Faculty Development Plan

Department of Asian and Near Eastern Languages

TEACHING

1. Strengths

I feel that I am able to make class well-organized, not only in class schedule but also in classroom time management. Students are comfortable communicating with me because I care about their opinions. I am willing to make adjustment when I hear their feedback. Students feel connected with me because I care about each individual in my class. I also feel that I am also able to design creative activities to promote group-learning experience.

2. Weaknesses

I would like to learn how to make grading policy clearer and more objective to students. Since TAs play important roles in my language courses, I would like to learn how to train and manage TAs better so that I can control the quality of TA sections. I would also like to learn how to integrate pre-class reading activities into lectures better in content courses.

3. Goals

a. Learn more about effective teaching strategies by reading related articles and books.

b. Apply teaching strategies suggested by experienced professors from the New Faculty Spring Seminar to my courses in Fall 2015, such as providing reading guidelines when assigning reading homework, and inviting students to write down their thoughts before discussions.

c. Revise homework assignments and course assessments based on students’ feedback and their performance.

d. Learn how to be more creative in integrating students’ faith into their experiences of learning a foreign language and culture.

e. Invite colleagues to observe my classes and gather feedback from them.

4. Course Development Project

CHIN 301, Fall Semester 2015 (See attached syllabus)
1. Self-assessment

My research is focus on Chinese learners’ speaking fluency. I feel that this topic is very valuable to both teaching Chinese as a second language and language assessment but has not receive enough attention in the literature. In the past semesters I have collected data that can lead to several studies. I also received great support from my college in funding this project.

I have made presentations on my research project at two academic conferences and received useful feedback for paper revision and future studies. I would like to expand the sources of data to more proficiency levels for the following studies. I would also like to integrate the research findings into classroom instruction.

Last semester I didn’t have the chance to attend the LARC research forums organized by Humanities Center due to the conflict with class schedule. I plan to attend the LARC consistently to hear my colleagues’ updated research and learn from them. I also plan to involve students in my research project.

2. Strategies

a. Set aside a time per week to read and write. Spend the writing time efficiently. Write as much as I can.
b. Adjust my research schedule regularly to make my work more efficient and productive. Make priorities and follow the schedule. Chart my progress.
c. Attend LARC meetings and writing groups to communicate thoughts with colleagues. Audit linguistic courses and statistics courses to sharpen skills in methodology.
d. Communicate with editors of different journals to make my papers more publishable. Make connections with editors during book exhibit during conferences.
e. Stay current on literature in my field. Keep a record of important findings and ideas from recent literature. Learn new technologies that can help with data collecting and analysis.
f. Turn presentations into papers. Seek for useful feedback and potential collaborators during conferences.
3. Goals


b. Submit proposals to NACCL (North American Conference on Chinese Linguistics), ACTFL (The American Council on the Teaching of Foreign Languages), AAAL (American Association for Applied Linguistics), NCOLCTL (the National Council of Less Commonly Taught Languages) annual conference. Make connections and build up academic reputation by attending these conferences regularly.

c. Collect more data from students across different proficiency levels. Conduct cross-sectional studies and longitudinal studies.

d. Collaborate with a colleague from Beijing Language and Culture University to conduct comparative studies of L2 Chinese learners’ speaking performances in target language environment versus non-target language environment.

e. Create a website that can help improve students’ speaking fluency and their ACTFL OPI scores, which serves as an application result of my research project.
CITIZENSHIP

(Citizenship Project proposal)

1. Strengths

As a new member of the ANEL team, I try to be an active and supportive team player as possible. I am responsive to my colleagues’ requests and am always willing to offer help in department/section matters and events. I report issues to my department chair and section head promptly and consult them when I don’t know how to deal with difficult situations. I also often communicate with colleagues of Chinese section to be more fit in.

2. Weaknesses

I feel that I am not active to offer my opinions when we discuss section business due to the fact that I am not familiar with the section and the courses. I would like to pay attention to details of Chinese section so that I can familiarize myself with it as soon as possible. I would also like to learn how to mentor students. I serve as the faculty coordinator of FLSR (Chinese house) program. In the past two semesters, I feel that I was not connected with students living in the Chinese house. Since I will meet with them every week starts from the coming fall semester for the new CHIN 311R course, I would like to take this chance to get to know them better and do my job better.

3. Goals

a. Work with department colleague Dana Bourgerie on organizing NACCL 2015 as co-chair.
b. Promote the Chinese house. Help students make the best use of this program to improve their Chinese.
c. Work with other colleagues of Chinese section on organizing Chinese Speech Contest as committee chair.
d. Be supportive in helping colleagues organizing section events such as Chinese culture night, language fair, Chinese Flagship cultural activities and etc.
e. Get to know more colleagues of my department and my college.
Course Development Project Grant Proposal

Rachel Yu Liu
Department of Asian and Near Eastern Languages

I plan to modify Chinese 301 for my course development project. Chinese 301 is an advanced level language course that is designed to improve students’ reading, writing, speaking and listening skills. Students are expected to achieve advanced-low level when they finish this course.

