7                  | 71.4                   | 14.2 | 14.2 | 0.0 | 0.0                       | 4.57         | 4.35         | 4.35                  |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.59         | 4.56                  |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 7                  | 57.1                   | 28.5 | 14.2 | 0.0 | 0.0                       | 4.42         | 4.33         | 4.19                  |
| 18. In this course, I am learning much.                                                                                                             | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.33         | 4.30                  |
| 19. The out-of-class assignments are challenging.                                                                                                   | 7                  | 57.1                   | 14.2 | 28.5 | 0.0 | 0.0                       | 4.28         | 4.20         | 4.12                  |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.29         | 4.27                  |
| 21. The instructor relates underlying theory to practice.                                                                                           | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.35         | 4.36                  |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.54         | 4.49                  |

| Gao, Qian                                                                                                                                   |             | CHI 1034 1          |               | STUDENT<br>RESPONSES | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 | 43   |      |      | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------|---------------|----------------------|--------------------|------------------------|------|------|------|---------------------------|--------------|--------------|-----------------------|
| 23. Examinations cover material or skills emphasized in the course.                                                                         |             |                     |               |                      | 7                  | 85.7                   | 14.2 | 0.0  | 0.0  | 0.0                       | 4.85         | 4.56         | 4.44                  |
| 24. The time allowed to complete exams is adequate.                                                                                         |             |                     |               |                      | 7                  | 71.4                   | 0.0  | 14.2 | 14.2 | 0.0                       | 4.28         | 4.47         | 4.32                  |
| 25. Examination questions are phrased clearly.                                                                                              |             |                     |               |                      | 7                  | 28.5                   | 57.1 | 14.2 | 0.0  | 0.0                       | 4.14         | 4.47         | 4.23                  |
| 26. The textbooks contribute to my understanding of the subject.                                                                            |             |                     |               |                      | 7                  | 85.7                   | 14.2 | 0.0  | 0.0  | 0.0                       | 4.85         | 4.44         | 4.16                  |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              |             |                     |               |                      | 7                  | 85.7                   | 14.2 | 0.0  | 0.0  | 0.0                       | 4.85         | 4.43         | 4.41                  |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        |             |                     |               |                      | 7                  | 42.8                   | 42.8 | 0.0  | 14.2 | 0.0                       | 4.14         | 4.08         | 4.09                  |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       |             |                     |               |                      | 7                  | 42.8                   | 57.1 | 0.0  | 0.0  | 0.0                       | 4.42         | 4.14         | 4.12                  |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  |             |                     |               |                      | 7                  | 57.1                   | 28.5 | 0.0  | 14.2 | 0.0                       | 4.28         | 4.17         | 4.01                  |
| 31. The laboratory contributes to my understanding of the subject.                                                                          |             |                     |               |                      | 7                  | 57.1                   | 28.5 | 0.0  | 14.2 | 0.0                       | 4.28         | 4.14         | 4.07                  |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              |             |                     |               |                      | 6                  | 50.0                   | 16.6 | 16.6 | 16.6 | 0.0                       | 4.00         | 4.11         | 4.01                  |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. |             |                     |               |                      | 5                  | 60.0                   | 20.0 | 0.0  | 0.0  | 0.0                       | 4.80         | 4.17         | 4.21                  |
| 34. My perception of the teaching method used in this course is                                                                             |             |                     |               |                      | 40.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses                                                                                                                             | Lecture     | Discussion          | Demonstration | Combination of these | Other              | 41.                    | 5    | 4    | 3    | 2                         | 1            |              |                       |
| 7                                                                                                                                           | 14.2        | 0.0                 | 0.0           | 85.7                 | 0.0                |                        |      |      |      |                           |              |              |                       |
| 35. This course is                                                                                                                          |             |                     |               |                      | 42.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses                                                                                                                             | In my major | General requirement | An elective   | Required cognate     | Other              | 43.                    | 5    | 4    | 3    | 2                         | 1            |              |                       |
| 7                                                                                                                                           | 28.5        | 0.0                 | 28.5          | 0.0                  | 42.8               |                        |      |      |      |                           |              |              |                       |
| 36. My class is                                                                                                                             |             |                     |               |                      | 44.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses                                                                                                                             | Freshman    | Sophomore           | Junior        | Senior               | Graduate           | 45.                    | 5    | 4    | 3    | 2                         | 1            |              |                       |
| 7                                                                                                                                           | 0.0         | 71.4                | 28.5          | 0.0                  | 0.0                |                        |      |      |      |                           |              |              |                       |
| 37. My grade point average to date is (round off)                                                                                           |             |                     |               |                      | 46.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses                                                                                                                             | 4.0 – 3.5   | 3.4 – 3.0           | 2.9 – 2.5     | 2.4 – 2.0            | Under 2.0          | 47.                    | 5    | 4    | 3    | 2                         | 1            |              |                       |
| 7                                                                                                                                           | 28.5        | 42.8                | 28.5          | 0.0                  | 0.0                |                        |      |      |      |                           |              |              |                       |
| 38. The grade I presently have in this class is                                                                                             |             |                     |               |                      | 48.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses                                                                                                                             | A           | B                   | C             | D                    | F                  | 49.                    | 5    | 4    | 3    | 2                         | 1            |              |                       |
| 7                                                                                                                                           | 42.8        | 57.1                | 0.0           | 0.0                  | 0.0                |                        |      |      |      |                           |              |              |                       |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 |             |                     |               |                      | 50.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
|                                                                                                                                             | Yes         | No                  | Not needed    |                      |                    |                        |      |      |      |                           |              |              |                       |
|                                                                                                                                             | 71.4        | 0.0                 | 28.5          |                      |                    |                        |      |      |      |                           |              |              |                       |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

|                             |                |                       |
|-----------------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME           |                |                       |
| Gao, Dian                   |                |                       |
| COURSE TITLE                |                |                       |
| Chinese/English Translation |                | FL 13                 |
| COURSE NUMBER               | UNIT           | INSTITUTIONAL CODE    |
| CHI 2024 1                  | HUM            | TRA3911.5             |
| REGISTERED STUDENTS         | FORMS RETURNED | PERCENT PARTICIPATION |
| 8                           | 6              | 75.0%                 |

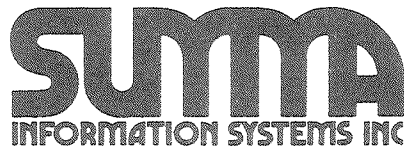
## INSTRUCTOR RESPONSES

1. THE PHYSICAL ENVIRONMENT IN WHICH THE CLASS IS HELD IS SATISFACTORY.
- 2.
3. THE TEXTS WERE HIGHLY SATISFACTORY.
4. THE TEXTS WERE CHOSEN BY ME.
5. THE COURSE OUTLINE GIVEN TO THE STUDENTS WAS CREATED BY ME.
6. STUDENT ENTHUSIASM FOR LEARNING IN THIS CLASS HAS BEEN VERY HIGH.
7. FOR A COURSE OF THIS TYPE, THE NUMBER OF STUDENTS IN THE CLASS IS ABOUT RIGHT.
8. COMPARED TO COURSES OF SIMILAR CONTENT, I HAVE PUT MUCH GREATER EFFORT INTO THIS COURSE.
- 9.
10. COMPARED TO OTHER CLASSES, THE PERFORMANCE OF THIS CLASS IS FAR ABOVE AVERAGE.
- 11.
- 12.
- 13.
- 14.
- 15.

|                                                                                                                                                     |   |       |      |      |      |      |      |      |      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|------|------|------|------|------|------|------|
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 6 | 33.3  | 50.0 | 16.6 | 0.0  | 0.0  | 4.16 | 4.56 | 4.60 |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 6 | 16.6  | 33.3 | 16.6 | 33.3 | 0.0  | 3.33 | 4.48 | 4.44 |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 6 | 50.0  | 33.3 | 16.6 | 0.0  | 0.0  | 4.33 | 4.36 | 4.35 |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 6 | 66.6  | 33.3 | 0.0  | 0.0  | 0.0  | 4.66 | 4.29 | 4.23 |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 6 | 33.3  | 33.3 | 33.3 | 0.0  | 0.0  | 4.00 | 4.40 | 4.32 |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 6 | 33.3  | 33.3 | 16.6 | 16.6 | 0.0  | 3.83 | 4.43 | 4.33 |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 6 | 100.0 | 0.0  | 0.0  | 0.0  | 0.0  | 5.00 | 4.65 | 4.64 |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 6 | 50.0  | 33.3 | 16.6 | 0.0  | 0.0  | 4.33 | 4.41 | 4.36 |
| 9. The instructor seems to be well prepared.                                                                                                        | 6 | 66.6  | 33.3 | 0.0  | 0.0  | 0.0  | 4.66 | 4.55 | 4.52 |
| 10. The instructor seems to care about my learning.                                                                                                 | 6 | 83.3  | 16.6 | 0.0  | 0.0  | 0.0  | 4.83 | 4.66 | 4.60 |
| 11. The course appears to have been carefully planned.                                                                                              | 6 | 33.3  | 33.3 | 16.6 | 16.6 | 0.0  | 3.83 | 4.49 | 4.43 |
| 12. Course objectives are being achieved.                                                                                                           | 6 | 50.0  | 16.6 | 16.6 | 16.6 | 0.0  | 4.00 | 4.43 | 4.42 |
| 13. During the term, I looked forward to attending this class.                                                                                      | 6 | 16.6  | 33.3 | 33.3 | 16.6 | 0.0  | 3.50 | 3.93 | 3.90 |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 6 | 50.0  | 33.3 | 0.0  | 0.0  | 16.6 | 4.00 | 4.06 | 4.07 |
| 15. Course objectives have been expressed clearly.                                                                                                  | 6 | 33.3  | 50.0 | 16.6 | 0.0  | 0.0  | 4.16 | 4.35 | 4.35 |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 6 | 66.6  | 33.3 | 0.0  | 0.0  | 0.0  | 4.66 | 4.59 | 4.56 |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 6 | 16.6  | 33.3 | 50.0 | 0.0  | 0.0  | 3.66 | 4.33 | 4.19 |
| 18. In this course, I am learning much.                                                                                                             | 6 | 16.6  | 33.3 | 16.6 | 33.3 | 0.0  | 3.33 | 4.33 | 4.30 |
| 19. The out-of-class assignments are challenging.                                                                                                   | 6 | 100.0 | 0.0  | 0.0  | 0.0  | 0.0  | 5.00 | 4.20 | 4.12 |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 6 | 16.6  | 33.3 | 50.0 | 0.0  | 0.0  | 3.66 | 4.29 | 4.27 |
| 21. The instructor relates underlying theory to practice.                                                                                           | 6 | 83.3  | 0.0  | 16.6 | 0.0  | 0.0  | 4.66 | 4.35 | 4.36 |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 6 | 83.3  | 16.6 | 0.0  | 0.0  | 0.0  | 4.83 | 4.54 | 4.48 |



| Gao, Qian                                                                                                                                   |             | CHI 2024 1          |               | STUDENT RESPONSES    |           | TOTAL RESPONSES | STRONGLY AGREE<br>5 | 4332 |       |      | STRONGLY DISAGREE<br>1 | ITEM MEAN | UNIT MEAN | INSTITUTIONAL MEAN |  |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------|---------------|----------------------|-----------|-----------------|---------------------|------|-------|------|------------------------|-----------|-----------|--------------------|--|
| 23. Examinations cover material or skills emphasized in the course.                                                                         |             |                     |               |                      |           | 3               | 33.3                | 33.3 | 0.0   | 33.3 | 0.0                    | 3.66      | 4.56      | 4.44               |  |
| 24. The time allowed to complete exams is adequate.                                                                                         |             |                     |               |                      |           | 3               | 100.0               | 0.0  | 0.0   | 0.0  | 0.0                    | 5.00      | 4.47      | 4.32               |  |
| 25. Examination questions are phrased clearly.                                                                                              |             |                     |               |                      |           | 2               | 100.0               | 0.0  | 0.0   | 0.0  | 0.0                    | 5.00      | 4.47      | 4.23               |  |
| 26. The textbooks contribute to my understanding of the subject.                                                                            |             |                     |               |                      |           | 3               | 33.3                | 0.0  | 66.6  | 0.0  | 0.0                    | 3.66      | 4.44      | 4.16               |  |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              |             |                     |               |                      |           | 2               | 50.0                | 0.0  | 0.0   | 50.0 | 0.0                    | 3.50      | 4.43      | 4.41               |  |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        |             |                     |               |                      |           | 1               | 0.0                 | 0.0  | 100.0 | 0.0  | 0.0                    | 3.00      | 4.08      | 4.09               |  |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       |             |                     |               |                      |           | 1               | 0.0                 | 0.0  | 100.0 | 0.0  | 0.0                    | 3.00      | 4.14      | 4.12               |  |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  |             |                     |               |                      |           |                 |                     |      |       |      |                        |           |           |                    |  |
| 31. The laboratory contributes to my understanding of the subject.                                                                          |             |                     |               |                      |           |                 |                     |      |       |      |                        |           |           |                    |  |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              |             |                     |               |                      |           |                 |                     |      |       |      |                        |           |           |                    |  |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. |             |                     |               |                      |           |                 |                     |      |       |      |                        |           |           |                    |  |
| 34. My perception of the teaching method used in this course is                                                                             |             |                     |               |                      | 40.       |                 | 5                   | 4    | 3     | 2    | 1                      |           |           |                    |  |
| Total Responses                                                                                                                             | Lecture     | Discussion          | Demonstration | Combination of these | Other     | 41.             |                     | 5    | 4     | 3    | 2                      | 1         |           |                    |  |
| 2                                                                                                                                           | 0.0         | 0.0                 | 0.0           | 100.0                | 0.0       |                 |                     |      |       |      |                        |           |           |                    |  |
| 35. This course is                                                                                                                          |             |                     |               |                      | 42.       |                 | 5                   | 4    | 3     | 2    | 1                      |           |           |                    |  |
| Total Responses                                                                                                                             | In my major | General requirement | An elective   | Required cognate     | Other     | 43.             |                     | 5    | 4     | 3    | 2                      | 1         |           |                    |  |
| 3                                                                                                                                           | 33.3        | 0.0                 | 66.6          | 0.0                  | 0.0       |                 |                     |      |       |      |                        |           |           |                    |  |
| 36. My class is                                                                                                                             |             |                     |               |                      | 44.       |                 | 5                   | 4    | 3     | 2    | 1                      |           |           |                    |  |
| Total Responses                                                                                                                             | Freshman    | Sophomore           | Junior        | Senior               | Graduate  | 45.             |                     | 5    | 4     | 3    | 2                      | 1         |           |                    |  |
| 3                                                                                                                                           | 0.0         | 0.0                 | 33.3          | 66.6                 | 0.0       |                 |                     |      |       |      |                        |           |           |                    |  |
| 37. My grade point average to date is (round off)                                                                                           |             |                     |               |                      | 46.       |                 | 5                   | 4    | 3     | 2    | 1                      |           |           |                    |  |
| Total Responses                                                                                                                             | 4.0 – 3.5   | 3.4 – 3.0           | 2.9 – 2.5     | 2.4 – 2.0            | Under 2.0 | 47.             |                     | 5    | 4     | 3    | 2                      | 1         |           |                    |  |
| 3                                                                                                                                           | 66.6        | 33.3                | 0.0           | 0.0                  | 0.0       |                 |                     |      |       |      |                        |           |           |                    |  |
| 38. The grade I presently have in this class is                                                                                             |             |                     |               |                      | 48.       |                 | 5                   | 4    | 3     | 2    | 1                      |           |           |                    |  |
| Total Responses                                                                                                                             | A           | B                   | C             | D                    | F         | 49.             |                     | 5    | 4     | 3    | 2                      | 1         |           |                    |  |
| 3                                                                                                                                           | 66.6        | 33.3                | 0.0           | 0.0                  | 0.0       |                 |                     |      |       |      |                        |           |           |                    |  |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 |             |                     |               |                      | 50.       |                 | 5                   | 4    | 3     | 2    | 1                      |           |           |                    |  |
|                                                                                                                                             | Yes         | No                  | Not needed    |                      |           |                 |                     |      |       |      |                        |           |           |                    |  |
|                                                                                                                                             | 100.0       | 0.0                 | 0.0           |                      |           |                 |                     |      |       |      |                        |           |           |                    |  |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

|                                    |                |                       |
|------------------------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME                  |                |                       |
| Gao, Qian                          |                |                       |
| COURSE TITLE                       |                |                       |
| INSTRUCTOR SUMMARY OF UNIT CLASSES |                |                       |
| COURSE NUMBER                      | UNIT           | INSTITUTIONAL CODE    |
|                                    | HUM            | TRA3911.S             |
| REGISTERED STUDENTS                | FORMS RETURNED | PERCENT PARTICIPATION |
| 21                                 | 18             | 85.7%                 |

FACTOR MEANS ~~\*\*INSTRUCTOR RESPONSES~~ (AND STANDARD DEVIATIONS) FOR INSTRUCTOR, UNIT, INSTITUTION AND NATIONAL SAMPLE.

THIS PAGE OF THE INSTRUCTOR SUMMARY CONTAINS MEANS AND STANDARD DEVIATIONS FOR EACH OF SIX FACTORS IDENTIFIED BY FACTOR ANALYSIS OF THE FIRST 21 QUESTIONS. THE QUESTIONS COMPRISING EACH FACTOR ARE INDICATED IN ORDER OF FACTOR LOADING. MEANS ARE BASED UPON THE TOTAL RESPONSES WITHIN EACH OF THE INDICATED SUMMARY LEVELS. THE NATIONAL SAMPLE IS COMPRISED OF MORE THAN ONE MILLION (SURVEY OF STUDENT OPINION OF INSTRUCTION TM) QUESTIONNAIRES ADMINISTERED OVER THE PREVIOUS FIVE YEARS.

| 3.                                                                                                    | INSTRUCTOR<br>MEAN (SD) | UNIT<br>MEAN (SD) | INSTITUTION<br>MEAN (SD) | NATIONAL<br>MEAN (SD) |
|-------------------------------------------------------------------------------------------------------|-------------------------|-------------------|--------------------------|-----------------------|
| 4.FACTOR 1 INSTRUCTOR COMMITMENT TO STUDENT LEARNING<br>QUESTIONS: 10 , 7 , 20 , 17 , 16 , 8 , 1 , 21 | 4.63 (0.622)            | 4.48 (0.835)      | 4.45 (0.195)             | 4.40 (0.918)          |
| 5.                                                                                                    |                         |                   |                          |                       |
| 6.FACTOR 2 INSTRUCTOR PREPARATION AND ORGANIZATION<br>QUESTIONS: 9 , 11 , 3                           | 4.68 (0.639)            | 4.46 (0.836)      | 4.43 (0.869)             | 4.43 (0.890)          |
| 7.                                                                                                    |                         |                   |                          |                       |
| 8.FACTOR 3 INSTRUCTOR/STUDENT INTERACTION<br>QUESTIONS: 4 , 13 , 18 , 14                              | 4.33 (0.949)            | 4.15 (1.032)      | 4.12 (0.653)             | 4.15 (1.079)          |
| 9.                                                                                                    |                         |                   |                          |                       |
| 10.FACTOR 4 TESTING<br>QUESTIONS: 6 , 5                                                               | 4.41 (0.769)            | 4.41 (0.877)      | 4.33 (0.934)             | 4.33 (0.940)          |
| 11.                                                                                                   |                         |                   |                          |                       |
| 12.FACTOR 5 COURSE OBJECTIVES<br>QUESTIONS: 15 , 12                                                   | 4.52 (0.774)            | 4.39 (0.864)      | 4.38 (0.869)             | 4.40 (0.871)          |
| 13.                                                                                                   |                         |                   |                          |                       |
| 14.FACTOR 6 COURSE ASSIGNMENTS<br>QUESTIONS: 2 , 19                                                   | 4.36 (0.930)            | 4.34 (0.840)      | 4.28 (0.920)             | 4.25 (0.974)          |
| 15.                                                                                                   |                         |                   |                          |                       |

|                                                                                                                                                     | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |      | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|------|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                                     |                    |                        | 4    | 3    | 2    |                           |              |              |                       |
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 18                 | 61.1                   | 33.3 | 5.5  | 0.0  | 0.0                       | 4.55         | 4.54         | 4.60                  |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 18                 | 55.5                   | 22.2 | 11.1 | 11.1 | 0.0                       | 4.22         | 4.48         | 4.44                  |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 18                 | 61.1                   | 33.3 | 5.5  | 0.0  | 0.0                       | 4.55         | 4.36         | 4.35                  |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 18                 | 61.1                   | 27.7 | 11.1 | 0.0  | 0.0                       | 4.50         | 4.29         | 4.23                  |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 18                 | 50.0                   | 38.8 | 11.1 | 0.0  | 0.0                       | 4.38         | 4.40         | 4.32                  |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 18                 | 61.1                   | 27.7 | 5.5  | 5.5  | 0.0                       | 4.44         | 4.43         | 4.33                  |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 18                 | 94.4                   | 5.5  | 0.0  | 0.0  | 0.0                       | 4.94         | 4.65         | 4.64                  |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 18                 | 72.2                   | 22.2 | 5.5  | 0.0  | 0.0                       | 4.66         | 4.41         | 4.36                  |
| 9. The instructor seems to be well prepared.                                                                                                        | 18                 | 88.8                   | 11.1 | 0.0  | 0.0  | 0.0                       | 4.88         | 4.55         | 4.52                  |
| 10. The instructor seems to care about my learning.                                                                                                 | 18                 | 94.4                   | 5.5  | 0.0  | 0.0  | 0.0                       | 4.94         | 4.66         | 4.60                  |
| 11. The course appears to have been carefully planned.                                                                                              | 18                 | 77.7                   | 11.1 | 5.5  | 5.5  | 0.0                       | 4.61         | 4.49         | 4.43                  |
| 12. Course objectives are being achieved.                                                                                                           | 18                 | 72.2                   | 16.6 | 5.5  | 5.5  | 0.0                       | 4.55         | 4.43         | 4.42                  |
| 13. During the term, I looked forward to attending this class.                                                                                      | 18                 | 44.4                   | 22.2 | 27.7 | 5.5  | 0.0                       | 4.05         | 3.93         | 3.90                  |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 18                 | 61.1                   | 27.7 | 5.5  | 0.0  | 5.5                       | 4.38         | 4.06         | 4.07                  |
| 15. Course objectives have been expressed clearly.                                                                                                  | 18                 | 61.1                   | 27.7 | 11.1 | 0.0  | 0.0                       | 4.50         | 4.35         | 4.35                  |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 18                 | 83.3                   | 16.6 | 0.0  | 0.0  | 0.0                       | 4.83         | 4.59         | 4.56                  |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 18                 | 44.4                   | 33.3 | 22.2 | 0.0  | 0.0                       | 4.22         | 4.33         | 4.19                  |
| 18. In this course, I am learning much.                                                                                                             | 18                 | 66.6                   | 16.6 | 5.5  | 11.1 | 0.0                       | 4.38         | 4.33         | 4.30                  |
| 19. The out-of-class assignments are challenging.                                                                                                   | 18                 | 66.6                   | 16.6 | 16.6 | 0.0  | 0.0                       | 4.50         | 4.20         | 4.12                  |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 18                 | 50.0                   | 27.7 | 22.2 | 0.0  | 0.0                       | 4.27         | 4.29         | 4.27                  |
| 21. The instructor relates underlying theory to practice.                                                                                           | 18                 | 66.6                   | 27.7 | 5.5  | 0.0  | 0.0                       | 4.61         | 4.35         | 4.36                  |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 18                 | 88.8                   | 11.1 | 0.0  | 0.0  | 0.0                       | 4.88         | 4.54         | 4.48                  |

