Competency: Advanced Writing in the Major

*Educational experiences that satisfy the Advanced Writing competency in the major will provide students with sustained practice in increasingly sophisticated writing, in a variety of formats appropriate to the discipline. Faculty will guide students toward writing effectively in the discipline by providing appropriate evaluation of written documents, including opportunities to incorporate feedback and progress as writers, either through revision or subsequent assignments. Students’ coursework will also convey knowledge of and access to the necessary tools and resources for writing in the discipline.*

Part 1: In the text box below, briefly describe (in about one paragraph), and in language suited to an audience composed of colleagues who are not specialists in your field, what it means to be competent in advanced writing at the undergraduate level in the discipline(s) appropriate to the major. *The text boxes in this form will expand as you type.*

In Chinese Studies writing sits squarely in two areas: writing in English and writing in the target language of Chinese. For English work, our students are expected to express complex ideas clearly, formulate analytical arguments, and demonstrate knowledge of relevant primary and secondary sources. We require coherent grammar and proper citation. For writing in Chinese, expectations for complexity are lower (because students are working in a second language), but students must master the stylistic conventions of their chosen language appropriate to their level of study.

Part 2: Please briefly describe how your major curriculum meets each one of the learning objectives for Advanced Writing. Please attach a description of major requirements, sample syllabi, and any other relevant materials as appendices to this document.

*Students completing educational experiences that satisfy the Advanced Writing competency as part of the requirements for graduation in the major will:*

1. *demonstrate increasingly sophisticated writing according to the conventions of their academic discipline;*

Students usually begin writing smaller compositions in the introductory or intermediate level courses required for the major (see below). Not all of our lower division courses
require writing, but most (approximately 80%) do. The upper level courses, especially the seminars that are required for all majors, have significant writing components. These courses have prerequisites designed to guarantee students have the basic skill necessary to write at a sophisticated level.

2. **be able to communicate clearly in writing, employing fundamental rules of usage, style, and mechanics in the context of their discipline;**

| The Information Literacy course (A EAC 205), soon to be required of all majors, expects students to understand the standards of usage and style for English and introduces standard reference materials for formal writing in Chinese. |

3. **be able to evaluate critically a variety of appropriate written texts, including their own;**

| Seminar papers ask students to evaluate texts. Rewrite options, when available, offer the students the opportunity to reflect on their own writing. |

4. **demonstrate the ability to incorporate critical feedback on their writing, coming to understand that revision and rewriting are an integral part of the writing process.**

| All instructors provide critical feedback to the students on their seminar writing assignments. In some cases, this is followed by rewrite opportunities. |
Competency: Oral Discourse

Oral discourse provides opportunities for students to develop the oral communication skills they need to participate more effectively in public and academic debates and discussions. Each academic major will offer opportunities for students to participate in a variety of communication contexts appropriate to the discipline, and to reflect on the principles and theories relevant to specific oral communication activities.

Part 1: In the text box below, briefly describe (in about one paragraph), and in language suited to an audience composed of colleagues who are not specialists in your field, what it means to be competent in oral discourse at the undergraduate level in the discipline(s) appropriate to the major. *The text boxes in this form will expand as you type.

For Chinese Studies, competency in oral discourse requires an ability to express one’s thoughts in two languages: English and Mandarin Chinese. For English, our students are expected to articulate complex ideas clearly to an audience and respond to interlocutors in academic discussions. For Chinese language discourse, students must demonstrate listening comprehension and must be able to extemporize.

Part 2: Please briefly describe how your major curriculum meets each one of the learning objectives for Oral Discourse. Please attach a description of major requirements, sample syllabi, and any other relevant materials as appendices to this document.

Students completing educational experiences that satisfy the Oral Discourse competency as part of the requirements for graduation in the major will:

1. communicate ideas effectively appropriate to a specific context and according to a specific set of criteria;

The oral presentations in the intermediate and advanced level language classes require students to do this.

2. establish and maintain an appropriate performer/audience relationship in a given oral exercise, and actively engage with listeners/audience;
The discussions in the seminar courses require students to actively produce oral discourse and respond that produced by the instructor and their classmates.

3. respond to, and where appropriate, incorporate listener’s comments and questions;

The team-based learning exercises in EAC 202, which are conducted entirely in Chinese, require students present information to each other orally in Chinese.

4. evaluate, orally or in writing, an oral performance;

Language classes necessarily incorporate listening comprehension as one of the four main areas of language learning (speaking, listening, reading, and writing).

5. regularly practice communication skills through questions, discussions, debates and/or presentations (both formal and informal).

The discussions in seminar courses require that students discuss important questions and debate interpretations central to the topics covered.
Chinese Studies – General Education Competencies

Department: East Asian Studies  Date Submitted: June 10, 2013

Major: Chinese Studies  Department Chair: Andrew Byon

This form must be completed and submitted to the office of the Dean of your College/School by December 1, 2013. Once your Department's plan for implementing this academic competency in your major is logged by your Dean's office it will be forwarded to the UAC for review. Please complete the form using 12-point font and do not exceed 3 single-spaced pages (not including any appendices).

Competency: Information Literacy

Information literate individuals are able to gather, evaluate, use, manage, synthesize, and create information and data in an ethical manner. They also understand the dynamic environment in which information and data are created, handled, and enhanced. Students demonstrate information literacy through finding information from appropriate sources; evaluating, using and managing information; and appreciating the role of information literacy in learning. Learning is understood here as the constant search for meaning by acquiring information, reflecting on and engaging with it, and actively applying it in multiple contexts. To this end, each academic major will offer increasingly sophisticated research assignments that rely upon diverse information sources. Students will find, process, evaluate, and cite information sources, creating and sharing information presented in multiple formats from multiple sources in a form appropriate to the discipline.

