Chinese Academic Language Learning Modules (CALLM)

A collaborative effort:
San Francisco State
Rhode Island
Western Kentucky
Oregon
Rationale

Content classes are essential, BUT

• Content classes are unsustainable
  – Class size
  – Local expertise

• Content classes develop domain knowledge and vocab, but NOT discourse syntax effectiveness. (Jing-Schmidt, 2012)
Goals

Provide content classes on a sustainable basis

Develop domain vocabulary and discourse syntax affectiveness
Strategy

• Pool content expertise from URI, SFSU, UO
• Redesign for online environment
• Create flexible delivery options
The Road to Nanjing

• Chinese I-IV: Foundations (IM)
• Language Strategies: Chinese for humanities, social science and natural science (IH+)
• Advanced topics: Domain-specific taught by language and domain specialist team
• Content course: Regular class, approved by department taught by domain specialist
• Nanjing: Direct enrollment
J201 Journalism, Media and Society
Course Support Materials
Student Orientation
Faculty Orientation
Grading Formula:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Short Essays</td>
<td>30% (15% each)</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Critical Analytical Project/Paper</td>
<td>50%</td>
</tr>
</tbody>
</table>

Major readings and references:

张国良：《新闻媒介与社会》上海人民出版社，2001
蔡雯：《媒介竞争与媒介文化》，复旦大学出版社，2007
詹姆斯·库兰等（Curran, James & Michael Gurevitch）（美），杨击译，《大众媒介与社会》，华夏出版社，2006
展江：《中国社会转型的守望者》，中国海关出版社，2002
崔保国：《2010年：中国传媒产业发展报告》，社会科学文献出版社，2010
詹姆斯·凯瑞（James, Carey：《作为文化的传播：媒介与社会论文集》，丁未译，华夏出版社，2005
王军：《网络传播法律问题研究》，群众出版社，2006

Tentative Topic Schedule

Wk. 1  Theories of Media and Theories of Society
   Readings: 张国良：《新闻媒介与社会》上海人民出版社，2001，第二章：《媒介理论》

Wk. 2 & 3  China’s Social and Media History: Where it has been: the 20th Century
   Readings: 蔡雯：《媒介竞争与媒介文化》，复旦大学出版社，2007，第五章，第四节，三：《传播政治经济学：在政治与经济的制约下》

Wk. 4 & 5  Social Reform and Media Reform: Where it is going: the 21st Century
   Readings: 蔡雯：《媒介竞争与媒介文化》，复旦大学出版社，2007，
             第一章，第一节，三：《媒介竞争与社会发展》
             张国良：《新闻媒介与社会》上海人民出版社，2001，第七章：《媒介与中国现代化》
### Formative Evaluative Criteria for Discussion Board Assignments

<table>
<thead>
<tr>
<th>Quality of Work Submitted</th>
<th>A: Exemplary Work</th>
<th>B: Graduate Level Work</th>
<th>C: Minimal Work</th>
<th>F: Work Submitted but Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A= 4.00; A- = 3.75</td>
<td>B+= 3.50; B = 3.00</td>
<td>C+ = 2.50; C = 2.00</td>
<td></td>
<td>F = 1.00</td>
</tr>
<tr>
<td>All of the previous, plus the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Contribution to the Learning Community
- The student’s contribution meets all assigned criteria and frequently prompts further discussion of a topic.
- The student takes a leadership role in discussions. Regularly contributes to collaborative learning.
- The student demonstrates exemplary awareness of the community’s needs.
- The student’s contribution satisfactorily meets the assigned criteria for contributions to the discussions.
- The student interacts frequently and encourages others in the community.
- The student demonstrates an awareness of the community’s needs.
- Occasionally, the student makes an additional comment.
- The student makes minimal effort to become involved within the community.
- The student does not respond or responds late to postings.
- The student does not make an effort to participate in the community as it develops.

#### Critical Analysis of Issues
- Demonstrates critical thinking to analyze and relate key points.
- Supports content.
- Relates to the assigned discussion topic with satisfactory evidence of critical thinking.
- Summarizes or restates discussion topic components with minimal evidence of critical thinking skills.
- Does not relate to the assigned discussion topic.
Sample Lesson

第二单元

第一课 媒介娱乐化
本课包括8个练习以及一段录像。

第二课 辩论
本课有一小段录像以及一个练习。
Cultural Background
Vocab building activity
Reading Material
Sample Activity

**Reading—Advanced Low:** I can understand articles in non-literary texts on unfamiliar topics (Journal).

- This is the goal. ( )
- I can do it with help. ( )
- I can do it. ( )

**Presentational Writing—Advanced Low:** I can write well-organized essays, summaries, and reports on a broad range of topics (Journalism).