|                                                                                                                                             | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|-----|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                             |                    |                        | 4    | 3    | 2   |                           |              |              |                       |
| 23. Examinations cover material or skills emphasized in the course.                                                                         | 15                 | 73.3                   | 20.0 | 0.0  | 6.6 | 0.0                       | 4.60         | 4.56         | 4.44                  |
| 24. The time allowed to complete exams is adequate.                                                                                         | 15                 | 86.6                   | 0.0  | 6.6  | 6.6 | 0.0                       | 4.66         | 4.47         | 4.32                  |
| 25. Examination questions are phrased clearly.                                                                                              | 14                 | 64.2                   | 28.5 | 7.1  | 0.0 | 0.0                       | 4.57         | 4.47         | 4.23                  |
| 26. The textbooks contribute to my understanding of the subject.                                                                            | 15                 | 80.0                   | 6.6  | 13.3 | 0.0 | 0.0                       | 4.66         | 4.44         | 4.16                  |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              | 14                 | 78.5                   | 14.2 | 0.0  | 7.1 | 0.0                       | 4.64         | 4.43         | 4.41                  |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        | 13                 | 38.4                   | 46.1 | 7.6  | 7.6 | 0.0                       | 4.15         | 4.08         | 4.09                  |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       | 13                 | 46.1                   | 46.1 | 7.6  | 0.0 | 0.0                       | 4.38         | 4.14         | 4.12                  |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  | 12                 | 50.0                   | 41.6 | 0.0  | 8.3 | 0.0                       | 4.33         | 4.17         | 4.01                  |
| 31. The laboratory contributes to my understanding of the subject.                                                                          | 12                 | 66.6                   | 25.0 | 0.0  | 8.3 | 0.0                       | 4.50         | 4.14         | 4.07                  |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              | 11                 | 63.6                   | 18.1 | 9.0  | 9.0 | 0.0                       | 4.36         | 4.11         | 4.01                  |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. | 10                 | 90.0                   | 10.0 | 0.0  | 0.0 | 0.0                       | 4.90         | 4.17         | 4.21                  |
| 34. My perception of the teaching method used in this course is                                                                             | 40.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| Total Responses 14   Lecture 14.2   Discussion 0.0   Demonstration 0.0   Combination of these 85.7   Other 0.0                              | 41.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| 35. This course is                                                                                                                          | 42.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| Total Responses 15   In my major 20.0   General requirement 26.6   An elective 26.6   Required cognate 0.0   Other 26.6                     | 43.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| 36. My class is                                                                                                                             | 44.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| Total Responses 15   Freshman 20.0   Sophomore 46.6   Junior 20.0   Senior 13.3   Graduate 0.0                                              | 45.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| 37. My grade point average to date is (round off)                                                                                           | 46.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| Total Responses 15   4.0 – 3.5 46.6   3.4 – 3.0 33.3   2.9 – 2.5 13.3   2.4 – 2.0 0.0   Under 2.0 6.6                                       | 47.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| 38. The grade I presently have in this class is                                                                                             | 48.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| Total Responses 15   A 60.0   B 33.3   C 6.6   D 0.0   F 0.0                                                                                | 49.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 | 50.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| Yes 80.0   No 0.0   Not needed 20.0                                                                                                         |                    |                        |      |      |     |                           |              |              |                       |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

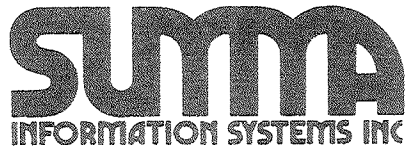
|                     |                |                       |
|---------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME   |                |                       |
| Gao, Qian           |                |                       |
| COURSE TITLE        |                |                       |
| Chinese II          |                | WNT14                 |
| COURSE NUMBER       | UNIT           | INSTITUTIONAL CODE    |
| CHI 1024 1          | HUM            | TRA3941.S             |
| REGISTERED STUDENTS | FORMS RETURNED | PERCENT PARTICIPATION |
| 8                   | 7              | 87.5%                 |

INSTRUCTOR RESPONSES

1. THE PHYSICAL ENVIRONMENT IN WHICH THE CLASS IS HELD IS HIGHLY SATISFACTORY.
2. THE TYPE OF CLASS IS LECTURE.
3. THE TEXTS WERE HIGHLY SATISFACTORY.
4. THE TEXTS WERE CHOSEN BY ME.
5. THE COURSE OUTLINE GIVEN TO THE STUDENTS WAS CREATED BY ME.
6. STUDENT ENTHUSIASM FOR LEARNING IN THIS CLASS HAS BEEN HIGH.
7. FOR A COURSE OF THIS TYPE,THE NUMBER OF STUDENTS IN THE CLASS IS ABOUT RIGHT.
8. COMPARED TO COURSES OF SIMILAR CONTENT,I HAVE PUT ABOUT THE SAME EFFORT INTO THIS COURSE.
9. THIS IS A COURSE PRIMARILY FOR MAJORS.
10. COMPARED TO OTHER CLASSES, THE PERFORMANCE OF THIS CLASS IS AVERAGE.
- 11.
- 12.
- 13.
- 14.
- 15.

|                                                                                                                                                     | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|-----|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                                     |                    |                        | 4    | 3    | 2   |                           |              |              |                       |
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 7                  | 71.4                   | 28.5 | 0.0  | 0.0 | 0.0                       | 4.71         | 4.65         | 4.65                  |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.53         | 4.50                  |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.46         | 4.42                  |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 7                  | 57.1                   | 28.5 | 14.2 | 0.0 | 0.0                       | 4.42         | 4.39         | 4.32                  |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.48         | 4.41                  |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.51         | 4.42                  |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.72         | 4.67                  |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.52         | 4.45                  |
| 9. The instructor seems to be well prepared.                                                                                                        | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.60         | 4.58                  |
| 10. The instructor seems to care about my learning.                                                                                                 | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.71         | 4.64                  |
| 11. The course appears to have been carefully planned.                                                                                              | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.50         | 4.50                  |
| 12. Course objectives are being achieved.                                                                                                           | 7                  | 57.1                   | 42.8 | 0.0  | 0.0 | 0.0                       | 4.57         | 4.48         | 4.48                  |
| 13. During the term, I looked forward to attending this class.                                                                                      | 7                  | 71.4                   | 14.2 | 14.2 | 0.0 | 0.0                       | 4.57         | 4.05         | 3.97                  |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 7                  | 42.8                   | 14.2 | 42.8 | 0.0 | 0.0                       | 4.00         | 4.13         | 4.16                  |
| 15. Course objectives have been expressed clearly.                                                                                                  | 7                  | 71.4                   | 14.2 | 14.2 | 0.0 | 0.0                       | 4.57         | 4.42         | 4.43                  |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.67         | 4.64                  |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 7                  | 57.1                   | 42.8 | 0.0  | 0.0 | 0.0                       | 4.57         | 4.42         | 4.29                  |
| 18. In this course, I am learning much.                                                                                                             | 7                  | 57.1                   | 42.8 | 0.0  | 0.0 | 0.0                       | 4.57         | 4.44         | 4.39                  |
| 19. The out-of-class assignments are challenging.                                                                                                   | 7                  | 57.1                   | 28.5 | 14.2 | 0.0 | 0.0                       | 4.42         | 4.33         | 4.30                  |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 7                  | 71.4                   | 28.5 | 0.0  | 0.0 | 0.0                       | 4.71         | 4.46         | 4.37                  |
| 21. The instructor relates underlying theory to practice.                                                                                           | 7                  | 71.4                   | 14.2 | 14.2 | 0.0 | 0.0                       | 4.57         | 4.44         | 4.44                  |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.67         | 4.56                  |

|                                                                                                                                             |             | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 | 4    | 3    | 2   | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------|------------------------|------|------|-----|---------------------------|--------------|--------------|-----------------------|
| 23. Examinations cover material or skills emphasized in the course.                                                                         |             | 4                  | 75.0                   | 25.0 | 0.0  | 0.0 | 0.0                       | 4.75         | 4.61         | 4.51                  |
| 24. The time allowed to complete exams is adequate.                                                                                         |             | 4                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.56         | 4.41                  |
| 25. Examination questions are phrased clearly.                                                                                              |             | 4                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.51         | 4.34                  |
| 26. The textbooks contribute to my understanding of the subject.                                                                            |             | 4                  | 75.0                   | 0.0  | 25.0 | 0.0 | 0.0                       | 4.50         | 4.54         | 4.27                  |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              |             | 4                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.57         | 4.47                  |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        |             | 2                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.38         | 4.24                  |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       |             | 2                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.42         | 4.21                  |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  |             | 2                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.45         | 4.11                  |
| 31. The laboratory contributes to my understanding of the subject.                                                                          |             | 2                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.46         | 4.15                  |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              |             | 2                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.47         | 4.19                  |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. |             | 1                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.47         | 4.30                  |
| 34. My perception of the teaching method used in this course is                                                                             |             | 40.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| Total Responses                                                                                                                             | Lecture     | 41.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| 4                                                                                                                                           | 75.0        | 0.0                | 25.0                   | 0.0  | 0.0  |     |                           |              |              |                       |
| 35. This course is                                                                                                                          |             | 42.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| Total Responses                                                                                                                             | In my major | 43.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| 5                                                                                                                                           | 20.0        | 20.0               | 0.0                    | 0.0  | 60.0 |     |                           |              |              |                       |
| 36. My class is                                                                                                                             |             | 44.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| Total Responses                                                                                                                             | Freshman    | 45.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| 5                                                                                                                                           | 60.0        | 40.0               | 0.0                    | 0.0  | 0.0  |     |                           |              |              |                       |
| 37. My grade point average to date is (round off)                                                                                           |             | 46.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| Total Responses                                                                                                                             | 4.0 – 3.5   | 47.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| 5                                                                                                                                           | 40.0        | 20.0               | 40.0                   | 0.0  | 0.0  |     |                           |              |              |                       |
| 38. The grade I presently have in this class is                                                                                             |             | 48.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| Total Responses                                                                                                                             | A           | 49.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
| 5                                                                                                                                           | 60.0        | 40.0               | 0.0                    | 0.0  | 0.0  |     |                           |              |              |                       |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 |             | 50.                | 5                      | 4    | 3    | 2   | 1                         |              |              |                       |
|                                                                                                                                             | Yes         |                    |                        |      |      |     |                           |              |              |                       |
|                                                                                                                                             | No          |                    |                        |      |      |     |                           |              |              |                       |
|                                                                                                                                             | Not needed  |                    |                        |      |      |     |                           |              |              |                       |
|                                                                                                                                             | 80.0        | 0.0                | 20.0                   |      |      |     |                           |              |              |                       |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

|                                    |                |                       |
|------------------------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME                  |                |                       |
| Gao, Qian                          |                |                       |
| COURSE TITLE                       |                |                       |
| Adv. Chinese Conv. and Comp. WNT14 |                |                       |
| COURSE NUMBER                      | UNIT           | INSTITUTIONAL CODE    |
| CHI 2014 1                         | HUM            | TRA3941.5             |
| REGISTERED STUDENTS                | FORMS RETURNED | PERCENT PARTICIPATION |
| 7                                  | 7              | 100.0%                |

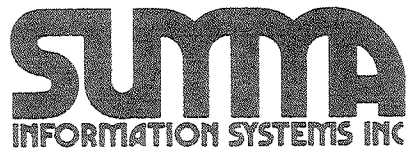
## INSTRUCTOR RESPONSES

1. THE PHYSICAL ENVIRONMENT IN WHICH THE CLASS IS HELD IS HIGHLY SATISFACTORY.
- 2.
3. THE TEXTS WERE HIGHLY SATISFACTORY.
4. THE TEXTS WERE CHOSEN BY ME.
5. THE COURSE OUTLINE GIVEN TO THE STUDENTS WAS CREATED BY ME.
6. STUDENT ENTHUSIASM FOR LEARNING IN THIS CLASS HAS BEEN HIGH.
7. FOR A COURSE OF THIS TYPE,THE NUMBER OF STUDENTS IN THE CLASS IS ABOUT RIGHT.
8. COMPARED TO COURSES OF SIMILAR CONTENT,I HAVE PUT ABOUT THE SAME EFFORT INTO THIS COURSE.
- 9.
10. COMPARED TO OTHER CLASSES, THE PERFORMANCE OF THIS CLASS IS BELOW AVERAGE.
- 11.
- 12.
- 13.
- 14.
- 15.



|                                                                                                                                                     | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|-----|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                                     |                    |                        | 4    | 3    | 2   |                           |              |              |                       |
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.65         | 4.65                  |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 7                  | 85.7                   | 0.0  | 14.2 | 0.0 | 0.0                       | 4.71         | 4.53         | 4.50                  |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.46         | 4.42                  |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 7                  | 71.4                   | 14.2 | 14.2 | 0.0 | 0.0                       | 4.57         | 4.39         | 4.32                  |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.48         | 4.41                  |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.51         | 4.42                  |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.72         | 4.67                  |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.52         | 4.45                  |
| 9. The instructor seems to be well prepared.                                                                                                        | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.60         | 4.58                  |
| 10. The instructor seems to care about my learning.                                                                                                 | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.71         | 4.64                  |
| 11. The course appears to have been carefully planned.                                                                                              | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.50         | 4.50                  |
| 12. Course objectives are being achieved.                                                                                                           | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.48         | 4.48                  |
| 13. During the term, I looked forward to attending this class.                                                                                      | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.05         | 3.97                  |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.13         | 4.16                  |
| 15. Course objectives have been expressed clearly.                                                                                                  | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.42         | 4.43                  |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.67         | 4.64                  |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 7                  | 85.7                   | 0.0  | 14.2 | 0.0 | 0.0                       | 4.71         | 4.42         | 4.29                  |
| 18. In this course, I am learning much.                                                                                                             | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.44         | 4.39                  |
| 19. The out-of-class assignments are challenging.                                                                                                   | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.33         | 4.30                  |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 7                  | 85.7                   | 0.0  | 14.2 | 0.0 | 0.0                       | 4.71         | 4.46         | 4.37                  |
| 21. The instructor relates underlying theory to practice.                                                                                           | 7                  | 85.7                   | 14.2 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.44         | 4.44                  |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 7                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.67         | 4.56                  |

|                                                                                                                                             | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |      |      | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|------|------|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                             |                    |                        | 4    | 3    | 2    |      |                           |              |              |                       |
| 23. Examinations cover material or skills emphasized in the course.                                                                         | 7                  | 100.0                  | 0.0  | 0.0  | 0.0  | 0.0  | 5.00                      | 4.61         | 4.51         |                       |
| 24. The time allowed to complete exams is adequate.                                                                                         | 7                  | 100.0                  | 0.0  | 0.0  | 0.0  | 0.0  | 5.00                      | 4.56         | 4.41         |                       |
| 25. Examination questions are phrased clearly.                                                                                              | 7                  | 85.7                   | 14.2 | 0.0  | 0.0  | 0.0  | 4.85                      | 4.51         | 4.34         |                       |
| 26. The textbooks contribute to my understanding of the subject.                                                                            | 7                  | 100.0                  | 0.0  | 0.0  | 0.0  | 0.0  | 5.00                      | 4.54         | 4.27         |                       |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              | 7                  | 100.0                  | 0.0  | 0.0  | 0.0  | 0.0  | 5.00                      | 4.57         | 4.47         |                       |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        | 5                  | 100.0                  | 0.0  | 0.0  | 0.0  | 0.0  | 5.00                      | 4.38         | 4.24         |                       |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       | 5                  | 100.0                  | 0.0  | 0.0  | 0.0  | 0.0  | 5.00                      | 4.42         | 4.21         |                       |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  | 4                  | 100.0                  | 0.0  | 0.0  | 0.0  | 0.0  | 5.00                      | 4.45         | 4.11         |                       |
| 31. The laboratory contributes to my understanding of the subject.                                                                          | 4                  | 100.0                  | 0.0  | 0.0  | 0.0  | 0.0  | 5.00                      | 4.46         | 4.15         |                       |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              | 4                  | 100.0                  | 0.0  | 0.0  | 0.0  | 0.0  | 5.00                      | 4.47         | 4.19         |                       |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. | 4                  | 100.0                  | 0.0  | 0.0  | 0.0  | 0.0  | 5.00                      | 4.47         | 4.30         |                       |
| 34. My perception of the teaching method used in this course is                                                                             | 40.                | 5                      | 4    | 3    | 2    | 1    |                           |              |              |                       |
| Total Responses                                                                                                                             | 7                  | 28.5                   | 0.0  | 0.0  | 71.4 | 0.0  |                           |              |              |                       |
| 35. This course is                                                                                                                          | 42.                | 5                      | 4    | 3    | 2    | 1    |                           |              |              |                       |
| Total Responses                                                                                                                             | 7                  | 42.8                   | 0.0  | 14.2 | 14.2 | 28.5 |                           |              |              |                       |
| 36. My class is                                                                                                                             | 44.                | 5                      | 4    | 3    | 2    | 1    |                           |              |              |                       |
| Total Responses                                                                                                                             | 7                  | 0.0                    | 71.4 | 28.5 | 0.0  | 0.0  |                           |              |              |                       |
| 37. My grade point average to date is (round off)                                                                                           | 46.                | 5                      | 4    | 3    | 2    | 1    |                           |              |              |                       |
| Total Responses                                                                                                                             | 7                  | 14.2                   | 42.8 | 42.8 | 0.0  | 0.0  |                           |              |              |                       |
| 38. The grade I presently have in this class is                                                                                             | 48.                | 5                      | 4    | 3    | 2    | 1    |                           |              |              |                       |
| Total Responses                                                                                                                             | 7                  | 28.5                   | 71.4 | 0.0  | 0.0  | 0.0  |                           |              |              |                       |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 | 50.                | 5                      | 4    | 3    | 2    | 1    |                           |              |              |                       |
|                                                                                                                                             |                    | 85.7                   | 0.0  | 14.2 |      |      |                           |              |              |                       |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

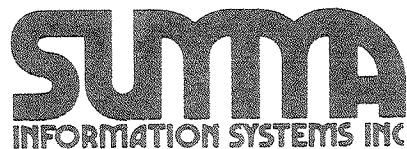
|                          |                |                       |
|--------------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME        |                |                       |
| Gao, Qian                |                |                       |
| COURSE TITLE             |                |                       |
| ST: Tales and Traditions |                | WNT14                 |
| COURSE NUMBER            | UNIT           | INSTITUTIONAL CODE    |
| CHI 2294 1               | HUM            | TRA3941.S             |
| REGISTERED STUDENTS      | FORMS RETURNED | PERCENT PARTICIPATION |
| 6                        | 6              | 100.0%                |

