

# CHI 201: BEGINNING OF A JOURNEY

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## Introduction

CHI 201 (4 credits) is a milestone in the Chinese language minor that determines whether foreign language learners of Chinese will continue or not. The class marks the beginning of conventional narratives with high-frequency vocabulary, grammar, and structures.

Goals: deepen ownership & understanding of the Minor's curriculum; start a replicable model of assessment; discover gaps in the curriculum; plan future courses and expand the minor. Work smarter, not harder!

## Program Facts

Number of faculty: 1 full-time, 2~3 TAs

Number of students: 85~100 in the Fall, 75-90 in the Spring .

Number of graduates every year: from the minor, between 5-8.

Not a new minor, but a Phoenix from the Ashes.

## Outcomes Assessed in 2023-24

- 1 •SLO#1: Interpretation of short texts/conventional narratives.
- 2 •SLO#3: Comprehension of texts/conventional narratives with high-frequency vocabulary & grammar.
- 3 •SLO#5: Identify characteristics of Chinese culture through language.

Use of Results and Action Plan.

**SLO 1:** a smaller number of students cleared the learning outcome at a higher level of performance.

**SLO 3:** The mixed outcome indicates that, high-impact, high-pressure activities seem to produce a stronger outcome.

**SLO 5:** semester rhythms affected the intake of course content at key moments, which emphasizes both linguistic form and cultural literacy.

## Program Student Learning Outcomes

1. Students will be able to Interpret short conventional narrative and descriptive texts and communicative dialogues with a clear underlying structure;
2. Learn to communicate effectively on practical and social topics, combining sentences into connected discourse of paragraph length;
3. Comprehend conventional narrative and descriptive texts with high-frequency vocabulary, grammar, and structures on a range of abstract topics;
4. Present ideas, opinions, arguments, and hypotheses at the paragraph level;
5. Identify characteristics of contemporary Chinese culture; analyze and compare them with students' own cultural backgrounds; evaluate aspects of culture.

## Assessment Methods

I examined and analyzed the data for six direct measures in the CHI 201 class of Fall 2022. I set threshold goals for each of them to meet our measures.

**Vocab & Characters HW: 80% of students over a 4;**  
**Lesson Quizzes: 50% of students over a 4;**  
**Vocab Quizzes: 55% of students over a 4;**  
**Midterm & Final s: 50% of students over a 4.**

## Conclusions

Vocabulary knowledge plays a fundamental role in CHI 201 and should be strengthened with more consistent assignments, in-class activities, and other pedagogical methods.

The Chinese program will need to a.) spend more time and energy to find ways to convince students that basic, simple assignments are the important ones that will help them build a base in the language, and b.) think of other assignments that could better assess the students and motivate them.

We will also have to put more thought into maintaining students' energy and learning motivations after the midterm point, as well as design final exams that correspond better to the newer material they've learned.



CHI 201 Direct Measures Evaluation Rubric & Results

Scale / Score	5: 95-100	4: 85-94	3: 75-84	2: 65-74 & 1: 55-64	Met threshold?
Vocabulary Homework	44%	28%	5%	22%	No
Characters Homework	17%	50%	22%	11%	Yes
Lesson Quizzes	5%	50%	34%	11%	Yes
Vocabulary Quizzes	0%	33%	28%	39%	No
Midterm Written Exam	17%	39%	33%	11%	Yes
Final Written Exam	5%	11%	39%	45%	No