I received negative feedback for TA sections complaining that class time was not effectively used. Quite a few students expressed their desire to learn more about Chinese culture while learning the language. In view of this, I plan to change previous textbook language drills to new activities during TA sections. Students will watch a video introducing Chinese culture and society related to the topic they study every week. They will answer listening & reading comprehension questions after watching the video. And they will discuss the video by using the vocabulary and expressions they learn from the textbook. Students will find the TA sections more useful and attractive by learning through multimedia materials.

I am requesting the course development project grant to purchase multimedia materials for this course. If I am awarded $300, I will use the money in the following categories:

1) Purchase books containing multimedia materials for the course: e.g. 《中国人的故事 （上、下）》Chinese People’s Stories (volume 1, 2); 《走进中国百姓生活（上、下）》Visit Chinese People’s Lives (volume 1, 2); 《中国城市名片》Chinese Cities ‘ Name Cards; 《快乐中国人》Happy Chinese. ($150)

2) Purchase a 2TB external hard drive to store video files. ($90)
3) Purchase a reference book for designing classroom activities:

*Communicative Language Teaching in Action: Putting Principles to Work.*

($78.50)

Attachment: Chinese 301 Syllabus

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**Chinese 301 Advanced Chinese**

**2015 Fall Semester**

**INSTRUCTOR**

Instructor: Rachel Yu Liu 刘瑜  
Office: 3073 JFSB  
Tel: 422-7353  
E-mail: rachelyuliu@byu.edu

**TEXTBOOK**

*Developing Chinese* 《发展汉语》 ISBN: 9787531337997

**PREREQUISITES**  
CHIN202

**COURSE DESCRIPTION**

This course is designed to further students' reading, writing, speaking, and listening skills via comprehensive lessons on various aspects of Chinese society. As it is an advanced language acquisition course, emphasis will be placed on pronunciation, vocabulary (including spoken & written expressions, idioms, etc.) and grammar (sentence patterns, conjunctions, etc.). Other aspects addressed will include reading strategies, Chinese composition skills, and discussion and presentations on meaningful social issues. According to program guidelines, only simplified characters will be used and taught.

Keep in mind that students who served a Chinese-speaking mission are generally more comfortable and adept at speaking and listening, while students who started with CHIN 101 will often have better writing and reading abilities. Thus, this course will push each student in a different way. Your responsibility to yourself is to find out where you need to progress the most (听、说、读、写) and to put forth the necessary effort. A competitive spirit is ultimately best served when competing against your potential and not against others.
PARTICIPATION POLICY 上课方式
Acquiring communicative ability in any language requires active participation and feedback. It will be expected that students push themselves in class by actively asking questions, offering opinions, or giving insights. Grammatical correctness, fluency of speech, proper word choice, and pronunciation will all improve when students actively participate. Students will occasionally be corrected on the spot regarding pronunciation, word choice, and/or grammar. Such correction is given as a means to improve language proficiency. Please take it with an open and grateful mind. As this is the first semester of Advanced Chinese, only Chinese will be used in the classroom.

LEARNING OUTCOMES 学习目标
• Comprehend non-technical spoken Mandarin in controlled contexts at the ACTFL advanced-low level. (See Chinese major learning outcome 1)
• Speak Mandarin Chinese at the ACTFL intermediate-high level, demonstrating the ability to defend a point of view, narrate events, and give a basic presentation. (See Chinese major learning outcome 1)
• Read a variety of informal and easy formal texts at the ACTFL intermediate-high level, demonstrating the ability to summarize, skim, scan texts and guess unknown words from context. (See Chinese major learning outcome 2)
• Write notes, correspondence, and short essays at the ACTFL intermediate-low level. (See Chinese major expected learning outcome 2)
• Demonstrate an understanding of Chinese cultural features as well as contemporary Chinese society. (See Chinese major expected learning outcome 3)

GRADING POLICY 评分原则
Grades will be assigned based on correctness and effort put forth. Any errors will be marked and points deducted. In this way you can better discern between correct and incorrect Chinese—a critical skill at this point in your language progression. Homework is due at the beginning of class (i.e., within the first five minutes).