INSTRUCTOR RESPONSES

|     |                                                                                            |
|-----|--------------------------------------------------------------------------------------------|
| 1.  | THE PHYSICAL ENVIRONMENT IN WHICH THE CLASS IS HELD IS HIGHLY SATISFACTORY..               |
| 2.  |                                                                                            |
| 3.  | THE TEXTS WERE HIGHLY SATISFACTORY..                                                       |
| 4.  | THE TEXTS WERE CHOSEN BY ME..                                                              |
| 5.  | THE COURSE OUTLINE GIVEN TO THE STUDENTS WAS CREATED BY ME..                               |
| 6.  | STUDENT ENTHUSIASM FOR LEARNING IN THIS CLASS HAS BEEN HIGH..                              |
| 7.  | FOR A COURSE OF THIS TYPE,THE NUMBER OF STUDENTS IN THE CLASS IS ABOUT RIGHT..             |
| 8.  | COMPARED TO COURSES OF SIMILAR CONTENT,I HAVE PUT ABOUT THE SAME EFFORT INTO THIS COURSE.. |
| 9.  | THIS IS A COURSE PRIMARILY FOR MAJORS..                                                    |
| 10. | COMPARED TO OTHER CLASSES, THE PERFORMANCE OF THIS CLASS IS AVERAGE..                      |
| 11. |                                                                                            |
| 12. |                                                                                            |
| 13. |                                                                                            |
| 14. |                                                                                            |
| 15. |                                                                                            |

|                                                                                                                                                     | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|-----|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                                     |                    |                        | 4    | 3    | 2   |                           |              |              |                       |
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.65         | 4.65                  |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 6                  | 66.6                   | 33.3 | 0.0  | 0.0 | 0.0                       | 4.66         | 4.53         | 4.50                  |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 6                  | 33.3                   | 33.3 | 33.3 | 0.0 | 0.0                       | 4.00         | 4.46         | 4.42                  |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 6                  | 50.0                   | 33.3 | 16.6 | 0.0 | 0.0                       | 4.33         | 4.37         | 4.32                  |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 6                  | 66.6                   | 16.6 | 16.6 | 0.0 | 0.0                       | 4.50         | 4.48         | 4.41                  |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 6                  | 50.0                   | 50.0 | 0.0  | 0.0 | 0.0                       | 4.50         | 4.51         | 4.42                  |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 6                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.72         | 4.67                  |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.52         | 4.45                  |
| 9. The instructor seems to be well prepared.                                                                                                        | 6                  | 50.0                   | 50.0 | 0.0  | 0.0 | 0.0                       | 4.50         | 4.60         | 4.58                  |
| 10. The instructor seems to care about my learning.                                                                                                 | 6                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.71         | 4.64                  |
| 11. The course appears to have been carefully planned.                                                                                              | 6                  | 33.3                   | 66.6 | 0.0  | 0.0 | 0.0                       | 4.33         | 4.50         | 4.50                  |
| 12. Course objectives are being achieved.                                                                                                           | 6                  | 66.6                   | 16.6 | 16.6 | 0.0 | 0.0                       | 4.50         | 4.48         | 4.48                  |
| 13. During the term, I looked forward to attending this class.                                                                                      | 6                  | 66.6                   | 16.6 | 16.6 | 0.0 | 0.0                       | 4.50         | 4.05         | 3.97                  |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 6                  | 66.6                   | 33.3 | 0.0  | 0.0 | 0.0                       | 4.66         | 4.13         | 4.16                  |
| 15. Course objectives have been expressed clearly.                                                                                                  | 6                  | 66.6                   | 0.0  | 33.3 | 0.0 | 0.0                       | 4.33         | 4.42         | 4.43                  |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.67         | 4.64                  |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 6                  | 33.3                   | 50.0 | 16.6 | 0.0 | 0.0                       | 4.16         | 4.42         | 4.29                  |
| 18. In this course, I am learning much.                                                                                                             | 6                  | 50.0                   | 50.0 | 0.0  | 0.0 | 0.0                       | 4.50         | 4.44         | 4.39                  |
| 19. The out-of-class assignments are challenging.                                                                                                   | 6                  | 50.0                   | 33.3 | 16.6 | 0.0 | 0.0                       | 4.33         | 4.33         | 4.30                  |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 6                  | 50.0                   | 50.0 | 0.0  | 0.0 | 0.0                       | 4.50         | 4.46         | 4.37                  |
| 21. The instructor relates underlying theory to practice.                                                                                           | 6                  | 66.6                   | 16.6 | 16.6 | 0.0 | 0.0                       | 4.50         | 4.44         | 4.44                  |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 6                  | 66.6                   | 33.3 | 0.0  | 0.0 | 0.0                       | 4.66         | 4.67         | 4.56                  |

|                                                                                                                                                                 | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |     |     |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|-----|-----|-----|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                                                 |                    |                        | 4   | 3   | 2   |                           |              |              |                       |
| 23. Examinations cover material or skills emphasized in the course.                                                                                             | 2                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.61         | 4.51                  |
| 24. The time allowed to complete exams is adequate.                                                                                                             | 2                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.56         | 4.41                  |
| 25. Examination questions are phrased clearly.                                                                                                                  | 2                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.51         | 4.34                  |
| 26. The textbooks contribute to my understanding of the subject.                                                                                                | 2                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.54         | 4.27                  |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                                                  | 2                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.57         | 4.47                  |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                                            | 2                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.38         | 4.24                  |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                                           | 1                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.42         | 4.21                  |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                                      |                    |                        |     |     |     |                           |              |              |                       |
| 31. The laboratory contributes to my understanding of the subject.                                                                                              | 1                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.46         | 4.15                  |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                                                  | 1                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.47         | 4.19                  |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory.                     | 1                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.47         | 4.30                  |
| 34. My perception of the teaching method used in this course is                                                                                                 | 40.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| Total Responses      Lecture      Discussion      Demonstration      Combination of these      Other<br>1      100.0      0.0      0.0      0.0      0.0        | 41.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| 35. This course is                                                                                                                                              | 42.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| Total Responses      In my major      General requirement      An elective      Required cognate      Other<br>1      0.0      100.0      0.0      0.0      0.0 | 43.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| 36. My class is                                                                                                                                                 | 44.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| Total Responses      Freshman      Sophomore      Junior      Senior      Graduate<br>3      66.6      0.0      0.0      33.3      0.0                          | 45.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| 37. My grade point average to date is (round off)                                                                                                               | 46.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| Total Responses      4.0 – 3.5      3.4 – 3.0      2.9 – 2.5      2.4 – 2.0      Under 2.0<br>3      0.0      66.6      33.3      0.0      0.0                  | 47.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| 38. The grade I presently have in this class is                                                                                                                 | 48.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| Total Responses      A      B      C      D      F<br>3      33.3      66.6      0.0      0.0      0.0                                                          | 49.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                                     | 50.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| Yes      No      Not needed<br>100.0      0.0      0.0                                                                                                          |                    |                        |     |     |     |                           |              |              |                       |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

|                                    |                |                       |
|------------------------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME                  |                |                       |
| Gao, Qian                          |                |                       |
| COURSE TITLE                       |                |                       |
| INSTRUCTOR SUMMARY OF UNIT CLASSES |                |                       |
| COURSE NUMBER                      | UNIT           | INSTITUTIONAL CODE    |
|                                    | HUM            | TRA3741.S             |
| REGISTERED STUDENTS                | FORMS RETURNED | PERCENT PARTICIPATION |
| 21                                 | 20             | 95.2%                 |

FACTOR MEANS ~~\*\*\*INSTRUCTOR RESPONSES~~ (AND STANDARD DEVIATIONS) FOR INSTRUCTOR, UNIT, INSTITUTION AND NATIONAL SAMPLE.

THIS PAGE OF THE INSTRUCTOR SUMMARY CONTAINS MEANS AND STANDARD DEVIATIONS FOR EACH OF SIX FACTORS IDENTIFIED BY FACTOR ANALYSIS OF THE FIRST 21 QUESTIONS. THE QUESTIONS COMPRISING EACH FACTOR ARE INDICATED IN ORDER OF FACTOR LOADING. MEANS ARE BASED UPON THE TOTAL RESPONSES WITHIN EACH OF THE INDICATED SUMMARY LEVELS. THE NATIONAL SAMPLE IS COMPRISED OF MORE THAN ONE MILLION (SURVEY OF STUDENT OPINION OF INSTRUCTION TM) QUESTIONNAIRES ADMINISTERED OVER THE PREVIOUS FIVE YEARS.

| 3.                                                                                                    | INSTRUCTOR<br>MEAN (SD) | UNIT<br>MEAN (SD) | INSTITUTION<br>MEAN (SD) | NATIONAL<br>MEAN (SD) |
|-------------------------------------------------------------------------------------------------------|-------------------------|-------------------|--------------------------|-----------------------|
| 4.FACTOR 1 INSTRUCTOR COMMITMENT TO STUDENT LEARNING<br>QUESTIONS: 10 , 7 , 20 , 17 , 16 , 8 , 1 , 21 | *** 4.79 (0.477)        | 4.57 (0.745)      | 4.52 (0.489)             | 4.40 (0.918)          |
| 5.                                                                                                    |                         |                   |                          |                       |
| 6.FACTOR 2 INSTRUCTOR PREPARATION AND ORGANIZATION<br>QUESTIONS: 9 , 11 , 3                           | ** 4.73 (0.516)         | 4.52 (0.798)      | 4.50 (0.813)             | 4.43 (0.890)          |
| 7.                                                                                                    |                         |                   |                          |                       |
| 8.FACTOR 3 INSTRUCTOR/STUDENT INTERACTION<br>QUESTIONS: 4 , 13 , 18 , 14                              | ** 4.57 (0.670)         | 4.25 (0.973)      | 4.21 (0.500)             | 4.15 (1.079)          |
| 9.                                                                                                    |                         |                   |                          |                       |
| 10.FACTOR 4 TESTING<br>QUESTIONS: 6 , 5                                                               | *** 4.85 (0.426)        | 4.50 (0.822)      | 4.42 (0.884)             | 4.33 (0.940)          |
| 11.                                                                                                   |                         |                   |                          |                       |
| 12.FACTOR 5 COURSE OBJECTIVES<br>QUESTIONS: 15 , 12                                                   | 4.65 (0.662)            | 4.45 (0.823)      | 4.46 (0.817)             | 4.40 (0.871)          |
| 13.                                                                                                   |                         |                   |                          |                       |
| 14.FACTOR 6 COURSE ASSIGNMENTS<br>QUESTIONS: 2 , 19                                                   | ** 4.65 (0.622)         | 4.43 (0.800)      | 4.40 (0.850)             | 4.25 (0.974)          |
| 15.                                                                                                   |                         |                   |                          |                       |

SIGNIFICANTLY DIFFERENT FROM THE NATIONAL MEAN ..... \* = AT .05 LEVEL / \*\* = AT .01 LEVEL / \*\*\* = AT .001 LEVEL

|                                                                                                                                                     | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|-----|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                                     |                    |                        | 4    | 3    | 2   |                           |              |              |                       |
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 20                 | 80.0                   | 20.0 | 0.0  | 0.0 | 0.0                       | 4.80         | 4.65         | 4.65                  |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 20                 | 80.0                   | 15.0 | 5.0  | 0.0 | 0.0                       | 4.75         | 4.53         | 4.50                  |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 20                 | 75.0                   | 15.0 | 10.0 | 0.0 | 0.0                       | 4.65         | 4.46         | 4.42                  |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 20                 | 60.0                   | 25.0 | 15.0 | 0.0 | 0.0                       | 4.45         | 4.39         | 4.32                  |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 20                 | 90.0                   | 5.0  | 5.0  | 0.0 | 0.0                       | 4.85         | 4.48         | 4.41                  |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 20                 | 85.0                   | 15.0 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.51         | 4.42                  |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 20                 | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.72         | 4.67                  |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 20                 | 85.0                   | 15.0 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.52         | 4.45                  |
| 9. The instructor seems to be well prepared.                                                                                                        | 20                 | 85.0                   | 15.0 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.60         | 4.58                  |
| 10. The instructor seems to care about my learning.                                                                                                 | 20                 | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.71         | 4.64                  |
| 11. The course appears to have been carefully planned.                                                                                              | 20                 | 70.0                   | 30.0 | 0.0  | 0.0 | 0.0                       | 4.70         | 4.50         | 4.50                  |
| 12. Course objectives are being achieved.                                                                                                           | 20                 | 75.0                   | 20.0 | 5.0  | 0.0 | 0.0                       | 4.70         | 4.48         | 4.48                  |
| 13. During the term, I looked forward to attending this class.                                                                                      | 20                 | 75.0                   | 15.0 | 10.0 | 0.0 | 0.0                       | 4.65         | 4.05         | 3.97                  |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 20                 | 65.0                   | 20.0 | 15.0 | 0.0 | 0.0                       | 4.50         | 4.13         | 4.16                  |
| 15. Course objectives have been expressed clearly.                                                                                                  | 20                 | 75.0                   | 10.0 | 15.0 | 0.0 | 0.0                       | 4.60         | 4.42         | 4.43                  |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 20                 | 90.0                   | 10.0 | 0.0  | 0.0 | 0.0                       | 4.90         | 4.67         | 4.64                  |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 20                 | 60.0                   | 30.0 | 10.0 | 0.0 | 0.0                       | 4.50         | 4.42         | 4.29                  |
| 18. In this course, I am learning much.                                                                                                             | 20                 | 70.0                   | 30.0 | 0.0  | 0.0 | 0.0                       | 4.70         | 4.44         | 4.39                  |
| 19. The out-of-class assignments are challenging.                                                                                                   | 20                 | 65.0                   | 25.0 | 10.0 | 0.0 | 0.0                       | 4.55         | 4.33         | 4.30                  |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 20                 | 70.0                   | 25.0 | 5.0  | 0.0 | 0.0                       | 4.65         | 4.46         | 4.37                  |
| 21. The instructor relates underlying theory to practice.                                                                                           | 20                 | 75.0                   | 15.0 | 10.0 | 0.0 | 0.0                       | 4.65         | 4.44         | 4.44                  |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 20                 | 90.0                   | 10.0 | 0.0  | 0.0 | 0.0                       | 4.90         | 4.67         | 4.56                  |

|                                                                                                                                                                 | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |     |     |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|-----|-----|-----|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                                                 |                    |                        | 4   | 3   | 2   |                           |              |              |                       |
| 23. Examinations cover material or skills emphasized in the course.                                                                                             | 13                 | 92.3                   | 7.6 | 0.0 | 0.0 | 0.0                       | 4.92         | 4.61         | 4.51                  |
| 24. The time allowed to complete exams is adequate.                                                                                                             | 13                 | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.56         | 4.41                  |
| 25. Examination questions are phrased clearly.                                                                                                                  | 13                 | 92.3                   | 7.6 | 0.0 | 0.0 | 0.0                       | 4.92         | 4.51         | 4.34                  |
| 26. The textbooks contribute to my understanding of the subject.                                                                                                | 13                 | 92.3                   | 0.0 | 7.6 | 0.0 | 0.0                       | 4.84         | 4.54         | 4.27                  |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                                                  | 13                 | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.57         | 4.47                  |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                                            | 9                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.38         | 4.24                  |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                                           | 8                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.42         | 4.21                  |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                                      | 6                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.45         | 4.11                  |
| 31. The laboratory contributes to my understanding of the subject.                                                                                              | 7                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.46         | 4.15                  |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                                                  | 7                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.47         | 4.19                  |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory.                     | 6                  | 100.0                  | 0.0 | 0.0 | 0.0 | 0.0                       | 5.00         | 4.47         | 4.30                  |
| 34. My perception of the teaching method used in this course is                                                                                                 | 40.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| Total Responses<br>Lecture      Discussion      Demonstration      Combination of these      Other<br>12      50.0      0.0      8.3      41.6      0.0         | 41.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| 35. This course is                                                                                                                                              | 42.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| Total Responses<br>In my major      General requirement      An elective      Required cognate      Other<br>13      30.7      15.3      7.6      7.6      38.4 | 43.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| 36. My class is                                                                                                                                                 | 44.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| Total Responses<br>Freshman      Sophomore      Junior      Senior      Graduate<br>15      33.3      46.6      13.3      6.6      0.0                          | 45.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| 37. My grade point average to date is (round off)                                                                                                               | 46.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| Total Responses<br>4.0 – 3.5      3.4 – 3.0      2.9 – 2.5      2.4 – 2.0      Under 2.0<br>15      20.0      40.0      40.0      0.0      0.0                  | 47.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| 38. The grade I presently have in this class is                                                                                                                 | 48.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| Total Responses<br>A      B      C      D      F<br>15      40.0      60.0      0.0      0.0      0.0                                                           | 49.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                                     | 50.                | 5                      | 4   | 3   | 2   | 1                         |              |              |                       |
| Yes      No      Not needed<br>86.6      0.0      13.3                                                                                                          |                    |                        |     |     |     |                           |              |              |                       |





This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

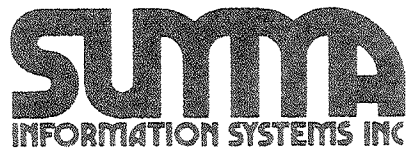
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|---------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME   |                |                       |
| Gao, Qian           |                |                       |
| COURSE TITLE        |                |                       |
| Chinese I FL 14     |                |                       |
| COURSE NUMBER       | UNIT           | INSTITUTIONAL CODE    |
| CHI 1014 1          | HUM            | TRA2034.S             |
| REGISTERED STUDENTS | FORMS RETURNED | PERCENT PARTICIPATION |
| 10                  | 9              | 90.0%                 |

## INSTRUCTOR RESPONSES

1. THE PHYSICAL ENVIRONMENT IN WHICH THE CLASS IS HELD IS SATISFACTORY.
2. THE TYPE OF CLASS IS LECTURE.
3. THE TEXTS WERE HIGHLY SATISFACTORY.
4. THE TEXTS WERE CHOSEN BY ME.
5. THE COURSE OUTLINE GIVEN TO THE STUDENTS WAS CREATED BY ME.
6. STUDENT ENTHUSIASM FOR LEARNING IN THIS CLASS HAS BEEN VERY HIGH.
7. FOR A COURSE OF THIS TYPE,THE NUMBER OF STUDENTS IN THE CLASS IS ABOUT RIGHT.
8. COMPARED TO COURSES OF SIMILAR CONTENT,I HAVE PUT ABOUT THE SAME EFFORT INTO THIS COURSE.
- 9.
10. COMPARED TO OTHER CLASSES, THE PERFORMANCE OF THIS CLASS IS ABOVE AVERAGE.
- 11.
- 12.
- 13.
- 14.
- 15.

|                                                                                                                                                     | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |      | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|------|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                                     |                    |                        | 4    | 3    | 2    |                           |              |              |                       |
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 9                  | 55.5                   | 44.4 | 0.0  | 0.0  | 0.0                       | 4.55         | 4.66         | 4.61                  |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 9                  | 77.7                   | 22.2 | 0.0  | 0.0  | 0.0                       | 4.77         | 4.56         | 4.44                  |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 9                  | 44.4                   | 55.5 | 0.0  | 0.0  | 0.0                       | 4.44         | 4.46         | 4.35                  |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 9                  | 22.2                   | 44.4 | 33.3 | 0.0  | 0.0                       | 3.88         | 4.39         | 4.25                  |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 9                  | 66.6                   | 33.3 | 0.0  | 0.0  | 0.0                       | 4.66         | 4.48         | 4.34                  |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 9                  | 77.7                   | 22.2 | 0.0  | 0.0  | 0.0                       | 4.77         | 4.52         | 4.33                  |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 9                  | 55.5                   | 33.3 | 11.1 | 0.0  | 0.0                       | 4.44         | 4.72         | 4.64                  |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 9                  | 77.7                   | 22.2 | 0.0  | 0.0  | 0.0                       | 4.77         | 4.52         | 4.38                  |
| 9. The instructor seems to be well prepared.                                                                                                        | 9                  | 77.7                   | 11.1 | 11.1 | 0.0  | 0.0                       | 4.66         | 4.53         | 4.50                  |
| 10. The instructor seems to care about my learning.                                                                                                 | 9                  | 77.7                   | 11.1 | 11.1 | 0.0  | 0.0                       | 4.66         | 4.72         | 4.57                  |
| 11. The course appears to have been carefully planned.                                                                                              | 9                  | 55.5                   | 44.4 | 0.0  | 0.0  | 0.0                       | 4.55         | 4.52         | 4.44                  |
| 12. Course objectives are being achieved.                                                                                                           | 9                  | 88.8                   | 11.1 | 0.0  | 0.0  | 0.0                       | 4.88         | 4.50         | 4.43                  |
| 13. During the term, I looked forward to attending this class.                                                                                      | 9                  | 55.5                   | 22.2 | 22.2 | 0.0  | 0.0                       | 4.33         | 4.01         | 3.86                  |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 9                  | 33.3                   | 11.1 | 33.3 | 22.2 | 0.0                       | 3.55         | 4.17         | 4.07                  |
| 15. Course objectives have been expressed clearly.                                                                                                  | 9                  | 33.3                   | 55.5 | 11.1 | 0.0  | 0.0                       | 4.22         | 4.40         | 4.33                  |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 9                  | 77.7                   | 22.2 | 0.0  | 0.0  | 0.0                       | 4.77         | 4.66         | 4.55                  |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 9                  | 44.4                   | 33.3 | 22.2 | 0.0  | 0.0                       | 4.22         | 4.39         | 4.21                  |
| 18. In this course, I am learning much.                                                                                                             | 9                  | 77.7                   | 22.2 | 0.0  | 0.0  | 0.0                       | 4.77         | 4.40         | 4.29                  |
| 19. The out-of-class assignments are challenging.                                                                                                   | 9                  | 33.3                   | 55.5 | 11.1 | 0.0  | 0.0                       | 4.22         | 4.30         | 4.19                  |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 9                  | 66.6                   | 22.2 | 0.0  | 11.1 | 0.0                       | 4.44         | 4.39         | 4.27                  |
| 21. The instructor relates underlying theory to practice.                                                                                           | 9                  | 22.2                   | 77.7 | 0.0  | 0.0  | 0.0                       | 4.22         | 4.41         | 4.36                  |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 9                  | 55.5                   | 44.4 | 0.0  | 0.0  | 0.0                       | 4.55         | 4.64         | 4.46                  |

| Geo: Qian                                                                                                                                   |             | CHI 1014 1          |               | STUDENT<br>RESPONSES | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 | 432   |      |      | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------|---------------|----------------------|--------------------|------------------------|-------|------|------|---------------------------|--------------|--------------|-----------------------|
| 23. Examinations cover material or skills emphasized in the course.                                                                         |             |                     |               |                      | 5                  | 60.0                   | 40.0  | 0.0  | 0.0  | 0.0                       | 4.60         | 4.64         | 4.48                  |
| 24. The time allowed to complete exams is adequate.                                                                                         |             |                     |               |                      | 5                  | 60.0                   | 20.0  | 20.0 | 0.0  | 0.0                       | 4.40         | 4.56         | 4.37                  |
| 25. Examination questions are phrased clearly.                                                                                              |             |                     |               |                      | 4                  | 75.0                   | 0.0   | 25.0 | 0.0  | 0.0                       | 4.50         | 4.54         | 4.29                  |
| 26. The textbooks contribute to my understanding of the subject.                                                                            |             |                     |               |                      | 4                  | 25.0                   | 50.0  | 0.0  | 25.0 | 0.0                       | 3.75         | 4.50         | 4.18                  |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              |             |                     |               |                      | 4                  | 75.0                   | 0.0   | 25.0 | 0.0  | 0.0                       | 4.50         | 4.61         | 4.45                  |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        |             |                     |               |                      | 2                  | 0.0                    | 100.0 | 0.0  | 0.0  | 0.0                       | 4.00         | 4.26         | 4.24                  |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       |             |                     |               |                      | 2                  | 50.0                   | 50.0  | 0.0  | 0.0  | 0.0                       | 4.50         | 4.26         | 4.25                  |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  |             |                     |               |                      | 2                  | 50.0                   | 50.0  | 0.0  | 0.0  | 0.0                       | 4.50         | 4.18         | 4.11                  |
| 31. The laboratory contributes to my understanding of the subject.                                                                          |             |                     |               |                      | 2                  | 0.0                    | 100.0 | 0.0  | 0.0  | 0.0                       | 4.00         | 4.24         | 4.18                  |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              |             |                     |               |                      | 2                  | 50.0                   | 50.0  | 0.0  | 0.0  | 0.0                       | 4.50         | 4.18         | 4.12                  |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. |             |                     |               |                      | 2                  | 50.0                   | 50.0  | 0.0  | 0.0  | 0.0                       | 4.50         | 4.18         | 4.35                  |
| 34. My perception of the teaching method used in this course is                                                                             |             |                     |               |                      | 40.                |                        | 5     | 4    | 3    | 2                         | 1            |              |                       |
| Total Responses                                                                                                                             | Lecture     | Discussion          | Demonstration | Combination of these | Other              | 41.                    | 5     | 4    | 3    | 2                         | 1            |              |                       |
| 3                                                                                                                                           | 0.0         | 33.3                | 0.0           | 66.6                 | 0.0                |                        |       |      |      |                           |              |              |                       |
| 35. This course is                                                                                                                          |             |                     |               |                      | 42.                |                        | 5     | 4    | 3    | 2                         | 1            |              |                       |
| Total Responses                                                                                                                             | In my major | General requirement | An elective   | Required cognate     | Other              | 43.                    | 5     | 4    | 3    | 2                         | 1            |              |                       |
| 4                                                                                                                                           | 0.0         | 50.0                | 50.0          | 0.0                  | 0.0                |                        |       |      |      |                           |              |              |                       |
| 36. My class is                                                                                                                             |             |                     |               |                      | 44.                |                        | 5     | 4    | 3    | 2                         | 1            |              |                       |
| Total Responses                                                                                                                             | Freshman    | Sophomore           | Junior        | Senior               | Graduate           | 45.                    | 5     | 4    | 3    | 2                         | 1            |              |                       |
| 4                                                                                                                                           | 100.0       | 0.0                 | 0.0           | 0.0                  | 0.0                |                        |       |      |      |                           |              |              |                       |
| 37. My grade point average to date is (round off)                                                                                           |             |                     |               |                      | 46.                |                        | 5     | 4    | 3    | 2                         | 1            |              |                       |
| Total Responses                                                                                                                             | 4.0 – 3.5   | 3.4 – 3.0           | 2.9 – 2.5     | 2.4 – 2.0            | Under 2.0          | 47.                    | 5     | 4    | 3    | 2                         | 1            |              |                       |
| 2                                                                                                                                           | 0.0         | 50.0                | 0.0           | 50.0                 | 0.0                |                        |       |      |      |                           |              |              |                       |
| 38. The grade I presently have in this class is                                                                                             |             |                     |               |                      | 48.                |                        | 5     | 4    | 3    | 2                         | 1            |              |                       |
| Total Responses                                                                                                                             | A           | B                   | C             | D                    | F                  | 49.                    | 5     | 4    | 3    | 2                         | 1            |              |                       |
| 2                                                                                                                                           | 0.0         | 50.0                | 0.0           | 50.0                 | 0.0                |                        |       |      |      |                           |              |              |                       |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 |             |                     |               |                      | 50.                |                        | 5     | 4    | 3    | 2                         | 1            |              |                       |
|                                                                                                                                             | Yes         | No                  | Not needed    |                      |                    |                        |       |      |      |                           |              |              |                       |
|                                                                                                                                             | 66.6        | 0.0                 | 33.3          |                      |                    |                        |       |      |      |                           |              |              |                       |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

|                     |                |                       |
|---------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME   |                |                       |
| Gao, Qian           |                |                       |
| COURSE TITLE        |                |                       |
| Chinese III         |                | FL 14                 |
| COURSE NUMBER       | UNIT           | INSTITUTIONAL CODE    |
| CHI 1034 1          | HUM            | TRA2034.5             |
| REGISTERED STUDENTS | FORMS RETURNED | PERCENT PARTICIPATION |
| 8                   | 6              | 75.0%                 |

