

RECEIVED

2/22/17 Super RUSH job all hand signed original scanned to J. Harvie

FORMAT 2

FEB 22 2017

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/ for a complete description of the rules governing curriculum & course changes.

College of Liberal Arts

#16 - Core

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department: Foreign Languages, College/School: CLA, Prepared by: Rosalind Kan, Phone: 474-0928, Email Contact: <ryjkan@alaska.edu>, Faculty Contact: Rosalind Kan

1. COURSE IDENTIFICATION: As the course now exists.

Dept: Foreign Languages, Course #: CHNS101, CHNS102, No. of Credits: 5, COURSE TITLE: Elementary Chinese I, Elementary Chinese II

2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course: [], Drop Course: [], NUMBER: [], TITLE: [], DESCRIPTION: [], PREREQUISITES*: [], FREQUENCY OF OFFERING: [X], *Prerequisites will be required before a student is allowed to enroll in the course. CREDITS (including credit distribution): [], COURSE CLASSIFICATION: [], ADD A STACKED LEVEL (400/600): [], Dept.: [], Course #: [], How will the two course levels differ from each other? How will each be taught at the appropriate level?: [], ADD NEW CROSS-LISTING: [], Dept. & No.: [], Requires approval of both departments and deans involved. STOP EXISTING CROSS-LISTING: [], Dept. & No.: [], Requires notification of other department(s) and mutual agreement. OTHER (specify): The X designation FOR GER is being sought; correct frequency of offering.

Only this change

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply) [] 1 [] 2 [] 3 [] 4 [] 5 [X] 6 weeks to full semester, OTHER FORMAT (specify all that apply): [], Mode of delivery (specify lecture, field trips, labs, etc.): []

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities S = Social Sciences (Already exists)

Will this course be used to fulfill a requirement for the baccalaureate core? YES GERS NO

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, W = Writing Intensive, X = Baccalaureate Core
 *Format 6 also submitted *Format 7 submitted

4.A Is course content related to northern, arctic or circumpolar studies?

YES NO

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)
 3 Credits
 Offered As Demand Warrants
 Case-study Comparative approach in assessing ~~Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~
 Multiple countries and specific policy developments examined for factors promoting

CHNS F101 Elementary Chinese I (h)
 5 Credits
 Offered Fall Odd-numbered Years
 First year spoken and written Chinese. Emphasis on the basic elements of the language to acquire skills in listening, speaking, reading and writing. About 300 characters will be taught. Cultural aspects will be presented.
 Lecture + Lab + Other: 5 + 0 + 0
 CHNS F102 Elementary Chinese II (h)
 5 Credits
 Offered Spring Even-numbered Years
 First year spoken and written Chinese. Emphasis on the basic elements of the language to acquire skills in listening, speaking, reading and writing. Approximately 300 characters will be taught. Cultural aspects are presented.
 Prerequisites: CHIN F101 or equivalent.
 Lecture + Lab + Other: 5 + 0 + 0

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

CHNS F101 X Elementary Chinese I (h)
 5 Credits
 Offered Fall Odd-numbered Years
 First year spoken and written Chinese. Emphasis on the basic elements of the language to acquire skills in listening, speaking, reading and writing. About 300 characters will be taught. Cultural aspects will be presented.
 Lecture + Lab + Other: 5 + 0 + 0
 CHNS F102 X Elementary Chinese II (h)
 5 Credits
 Offered Spring Even-numbered Years
 First year spoken and written Chinese. Emphasis on the basic elements of the language to acquire skills in listening, speaking, reading and writing. Approximately 300 characters will be taught. Cultural aspects are presented.
 Prerequisites: CHIN F101 or equivalent.
 Lecture + Lab + Other: 5 + 0 + 0

only one.
 LETTER: PASS/FAIL:

9. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

increase enrollment with revenue generation.

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes _____

11. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

only Foreign Languages + Literature

12. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

positive

13. JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Chinese courses were inadvertently left off of the GERs list.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

[Signature] Date *2/21/17*
Signature, Chair, Program/Department of: *Foreign Languages + Literature*

[Signature] Date *2/22/17*
Signature, Chair, College/School Curriculum Council for: *CLA CC*

[Signature] Date *2/22/17*
Signature, Dean, College/School of: *CLA*

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

Signature of Provost (if applicable) | Date _____

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

 Date 2/27/17

Signature, Chair

Faculty Senate Review Committee: Curriculum Review GAAC

Core Review SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

Date

Signature, Chair,
Program/Department of:

Date

Signature, Chair, College/School
Curriculum Council for:

Date

Signature, Dean, College/School
of:

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus.

Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and

any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Chinese F101 Elementary Chinese I
5 Credits
Course Syllabus
Fall Semester of 2016

Instructor: Rosalind J. Kan (907) 474-0928
rjkan@alaska.edu

Office Hours: Mon Wed Fri 9:00 am – 12:00 noon, and other time by arrangement

Office Location: 590 University Ave, Suite G

Class Time: Mon, Tue & Thr 5:20 – 7:00 pm

Class Location: Gruening 306 (Mondays) & 301 (Tuesdays & Thursdays)

Textbook: Integrated Chinese (textbook and workbook) Level I Part I
Cheng & Tsui Co. (Publisher)

Course Description: This is a beginning course for learning Chinese and requires no prior ability of speaking Chinese. The course will begin with the Chinese phonetic elements, using the Pinyin system. Emphasis is placed on learning the basic elements of the language. Students will acquire the four basic skills of listening, speaking, reading, and writing by studying words in the textbook, and by familiarizing themselves with basic sentence patterns.

Chinese grammar and sentence pattern analysis will be presented systematically with respect to the course materials, to help students understand and learn the language.

Course Goals and Student Learning Outcomes:

This course will cover 10 lessons. The student will acquire about 375 Chinese characters and 350 in vocabulary, and over one hundred basic grammatical patterns and their practical applications. The tonal aspect of the language will be stressed. The students are expected to be able to use the pattern sentences to order drinks, greet friends, and engage in a simple conversation about family members, class schedules. Students are required to write short passages, and are expected to practice speaking Chinese in and outside of class.

Instructional Methods:

- All aspects of language learning (listening, speaking, reading, and writing) will receive equal attention.
- Classroom instruction
 1. Present new vocabulary and new sentence patterns from all the 10 lesson topics in the textbook. Supplemental materials will be given as needed.
 2. Analyze sentence structure with emphasis on usage and practical applications.
 3. Practice oral exercises with every student during classroom instruction.
- Audio and video tapes will be used to aid the development of listening skills.

- Homework – the workbook will be used for weekly homework assignments. The students will also be required to write short passages and present them orally in class.
- Two quizzes every week, one midterm exam, and a final.
- Outside classroom activities - each student will be matched up with a practice pal.

Course Policies:

Attendance and punctuality are required. Any absence will require a phone call or email report. Unexcused absences will affect the course grade. Ten or more absences will result in a grade of “F” for the course.

Deadlines apply to everyone. Late assignments will be accepted only with the approval of the instructor.

Classroom participation and attendance will be evaluated and counted as part of the final grade.

Evaluation:

Grading system

Homework/Quizzes:	30%
Midterm exam:	25%
Class participation, attendance and presentation:	15%
Final exam:	30%

Disabilities Accommodation: Reasonable accommodation will be provided to students with disabilities through the office of Disabilities Services.

If you believe you are eligible, please visit <http://www.uaf.edu/disability> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907)474-5655 or (907) 474-1827 TTY, fydso@uaf.edu, Whitaker Building rm. 208.

Grading for the coursework and class will be as follows:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

Lecture Plan

CHNS F101 Elementary Chinese I - Fall of 2016

Aug 29, 30, Sept 1, 6	Chapter 1 Greetings	Overview of Chinese pronunciation and the writing system Question formation using a question particle Negative sentences using “不” Personal names
Sept 8, 12, 13, 15, 19	Chapter 2 Family	Particle “的” (I) Measure words; numerals; the possessive construction Question formation using an interrogative word
Sept 20, 22, 26, 27	Chapter 3 Dates and Time	Particle “的” (II) Alternative questions Affirmative –negative questions
Sept 29, Oct 3, 4, 6, 10	Chapter 4 Hobbies	Verb series Questions with “好吗?” Modal verb “想”
Oct 11, 13, 17, 18	Chapter 5 Visiting Friends	The usage of “一下儿” and “一点儿” The particle “了” (I) The adverb “才”
Oct 20, 24, 25, 27, 31	Chapter 6 Making Appointments	The preposition “给” The modal verb “要” (I) Directional complements (I)
Nov 1, 3, 7, 8, 10	Chapter 7 Studying Chinese	Descriptive complement (I) The adverbs “就” and “才” Ordinal numbers
Midterm Exam on Nov 7		
Nov 14, 15, 17, 21, 22	Chapter 8 School Life	“一边” ..., “一边”, The particle “了” (II) The progressive aspect Modal particles “能” and “会”
Nov 24 – Thanksgiving		
Nov 28, 29, Dec 1, 5	Chapter 9 Shopping	Modal particle “要” (II) Money The identical degree with “一样”
Dec 6, 8	Review	
Dec 13 (?) 5:30 pm to 7:30	Final exam	

Chinese F102 Elementary Chinese II
5 Credits
Course Syllabus
Spring Semester of 2017

Instructor: Rosalind J. Kan (907)474-0928
rjkan@alaska.edu

Office Hours: Mon Wed Fri 8:00 –12:00 noon and other time by arrangement

Office Location: 590 University Ave.