ASSIGNMENTS & GRADING 作业及分数比例
Attendance & Participation 出勤及课堂表现 (20%):
<table>
<thead>
<tr>
<th>≤2 days absence/late with advance notice</th>
<th>≤ 1 week absence/late (15 mins)</th>
<th>≤ 2 weeks absence/late (15 mins)</th>
<th>&gt;2 weeks absence/late (15 mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 0 point</td>
<td>- 2%</td>
<td>Drop a letter grade</td>
<td>Fail</td>
</tr>
</tbody>
</table>

**Homework 作业 (25%)**:

Homework will be assigned every class period. This is the only effective way material covered in class can be reinforced and assimilated. Daily homework assignments can be found under the Content tab on Learning Suite. **Be prepared to spend two hours per day doing homework for this course.**

1. **Character sheet 汉字拼音表 (5%)**: Practice the characters and pinyin for the vocabulary in each chapter by using the character practice sheet. Write pinyin and characters twice for each new word.

2. **Sentence composition 造句 (5%)**: Create three sentences for each sentence pattern learned in class. (Sentence patterns can be found in the second part of each unit in the textbook.)

3. **Textbook exercises 课后练习 (5%)**: For the first several units, fill-in-the-blank type sections in the textbook will need to be copied in their entirety, with the correct answer inserted between parentheses (e.g., if the textbook has this: “一边听音乐一边喝果汁，真是一种（ ）。” On your homework you write “一边听音乐一边喝果汁，真是一种（享受）。” not just “享受”)

4. **Essay composition 作文 (5%)**: 13 hand-written essay compositions will be required over the course of the semester (400 characters minimum). They are due at the beginning of class.

5. **Audio recordings 口语录音 (5%)**: A 5 minutes minimum audio recording of speaking assignment will be required every week. You will record your answers to assigned questions and submit them through Learning Suite “Digital Dialogue”. Questions are related to the topic of each lesson.

Use Online Voice Recorder (http://online-voice-recorder.com) to record your voice. Location: 1141 JFSB, 1161 JFSB or a quite place. Name your files as “Your name (En) + Topic name”.

6. **Reading text 课文**: You will be reading the text every single day. While the way you’re asked to read it will vary, be prepared to become very, very familiar with the text. This is critical to your language development, not to mention your grade. Your textbook comes with a CD. There’s an audio recording for the
vocabulary and the text of each unit. You’ll be listening to this every single day also.

⑦ Reader Naughty Days 读物《调皮的日子》: You will be reading this book every single day. This is because reading is the foundation of strong language ability. You will read two stories per week.

Assessments 考核
小考 Quizzes (10%):
In Monday class of each unit a quiz will be administered. It includes vocabulary dictation and reading comprehension questions.

口头报告 Presentations (5%):
Students will be required to give an 8-minute presentation on the assigned topic. A group project will be assigned, wherein groups of 2 students will present their ideas of the topic.

期中考 Midterm (20%):
Unit 1-7 will be tested. The midterm exam for this course will be held in the 8th week of the semester. The format will be announced in class.

期末考 Final (20%):
Unit 8-13 will be tested. The final exam for this course will be held on a date as stipulated by the university. This is the only times the final will be given, excepting a major illness or catastrophe. Please plan accordingly.

Grades will be determined by dividing the total points earned by the total possible points. Letter grades are assigned based on the following grade breakdown:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94.0% - 100.0%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0% - 93.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87.0% - 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83.0% - 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0% - 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77.0% - 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73.0% - 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70.0% - 72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67.0% - 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63.0% - 66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60.0% - 62.9%</td>
</tr>
<tr>
<td>E</td>
<td>0.0% - 59.9%</td>
</tr>
</tbody>
</table>
### Weekly Schedule Overview

一周上课安排

**Example 例：First week 第一周**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Homework Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class activity</td>
<td>Due next day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finish it at home</td>
</tr>
<tr>
<td><strong>Tue. 周二</strong> 9/1 (Dr. Liu)</td>
<td>Learn new words: Read new words, discuss and practice important words (blue) with context.</td>
<td>1. Write characters. 2. Textbook exercise 1.</td>
</tr>
<tr>
<td>Wed. 周三 9/2 (Dr. Liu)</td>
<td>Learn the text and grammar: Read and discuss the text, practice grammar structures.</td>
<td>1. Create three sentences with grammar structures that are discussed. 2. Textbook exercises 2,3.</td>
</tr>
<tr>
<td>Thu. 周四 9/3 (Dr. Liu)</td>
<td>Learn the text and grammar: Read and discuss the text, practice grammar structures.</td>
<td>1. Create three sentences with grammar structures that are discussed. 2. Textbook exercises 6,7.</td>
</tr>
<tr>
<td>Sat. &amp; Sun. 周六/日 9/5, 9/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon. 周一 9/7 (TA)</td>
<td>Quiz, listening &amp; speaking practices.</td>
<td>Speaking assignments.</td>
</tr>
</tbody>
</table>
University Policies 学校的规定

BYU Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Academic Honesty Policy
The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.