## INSTRUCTOR RESPONSES

1. THE PHYSICAL ENVIRONMENT IN WHICH THE CLASS IS HELD IS SATISFACTORY.
2. THE TYPE OF CLASS IS LECTURE.
3. THE TEXTS WERE HIGHLY SATISFACTORY.
4. THE TEXTS WERE CHOSEN BY ME.
5. THE COURSE OUTLINE GIVEN TO THE STUDENTS WAS CREATED BY ME.
6. STUDENT ENTHUSIASM FOR LEARNING IN THIS CLASS HAS BEEN HIGH.
7. FOR A COURSE OF THIS TYPE, THE NUMBER OF STUDENTS IN THE CLASS IS ABOUT RIGHT.
8. COMPARED TO COURSES OF SIMILAR CONTENT, I HAVE PUT ABOUT THE SAME EFFORT INTO THIS COURSE.
9. THIS IS A SERVICE COURSE.
10. COMPARED TO OTHER CLASSES, THE PERFORMANCE OF THIS CLASS IS AVERAGE.
- 11.
- 12.
- 13.
- 14.
- 15.

|                                                                                                                                                     |            |                      |                    |                        |      |      |     |                           |              |              |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------|--------------------|------------------------|------|------|-----|---------------------------|--------------|--------------|-----------------------|
| Gao, Qian                                                                                                                                           | CHI 1034 1 | STUDENT<br>RESPONSES | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 | 432  |      |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             |            |                      | 6                  | 33.3                   | 66.6 | 0.0  | 0.0 | 0.0                       | 4.33         | 4.66         | 4.61                  |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   |            |                      | 6                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.56         | 4.44                  |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        |            |                      | 6                  | 66.6                   | 33.3 | 0.0  | 0.0 | 0.0                       | 4.66         | 4.46         | 4.35                  |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              |            |                      | 6                  | 33.3                   | 66.6 | 0.0  | 0.0 | 0.0                       | 4.33         | 4.39         | 4.25                  |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    |            |                      | 6                  | 50.0                   | 50.0 | 0.0  | 0.0 | 0.0                       | 4.50         | 4.48         | 4.34                  |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    |            |                      | 6                  | 33.3                   | 66.6 | 0.0  | 0.0 | 0.0                       | 4.33         | 4.52         | 4.33                  |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   |            |                      | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.72         | 4.64                  |
| 8. The instructor is teaching the course material or skills clearly.                                                                                |            |                      | 6                  | 66.6                   | 33.3 | 0.0  | 0.0 | 0.0                       | 4.66         | 4.52         | 4.38                  |
| 9. The instructor seems to be well prepared.                                                                                                        |            |                      | 6                  | 66.6                   | 33.3 | 0.0  | 0.0 | 0.0                       | 4.66         | 4.53         | 4.50                  |
| 10. The instructor seems to care about my learning.                                                                                                 |            |                      | 6                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.72         | 4.57                  |
| 11. The course appears to have been carefully planned.                                                                                              |            |                      | 6                  | 50.0                   | 50.0 | 0.0  | 0.0 | 0.0                       | 4.50         | 4.52         | 4.44                  |
| 12. Course objectives are being achieved.                                                                                                           |            |                      | 6                  | 50.0                   | 50.0 | 0.0  | 0.0 | 0.0                       | 4.50         | 4.50         | 4.43                  |
| 13. During the term, I looked forward to attending this class.                                                                                      |            |                      | 6                  | 33.3                   | 33.3 | 33.3 | 0.0 | 0.0                       | 4.00         | 4.01         | 3.86                  |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. |            |                      | 6                  | 33.3                   | 50.0 | 16.6 | 0.0 | 0.0                       | 4.16         | 4.17         | 4.07                  |
| 15. Course objectives have been expressed clearly.                                                                                                  |            |                      | 6                  | 50.0                   | 50.0 | 0.0  | 0.0 | 0.0                       | 4.50         | 4.40         | 4.33                  |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 |            |                      | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.66         | 4.55                  |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             |            |                      | 6                  | 33.3                   | 0.0  | 66.6 | 0.0 | 0.0                       | 3.66         | 4.39         | 4.21                  |
| 18. In this course, I am learning much.                                                                                                             |            |                      | 6                  | 50.0                   | 50.0 | 0.0  | 0.0 | 0.0                       | 4.50         | 4.40         | 4.29                  |
| 19. The out-of-class assignments are challenging.                                                                                                   |            |                      | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.30         | 4.19                  |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     |            |                      | 6                  | 50.0                   | 33.3 | 16.6 | 0.0 | 0.0                       | 4.33         | 4.39         | 4.27                  |
| 21. The instructor relates underlying theory to practice.                                                                                           |            |                      | 6                  | 33.3                   | 66.6 | 0.0  | 0.0 | 0.0                       | 4.33         | 4.41         | 4.36                  |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 |            |                      | 6                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.64         | 4.46                  |

|                                                                                                                                             |             |                     |               |                      |           |       |      |      |     |     |     |      |      |      |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------|---------------|----------------------|-----------|-------|------|------|-----|-----|-----|------|------|------|
| 23. Examinations cover material or skills emphasized in the course.                                                                         |             |                     |               |                      | 4         | 75.0  | 25.0 | 0.0  | 0.0 | 0.0 | 0.0 | 4.75 | 4.64 | 4.48 |
| 24. The time allowed to complete exams is adequate.                                                                                         |             |                     |               |                      | 4         | 75.0  | 25.0 | 0.0  | 0.0 | 0.0 | 0.0 | 4.75 | 4.56 | 4.37 |
| 25. Examination questions are phrased clearly.                                                                                              |             |                     |               |                      | 4         | 50.0  | 25.0 | 25.0 | 0.0 | 0.0 | 0.0 | 4.25 | 4.54 | 4.29 |
| 26. The textbooks contribute to my understanding of the subject.                                                                            |             |                     |               |                      | 4         | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.50 | 4.18 |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              |             |                     |               |                      | 4         | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.61 | 4.45 |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        |             |                     |               |                      | 1         | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.26 | 4.24 |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       |             |                     |               |                      | 1         | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.26 | 4.25 |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  |             |                     |               |                      |           |       |      |      |     |     |     |      |      |      |
| 31. The laboratory contributes to my understanding of the subject.                                                                          |             |                     |               |                      |           |       |      |      |     |     |     |      |      |      |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              |             |                     |               |                      |           |       |      |      |     |     |     |      |      |      |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. |             |                     |               |                      |           |       |      |      |     |     |     |      |      |      |
| 34. My perception of the teaching method used in this course is                                                                             |             |                     |               |                      | 40.       |       | 5    | 4    | 3   | 2   | 1   |      |      |      |
| Total Responses                                                                                                                             | Lecture     | Discussion          | Demonstration | Combination of these | Other     | 41.   |      | 5    | 4   | 3   | 2   | 1    |      |      |
| 3                                                                                                                                           | 66.6        | 0.0                 | 0.0           | 33.3                 | 0.0       |       |      |      |     |     |     |      |      |      |
| 35. This course is                                                                                                                          |             |                     |               |                      | 42.       |       | 5    | 4    | 3   | 2   | 1   |      |      |      |
| Total Responses                                                                                                                             | In my major | General requirement | An elective   | Required cognate     | Other     | 43.   |      | 5    | 4   | 3   | 2   | 1    |      |      |
| 3                                                                                                                                           | 0.0         | 0.0                 | 0.0           | 0.0                  | 100.0     |       |      |      |     |     |     |      |      |      |
| 36. My class is                                                                                                                             |             |                     |               |                      | 44.       |       | 5    | 4    | 3   | 2   | 1   |      |      |      |
| Total Responses                                                                                                                             | Freshman    | Sophomore           | Junior        | Senior               | Graduate  | 45.   |      | 5    | 4   | 3   | 2   | 1    |      |      |
| 3                                                                                                                                           | 0.0         | 100.0               | 0.0           | 0.0                  | 0.0       |       |      |      |     |     |     |      |      |      |
| 37. My grade point average to date is (round off)                                                                                           |             |                     |               |                      | 46.       |       | 5    | 4    | 3   | 2   | 1   |      |      |      |
| Total Responses                                                                                                                             | 4.0 – 3.5   | 3.4 – 3.0           | 2.9 – 2.5     | 2.4 – 2.0            | Under 2.0 | 47.   |      | 5    | 4   | 3   | 2   | 1    |      |      |
| 3                                                                                                                                           | 33.3        | 33.3                | 33.3          | 0.0                  | 0.0       |       |      |      |     |     |     |      |      |      |
| 38. The grade I presently have in this class is                                                                                             |             |                     |               |                      | 48.       |       | 5    | 4    | 3   | 2   | 1   |      |      |      |
| Total Responses                                                                                                                             | A           | B                   | C             | D                    | F         | 49.   |      | 5    | 4   | 3   | 2   | 1    |      |      |
| 3                                                                                                                                           | 66.6        | 0.0                 | 33.3          | 0.0                  | 0.0       |       |      |      |     |     |     |      |      |      |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 |             |                     |               |                      | 50.       |       | 5    | 4    | 3   | 2   | 1   |      |      |      |
|                                                                                                                                             | Yes         | No                  | Not needed    |                      |           |       |      |      |     |     |     |      |      |      |
|                                                                                                                                             | 66.6        | 0.0                 | 33.3          |                      |           |       |      |      |     |     |     |      |      |      |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

|                             |                |                       |
|-----------------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME           |                |                       |
| Gao, Qian                   |                |                       |
| COURSE TITLE                |                |                       |
| Chinese/English Translation |                | FL 14                 |
| COURSE NUMBER               | UNIT           | INSTITUTIONAL CODE    |
| CHI 2024 1                  | HJLM           | TRA2034.S             |
| REGISTERED STUDENTS         | FORMS RETURNED | PERCENT PARTICIPATION |
| 9                           | 7              | 77.7%                 |

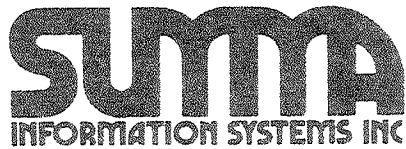
## INSTRUCTOR RESPONSES

1. THE PHYSICAL ENVIRONMENT IN WHICH THE CLASS IS HELD IS SATISFACTORY.
2. THE TYPE OF CLASS IS LECTURE.
3. THE TEXTS WERE HIGHLY SATISFACTORY.
4. THE TEXTS WERE CHOSEN BY ME.
5. THE COURSE OUTLINE GIVEN TO THE STUDENTS WAS CREATED BY ME.
6. STUDENT ENTHUSIASM FOR LEARNING IN THIS CLASS HAS BEEN AVERAGE.
7. FOR A COURSE OF THIS TYPE,THE NUMBER OF STUDENTS IN THE CLASS IS ABOUT RIGHT.
8. COMPARED TO COURSES OF SIMILAR CONTENT,I HAVE PUT GREATER EFFORT INTO THIS COURSE.
- 9.
10. COMPARED TO OTHER CLASSES, THE PERFORMANCE OF THIS CLASS IS AVERAGE.
- 11.
- 12.
- 13.
- 14.
- 15.

|                                                                                                                                                     |   |      |      |      |     |     |      |      |      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---|------|------|------|-----|-----|------|------|------|
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 7 | 85.7 | 14.2 | 0.0  | 0.0 | 0.0 | 4.85 | 4.66 | 4.61 |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 7 | 71.4 | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.56 | 4.44 |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 7 | 71.4 | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.46 | 4.35 |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 7 | 71.4 | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.39 | 4.25 |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 7 | 71.4 | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.48 | 4.34 |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 7 | 71.4 | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.52 | 4.33 |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 7 | 71.4 | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.72 | 4.64 |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 7 | 57.1 | 42.8 | 0.0  | 0.0 | 0.0 | 4.57 | 4.52 | 4.38 |
| 9. The instructor seems to be well prepared.                                                                                                        | 7 | 71.4 | 14.2 | 14.2 | 0.0 | 0.0 | 4.57 | 4.53 | 4.50 |
| 10. The instructor seems to care about my learning.                                                                                                 | 7 | 71.4 | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.72 | 4.57 |
| 11. The course appears to have been carefully planned.                                                                                              | 7 | 85.7 | 14.2 | 0.0  | 0.0 | 0.0 | 4.85 | 4.52 | 4.44 |
| 12. Course objectives are being achieved.                                                                                                           | 7 | 71.4 | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.50 | 4.43 |
| 13. During the term, I looked forward to attending this class.                                                                                      | 7 | 57.1 | 42.8 | 0.0  | 0.0 | 0.0 | 4.57 | 4.01 | 3.86 |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 7 | 57.1 | 42.8 | 0.0  | 0.0 | 0.0 | 4.57 | 4.17 | 4.07 |
| 15. Course objectives have been expressed clearly.                                                                                                  | 7 | 71.4 | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.40 | 4.33 |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 7 | 71.4 | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.66 | 4.55 |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 7 | 42.8 | 57.1 | 0.0  | 0.0 | 0.0 | 4.42 | 4.39 | 4.21 |
| 18. In this course, I am learning much.                                                                                                             | 7 | 71.4 | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.40 | 4.29 |
| 19. The out-of-class assignments are challenging.                                                                                                   | 7 | 71.4 | 14.2 | 14.2 | 0.0 | 0.0 | 4.57 | 4.30 | 4.19 |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 7 | 57.1 | 28.5 | 14.2 | 0.0 | 0.0 | 4.42 | 4.39 | 4.27 |
| 21. The instructor relates underlying theory to practice.                                                                                           | 7 | 71.4 | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.41 | 4.36 |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 7 | 85.7 | 14.2 | 0.0  | 0.0 | 0.0 | 4.85 | 4.64 | 4.46 |



|                                                                                                                                             | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |      |      | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|------|------|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                             |                    |                        | 4    | 3    | 2    |      |                           |              |              |                       |
| 23. Examinations cover material or skills emphasized in the course.                                                                         | 4                  | 75.0                   | 25.0 | 0.0  | 0.0  | 0.0  | 4.75                      | 4.64         | 4.48         |                       |
| 24. The time allowed to complete exams is adequate.                                                                                         | 4                  | 75.0                   | 0.0  | 0.0  | 0.0  | 25.0 | 4.00                      | 4.56         | 4.37         |                       |
| 25. Examination questions are phrased clearly.                                                                                              | 4                  | 75.0                   | 0.0  | 25.0 | 0.0  | 0.0  | 4.50                      | 4.54         | 4.29         |                       |
| 26. The textbooks contribute to my understanding of the subject.                                                                            | 4                  | 75.0                   | 0.0  | 0.0  | 0.0  | 25.0 | 4.00                      | 4.50         | 4.18         |                       |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              | 4                  | 75.0                   | 25.0 | 0.0  | 0.0  | 0.0  | 4.75                      | 4.61         | 4.45         |                       |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        | 1                  | 100.0                  | 0.0  | 0.0  | 0.0  | 0.0  | 5.00                      | 4.26         | 4.24         |                       |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       | 1                  | 100.0                  | 0.0  | 0.0  | 0.0  | 0.0  | 5.00                      | 4.26         | 4.25         |                       |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  | 1                  | 100.0                  | 0.0  | 0.0  | 0.0  | 0.0  | 5.00                      | 4.18         | 4.11         |                       |
| 31. The laboratory contributes to my understanding of the subject.                                                                          | 1                  | 100.0                  | 0.0  | 0.0  | 0.0  | 0.0  | 5.00                      | 4.24         | 4.18         |                       |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              |                    |                        |      |      |      |      |                           |              |              |                       |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. |                    |                        |      |      |      |      |                           |              |              |                       |
| 34. My perception of the teaching method used in this course is                                                                             | 40.                | 5                      | 4    | 3    | 2    | 1    |                           |              |              |                       |
| Total Responses                                                                                                                             | 3                  | 0.0                    | 33.3 | 0.0  | 66.6 | 0.0  |                           |              |              |                       |
| Lecture                                                                                                                                     |                    |                        |      |      |      |      |                           |              |              |                       |
| Discussion                                                                                                                                  |                    |                        |      |      |      |      |                           |              |              |                       |
| Demonstration                                                                                                                               |                    |                        |      |      |      |      |                           |              |              |                       |
| Combination of these                                                                                                                        |                    |                        |      |      |      |      |                           |              |              |                       |
| Other                                                                                                                                       |                    |                        |      |      |      |      |                           |              |              |                       |
| 35. This course is                                                                                                                          | 42.                | 5                      | 4    | 3    | 2    | 1    |                           |              |              |                       |
| Total Responses                                                                                                                             | 3                  | 33.3                   | 0.0  | 33.3 | 0.0  | 33.3 |                           |              |              |                       |
| In my major                                                                                                                                 |                    |                        |      |      |      |      |                           |              |              |                       |
| General requirement                                                                                                                         |                    |                        |      |      |      |      |                           |              |              |                       |
| An elective                                                                                                                                 |                    |                        |      |      |      |      |                           |              |              |                       |
| Required cognate                                                                                                                            |                    |                        |      |      |      |      |                           |              |              |                       |
| Other                                                                                                                                       |                    |                        |      |      |      |      |                           |              |              |                       |
| 36. My class is                                                                                                                             | 44.                | 5                      | 4    | 3    | 2    | 1    |                           |              |              |                       |
| Total Responses                                                                                                                             | 5                  | 20.0                   | 0.0  | 40.0 | 40.0 | 0.0  |                           |              |              |                       |
| Freshman                                                                                                                                    |                    |                        |      |      |      |      |                           |              |              |                       |
| Sophomore                                                                                                                                   |                    |                        |      |      |      |      |                           |              |              |                       |
| Junior                                                                                                                                      |                    |                        |      |      |      |      |                           |              |              |                       |
| Senior                                                                                                                                      |                    |                        |      |      |      |      |                           |              |              |                       |
| Graduate                                                                                                                                    |                    |                        |      |      |      |      |                           |              |              |                       |
| 37. My grade point average to date is (round off)                                                                                           | 46.                | 5                      | 4    | 3    | 2    | 1    |                           |              |              |                       |
| Total Responses                                                                                                                             | 4                  | 50.0                   | 25.0 | 25.0 | 0.0  | 0.0  |                           |              |              |                       |
| 4.0 – 3.5                                                                                                                                   |                    |                        |      |      |      |      |                           |              |              |                       |
| 3.4 – 3.0                                                                                                                                   |                    |                        |      |      |      |      |                           |              |              |                       |
| 2.9 – 2.5                                                                                                                                   |                    |                        |      |      |      |      |                           |              |              |                       |
| 2.4 – 2.0                                                                                                                                   |                    |                        |      |      |      |      |                           |              |              |                       |
| Under 2.0                                                                                                                                   |                    |                        |      |      |      |      |                           |              |              |                       |
| 38. The grade I presently have in this class is                                                                                             | 48.                | 5                      | 4    | 3    | 2    | 1    |                           |              |              |                       |
| Total Responses                                                                                                                             | 4                  | 50.0                   | 50.0 | 0.0  | 0.0  | 0.0  |                           |              |              |                       |
| A                                                                                                                                           |                    |                        |      |      |      |      |                           |              |              |                       |
| B                                                                                                                                           |                    |                        |      |      |      |      |                           |              |              |                       |
| C                                                                                                                                           |                    |                        |      |      |      |      |                           |              |              |                       |
| D                                                                                                                                           |                    |                        |      |      |      |      |                           |              |              |                       |
| F                                                                                                                                           |                    |                        |      |      |      |      |                           |              |              |                       |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 | 50.                | 5                      | 4    | 3    | 2    | 1    |                           |              |              |                       |
| Yes                                                                                                                                         |                    |                        |      |      |      |      |                           |              |              |                       |
| No                                                                                                                                          |                    |                        |      |      |      |      |                           |              |              |                       |
| Not needed                                                                                                                                  |                    |                        |      |      |      |      |                           |              |              |                       |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

|                                    |                |                       |
|------------------------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME                  |                |                       |
| Gao, Qian                          |                |                       |
| COURSE TITLE                       |                |                       |
| INSTRUCTOR SUMMARY OF UNIT CLASSES |                |                       |
| COURSE NUMBER                      | UNIT           | INSTITUTIONAL CODE    |
|                                    | HUM            | TRA2034.S             |
| REGISTERED STUDENTS                | FORMS RETURNED | PERCENT PARTICIPATION |
| 27                                 | 22             | 81.4%                 |

FACTOR MEANS \*\*\*INSTRUCTOR RESPONSES (AND STANDARD DEVIATIONS) FOR INSTRUCTOR, UNIT, INSTITUTION AND NATIONAL SAMPLE.