Class Time: Mon, Tue & Thr 5:20 – 7:00

Class Location: Brooks 103

Textbook and workbook:

Integrated Chinese Level I Part 2 Cheng & Tsui Co. (Publisher)

Course Description: This is the second semester of the first year course of Chinese (a continuation of CHNS F101). The student will continue to progress in the basic skills of listening, speaking, reading, and writing by learning more characters/vocabulary broadened sentence patterns. Grammar and sentence pattern analyses will be presented systematically with respect to the course materials to help students establish a solid foundation for the use of the language.

Course Goals and Student Learning Outcomes:

This course will cover 9 lessons. The student will acquire about 320 Chinese characters and 350 in vocabulary, and over one hundred basic grammatical patterns and their practical applications. The tonal aspect of the language will be stressed. The students are expected to be able to use the pattern sentences to order drinks, greet friends, and engage in a simple conversation about family members, class schedules, weather, personal health, leisure activities, and athletic games. Students are required to write short passages, and are expected to practice speaking Chinese in and outside of class.

Instructional Methods:

- All aspects of language learning (listening, speaking, reading, writing) will receive equal attention.
- Classroom instruction
 1. Present new vocabulary and new sentence patterns from 15 lesson topics in the textbook. Supplemental materials will be given as needed.
 2. Analyze sentence structure with emphasis on usage and practical applications.
 3. Practice oral exercises with every student during classroom time.
- Audio and video CDs will be used to aid the development of listening skills.
- Homework – the workbook will be used for weekly homework assignments. The students will also be required to write short passages and present them orally in

class.

- One to two quizzes every week, one midterm exam, and a final.
- Outside classroom activities - each student will be matched up with a practice pal.

Course Policies:

Attendance and punctuality are required. Any absence will require a phone call or email report. Unexcused absences will affect the course grade. Ten or more absences will result in a grade of "F" for the course.

Deadlines apply to everyone. Late assignments will be accepted only with the approval of the instructor.

Classroom participation and attendance will be evaluated and counted as part of the final grade.

Evaluation:

Grading system

Homework/Quizzes:	30%	
Midterm Exam:		25%
Attendance and Speaking Skills:	20%	
Final Exam:		25%

Disabilities Accommodation: Reasonable accommodation will be provided to students with disabilities through the office of Disabilities Services.

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Grading for the coursework and class will be as follows:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

Lecture Plan
CHNS F102 Elementary Chinese II - Spring of 2017

Jan 17 Review for Lesson 10

Lesson 10 Transportation (50 New Chinese characters)

New grammatical concepts: Topic-Comment Sentences
先+verb.....再+verb
The imminent aspect 快要.....了

Jan 19, 23, 24, 26

Lesson 11 Talking about Weather (35 new Chinese characters)

New grammatical concepts: Comparative Sentences with 比 (I)
Sentence-final Particle “了”
Modal Verb “会”
Expression “一点儿” and Adverb “又”

Jan 30, 31, Feb 2, 6, 7

Lesson 12 Eating Out (50 new Chinese characters)

New grammatical concepts: Resultative Complements (I)
Reduplication of Adjectives

Feb 9, 13, 14, 16

Lesson 13 Asking Directions (35 new characters)

New grammatical concepts: Direction and Location Words
Comparative Sentences (II)
The Dynamic Particle “过”
Reduplication of Verbs
Resultative Complements (II)
The Structure 一...就....

Feb 20, 21, 23, 27

Lesson 14 Birthday Party (40 new characters)

New grammatical concepts: The Relative Clause Construction
Time Duration (I)
The Construction 是.....的

Feb 28, March 2, 6, 7, 9

Lesson 15 Seeing a Doctor (40 new characters)

New grammatical concepts: “把”Construction (I)
The Preposition “对”
The Structure 越来越....

March 20, 21, 23, 27

Lesson 16 Dating (20 new characters)

New grammatical concepts: Descriptive Complements (II)
Potential Complements (I)
Directional Complements (II)

March 28, 30, April 3, 4

Lesson 17 Renting an Apartment (40 new characters)

New grammatical concepts: Time Duration (II)
Potential Complements (II)
Question Pronouns

March 27 Midterm

April 6, 10, 11, 13, 17

Lesson 18 Sports (30 New Chinese characters)

New grammatical concepts:

Duration of Actions; Duration of Non-action

下去 Indicating Continuation

The Particle 着

被/叫/让 Passive Voice Sentences

Special Words and Phrases

April 18, 20, 24, 25, 27

Lesson 19 Travel (40 new Chinese characters)

New grammatical concepts:

Question Pronouns

Adj + 得 + 不得了

Comparative Sentences with 比(II)

Numbers Over One Thousand

Special Words and Phrases

May1 Review

May 3(?)

Final Exam