- This is the goal. ( )
- I can do it with help. ( )
- I can do it. ( )

Go to [LinguaFolio website](https://example.com) to upload your essay.
Formal language activity

練習3－书面表达法

下面的表现方法都是书面语，非常正式，请用简洁的口语解释一下他们的意思。于周四之前把答案以“2单元1课练习3”为标题发到工具箱里的博客。

1. 毫无疑问，
2. 在...的鼓励下...
3. 何谓？...
4. 由是变到空变
5. 不言而喻
6. 综上所述
7. 如上所述
8. 诚如...所说...
9. 旨在
10. 母庸讳言
11. 众所周知
Discourse construction activity
2. 都市报和晚报：服务，受众兴趣，城市居民需要，受众批评，重视读者反馈。

赢利来源：零售+订阅+广告
Listening comprehension check

练习6－听力练习

看录像后，请回答问题，把问题答案于周四之前以“2单元练习6”为题发到博客。

1. 用一句话概括这段录像讲的内容。
2. 老师为什么在这个时候选择了这篇文章？
3. 老师反复强调指出了这篇文章的什么观点？
4. 老师具体讲了娱乐化造成的哪些现象？
Oral production: Podcast

### Practice Speaking: Intermediate High

I can provide information on academic and work topics with clarity and detail.

- This is the goal. (  )
- I can do it with help. (  )
- I can do it. (  )

### Practice Writing: Advanced High

I can create well-structured and easily readable reports, summaries, or articles on complex topics.

- This is the goal. (  )
- I can do it with help. (  )
- I can do it. (  )

Go to LinguaFolio website to upload your essay.
Evaluative Writing Activity

练习8—发表意见

录像里，老师提到一位加拿大学者的经济学理论，在他的理论中，受众在媒介的生产链中所起的作用是什么？
你同意他的观点吗？请说明你同意或者反对的原因，并举例说明。请在周四之前以“我对受众在媒介生产链中的作用的理解”为题在讨论区发一个帖子，至少300字。

Presentational Writing—Advanced Mid: I can sustain and justify opinions and arguments in writing.

- This is the goal. ( )
- I can do it with help. ( )
- I can do it. ( )

Go to Linguafolio website to upload your essay.
Student video activity
### Quality Matters Rubric Standards 2008-2010 edition with Assigned Point Values

<table>
<thead>
<tr>
<th>Standard</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Overview and Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Instructions make clear how to get started and where to find various course components.</td>
<td>3</td>
</tr>
<tr>
<td>1.2 A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Etiquette expectations (sometimes called “netiquette” for online discussions, email, and other forms of communication are stated clearly.</td>
<td>1</td>
</tr>
<tr>
<td>1.4 The self-introduction by the instructor is appropriate and available online.</td>
<td>1</td>
</tr>
<tr>
<td>1.5 Students are asked to introduce themselves to the class.</td>
<td>1</td>
</tr>
<tr>
<td>1.6 Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.</td>
<td>1</td>
</tr>
<tr>
<td>1.7 Minimum technical skills expected of the student are clearly stated.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 The course learning objectives describe outcomes that are measurable.</td>
<td>3</td>
</tr>
<tr>
<td>2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.</td>
<td>3</td>
</tr>
<tr>
<td>2.3 All learning objectives are stated clearly and written from the students’ perspective.</td>
<td>3</td>
</tr>
<tr>
<td>2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.</td>
<td>3</td>
</tr>
<tr>
<td>2.5 The learning objectives are appropriately designed for the level of the course.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Assessment and Measurement</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.</td>
<td>3</td>
</tr>
<tr>
<td>3.2 The course grading policy is stated clearly.</td>
<td>3</td>
</tr>
<tr>
<td>3.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation.</td>
<td>3</td>
</tr>
<tr>
<td>3.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.</td>
<td>2</td>
</tr>
<tr>
<td>3.5 “Self-check” or practice assignments are provided, with timely feedback to students.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Resources and Materials</strong></td>
<td></td>
</tr>
<tr>
<td>4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.</td>
<td>3</td>
</tr>
<tr>
<td>4.2 The relationship between the instructional materials and the learning activities is clearly explained to the student.</td>
<td>3</td>
</tr>
<tr>
<td>4.3 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.</td>
<td>2</td>
</tr>
<tr>
<td>4.4 All resources and materials used in the course are appropriately cited.</td>
<td>1</td>
</tr>
</tbody>
</table>
Initial lessons learned

• Online learning infuses language learning activities into content courses
• Student interaction can be enhanced
• “This is so much harder than my class!”
• Online learning expertise is critical
• Harvesting content is difficult
• Delivery model is a huge challenge