THIS PAGE OF THE INSTRUCTOR SUMMARY CONTAINS MEANS AND STANDARD DEVIATIONS FOR EACH OF SIX FACTORS IDENTIFIED BY FACTOR ANALYSIS OF THE FIRST 21 QUESTIONS. THE QUESTIONS COMPRISING EACH FACTOR ARE INDICATED IN ORDER OF FACTOR LOADING. MEANS ARE BASED UPON THE TOTAL RESPONSES WITHIN EACH OF THE INDICATED SUMMARY LEVELS. THE NATIONAL SAMPLE IS COMPRISED OF MORE THAN ONE MILLION (SURVEY OF STUDENT OPINION OF INSTRUCTION TM) QUESTIONNAIRES ADMINISTERED OVER THE PREVIOUS FIVE YEARS.

| 3.                                                                                                   | INSTRUCTOR<br>MEAN (SD) | UNIT<br>MEAN (SD) | INSTITUTION<br>MEAN (SD) | NATIONAL<br>MEAN (SD) |
|------------------------------------------------------------------------------------------------------|-------------------------|-------------------|--------------------------|-----------------------|
| 4FACTOR 1 INSTRUCTOR COMMITMENT TO STUDENT LEARNING<br>QUESTIONS: 10 , 7 , 20 , 17 , 16 , 8 , 1 , 21 | 4.55 (0.630)            | 4.56 (0.725)      | 4.45 (0.587)             | 4.41 (0.915)          |
| 5.                                                                                                   |                         |                   |                          |                       |
| 6FACTOR 2 INSTRUCTOR PREPARATION AND ORGANIZATION<br>QUESTIONS: 9 , 11 , 3                           | 4.62 (0.548)            | 4.50 (0.753)      | 4.43 (0.858)             | 4.44 (0.886)          |
| 7.                                                                                                   |                         |                   |                          |                       |
| 8FACTOR 3 INSTRUCTOR/STUDENT INTERACTION<br>QUESTIONS: 4 , 13 , 18 , 14                              | 4.32 (0.783)            | 4.24 (0.986)      | 4.12 (0.620)             | 4.17 (1.077)          |
| 9.                                                                                                   |                         |                   |                          |                       |
| 10FACTOR 4 TESTING<br>QUESTIONS: 6 , 5                                                               | ** 4.63 (0.486)         | 4.50 (0.781)      | 4.34 (0.926)             | 4.35 (0.937)          |
| 11.                                                                                                  |                         |                   |                          |                       |
| 12FACTOR 5 COURSE OBJECTIVES<br>QUESTIONS: 15 , 12                                                   | 4.59 (0.542)            | 4.45 (0.787)      | 4.38 (0.855)             | 4.41 (0.869)          |
| 13.                                                                                                  |                         |                   |                          |                       |
| 14FACTOR 6 COURSE ASSIGNMENTS<br>QUESTIONS: 2 , 19                                                   | ** 4.65 (0.568)         | 4.43 (0.790)      | 4.31 (0.904)             | 4.26 (0.977)          |
| 15.                                                                                                  |                         |                   |                          |                       |

SIGNIFICANTLY DIFFERENT FROM THE NATIONAL MEAN ..... \* = AT .05 LEVEL / \*\* = AT .01 LEVEL / \*\*\* = AT .001 LEVEL

| Gao, Qian                                                                                                                                           | SUMMARY OF UNIT CLASSES | STUDENT<br>RESPONSES | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 | 4    | 3    | 2   | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------|--------------------|------------------------|------|------|-----|---------------------------|--------------|--------------|-----------------------|
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             |                         |                      | 22                 | 59.0                   | 40.9 | 0.0  | 0.0 | 0.0                       | 4.59         | 4.66         | 4.61                  |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   |                         |                      | 22                 | 81.8                   | 18.1 | 0.0  | 0.0 | 0.0                       | 4.81         | 4.56         | 4.44                  |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        |                         |                      | 22                 | 59.0                   | 40.9 | 0.0  | 0.0 | 0.0                       | 4.59         | 4.46         | 4.35                  |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              |                         |                      | 22                 | 40.9                   | 45.4 | 13.6 | 0.0 | 0.0                       | 4.27         | 4.39         | 4.25                  |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    |                         |                      | 22                 | 63.6                   | 36.3 | 0.0  | 0.0 | 0.0                       | 4.63         | 4.48         | 4.34                  |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    |                         |                      | 22                 | 63.6                   | 36.3 | 0.0  | 0.0 | 0.0                       | 4.63         | 4.52         | 4.33                  |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   |                         |                      | 22                 | 68.1                   | 27.2 | 4.5  | 0.0 | 0.0                       | 4.63         | 4.72         | 4.64                  |
| 8. The instructor is teaching the course material or skills clearly.                                                                                |                         |                      | 22                 | 68.1                   | 31.8 | 0.0  | 0.0 | 0.0                       | 4.68         | 4.52         | 4.38                  |
| 9. The instructor seems to be well prepared.                                                                                                        |                         |                      | 22                 | 72.7                   | 18.1 | 9.0  | 0.0 | 0.0                       | 4.63         | 4.53         | 4.50                  |
| 10. The instructor seems to care about my learning.                                                                                                 |                         |                      | 22                 | 81.8                   | 13.6 | 4.5  | 0.0 | 0.0                       | 4.77         | 4.72         | 4.57                  |
| 11. The course appears to have been carefully planned.                                                                                              |                         |                      | 22                 | 63.6                   | 36.3 | 0.0  | 0.0 | 0.0                       | 4.63         | 4.52         | 4.44                  |
| 12. Course objectives are being achieved.                                                                                                           |                         |                      | 22                 | 72.7                   | 27.2 | 0.0  | 0.0 | 0.0                       | 4.72         | 4.50         | 4.43                  |
| 13. During the term, I looked forward to attending this class.                                                                                      |                         |                      | 22                 | 50.0                   | 31.8 | 18.1 | 0.0 | 0.0                       | 4.31         | 4.01         | 3.86                  |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. |                         |                      | 22                 | 40.9                   | 31.8 | 18.1 | 9.0 | 0.0                       | 4.04         | 4.17         | 4.07                  |
| 15. Course objectives have been expressed clearly.                                                                                                  |                         |                      | 22                 | 50.0                   | 45.4 | 4.5  | 0.0 | 0.0                       | 4.45         | 4.40         | 4.33                  |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 |                         |                      | 22                 | 77.2                   | 22.7 | 0.0  | 0.0 | 0.0                       | 4.77         | 4.66         | 4.55                  |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             |                         |                      | 22                 | 40.9                   | 31.8 | 27.2 | 0.0 | 0.0                       | 4.13         | 4.39         | 4.21                  |
| 18. In this course, I am learning much.                                                                                                             |                         |                      | 22                 | 68.1                   | 31.8 | 0.0  | 0.0 | 0.0                       | 4.68         | 4.40         | 4.29                  |
| 19. The out-of-class assignments are challenging.                                                                                                   |                         |                      | 22                 | 59.0                   | 31.8 | 9.0  | 0.0 | 0.0                       | 4.50         | 4.30         | 4.19                  |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     |                         |                      | 22                 | 59.0                   | 27.2 | 9.0  | 4.5 | 0.0                       | 4.40         | 4.39         | 4.27                  |
| 21. The instructor relates underlying theory to practice.                                                                                           |                         |                      | 22                 | 40.9                   | 59.0 | 0.0  | 0.0 | 0.0                       | 4.40         | 4.41         | 4.36                  |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 |                         |                      | 22                 | 77.2                   | 22.7 | 0.0  | 0.0 | 0.0                       | 4.77         | 4.64         | 4.46                  |

| Gao, Qian                                                                                                                                   |  | SUMMARY OF UNIT CLASSES |  |  |  | STUDENT RESPONSES | TOTAL RESPONSES | STRONGLY AGREE 5 | 4    | 3    | 2   | STRONGLY DISAGREE 1 | ITEM MEAN | UNIT MEAN | INSTITUTIONAL MEAN |
|---------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------|--|--|--|-------------------|-----------------|------------------|------|------|-----|---------------------|-----------|-----------|--------------------|
| 23. Examinations cover material or skills emphasized in the course.                                                                         |  |                         |  |  |  |                   | 13              | 69.2             | 30.7 | 0.0  | 0.0 | 0.0                 | 4.69      | 4.64      | 4.48               |
| 24. The time allowed to complete exams is adequate.                                                                                         |  |                         |  |  |  |                   | 13              | 69.2             | 15.3 | 7.6  | 0.0 | 7.6                 | 4.38      | 4.56      | 4.37               |
| 25. Examination questions are phrased clearly.                                                                                              |  |                         |  |  |  |                   | 12              | 66.6             | 8.3  | 25.0 | 0.0 | 0.0                 | 4.41      | 4.54      | 4.29               |
| 26. The textbooks contribute to my understanding of the subject.                                                                            |  |                         |  |  |  |                   | 12              | 66.6             | 16.6 | 0.0  | 8.3 | 8.3                 | 4.25      | 4.50      | 4.18               |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              |  |                         |  |  |  |                   | 12              | 83.3             | 8.3  | 8.3  | 0.0 | 0.0                 | 4.75      | 4.61      | 4.45               |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        |  |                         |  |  |  |                   | 4               | 50.0             | 50.0 | 0.0  | 0.0 | 0.0                 | 4.50      | 4.26      | 4.24               |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       |  |                         |  |  |  |                   | 4               | 75.0             | 25.0 | 0.0  | 0.0 | 0.0                 | 4.75      | 4.26      | 4.25               |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  |  |                         |  |  |  |                   | 3               | 66.6             | 33.3 | 0.0  | 0.0 | 0.0                 | 4.66      | 4.18      | 4.11               |
| 31. The laboratory contributes to my understanding of the subject.                                                                          |  |                         |  |  |  |                   | 3               | 33.3             | 66.6 | 0.0  | 0.0 | 0.0                 | 4.33      | 4.24      | 4.18               |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              |  |                         |  |  |  |                   | 2               | 50.0             | 50.0 | 0.0  | 0.0 | 0.0                 | 4.50      | 4.18      | 4.12               |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. |  |                         |  |  |  |                   | 2               | 50.0             | 50.0 | 0.0  | 0.0 | 0.0                 | 4.50      | 4.18      | 4.35               |
| 34. My perception of the teaching method used in this course is                                                                             |  |                         |  |  |  |                   | 40.             |                  | 5    | 4    | 3   | 2                   | 1         |           |                    |
| Total Responses                                                                                                                             |  |                         |  |  |  |                   | 41.             |                  | 5    | 4    | 3   | 2                   | 1         |           |                    |
| Lecture 22.2 Discussion 22.2 Demonstration 0.0 Combination of these 55.5 Other 0.0                                                          |  |                         |  |  |  |                   |                 |                  |      |      |     |                     |           |           |                    |
| 35. This course is                                                                                                                          |  |                         |  |  |  |                   | 42.             |                  | 5    | 4    | 3   | 2                   | 1         |           |                    |
| Total Responses                                                                                                                             |  |                         |  |  |  |                   | 43.             |                  | 5    | 4    | 3   | 2                   | 1         |           |                    |
| In my major 10.0 General requirement 20.0 An elective 30.0 Required cognate 0.0 Other 40.0                                                  |  |                         |  |  |  |                   |                 |                  |      |      |     |                     |           |           |                    |
| 36. My class is                                                                                                                             |  |                         |  |  |  |                   | 44.             |                  | 5    | 4    | 3   | 2                   | 1         |           |                    |
| Total Responses                                                                                                                             |  |                         |  |  |  |                   | 45.             |                  | 5    | 4    | 3   | 2                   | 1         |           |                    |
| Freshman 41.6 Sophomore 25.0 Junior 16.6 Senior 16.6 Graduate 0.0                                                                           |  |                         |  |  |  |                   |                 |                  |      |      |     |                     |           |           |                    |
| 37. My grade point average to date is (round off)                                                                                           |  |                         |  |  |  |                   | 46.             |                  | 5    | 4    | 3   | 2                   | 1         |           |                    |
| Total Responses                                                                                                                             |  |                         |  |  |  |                   | 47.             |                  | 5    | 4    | 3   | 2                   | 1         |           |                    |
| 4.0 – 3.5 33.3 3.4 – 3.0 33.3 2.9 – 2.5 22.2 2.4 – 2.0 11.1 Under 2.0 0.0                                                                   |  |                         |  |  |  |                   |                 |                  |      |      |     |                     |           |           |                    |
| 38. The grade I presently have in this class is                                                                                             |  |                         |  |  |  |                   | 48.             |                  | 5    | 4    | 3   | 2                   | 1         |           |                    |
| Total Responses                                                                                                                             |  |                         |  |  |  |                   | 49.             |                  | 5    | 4    | 3   | 2                   | 1         |           |                    |
| A 44.4 B 33.3 C 11.1 D 11.1 F 0.0                                                                                                           |  |                         |  |  |  |                   |                 |                  |      |      |     |                     |           |           |                    |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 |  |                         |  |  |  |                   | 50.             |                  | 5    | 4    | 3   | 2                   | 1         |           |                    |
| Yes 80.0 No 0.0 Not needed 20.0                                                                                                             |  |                         |  |  |  |                   |                 |                  |      |      |     |                     |           |           |                    |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

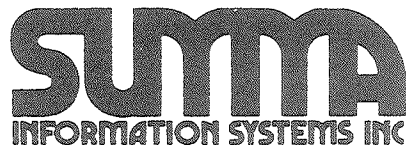
|                     |                |                       |
|---------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME   |                |                       |
| Gao, Qian           |                |                       |
| COURSE TITLE        |                |                       |
| Chinese II          |                | WNT15                 |
| COURSE NUMBER       | UNIT           | INSTITUTIONAL CODE    |
| CHI 1024 01         | HUM            | TRA2064.S             |
| REGISTERED STUDENTS | FORMS RETURNED | PERCENT PARTICIPATION |
| 9                   | 8              | 88.8%                 |

INSTRUCTOR RESPONSES

|     |                                                                                    |
|-----|------------------------------------------------------------------------------------|
| 1.  | THE PHYSICAL ENVIRONMENT IN WHICH THE CLASS IS HELD IS SATISFACTORY.               |
| 2.  |                                                                                    |
| 3.  | THE TEXTS WERE HIGHLY SATISFACTORY.                                                |
| 4.  | THE TEXTS WERE CHOSEN BY ME.                                                       |
| 5.  | THE COURSE OUTLINE GIVEN TO THE STUDENTS WAS CREATED BY ME.                        |
| 6.  | STUDENT ENTHUSIASM FOR LEARNING IN THIS CLASS HAS BEEN AVERAGE.                    |
| 7.  | FOR A COURSE OF THIS TYPE,THE NUMBER OF STUDENTS IN THE CLASS IS ABOUT RIGHT.      |
| 8.  | COMPARED TO COURSES OF SIMILAR CONTENT,I HAVE PUT GREATER EFFORT INTO THIS COURSE. |
| 9.  | THIS IS A REQUIRED COGNATE.                                                        |
| 10. | COMPARED TO OTHER CLASSES, THE PERFORMANCE OF THIS CLASS IS AVERAGE.               |
| 11. |                                                                                    |
| 12. |                                                                                    |
| 13. |                                                                                    |
| 14. |                                                                                    |
| 15. |                                                                                    |

|                                                                                                                                                     |   |       |      |      |     |     |      |      |      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|------|------|-----|-----|------|------|------|
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 8 | 87.5  | 12.5 | 0.0  | 0.0 | 0.0 | 4.87 | 4.68 | 4.66 |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 8 | 87.5  | 12.5 | 0.0  | 0.0 | 0.0 | 4.87 | 4.57 | 4.50 |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 8 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.45 | 4.41 |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 8 | 75.0  | 25.0 | 0.0  | 0.0 | 0.0 | 4.75 | 4.43 | 4.31 |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 8 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.45 | 4.38 |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 8 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.50 | 4.40 |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 8 | 87.5  | 12.5 | 0.0  | 0.0 | 0.0 | 4.87 | 4.75 | 4.66 |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 8 | 75.0  | 25.0 | 0.0  | 0.0 | 0.0 | 4.75 | 4.52 | 4.42 |
| 9. The instructor seems to be well prepared.                                                                                                        | 8 | 75.0  | 25.0 | 0.0  | 0.0 | 0.0 | 4.75 | 4.59 | 4.54 |
| 10. The instructor seems to care about my learning.                                                                                                 | 8 | 87.5  | 12.5 | 0.0  | 0.0 | 0.0 | 4.87 | 4.68 | 4.58 |
| 11. The course appears to have been carefully planned.                                                                                              | 8 | 62.5  | 37.5 | 0.0  | 0.0 | 0.0 | 4.62 | 4.54 | 4.49 |
| 12. Course objectives are being achieved.                                                                                                           | 8 | 62.5  | 37.5 | 0.0  | 0.0 | 0.0 | 4.62 | 4.49 | 4.48 |
| 13. During the term, I looked forward to attending this class.                                                                                      | 8 | 62.5  | 12.5 | 25.0 | 0.0 | 0.0 | 4.37 | 4.01 | 3.93 |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 8 | 50.0  | 12.5 | 37.5 | 0.0 | 0.0 | 4.12 | 4.15 | 4.13 |
| 15. Course objectives have been expressed clearly.                                                                                                  | 8 | 62.5  | 25.0 | 12.5 | 0.0 | 0.0 | 4.50 | 4.41 | 4.41 |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 8 | 87.5  | 12.5 | 0.0  | 0.0 | 0.0 | 4.87 | 4.65 | 4.60 |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 8 | 62.5  | 37.5 | 0.0  | 0.0 | 0.0 | 4.62 | 4.39 | 4.26 |
| 18. In this course, I am learning much.                                                                                                             | 8 | 87.5  | 12.5 | 0.0  | 0.0 | 0.0 | 4.87 | 4.41 | 4.36 |
| 19. The out-of-class assignments are challenging.                                                                                                   | 8 | 37.5  | 37.5 | 25.0 | 0.0 | 0.0 | 4.12 | 4.32 | 4.27 |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 8 | 62.5  | 25.0 | 12.5 | 0.0 | 0.0 | 4.50 | 4.40 | 4.32 |
| 21. The instructor relates underlying theory to practice.                                                                                           | 8 | 62.5  | 37.5 | 0.0  | 0.0 | 0.0 | 4.62 | 4.48 | 4.42 |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 8 | 87.5  | 12.5 | 0.0  | 0.0 | 0.0 | 4.87 | 4.60 | 4.48 |

|                                                                                                                                             | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |     |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|-----|-----|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                             |                    |                        | 4    | 3   | 2   |                           |              |              |                       |
| 23. Examinations cover material or skills emphasized in the course.                                                                         | 4                  | 100.0                  | 0.0  | 0.0 | 0.0 | 0.0                       | 5.00         | 4.57         | 4.48                  |
| 24. The time allowed to complete exams is adequate.                                                                                         | 4                  | 100.0                  | 0.0  | 0.0 | 0.0 | 0.0                       | 5.00         | 4.63         | 4.40                  |
| 25. Examination questions are phrased clearly.                                                                                              | 4                  | 75.0                   | 25.0 | 0.0 | 0.0 | 0.0                       | 4.75         | 4.51         | 4.34                  |
| 26. The textbooks contribute to my understanding of the subject.                                                                            | 4                  | 100.0                  | 0.0  | 0.0 | 0.0 | 0.0                       | 5.00         | 4.47         | 4.28                  |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              | 4                  | 100.0                  | 0.0  | 0.0 | 0.0 | 0.0                       | 5.00         | 4.58         | 4.47                  |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        | 2                  | 100.0                  | 0.0  | 0.0 | 0.0 | 0.0                       | 5.00         | 4.46         | 4.31                  |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       | 2                  | 50.0                   | 50.0 | 0.0 | 0.0 | 0.0                       | 4.50         | 4.43         | 4.32                  |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  | 2                  | 50.0                   | 50.0 | 0.0 | 0.0 | 0.0                       | 4.50         | 4.34         | 4.16                  |
| 31. The laboratory contributes to my understanding of the subject.                                                                          | 2                  | 100.0                  | 0.0  | 0.0 | 0.0 | 0.0                       | 5.00         | 4.36         | 4.22                  |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              | 2                  | 100.0                  | 0.0  | 0.0 | 0.0 | 0.0                       | 5.00         | 4.34         | 4.22                  |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. | 2                  | 100.0                  | 0.0  | 0.0 | 0.0 | 0.0                       | 5.00         | 4.47         | 4.40                  |
| 34. My perception of the teaching method used in this course is                                                                             | 40.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| Total Responses 2   Lecture 0.0   Discussion 0.0   Demonstration 0.0   Combination of these 100.0   Other 0.0                               | 41.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| 35. This course is                                                                                                                          | 42.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| Total Responses 2   In my major 0.0   General requirement 0.0   An elective 0.0   Required cognate 50.0   Other 50.0                        | 43.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| 36. My class is                                                                                                                             | 44.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| Total Responses 6   Freshman 66.6   Sophomore 16.6   Junior 16.6   Senior 0.0   Graduate 0.0                                                | 45.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| 37. My grade point average to date is (round off)                                                                                           | 46.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| Total Responses 5   4.0 – 3.5 20.0   3.4 – 3.0 20.0   2.9 – 2.5 40.0   2.4 – 2.0 20.0   Under 2.0 0.0                                       | 47.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| 38. The grade I presently have in this class is                                                                                             | 48.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| Total Responses 4   A 25.0   B 75.0   C 0.0   D 0.0   F 0.0                                                                                 | 49.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 | 50.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| Yes 60.0   No 0.0   Not needed 40.0                                                                                                         |                    |                        |      |     |     |                           |              |              |                       |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

|                                    |                |                       |
|------------------------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME                  |                |                       |
| Gao, Qian                          |                |                       |
| COURSE TITLE                       |                |                       |
| Adv. Chinese Conv. and Comp. WNT15 |                |                       |
| COURSE NUMBER                      | UNIT           | INSTITUTIONAL CODE    |
| CHI 2014 01                        | HUM            | TRA2064.S             |
| REGISTERED STUDENTS                | FORMS RETURNED | PERCENT PARTICIPATION |
| 5                                  | 5              | 100.0%                |

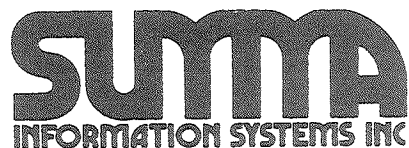
INSTRUCTOR RESPONSES

|     |                                                                                           |
|-----|-------------------------------------------------------------------------------------------|
| 1.  | THE PHYSICAL ENVIRONMENT IN WHICH THE CLASS IS HELD IS HIGHLY SATISFACTORY.               |
| 2.  | THE TYPE OF CLASS IS LECTURE.                                                             |
| 3.  | THE TEXTS WERE HIGHLY SATISFACTORY.                                                       |
| 4.  | THE TEXTS WERE CHOSEN BY ME.                                                              |
| 5.  | THE COURSE OUTLINE GIVEN TO THE STUDENTS WAS CREATED BY ME.                               |
| 6.  | STUDENT ENTHUSIASM FOR LEARNING IN THIS CLASS HAS BEEN AVERAGE.                           |
| 7.  | FOR A COURSE OF THIS TYPE,THE NUMBER OF STUDENTS IN THE CLASS IS ABOUT RIGHT.             |
| 8.  | COMPARED TO COURSES OF SIMILAR CONTENT,I HAVE PUT ABOUT THE SAME EFFORT INTO THIS COURSE. |
| 9.  |                                                                                           |
| 10. | COMPARED TO OTHER CLASSES, THE PERFORMANCE OF THIS CLASS IS AVERAGE.                      |
| 11. |                                                                                           |
| 12. |                                                                                           |
| 13. |                                                                                           |
| 14. |                                                                                           |
| 15. |                                                                                           |



|                                                                                                                                                     | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|-----|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                                     |                    |                        | 4    | 3    | 2   |                           |              |              |                       |
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 5                  | 80.0                   | 20.0 | 0.0  | 0.0 | 0.0                       | 4.80         | 4.68         | 4.66                  |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 5                  | 60.0                   | 40.0 | 0.0  | 0.0 | 0.0                       | 4.60         | 4.57         | 4.50                  |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 5                  | 40.0                   | 40.0 | 20.0 | 0.0 | 0.0                       | 4.20         | 4.45         | 4.41                  |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 5                  | 40.0                   | 40.0 | 20.0 | 0.0 | 0.0                       | 4.20         | 4.43         | 4.31                  |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 5                  | 60.0                   | 20.0 | 20.0 | 0.0 | 0.0                       | 4.40         | 4.45         | 4.38                  |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 5                  | 40.0                   | 60.0 | 0.0  | 0.0 | 0.0                       | 4.40         | 4.50         | 4.40                  |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 5                  | 80.0                   | 20.0 | 0.0  | 0.0 | 0.0                       | 4.80         | 4.75         | 4.66                  |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 5                  | 40.0                   | 60.0 | 0.0  | 0.0 | 0.0                       | 4.40         | 4.52         | 4.42                  |
| 9. The instructor seems to be well prepared.                                                                                                        | 5                  | 60.0                   | 20.0 | 20.0 | 0.0 | 0.0                       | 4.40         | 4.59         | 4.54                  |
| 10. The instructor seems to care about my learning.                                                                                                 | 5                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.68         | 4.58                  |
| 11. The course appears to have been carefully planned.                                                                                              | 5                  | 20.0                   | 60.0 | 20.0 | 0.0 | 0.0                       | 4.00         | 4.54         | 4.49                  |
| 12. Course objectives are being achieved.                                                                                                           | 5                  | 20.0                   | 80.0 | 0.0  | 0.0 | 0.0                       | 4.20         | 4.49         | 4.48                  |
| 13. During the term, I looked forward to attending this class.                                                                                      | 5                  | 20.0                   | 80.0 | 0.0  | 0.0 | 0.0                       | 4.20         | 4.01         | 3.93                  |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 5                  | 40.0                   | 60.0 | 0.0  | 0.0 | 0.0                       | 4.40         | 4.15         | 4.13                  |
| 15. Course objectives have been expressed clearly.                                                                                                  | 5                  | 40.0                   | 60.0 | 0.0  | 0.0 | 0.0                       | 4.40         | 4.41         | 4.41                  |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 5                  | 60.0                   | 40.0 | 0.0  | 0.0 | 0.0                       | 4.60         | 4.65         | 4.60                  |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 5                  | 20.0                   | 40.0 | 40.0 | 0.0 | 0.0                       | 3.80         | 4.39         | 4.26                  |
| 18. In this course, I am learning much.                                                                                                             | 5                  | 40.0                   | 60.0 | 0.0  | 0.0 | 0.0                       | 4.40         | 4.41         | 4.36                  |
| 19. The out-of-class assignments are challenging.                                                                                                   | 5                  | 80.0                   | 20.0 | 0.0  | 0.0 | 0.0                       | 4.80         | 4.32         | 4.27                  |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 5                  | 20.0                   | 60.0 | 20.0 | 0.0 | 0.0                       | 4.00         | 4.40         | 4.32                  |
| 21. The instructor relates underlying theory to practice.                                                                                           | 5                  | 40.0                   | 60.0 | 0.0  | 0.0 | 0.0                       | 4.40         | 4.48         | 4.42                  |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 5                  | 60.0                   | 40.0 | 0.0  | 0.0 | 0.0                       | 4.60         | 4.60         | 4.48                  |

|                                                                                                                                             | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |      | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|------|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                             |                    |                        | 4    | 3    | 2    |                           |              |              |                       |
| 23. Examinations cover material or skills emphasized in the course.                                                                         | 3                  | 0.0                    | 33.3 | 66.6 | 0.0  | 0.0                       | 3.33         | 4.57         | 4.48                  |
| 24. The time allowed to complete exams is adequate.                                                                                         | 3                  | 33.3                   | 66.6 | 0.0  | 0.0  | 0.0                       | 4.33         | 4.53         | 4.40                  |
| 25. Examination questions are phrased clearly.                                                                                              | 3                  | 33.3                   | 33.3 | 33.3 | 0.0  | 0.0                       | 4.00         | 4.51         | 4.34                  |
| 26. The textbooks contribute to my understanding of the subject.                                                                            | 3                  | 33.3                   | 66.6 | 0.0  | 0.0  | 0.0                       | 4.33         | 4.47         | 4.28                  |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              | 3                  | 33.3                   | 33.3 | 33.3 | 0.0  | 0.0                       | 4.00         | 4.58         | 4.49                  |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        | 3                  | 33.3                   | 33.3 | 33.3 | 0.0  | 0.0                       | 4.00         | 4.46         | 4.31                  |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       | 3                  | 66.6                   | 0.0  | 0.0  | 33.3 | 0.0                       | 4.00         | 4.43         | 4.32                  |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  | 3                  | 0.0                    | 66.6 | 0.0  | 33.3 | 0.0                       | 3.33         | 4.34         | 4.16                  |
| 31. The laboratory contributes to my understanding of the subject.                                                                          | 3                  | 0.0                    | 33.3 | 33.3 | 33.3 | 0.0                       | 3.00         | 4.36         | 4.22                  |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              | 3                  | 0.0                    | 66.6 | 0.0  | 33.3 | 0.0                       | 3.33         | 4.34         | 4.22                  |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. | 3                  | 66.6                   | 33.3 | 0.0  | 0.0  | 0.0                       | 4.66         | 4.47         | 4.40                  |
| 34. My perception of the teaching method used in this course is                                                                             | 40.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses      Lecture      Discussion      Demonstration      Combination of these      Other                                        | 41.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| 3                                                                                                                                           | 0.0                | 33.3                   | 0.0  | 66.6 | 0.0  |                           |              |              |                       |
| 35. This course is                                                                                                                          | 42.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses      In my major      General requirement      An elective      Required cognate      Other                                 | 43.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| 3                                                                                                                                           | 33.3               | 0.0                    | 0.0  | 0.0  | 0.0  | 66.6                      |              |              |                       |
| 36. My class is                                                                                                                             | 44.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses      Freshman      Sophomore      Junior      Senior      Graduate                                                          | 45.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| 3                                                                                                                                           | 0.0                | 66.6                   | 33.3 | 0.0  | 0.0  |                           |              |              |                       |
| 37. My grade point average to date is (round off)                                                                                           | 46.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses      4.0 – 3.5      3.4 – 3.0      2.9 – 2.5      2.4 – 2.0      Under 2.0                                                  | 47.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| 3                                                                                                                                           | 33.3               | 33.3                   | 33.3 | 0.0  | 0.0  |                           |              |              |                       |
| 38. The grade I presently have in this class is                                                                                             | 48.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses      A      B      C      D      F                                                                                          | 49.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| 3                                                                                                                                           | 66.6               | 33.3                   | 0.0  | 0.0  | 0.0  |                           |              |              |                       |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 | 50.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Yes      No      Not needed                                                                                                                 |                    |                        |      |      |      |                           |              |              |                       |
| 100.0      0.0      0.0                                                                                                                     |                    |                        |      |      |      |                           |              |              |                       |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

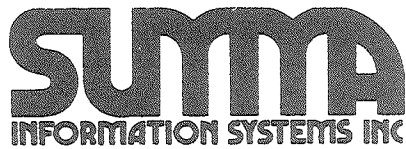
|                     |                |                       |
|---------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME   |                |                       |
| Gao, Qian           |                |                       |
| COURSE TITLE        |                |                       |
| ST: Cultural China  |                | WNT15                 |
| COURSE NUMBER       | UNIT           | INSTITUTIONAL CODE    |
| CHI 2294 01         | HUM            | TRA2064.S             |
| REGISTERED STUDENTS | FORMS RETURNED | PERCENT PARTICIPATION |
| 5                   | 5              | 100.0%                |

INSTRUCTOR RESPONSES

|     |                                                                                    |
|-----|------------------------------------------------------------------------------------|
| 1.  | THE PHYSICAL ENVIRONMENT IN WHICH THE CLASS IS HELD IS SATISFACTORY.               |
| 2.  |                                                                                    |
| 3.  | THE TEXTS WERE HIGHLY SATISFACTORY.                                                |
| 4.  | THE TEXTS WERE CHOSEN BY ME.                                                       |
| 5.  | THE COURSE OUTLINE GIVEN TO THE STUDENTS WAS CREATED BY ME.                        |
| 6.  | STUDENT ENTHUSIASM FOR LEARNING IN THIS CLASS HAS BEEN HIGH.                       |
| 7.  | FOR A COURSE OF THIS TYPE,THE NUMBER OF STUDENTS IN THE CLASS IS ABOUT RIGHT.      |
| 8.  | COMPARED TO COURSES OF SIMILAR CONTENT,I HAVE PUT GREATER EFFORT INTO THIS COURSE. |
| 9.  | THIS IS A REQUIRED COGNATE.                                                        |
| 10. | COMPARED TO OTHER CLASSES, THE PERFORMANCE OF THIS CLASS IS ABOVE AVERAGE.         |
| 11. |                                                                                    |
| 12. |                                                                                    |
| 13. |                                                                                    |
| 14. |                                                                                    |
| 15. |                                                                                    |

|                                                                                                                                                     |   |       |      |      |     |     |      |      |      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|------|------|-----|-----|------|------|------|
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 5 | 80.0  | 20.0 | 0.0  | 0.0 | 0.0 | 4.80 | 4.68 | 4.66 |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 5 | 80.0  | 20.0 | 0.0  | 0.0 | 0.0 | 4.80 | 4.57 | 4.50 |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 5 | 80.0  | 20.0 | 0.0  | 0.0 | 0.0 | 4.80 | 4.45 | 4.41 |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 5 | 80.0  | 20.0 | 0.0  | 0.0 | 0.0 | 4.80 | 4.43 | 4.31 |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 5 | 80.0  | 20.0 | 0.0  | 0.0 | 0.0 | 4.80 | 4.45 | 4.38 |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 5 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.50 | 4.40 |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 5 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.75 | 4.66 |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 5 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.52 | 4.42 |
| 9. The instructor seems to be well prepared.                                                                                                        | 5 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.59 | 4.54 |
| 10. The instructor seems to care about my learning.                                                                                                 | 5 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.68 | 4.58 |
| 11. The course appears to have been carefully planned.                                                                                              | 5 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.54 | 4.49 |
| 12. Course objectives are being achieved.                                                                                                           | 5 | 80.0  | 20.0 | 0.0  | 0.0 | 0.0 | 4.80 | 4.49 | 4.48 |
| 13. During the term, I looked forward to attending this class.                                                                                      | 5 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.01 | 3.93 |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 5 | 80.0  | 0.0  | 20.0 | 0.0 | 0.0 | 4.60 | 4.15 | 4.13 |
| 15. Course objectives have been expressed clearly.                                                                                                  | 5 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.41 | 4.41 |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 5 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.65 | 4.60 |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 5 | 80.0  | 0.0  | 20.0 | 0.0 | 0.0 | 4.60 | 4.39 | 4.26 |
| 18. In this course, I am learning much.                                                                                                             | 5 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.41 | 4.36 |
| 19. The out-of-class assignments are challenging.                                                                                                   | 5 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.32 | 4.27 |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 5 | 80.0  | 20.0 | 0.0  | 0.0 | 0.0 | 4.80 | 4.40 | 4.32 |
| 21. The instructor relates underlying theory to practice.                                                                                           | 5 | 60.0  | 20.0 | 20.0 | 0.0 | 0.0 | 4.40 | 4.48 | 4.42 |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 5 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.60 | 4.48 |

|                                                                                                                                                                 | TOTAL<br>RESPONSES | STRONGLY<br>AGREE |      |     |     | STRONGLY<br>DISAGREE | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------|------|-----|-----|----------------------|--------------|--------------|-----------------------|
|                                                                                                                                                                 |                    | 5                 | 4    | 3   | 2   | 1                    |              |              |                       |
| 23. Examinations cover material or skills emphasized in the course.                                                                                             | 3                  | 100.0             | 0.0  | 0.0 | 0.0 | 0.0                  | 5.00         | 4.57         | 4.48                  |
| 24. The time allowed to complete exams is adequate.                                                                                                             | 3                  | 100.0             | 0.0  | 0.0 | 0.0 | 0.0                  | 5.00         | 4.53         | 4.40                  |
| 25. Examination questions are phrased clearly.                                                                                                                  | 3                  | 100.0             | 0.0  | 0.0 | 0.0 | 0.0                  | 5.00         | 4.51         | 4.34                  |
| 26. The textbooks contribute to my understanding of the subject.                                                                                                | 3                  | 66.6              | 33.3 | 0.0 | 0.0 | 0.0                  | 4.66         | 4.47         | 4.28                  |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                                                  | 3                  | 66.6              | 33.3 | 0.0 | 0.0 | 0.0                  | 4.66         | 4.58         | 4.49                  |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                                            |                    |                   |      |     |     |                      |              |              |                       |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                                           |                    |                   |      |     |     |                      |              |              |                       |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                                      |                    |                   |      |     |     |                      |              |              |                       |
| 31. The laboratory contributes to my understanding of the subject.                                                                                              |                    |                   |      |     |     |                      |              |              |                       |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                                                  |                    |                   |      |     |     |                      |              |              |                       |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory.                     |                    |                   |      |     |     |                      |              |              |                       |
| 34. My perception of the teaching method used in this course is                                                                                                 | 40.                | 5                 | 4    | 3   | 2   | 1                    |              |              |                       |
| Total Responses<br>Lecture      Discussion      Demonstration      Combination of these      Other<br>3      0.0      33.3      0.0      66.6      0.0          | 41.                | 5                 | 4    | 3   | 2   | 1                    |              |              |                       |
| 35. This course is                                                                                                                                              | 42.                | 5                 | 4    | 3   | 2   | 1                    |              |              |                       |
| Total Responses<br>In my major      General requirement      An elective      Required cognate      Other<br>5      0.0      20.0      40.0      20.0      20.0 | 43.                | 5                 | 4    | 3   | 2   | 1                    |              |              |                       |
| 36. My class is                                                                                                                                                 | 44.                | 5                 | 4    | 3   | 2   | 1                    |              |              |                       |
| Total Responses<br>Freshman      Sophomore      Junior      Senior      Graduate<br>4      25.0      0.0      50.0      25.0      0.0                           | 45.                | 5                 | 4    | 3   | 2   | 1                    |              |              |                       |
| 37. My grade point average to date is (round off)                                                                                                               | 46.                | 5                 | 4    | 3   | 2   | 1                    |              |              |                       |
| Total Responses<br>4.0 – 3.5      3.4 – 3.0      2.9 – 2.5      2.4 – 2.0      Under 2.0<br>4      50.0      50.0      0.0      0.0      0.0                    | 47.                | 5                 | 4    | 3   | 2   | 1                    |              |              |                       |
| 38. The grade I presently have in this class is                                                                                                                 | 48.                | 5                 | 4    | 3   | 2   | 1                    |              |              |                       |
| Total Responses<br>A      B      C      D      F<br>4      50.0      50.0      0.0      0.0      0.0                                                            | 49.                | 5                 | 4    | 3   | 2   | 1                    |              |              |                       |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                                     | 50.                | 5                 | 4    | 3   | 2   | 1                    |              |              |                       |
| Yes      No      Not needed<br>100.0      0.0      0.0                                                                                                          |                    |                   |      |     |     |                      |              |              |                       |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

|                                    |                |                       |
|------------------------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME                  |                |                       |
| Gao, Qian                          |                |                       |
| COURSE TITLE                       |                |                       |
| INSTRUCTOR SUMMARY OF UNIT CLASSES |                |                       |
| COURSE NUMBER                      | UNIT           | INSTITUTIONAL CODE    |
|                                    | HUM            | TRA2064.5             |
| REGISTERED STUDENTS                | FORMS RETURNED | PERCENT PARTICIPATION |
| 19                                 | 18             | 94.7%                 |

FACTOR MEANS ~~\*\*INSTRUCTOR RESPONSES~~ (AND STANDARD DEVIATIONS) FOR INSTRUCTOR, UNIT, INSTITUTION AND NATIONAL SAMPLE.

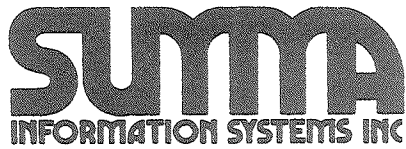
THIS PAGE OF THE INSTRUCTOR SUMMARY CONTAINS MEANS AND STANDARD DEVIATIONS FOR EACH OF SIX FACTORS IDENTIFIED BY FACTOR ANALYSIS OF THE FIRST 21 QUESTIONS. THE QUESTIONS COMPRISING EACH FACTOR ARE INDICATED IN ORDER OF FACTOR LOADING. MEANS ARE BASED UPON THE TOTAL RESPONSES WITHIN EACH OF THE INDICATED SUMMARY LEVELS. THE NATIONAL SAMPLE IS COMPRISED OF MORE THAN ONE MILLION (SURVEY OF STUDENT OPINION OF INSTRUCTION TM) QUESTIONNAIRES ADMINISTERED OVER THE PREVIOUS FIVE YEARS.

| 3.                                                                                                              | INSTRUCTOR<br>MEAN (SD) | UNIT<br>MEAN (SD) | INSTITUTION<br>MEAN (SD) | NATIONAL<br>MEAN (SD) |
|-----------------------------------------------------------------------------------------------------------------|-------------------------|-------------------|--------------------------|-----------------------|
| 4.FACTOR 1 INSTRUCTOR COMMITMENT TO STUDENT LEARNING<br>QUESTIONS: 10 , 7 , 20 , 17 , 16 , 8 , 1 , 21           | * 4.69 (0.545)          | 4.57 (0.743)      | 4.49 (0.550)             | 4.41 (0.915)          |
| 5.                                                                                                              |                         |                   |                          |                       |
| 6.FACTOR 2 INSTRUCTOR PREPARATION AND ORGANIZATION<br>QUESTIONS: 9 , 11 , 3                                     | 4.66 (0.582)            | 4.53 (0.751)      | 4.48 (0.832)             | 4.44 (0.886)          |
| 7.                                                                                                              |                         |                   |                          |                       |
| 8.FACTOR 3 INSTRUCTOR/STUDENT INTERACTION<br>QUESTIONS: 4 , 13 , 18 , 14                                        | * 4.55 (0.669)          | 4.25 (0.965)      | 4.18 (0.575)             | 4.17 (1.077)          |
| 9.                                                                                                              |                         |                   |                          |                       |
| 10.FACTOR 4 TESTING<br>QUESTIONS: 6 , 5                                                                         | *** 4.80 (0.467)        | 4.47 (0.815)      | 4.39 (0.911)             | 4.35 (0.937)          |
| 11.                                                                                                             |                         |                   |                          |                       |
| 12.FACTOR 5 COURSE OBJECTIVES<br>QUESTIONS: 15 , 12                                                             | 4.58 (0.554)            | 4.45 (0.797)      | 4.45 (0.827)             | 4.41 (0.869)          |
| 13.                                                                                                             |                         |                   |                          |                       |
| 14.FACTOR 6 COURSE ASSIGNMENTS<br>QUESTIONS: 2 , 19                                                             | ** 4.66 (0.585)         | 4.45 (0.767)      | 4.38 (0.877)             | 4.26 (0.977)          |
| 15.                                                                                                             |                         |                   |                          |                       |
| SIGNIFICANTLY DIFFERENT FROM THE NATIONAL MEAN ..... * = AT .05 LEVEL / ** = AT .01 LEVEL / *** = AT .001 LEVEL |                         |                   |                          |                       |

|                                                                                                                                                     | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|-----|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                                     |                    |                        | 4    | 3    | 2   |                           |              |              |                       |
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 18                 | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.68         | 4.66                  |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 18                 | 77.7                   | 22.2 | 0.0  | 0.0 | 0.0                       | 4.77         | 4.57         | 4.50                  |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 18                 | 77.7                   | 16.6 | 5.5  | 0.0 | 0.0                       | 4.72         | 4.45         | 4.41                  |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 18                 | 66.6                   | 27.7 | 5.5  | 0.0 | 0.0                       | 4.61         | 4.43         | 4.31                  |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 18                 | 83.3                   | 11.1 | 5.5  | 0.0 | 0.0                       | 4.77         | 4.45         | 4.38                  |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 18                 | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.50         | 4.40                  |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 18                 | 88.8                   | 11.1 | 0.0  | 0.0 | 0.0                       | 4.88         | 4.75         | 4.66                  |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 18                 | 72.2                   | 27.7 | 0.0  | 0.0 | 0.0                       | 4.72         | 4.52         | 4.42                  |
| 9. The instructor seems to be well prepared.                                                                                                        | 18                 | 77.7                   | 16.6 | 5.5  | 0.0 | 0.0                       | 4.72         | 4.59         | 4.54                  |
| 10. The instructor seems to care about my learning.                                                                                                 | 18                 | 94.4                   | 5.5  | 0.0  | 0.0 | 0.0                       | 4.94         | 4.68         | 4.58                  |
| 11. The course appears to have been carefully planned.                                                                                              | 18                 | 61.1                   | 33.3 | 5.5  | 0.0 | 0.0                       | 4.55         | 4.54         | 4.49                  |
| 12. Course objectives are being achieved.                                                                                                           | 18                 | 55.5                   | 44.4 | 0.0  | 0.0 | 0.0                       | 4.55         | 4.49         | 4.48                  |
| 13. During the term, I looked forward to attending this class.                                                                                      | 18                 | 61.1                   | 27.7 | 11.1 | 0.0 | 0.0                       | 4.50         | 4.01         | 3.93                  |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 18                 | 55.5                   | 22.2 | 22.2 | 0.0 | 0.0                       | 4.33         | 4.15         | 4.13                  |
| 15. Course objectives have been expressed clearly.                                                                                                  | 18                 | 66.6                   | 27.7 | 5.5  | 0.0 | 0.0                       | 4.61         | 4.41         | 4.41                  |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 18                 | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.65         | 4.60                  |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 18                 | 55.5                   | 27.7 | 16.6 | 0.0 | 0.0                       | 4.38         | 4.39         | 4.26                  |
| 18. In this course, I am learning much.                                                                                                             | 18                 | 77.7                   | 22.2 | 0.0  | 0.0 | 0.0                       | 4.77         | 4.41         | 4.36                  |
| 19. The out-of-class assignments are challenging.                                                                                                   | 18                 | 66.6                   | 22.2 | 11.1 | 0.0 | 0.0                       | 4.55         | 4.32         | 4.27                  |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 18                 | 55.5                   | 33.3 | 11.1 | 0.0 | 0.0                       | 4.44         | 4.40         | 4.32                  |
| 21. The instructor relates underlying theory to practice.                                                                                           | 18                 | 55.5                   | 38.8 | 5.5  | 0.0 | 0.0                       | 4.50         | 4.48         | 4.42                  |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 18                 | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.60         | 4.48                  |

|                                                                                                                                                                   | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |      | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|------|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                                                   |                    |                        | 4    | 3    | 2    |                           |              |              |                       |
| 23. Examinations cover material or skills emphasized in the course.                                                                                               | 10                 | 70.0                   | 10.0 | 20.0 | 0.0  | 0.0                       | 4.50         | 4.57         | 4.48                  |
| 24. The time allowed to complete exams is adequate.                                                                                                               | 10                 | 80.0                   | 20.0 | 0.0  | 0.0  | 0.0                       | 4.80         | 4.53         | 4.40                  |
| 25. Examination questions are phrased clearly.                                                                                                                    | 10                 | 70.0                   | 20.0 | 10.0 | 0.0  | 0.0                       | 4.60         | 4.51         | 4.34                  |
| 26. The textbooks contribute to my understanding of the subject.                                                                                                  | 10                 | 70.0                   | 30.0 | 0.0  | 0.0  | 0.0                       | 4.70         | 4.47         | 4.28                  |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                                                    | 10                 | 70.0                   | 20.0 | 10.0 | 0.0  | 0.0                       | 4.60         | 4.58         | 4.49                  |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                                              | 5                  | 60.0                   | 20.0 | 20.0 | 0.0  | 0.0                       | 4.40         | 4.46         | 4.31                  |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                                             | 5                  | 60.0                   | 20.0 | 0.0  | 20.0 | 0.0                       | 4.20         | 4.43         | 4.32                  |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                                        | 5                  | 20.0                   | 60.0 | 0.0  | 20.0 | 0.0                       | 3.80         | 4.34         | 4.16                  |
| 31. The laboratory contributes to my understanding of the subject.                                                                                                | 5                  | 40.0                   | 20.0 | 20.0 | 20.0 | 0.0                       | 3.80         | 4.36         | 4.22                  |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                                                    | 5                  | 40.0                   | 40.0 | 0.0  | 20.0 | 0.0                       | 4.00         | 4.34         | 4.22                  |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory.                       | 5                  | 80.0                   | 20.0 | 0.0  | 0.0  | 0.0                       | 4.80         | 4.47         | 4.40                  |
| 34. My perception of the teaching method used in this course is                                                                                                   | 40.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses<br>Lecture      Discussion      Demonstration      Combination of these      Other<br>8      0.0      25.0      0.0      75.0      0.0            | 41.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| 35. This course is                                                                                                                                                | 42.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses<br>In my major      General requirement      An elective      Required cognate      Other<br>10      10.0      10.0      20.0      20.0      40.0 | 43.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| 36. My class is                                                                                                                                                   | 44.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses<br>Freshman      Sophomore      Junior      Senior      Graduate<br>13      38.4      23.0      30.7      7.6      0.0                            | 45.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| 37. My grade point average to date is (round off)                                                                                                                 | 46.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses<br>4.0 – 3.5      3.4 – 3.0      2.9 – 2.5      2.4 – 2.0      Under 2.0<br>12      33.3      33.3      25.0      8.3      0.0                    | 47.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| 38. The grade I presently have in this class is                                                                                                                   | 48.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Total Responses<br>A      B      C      D      F<br>11      45.4      54.5      0.0      0.0      0.0                                                             | 49.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                                       | 50.                | 5                      | 4    | 3    | 2    | 1                         |              |              |                       |
| Yes      No      Not needed<br>33.3      0.0      16.6                                                                                                            |                    |                        |      |      |      |                           |              |              |                       |





This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

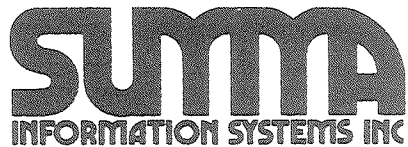
|                     |                |                       |
|---------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME   |                |                       |
| Gao, Qian           |                |                       |
| COURSE TITLE        |                |                       |
| Chinese I           |                | FL 15                 |
| COURSE NUMBER       | UNIT           | INSTITUTIONAL CODE    |
| CHI 1014 01         | HUM            | TRA2087.5             |
| REGISTERED STUDENTS | FORMS RETURNED | PERCENT PARTICIPATION |
| 8                   | 7              | 87.5%                 |

INSTRUCTOR RESPONSES

|     |                                                                                           |
|-----|-------------------------------------------------------------------------------------------|
| 1.  | THE PHYSICAL ENVIRONMENT IN WHICH THE CLASS IS HELD IS SATISFACTORY.                      |
| 2.  | THE TYPE OF CLASS IS OTHER THAN LECTURE ; SEMINAR ; SKILLS ; OR LABORATORY.               |
| 3.  | THE TEXTS WERE HIGHLY SATISFACTORY.                                                       |
| 4.  | THE TEXTS WERE CHOSEN BY ME.                                                              |
| 5.  | THE COURSE OUTLINE GIVEN TO THE STUDENTS WAS CREATED BY ME.                               |
| 6.  | STUDENT ENTHUSIASM FOR LEARNING IN THIS CLASS HAS BEEN AVERAGE.                           |
| 7.  | FOR A COURSE OF THIS TYPE,THE NUMBER OF STUDENTS IN THE CLASS IS ABOUT RIGHT.             |
| 8.  | COMPARED TO COURSES OF SIMILAR CONTENT,I HAVE PUT ABOUT THE SAME EFFORT INTO THIS COURSE. |
| 9.  |                                                                                           |
| 10. | COMPARED TO OTHER CLASSES, THE PERFORMANCE OF THIS CLASS IS AVERAGE.                      |
| 11. |                                                                                           |
| 12. |                                                                                           |
| 13. |                                                                                           |
| 14. |                                                                                           |
| 15. |                                                                                           |

| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 7 | 71.4  | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.67 | 4.66 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|------|------|-----|-----|------|------|------|
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 7 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.52 | 4.53 |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 7 | 57.1  | 42.8 | 0.0  | 0.0 | 0.0 | 4.57 | 4.41 | 4.45 |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 7 | 57.1  | 28.5 | 14.2 | 0.0 | 0.0 | 4.42 | 4.39 | 4.34 |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 7 | 71.4  | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.48 | 4.45 |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 7 | 85.7  | 14.2 | 0.0  | 0.0 | 0.0 | 4.85 | 4.49 | 4.42 |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 7 | 100.0 | 0.0  | 0.0  | 0.0 | 0.0 | 5.00 | 4.72 | 4.67 |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 7 | 85.7  | 14.2 | 0.0  | 0.0 | 0.0 | 4.85 | 4.47 | 4.45 |
| 9. The instructor seems to be well prepared.                                                                                                        | 7 | 85.7  | 14.2 | 0.0  | 0.0 | 0.0 | 4.85 | 4.55 | 4.59 |
| 10. The instructor seems to care about my learning.                                                                                                 | 6 | 83.3  | 16.6 | 0.0  | 0.0 | 0.0 | 4.83 | 4.72 | 4.64 |
| 11. The course appears to have been carefully planned.                                                                                              | 7 | 85.7  | 14.2 | 0.0  | 0.0 | 0.0 | 4.85 | 4.48 | 4.51 |
| 12. Course objectives are being achieved.                                                                                                           | 7 | 71.4  | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.44 | 4.49 |
| 13. During the term, I looked forward to attending this class.                                                                                      | 7 | 42.8  | 28.5 | 28.5 | 0.0 | 0.0 | 4.14 | 4.03 | 4.00 |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 7 | 71.4  | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.19 | 4.22 |
| 15. Course objectives have been expressed clearly.                                                                                                  | 7 | 85.7  | 14.2 | 0.0  | 0.0 | 0.0 | 4.85 | 4.38 | 4.43 |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 7 | 85.7  | 14.2 | 0.0  | 0.0 | 0.0 | 4.85 | 4.66 | 4.62 |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 7 | 57.1  | 28.5 | 14.2 | 0.0 | 0.0 | 4.42 | 4.40 | 4.32 |
| 18. In this course, I am learning much.                                                                                                             | 7 | 71.4  | 28.5 | 0.0  | 0.0 | 0.0 | 4.71 | 4.40 | 4.39 |
| 19. The out-of-class assignments are challenging.                                                                                                   | 7 | 57.1  | 14.2 | 28.5 | 0.0 | 0.0 | 4.28 | 4.31 | 4.30 |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 7 | 57.1  | 42.8 | 0.0  | 0.0 | 0.0 | 4.57 | 4.40 | 4.39 |
| 21. The instructor relates underlying theory to practice.                                                                                           | 7 | 71.4  | 14.2 | 14.2 | 0.0 | 0.0 | 4.57 | 4.45 | 4.45 |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 7 | 85.7  | 14.2 | 0.0  | 0.0 | 0.0 | 4.85 | 4.59 | 4.54 |

|                                                                                                                                             |     |       |      |     |     |       |      |      |      |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----|-------|------|-----|-----|-------|------|------|------|
| 23. Examinations cover material or skills emphasized in the course.                                                                         | 7   | 85.7  | 14.2 | 0.0 | 0.0 | 0.0   | 4.85 | 4.60 | 4.56 |
| 24. The time allowed to complete exams is adequate.                                                                                         | 7   | 100.0 | 0.0  | 0.0 | 0.0 | 0.0   | 5.00 | 4.55 | 4.47 |
| 25. Examination questions are phrased clearly.                                                                                              | 7   | 100.0 | 0.0  | 0.0 | 0.0 | 0.0   | 5.00 | 4.53 | 4.38 |
| 26. The textbooks contribute to my understanding of the subject.                                                                            | 7   | 100.0 | 0.0  | 0.0 | 0.0 | 0.0   | 5.00 | 4.46 | 4.33 |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              | 7   | 71.4  | 28.5 | 0.0 | 0.0 | 0.0   | 4.71 | 4.50 | 4.54 |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        | 2   | 100.0 | 0.0  | 0.0 | 0.0 | 0.0   | 5.00 | 4.43 | 4.31 |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       | 2   | 100.0 | 0.0  | 0.0 | 0.0 | 0.0   | 5.00 | 4.49 | 4.33 |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  | 1   | 100.0 | 0.0  | 0.0 | 0.0 | 0.0   | 5.00 | 4.50 | 4.22 |
| 31. The laboratory contributes to my understanding of the subject.                                                                          | 2   | 50.0  | 0.0  | 0.0 | 0.0 | 50.0  | 3.00 | 4.45 | 4.25 |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              | 1   | 0.0   | 0.0  | 0.0 | 0.0 | 100.0 | 1.00 | 4.40 | 4.24 |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. | 1   | 0.0   | 0.0  | 0.0 | 0.0 | 100.0 | 1.00 | 4.36 | 4.43 |
| 34. My perception of the teaching method used in this course is                                                                             | 40. | 5     | 4    | 3   | 2   | 1     |      |      |      |
| Total Responses 7   Lecture 0.0   Discussion 0.0   Demonstration 14.2   Combination of these 85.7   Other 0.0                               | 41. | 5     | 4    | 3   | 2   | 1     |      |      |      |
| 35. This course is                                                                                                                          | 42. | 5     | 4    | 3   | 2   | 1     |      |      |      |
| Total Responses 6   In my major 0.0   General requirement 83.3   An elective 16.6   Required cognate 0.0   Other 0.0                        | 43. | 5     | 4    | 3   | 2   | 1     |      |      |      |
| 36. My class is                                                                                                                             | 44. | 5     | 4    | 3   | 2   | 1     |      |      |      |
| Total Responses 7   Freshman 57.1   Sophomore 14.2   Junior 14.2   Senior 14.2   Graduate 0.0                                               | 45. | 5     | 4    | 3   | 2   | 1     |      |      |      |
| 37. My grade point average to date is (round off)                                                                                           | 46. | 5     | 4    | 3   | 2   | 1     |      |      |      |
| Total Responses 7   4.0 – 3.5 14.2   3.4 – 3.0 57.1   2.9 – 2.5 28.5   2.4 – 2.0 0.0   Under 2.0 0.0                                        | 47. | 5     | 4    | 3   | 2   | 1     |      |      |      |
| 38. The grade I presently have in this class is                                                                                             | 48. | 5     | 4    | 3   | 2   | 1     |      |      |      |
| Total Responses 7   A 42.8   B 57.1   C 0.0   D 0.0   F 0.0                                                                                 | 49. | 5     | 4    | 3   | 2   | 1     |      |      |      |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 | 50. | 5     | 4    | 3   | 2   | 1     |      |      |      |
| Yes 14.2   No 0.0   Not needed 85.7                                                                                                         |     |       |      |     |     |       |      |      |      |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

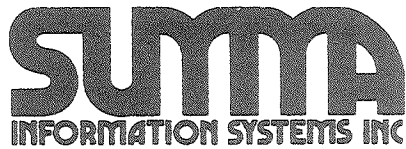
|                     |                |                       |
|---------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME   |                |                       |
| Gao, Dian           |                |                       |
| COURSE TITLE        |                |                       |
| Chinese III         |                | FL 15                 |
| COURSE NUMBER       | UNIT           | INSTITUTIONAL CODE    |
| CHI 1034 01         | HUM            | TRAZ087.S             |
| REGISTERED STUDENTS | FORMS RETURNED | PERCENT PARTICIPATION |
| 6                   | 6              | 100.0%                |

#### INSTRUCTOR RESPONSES

|     |                                                                                    |
|-----|------------------------------------------------------------------------------------|
| 1.  | THE PHYSICAL ENVIRONMENT IN WHICH THE CLASS IS HELD IS SATISFACTORY.               |
| 2.  | THE TYPE OF CLASS IS OTHER THAN LECTURE , SEMINAR , SKILLS , OR LABORATORY.        |
| 3.  | THE TEXTS WERE HIGHLY SATISFACTORY.                                                |
| 4.  | THE TEXTS WERE CHOSEN BY ME.                                                       |
| 5.  | THE COURSE OUTLINE GIVEN TO THE STUDENTS WAS CREATED BY ME.                        |
| 6.  | STUDENT ENTHUSIASM FOR LEARNING IN THIS CLASS HAS BEEN VERY HIGH.                  |
| 7.  | FOR A COURSE OF THIS TYPE,THE NUMBER OF STUDENTS IN THE CLASS IS ABOUT RIGHT.      |
| 8.  | COMPARED TO COURSES OF SIMILAR CONTENT,I HAVE PUT GREATER EFFORT INTO THIS COURSE. |
| 9.  |                                                                                    |
| 10. | COMPARED TO OTHER CLASSES, THE PERFORMANCE OF THIS CLASS IS ABOVE AVERAGE.         |
| 11. |                                                                                    |
| 12. |                                                                                    |
| 13. |                                                                                    |
| 14. |                                                                                    |
| 15. |                                                                                    |

|                                                                                                                                                     | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |      |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|-----|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                                     |                    |                        | 4    | 3    | 2   |                           |              |              |                       |
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 6                  | 50.0                   | 50.0 | 0.0  | 0.0 | 0.0                       | 4.50         | 4.67         | 4.66                  |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.52         | 4.53                  |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.41         | 4.45                  |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 6                  | 66.6                   | 0.0  | 33.3 | 0.0 | 0.0                       | 4.33         | 4.39         | 4.34                  |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.48         | 4.45                  |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 6                  | 66.6                   | 33.3 | 0.0  | 0.0 | 0.0                       | 4.66         | 4.49         | 4.42                  |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.72         | 4.67                  |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.47         | 4.45                  |
| 9. The instructor seems to be well prepared.                                                                                                        | 6                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.55         | 4.58                  |
| 10. The instructor seems to care about my learning.                                                                                                 | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.72         | 4.64                  |
| 11. The course appears to have been carefully planned.                                                                                              | 6                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.48         | 4.51                  |
| 12. Course objectives are being achieved.                                                                                                           | 6                  | 66.6                   | 33.3 | 0.0  | 0.0 | 0.0                       | 4.66         | 4.44         | 4.49                  |
| 13. During the term, I looked forward to attending this class.                                                                                      | 6                  | 50.0                   | 33.3 | 16.6 | 0.0 | 0.0                       | 4.33         | 4.03         | 4.00                  |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 6                  | 66.6                   | 16.6 | 16.6 | 0.0 | 0.0                       | 4.50         | 4.19         | 4.22                  |
| 15. Course objectives have been expressed clearly.                                                                                                  | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.38         | 4.43                  |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 6                  | 83.3                   | 0.0  | 16.6 | 0.0 | 0.0                       | 4.66         | 4.66         | 4.62                  |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 6                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.40         | 4.32                  |
| 18. In this course, I am learning much.                                                                                                             | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.40         | 4.39                  |
| 19. The out-of-class assignments are challenging.                                                                                                   | 6                  | 83.3                   | 0.0  | 16.6 | 0.0 | 0.0                       | 4.66         | 4.31         | 4.30                  |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.40         | 4.39                  |
| 21. The instructor relates underlying theory to practice.                                                                                           | 6                  | 83.3                   | 16.6 | 0.0  | 0.0 | 0.0                       | 4.83         | 4.45         | 4.45                  |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 6                  | 100.0                  | 0.0  | 0.0  | 0.0 | 0.0                       | 5.00         | 4.59         | 4.54                  |

|                                                                                                                                             |     |   |                   |       |      |     |     |      |      |      |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----|---|-------------------|-------|------|-----|-----|------|------|------|
| 23. Examinations cover material or skills emphasized in the course.                                                                         |     | 2 | 50.0              | 50.0  | 0.0  | 0.0 | 0.0 | 4.50 | 4.60 | 4.56 |
| 24. The time allowed to complete exams is adequate.                                                                                         |     | 2 | 0.0               | 50.0  | 50.0 | 0.0 | 0.0 | 3.50 | 4.35 | 4.47 |
| 25. Examination questions are phrased clearly.                                                                                              |     | 2 | 0.0               | 100.0 | 0.0  | 0.0 | 0.0 | 4.00 | 4.53 | 4.38 |
| 26. The textbooks contribute to my understanding of the subject.                                                                            |     | 2 | 100.0             | 0.0   | 0.0  | 0.0 | 0.0 | 5.00 | 4.46 | 4.33 |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              |     | 2 | 100.0             | 0.0   | 0.0  | 0.0 | 0.0 | 5.00 | 4.50 | 4.54 |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        |     | 1 | 100.0             | 0.0   | 0.0  | 0.0 | 0.0 | 5.00 | 4.43 | 4.31 |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       |     | 1 | 0.0               | 100.0 | 0.0  | 0.0 | 0.0 | 4.00 | 4.49 | 4.33 |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  |     | 1 | 0.0               | 100.0 | 0.0  | 0.0 | 0.0 | 4.00 | 4.50 | 4.22 |
| 31. The laboratory contributes to my understanding of the subject.                                                                          |     | 1 | 0.0               | 100.0 | 0.0  | 0.0 | 0.0 | 4.00 | 4.45 | 4.25 |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              |     | 1 | 0.0               | 100.0 | 0.0  | 0.0 | 0.0 | 4.00 | 4.40 | 4.24 |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. |     | 1 | 0.0               | 100.0 | 0.0  | 0.0 | 0.0 | 4.00 | 4.36 | 4.43 |
| 34. My perception of the teaching method used in this course is                                                                             | 40. |   | 5                 | 4     | 3    | 2   | 1   |      |      |      |
| Total Responses<br>Lecture<br>Discussion<br>Demonstration<br>Combination of these<br>Other                                                  | 41. |   | 5                 | 4     | 3    | 2   | 1   |      |      |      |
| 2   50.0   0.0   0.0   50.0   0.0                                                                                                           |     |   |                   |       |      |     |     |      |      |      |
| 35. This course is                                                                                                                          | 42. |   | 5                 | 4     | 3    | 2   | 1   |      |      |      |
| Total Responses<br>In my major<br>General requirement<br>An elective<br>Required cognate<br>Other                                           | 43. |   | 5                 | 4     | 3    | 2   | 1   |      |      |      |
| 2   0.0   0.0   50.0   0.0   50.0                                                                                                           |     |   |                   |       |      |     |     |      |      |      |
| 36. My class is                                                                                                                             | 44. |   | 5                 | 4     | 3    | 2   | 1   |      |      |      |
| Total Responses<br>Freshman<br>Sophomore<br>Junior<br>Senior<br>Graduate                                                                    | 45. |   | 5                 | 4     | 3    | 2   | 1   |      |      |      |
| 2   0.0   100.0   0.0   0.0   0.0                                                                                                           |     |   |                   |       |      |     |     |      |      |      |
| 37. My grade point average to date is (round off)                                                                                           | 46. |   | 5                 | 4     | 3    | 2   | 1   |      |      |      |
| Total Responses<br>4.0 – 3.5<br>3.4 – 3.0<br>2.9 – 2.5<br>2.4 – 2.0<br>Under 2.0                                                            | 47. |   | 5                 | 4     | 3    | 2   | 1   |      |      |      |
| 2   50.0   0.0   0.0   50.0   0.0                                                                                                           |     |   |                   |       |      |     |     |      |      |      |
| 38. The grade I presently have in this class is                                                                                             | 48. |   | 5                 | 4     | 3    | 2   | 1   |      |      |      |
| Total Responses<br>A<br>B<br>C<br>D<br>F                                                                                                    | 49. |   | 5                 | 4     | 3    | 2   | 1   |      |      |      |
| 2   50.0   50.0   0.0   0.0   0.0                                                                                                           |     |   |                   |       |      |     |     |      |      |      |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 | 50. |   | 5                 | 4     | 3    | 2   | 1   |      |      |      |
| Yes<br>No<br>Not needed                                                                                                                     |     |   | 100.0   0.0   0.0 |       |      |     |     |      |      |      |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

|                             |                |                       |
|-----------------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME           |                |                       |
| Gao, Qian                   |                |                       |
| COURSE TITLE                |                |                       |
| Chinese/English Translation |                | FL 15                 |
| COURSE NUMBER               | UNIT           | INSTITUTIONAL CODE    |
| CHI 2024 01                 | HUM            | TRA2087.5             |
| REGISTERED STUDENTS         | FORMS RETURNED | PERCENT PARTICIPATION |
| 8                           | 7              | 87.5%                 |

## INSTRUCTOR RESPONSES

|     |                                                                                           |
|-----|-------------------------------------------------------------------------------------------|
| 1.  | THE PHYSICAL ENVIRONMENT IN WHICH THE CLASS IS HELD IS SATISFACTORY.                      |
| 2.  | THE TYPE OF CLASS IS SEMINAR.                                                             |
| 3.  | THE TEXTS WERE HIGHLY SATISFACTORY.                                                       |
| 4.  | THE TEXTS WERE CHOSEN BY ME.                                                              |
| 5.  | THE COURSE OUTLINE GIVEN TO THE STUDENTS WAS CREATED BY ME.                               |
| 6.  | STUDENT ENTHUSIASM FOR LEARNING IN THIS CLASS HAS BEEN HIGH.                              |
| 7.  | FOR A COURSE OF THIS TYPE,THE NUMBER OF STUDENTS IN THE CLASS IS ABOUT RIGHT.             |
| 8.  | COMPARED TO COURSES OF SIMILAR CONTENT,I HAVE PUT ABOUT THE SAME EFFORT INTO THIS COURSE. |
| 9.  | THIS IS A REQUIRED COGNATE.                                                               |
| 10. | COMPARED TO OTHER CLASSES, THE PERFORMANCE OF THIS CLASS IS AVERAGE.                      |
| 11. |                                                                                           |
| 12. |                                                                                           |
| 13. |                                                                                           |
| 14. |                                                                                           |
| 15. |                                                                                           |

|                                                                                                                                                     |   |       |      |     |     |     |      |      |      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|------|-----|-----|-----|------|------|------|
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.67 | 4.66 |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.52 | 4.53 |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.41 | 4.45 |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.39 | 4.34 |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.48 | 4.45 |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 7 | 85.7  | 14.2 | 0.0 | 0.0 | 0.0 | 4.85 | 4.49 | 4.42 |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.72 | 4.67 |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.47 | 4.45 |
| 9. The instructor seems to be well prepared.                                                                                                        | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.55 | 4.58 |
| 10. The instructor seems to care about my learning.                                                                                                 | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.72 | 4.64 |
| 11. The course appears to have been carefully planned.                                                                                              | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.48 | 4.51 |
| 12. Course objectives are being achieved.                                                                                                           | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.44 | 4.49 |
| 13. During the term, I looked forward to attending this class.                                                                                      | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.03 | 4.00 |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.19 | 4.22 |
| 15. Course objectives have been expressed clearly.                                                                                                  | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.38 | 4.43 |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.66 | 4.62 |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.40 | 4.32 |
| 18. In this course, I am learning much.                                                                                                             | 7 | 100.0 | 0.0  | 0.0 | 0.0 | 0.0 | 5.00 | 4.40 | 4.39 |
| 19. The out-of-class assignments are challenging.                                                                                                   | 7 | 85.7  | 14.2 | 0.0 | 0.0 | 0.0 | 4.85 | 4.31 | 4.30 |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 7 | 85.7  | 14.2 | 0.0 | 0.0 | 0.0 | 4.85 | 4.40 | 4.39 |
| 21. The instructor relates underlying theory to practice.                                                                                           | 7 | 85.7  | 14.2 | 0.0 | 0.0 | 0.0 | 4.85 | 4.45 | 4.45 |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 7 | 85.7  | 14.2 | 0.0 | 0.0 | 0.0 | 4.85 | 4.59 | 4.54 |



| Gao, Qian                                                                                                                                   |             | CHI 2024 01         |               | STUDENT RESPONSES    |           | TOTAL RESPONSES | STRONGLY AGREE 5 | 4    | 3   | 2   | STRONGLY DISAGREE 1 | ITEM MEAN | UNIT MEAN | INSTITUTIONAL MEAN |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------|---------------|----------------------|-----------|-----------------|------------------|------|-----|-----|---------------------|-----------|-----------|--------------------|
| 23. Examinations cover material or skills emphasized in the course.                                                                         |             |                     |               |                      |           | 6               | 100.0            | 0.0  | 0.0 | 0.0 | 0.0                 | 5.00      | 4.60      | 4.56               |
| 24. The time allowed to complete exams is adequate.                                                                                         |             |                     |               |                      |           | 6               | 83.3             | 16.6 | 0.0 | 0.0 | 0.0                 | 4.83      | 4.55      | 4.47               |
| 25. Examination questions are phrased clearly.                                                                                              |             |                     |               |                      |           | 6               | 100.0            | 0.0  | 0.0 | 0.0 | 0.0                 | 5.00      | 4.53      | 4.38               |
| 26. The textbooks contribute to my understanding of the subject.                                                                            |             |                     |               |                      |           | 6               | 83.3             | 16.6 | 0.0 | 0.0 | 0.0                 | 4.83      | 4.46      | 4.33               |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              |             |                     |               |                      |           | 6               | 100.0            | 0.0  | 0.0 | 0.0 | 0.0                 | 5.00      | 4.50      | 4.54               |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        |             |                     |               |                      |           | 6               | 83.3             | 16.6 | 0.0 | 0.0 | 0.0                 | 4.83      | 4.43      | 4.31               |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       |             |                     |               |                      |           | 6               | 100.0            | 0.0  | 0.0 | 0.0 | 0.0                 | 5.00      | 4.49      | 4.33               |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  |             |                     |               |                      |           | 6               | 100.0            | 0.0  | 0.0 | 0.0 | 0.0                 | 5.00      | 4.50      | 4.22               |
| 31. The laboratory contributes to my understanding of the subject.                                                                          |             |                     |               |                      |           | 6               | 100.0            | 0.0  | 0.0 | 0.0 | 0.0                 | 5.00      | 4.45      | 4.25               |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              |             |                     |               |                      |           | 6               | 83.3             | 16.6 | 0.0 | 0.0 | 0.0                 | 4.83      | 4.40      | 4.24               |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. |             |                     |               |                      |           | 6               | 100.0            | 0.0  | 0.0 | 0.0 | 0.0                 | 5.00      | 4.36      | 4.43               |
| 34. My perception of the teaching method used in this course is                                                                             |             |                     |               |                      | 40.       |                 | 5                | 4    | 3   | 2   | 1                   |           |           |                    |
| Total Responses                                                                                                                             | Lecture     | Discussion          | Demonstration | Combination of these | Other     | 41.             |                  | 5    | 4   | 3   | 2                   | 1         |           |                    |
| 6                                                                                                                                           | 50.0        | 50.0                | 0.0           | 0.0                  | 0.0       |                 |                  |      |     |     |                     |           |           |                    |
| 35. This course is                                                                                                                          |             |                     |               |                      | 42.       |                 | 5                | 4    | 3   | 2   | 1                   |           |           |                    |
| Total Responses                                                                                                                             | In my major | General requirement | An elective   | Required cognate     | Other     | 43.             |                  | 5    | 4   | 3   | 2                   | 1         |           |                    |
| 6                                                                                                                                           | 33.3        | 66.6                | 0.0           | 0.0                  | 0.0       |                 |                  |      |     |     |                     |           |           |                    |
| 36. My class is                                                                                                                             |             |                     |               |                      | 44.       |                 | 5                | 4    | 3   | 2   | 1                   |           |           |                    |
| Total Responses                                                                                                                             | Freshman    | Sophomore           | Junior        | Senior               | Graduate  | 45.             |                  | 5    | 4   | 3   | 2                   | 1         |           |                    |
| 5                                                                                                                                           | 40.0        | 40.0                | 20.0          | 0.0                  | 0.0       |                 |                  |      |     |     |                     |           |           |                    |
| 37. My grade point average to date is (round off)                                                                                           |             |                     |               |                      | 46.       |                 | 5                | 4    | 3   | 2   | 1                   |           |           |                    |
| Total Responses                                                                                                                             | 4.0 – 3.5   | 3.4 – 3.0           | 2.9 – 2.5     | 2.4 – 2.0            | Under 2.0 | 47.             |                  | 5    | 4   | 3   | 2                   | 1         |           |                    |
| 5                                                                                                                                           | 20.0        | 60.0                | 20.0          | 0.0                  | 0.0       |                 |                  |      |     |     |                     |           |           |                    |
| 38. The grade I presently have in this class is                                                                                             |             |                     |               |                      | 48.       |                 | 5                | 4    | 3   | 2   | 1                   |           |           |                    |
| Total Responses                                                                                                                             | A           | B                   | C             | D                    | F         | 49.             |                  | 5    | 4   | 3   | 2                   | 1         |           |                    |
| 5                                                                                                                                           | 100.0       | 0.0                 | 0.0           | 0.0                  | 0.0       |                 |                  |      |     |     |                     |           |           |                    |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 |             |                     |               |                      | 50.       |                 | 5                | 4    | 3   | 2   | 1                   |           |           |                    |
|                                                                                                                                             |             |                     |               |                      |           |                 |                  |      |     |     |                     |           |           |                    |



This report summarizes results from the Survey of Student Opinion of Instruction. The first page contains identification items, percent of student participation, and responses from the Instructor's Questionnaire.

The second and third pages summarize the distribution of student responses to each questionnaire item using a scale from five to one where five means "Strongly Agree" and one means "Strongly Disagree." In each line, the distribution of responses is a **percent** distribution based upon the total number of responses to each item. Means are based upon the appropriate **total responses** for each identified category.

|                                    |                |                       |
|------------------------------------|----------------|-----------------------|
| INSTRUCTOR'S NAME                  |                |                       |
| Gao, Qian                          |                |                       |
| COURSE TITLE                       |                |                       |
| INSTRUCTOR SUMMARY OF UNIT CLASSES |                |                       |
| COURSE NUMBER                      | UNIT           | INSTITUTIONAL CODE    |
|                                    | HUM            | TRA2087.S             |
| REGISTERED STUDENTS                | FORMS RETURNED | PERCENT PARTICIPATION |
| 22                                 | 20             | 90.9%                 |

# FACTOR MEANS ~~\*\*INSTRUCTOR RESPONSES~~ (AND STANDARD DEVIATIONS) FOR INSTRUCTOR, UNIT, INSTITUTION AND NATIONAL SAMPLE.

THIS PAGE OF THE INSTRUCTOR SUMMARY CONTAINS MEANS AND STANDARD DEVIATIONS FOR EACH OF SIX FACTORS IDENTIFIED BY FACTOR ANALYSIS OF THE FIRST 21 QUESTIONS. THE QUESTIONS COMPRISING EACH FACTOR ARE INDICATED IN ORDER OF FACTOR LOADING. MEANS ARE BASED UPON THE TOTAL RESPONSES WITHIN EACH OF THE INDICATED SUMMARY LEVELS. THE NATIONAL SAMPLE IS COMPRISED OF MORE THAN ONE MILLION (SURVEY OF STUDENT OPINION OF INSTRUCTION TM) QUESTIONNAIRES ADMINISTERED OVER THE PREVIOUS FIVE YEARS.

| 3.                                                                                                              | INSTRUCTOR<br>MEAN (SD) | UNIT<br>MEAN (SD) | INSTITUTION<br>MEAN (SD) | NATIONAL<br>MEAN (SD) |
|-----------------------------------------------------------------------------------------------------------------|-------------------------|-------------------|--------------------------|-----------------------|
| 4.FACTOR 1 INSTRUCTOR COMMITMENT TO STUDENT LEARNING<br>QUESTIONS: 10 , 7 , 20 , 17 , 16 , 8 , 1 , 21           | *** 4.83 (0.424)        | 4.56 (0.739)      | 4.52 (0.579)             | 4.42 (0.913)          |
| 5.                                                                                                              |                         |                   |                          |                       |
| 6.FACTOR 2 INSTRUCTOR PREPARATION AND ORGANIZATION<br>QUESTIONS: 9 , 11 , 3                                     | *** 4.90 (0.302)        | 4.48 (0.787)      | 4.51 (0.817)             | 4.44 (0.886)          |
| 7.                                                                                                              |                         |                   |                          |                       |
| 8.FACTOR 3 INSTRUCTOR/STUDENT INTERACTION<br>QUESTIONS: 4 , 13 , 18 , 14                                        | *** 4.67 (0.631)        | 4.25 (0.962)      | 4.24 (0.617)             | 4.17 (1.076)          |
| 9.                                                                                                              |                         |                   |                          |                       |
| 10.FACTOR 4 TESTING<br>QUESTIONS: 6 , 5                                                                         | *** 4.82 (0.384)        | 4.48 (0.781)      | 4.44 (0.885)             | 4.35 (0.936)          |
| 11.                                                                                                             |                         |                   |                          |                       |
| 12.FACTOR 5 COURSE OBJECTIVES<br>QUESTIONS: 15 , 12                                                             | *** 4.85 (0.361)        | 4.41 (0.816)      | 4.46 (0.825)             | 4.42 (0.868)          |
| 13.                                                                                                             |                         |                   |                          |                       |
| 14.FACTOR 6 COURSE ASSIGNMENTS<br>QUESTIONS: 2 , 19                                                             | *** 4.77 (0.576)        | 4.41 (0.783)      | 4.41 (0.851)             | 4.25 (0.981)          |
| 15.                                                                                                             |                         |                   |                          |                       |
| SIGNIFICANTLY DIFFERENT FROM THE NATIONAL MEAN ..... * = AT .05 LEVEL / ** = AT .01 LEVEL / *** = AT .001 LEVEL |                         |                   |                          |                       |

|                                                                                                                                                     | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 | 4    | 3    | 2   | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|------|-----|---------------------------|--------------|--------------|-----------------------|
| 1. The clarity and audibility of the instructor's speech are excellent.                                                                             | 20                 | 75.0                   | 25.0 | 0.0  | 0.0 | 0.0                       | 4.75         | 4.67         | 4.66                  |
| 2. The contents of the assignments contribute to my understanding of the subject.                                                                   | 20                 | 95.0                   | 5.0  | 0.0  | 0.0 | 0.0                       | 4.95         | 4.52         | 4.53                  |
| 3. The requirements of the course (projects, papers, exams, etc.) were explained adequately.                                                        | 20                 | 80.0                   | 20.0 | 0.0  | 0.0 | 0.0                       | 4.80         | 4.41         | 4.45                  |
| 4. The instructor's presentation often causes me to think in depth about this subject.                                                              | 20                 | 75.0                   | 10.0 | 15.0 | 0.0 | 0.0                       | 4.60         | 4.39         | 4.34                  |
| 5. The instructor has adequate means for evaluating my learning.                                                                                    | 20                 | 85.0                   | 15.0 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.48         | 4.45                  |
| 6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.                                                    | 20                 | 80.0                   | 20.0 | 0.0  | 0.0 | 0.0                       | 4.80         | 4.49         | 4.42                  |
| 7. Adequate opportunities are provided by the instructor for me to ask questions.                                                                   | 20                 | 95.0                   | 5.0  | 0.0  | 0.0 | 0.0                       | 4.95         | 4.72         | 4.67                  |
| 8. The instructor is teaching the course material or skills clearly.                                                                                | 20                 | 90.0                   | 10.0 | 0.0  | 0.0 | 0.0                       | 4.90         | 4.47         | 4.45                  |
| 9. The instructor seems to be well prepared.                                                                                                        | 20                 | 95.0                   | 5.0  | 0.0  | 0.0 | 0.0                       | 4.95         | 4.55         | 4.58                  |
| 10. The instructor seems to care about my learning.                                                                                                 | 19                 | 89.4                   | 10.5 | 0.0  | 0.0 | 0.0                       | 4.89         | 4.72         | 4.64                  |
| 11. The course appears to have been carefully planned.                                                                                              | 20                 | 95.0                   | 5.0  | 0.0  | 0.0 | 0.0                       | 4.95         | 4.48         | 4.51                  |
| 12. Course objectives are being achieved.                                                                                                           | 20                 | 80.0                   | 20.0 | 0.0  | 0.0 | 0.0                       | 4.80         | 4.44         | 4.49                  |
| 13. During the term, I looked forward to attending this class.                                                                                      | 20                 | 65.0                   | 20.0 | 15.0 | 0.0 | 0.0                       | 4.50         | 4.03         | 4.00                  |
| 14. Compared with other courses on this level carrying an equal amount of credit, the effort I put into this course is as much as in other courses. | 20                 | 80.0                   | 15.0 | 5.0  | 0.0 | 0.0                       | 4.75         | 4.19         | 4.22                  |
| 15. Course objectives have been expressed clearly.                                                                                                  | 20                 | 90.0                   | 10.0 | 0.0  | 0.0 | 0.0                       | 4.90         | 4.38         | 4.43                  |
| 16. The instructor demonstrates a personal commitment to high standards of professional competence.                                                 | 20                 | 90.0                   | 5.0  | 5.0  | 0.0 | 0.0                       | 4.85         | 4.66         | 4.62                  |
| 17. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).                                             | 20                 | 85.0                   | 10.0 | 5.0  | 0.0 | 0.0                       | 4.80         | 4.40         | 4.32                  |
| 18. In this course, I am learning much.                                                                                                             | 20                 | 85.0                   | 15.0 | 0.0  | 0.0 | 0.0                       | 4.85         | 4.40         | 4.39                  |
| 19. The out-of-class assignments are challenging.                                                                                                   | 20                 | 75.0                   | 10.0 | 15.0 | 0.0 | 0.0                       | 4.60         | 4.31         | 4.30                  |
| 20. The instructor supervises and helps in new experiences without taking over.                                                                     | 20                 | 75.0                   | 25.0 | 0.0  | 0.0 | 0.0                       | 4.75         | 4.40         | 4.39                  |
| 21. The instructor relates underlying theory to practice.                                                                                           | 20                 | 80.0                   | 15.0 | 5.0  | 0.0 | 0.0                       | 4.75         | 4.45         | 4.45                  |
| 22. Overall, I rate this instructor a good teacher.                                                                                                 | 20                 | 90.0                   | 10.0 | 0.0  | 0.0 | 0.0                       | 4.90         | 4.59         | 4.54                  |

|                                                                                                                                             | TOTAL<br>RESPONSES | STRONGLY<br>AGREE<br>5 |      |     |     | STRONGLY<br>DISAGREE<br>1 | ITEM<br>MEAN | UNIT<br>MEAN | INSTITUTIONAL<br>MEAN |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|------|-----|-----|---------------------------|--------------|--------------|-----------------------|
|                                                                                                                                             |                    |                        | 4    | 3   | 2   |                           |              |              |                       |
| 23. Examinations cover material or skills emphasized in the course.                                                                         | 15                 | 86.6                   | 13.3 | 0.0 | 0.0 | 0.0                       | 4.86         | 4.60         | 4.56                  |
| 24. The time allowed to complete exams is adequate.                                                                                         | 15                 | 80.0                   | 13.3 | 6.6 | 0.0 | 0.0                       | 4.73         | 4.55         | 4.47                  |
| 25. Examination questions are phrased clearly.                                                                                              | 15                 | 86.6                   | 13.3 | 0.0 | 0.0 | 0.0                       | 4.86         | 4.53         | 4.38                  |
| 26. The textbooks contribute to my understanding of the subject.                                                                            | 15                 | 93.3                   | 6.6  | 0.0 | 0.0 | 0.0                       | 4.93         | 4.46         | 4.33                  |
| 27. The course is practical and useful to those students for whom it was specifically planned.                                              | 15                 | 86.6                   | 13.3 | 0.0 | 0.0 | 0.0                       | 4.86         | 4.50         | 4.54                  |
| 28. The clinical experiences, or laboratory, meet my learning needs for this course.                                                        | 9                  | 88.8                   | 11.1 | 0.0 | 0.0 | 0.0                       | 4.88         | 4.43         | 4.31                  |
| 29. The instructor explains or illustrates laboratory or clinical techniques clearly.                                                       | 9                  | 88.8                   | 11.1 | 0.0 | 0.0 | 0.0                       | 4.88         | 4.49         | 4.33                  |
| 30. Pre-laboratory assignments (assigned readings and exercises) contribute to my understanding of laboratory experiments.                  | 8                  | 87.5                   | 12.5 | 0.0 | 0.0 | 0.0                       | 4.87         | 4.50         | 4.22                  |
| 31. The laboratory contributes to my understanding of the subject.                                                                          | 9                  | 77.7                   | 11.1 | 0.0 | 0.0 | 11.1                      | 4.44         | 4.45         | 4.25                  |
| 32. The laboratory manual adequately explains the procedures to be followed in the laboratory.                                              | 8                  | 62.5                   | 25.0 | 0.0 | 0.0 | 12.5                      | 4.25         | 4.40         | 4.24                  |
| 33. Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory. | 8                  | 75.0                   | 12.5 | 0.0 | 0.0 | 12.5                      | 4.37         | 4.36         | 4.43                  |
| 34. My perception of the teaching method used in this course is                                                                             | 40.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| Total Responses<br>15   Lecture 26.6   Discussion 20.0   Demonstration 6.6   Combination of these 46.6   Other 0.0                          | 41.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| 35. This course is                                                                                                                          | 42.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| Total Responses<br>14   In my major 14.2   General requirement 64.2   An elective 14.2   Required cognate 0.0   Other 7.1                   | 43.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| 36. My class is                                                                                                                             | 44.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| Total Responses<br>14   Freshman 42.8   Sophomore 35.7   Junior 14.2   Senior 7.1   Graduate 0.0                                            | 45.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| 37. My grade point average to date is (round off)                                                                                           | 46.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| Total Responses<br>14   4.0 – 3.5 21.4   3.4 – 3.0 50.0   2.9 – 2.5 21.4   2.4 – 2.0 7.1   Under 2.0 0.0                                    | 47.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| 38. The grade I presently have in this class is                                                                                             | 48.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| Total Responses<br>14   A 64.2   B 35.7   C 0.0   D 0.0   F 0.0                                                                             | 49.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| 39. If I needed help outside of class, the instructor has given help to me.                                                                 | 50.                | 5                      | 4    | 3   | 2   | 1                         |              |              |                       |
| Yes 50.0   No 7.1   Not needed 42.8                                                                                                         |                    |                        |      |     |     |                           |              |              |                       |