Part 1: In the text box below, briefly describe (in about one paragraph), and in language suited to an audience composed of colleagues who are not specialists in your field, what it means to be competent in information literacy at the undergraduate level in the discipline(s) appropriate to the major. *The text boxes in this form will expand as you type.*

In Chinese Studies, information literacy requires awareness of the organization of primary sources available for the study of Chinese civilization and knowledge of relevant secondary sources. For both types, the faculty expects students to be aware of digital and print media resources. Having achieved this, students then produce written projects that construct arguments which evaluate and employ the sources they have identified utilizing proper citation conventions.

Part 2: Please briefly describe how your major curriculum meets each one of the learning objectives for Information Literacy. Please attach a description of major requirements, sample syllabi, and any other relevant materials as appendices to this document.

For Chinese Studies majors, the Information Literacy competency will be met in part through AEAC205, “Chinese Research and Bibliographical Methods.” The descriptions given below are based on that requirement.

Students completing educational experiences that satisfy the Information Literacy competency as part of the requirements for graduation in the major will:
Chinese Studies – General Education Competencies

1. **understand the information environment and information needs in the discipline in today’s society, including the organization of and access to information, and select the most appropriate strategies, search tools, and resources for each unique information need:**

   Students in learn about library resources (both print and digital), the most important databases for Chinese Studies (JSTOR, Project Muse, Bibliography of Asian Studies online, etc.), and about Chinese language databases (e.g. CNKI) not commonly used by non-majors.

2. **demonstrate the ability to evaluate content, including dynamic, online content if appropriate:**

   In addition to a unit that introduces the concept of peer-review, students must also critically evaluate online Chinese dictionaries and produce an annotated bibliography that describes the strengths and limitations of the sources they have found.

3. **conduct ethical practices in the use of information, in ways that demonstrate awareness of issues of intellectual property and personal privacy in changing technology environments:**

   Units in EAC205 are dedicated to the reasons for identification of sources and the proper methods for citing them. This includes both Western language and Chinese language sources.

4. **produce, share, and evaluate information in a variety of participatory environments:**

   The annotated bibliography assignment in EAC205 requires students to identify examples of sources in a specified list of source types for a research question of their own design.

5. **integrate learning and research strategies with lifelong learning processes and personal, academic, and professional goals:**

   One of the major goals of EAC205 is to help students acquire independent learning skills that they can use in the future. For example, the course devotes much time to the organization of reference works (e.g. the various organizational formats of Chinese language character dictionaries) so that they can locate important information as their needs evolve. The course also emphasizes responsible research methods which they can apply in other courses and after their graduation.
Competency: Critical Thinking

*Critical thinking is the systematic process of analyzing and evaluating data, hypotheses, arguments, or critiques. It is an essential component of any academic major. The research, scholarship, and creative activities of university faculty ensure that our academic disciplines are constantly evolving. The facts and theories in academic disciplines are essential knowledge our students must learn, but it is mastery of critical thinking that will allow for lifelong educational and occupational development, and facilitate students’ functioning as engaged citizens. Students’ coursework in the major will cultivate in them habits of critical thinking, as they learn to approach questions and problems in critical, logical, and reflective ways.*

Part 1: In the text box below, briefly describe (in about one paragraph), and in language suited to an audience composed of colleagues who are not specialists in your field, what it means to be competent in critical thinking at the undergraduate level in the discipline(s) appropriate to the major. *The text boxes in this form will expand as you type.*

In Chinese Studies, the Department requires student mastery of three operations. First, students must recognize and evaluate the theses presented in assigned materials. Second, in their own writing, students must have the ability to formulate and demonstrate their own coherent theses based on relevant data. Finally, the Department believes strongly that cross-cultural comparison is a central component of a student’s ability to reflect on his or her own context.

Part 2: Please briefly describe how your major curriculum meets each one of the learning objectives for Critical Thinking. Please attach a description of major requirements, sample syllabi, and any other relevant materials as appendices to this document.

*Students completing educational experiences that satisfy the Critical Thinking competency as part of the requirements for graduation in the major will:*

1. formulate complex questions, problems, and hypotheses clearly and precisely, and apply familiar and new concepts in developing solutions and conclusions;

In the course of writing a paper in the required upper-level seminar, students are required
to formulate a thesis. These theses are based on information learned in course materials and are proven by using both familiar and new concepts.

2. gather and assess relevant information/data;

In EAC205, which is required as the main feature of the major’s information literacy competency, students learn how to gather and assess relevant information and data.

3. test hypotheses against relevant criteria and standards, accounting for the facts;

The exchanges that students have with instructors and classmates in writing and orally challenges students to test their hypotheses.

4. develop well-reasoned arguments and communicate them effectively to others;

The writing and oral discourse competencies both develop these skills. In writing students, students must argue their points clearly to the professor; in speech, they must argue their points to both their classmates (in group settings) and to the professor (in class discussion).

5. demonstrate habits of reflection upon their own and others’ thinking—identifying, analyzing, and evaluating their own and others’ arguments; and challenging conclusions with alternative explanations or points of view.

As noted above, the Department believes strongly that cross cultural comparison of a student’s ability to reflect on his or her context. Because ALL of our courses introduce the element of cross-cultural comparison, we naturally require students to examine not only East Asian culture, but also to examine their own culture and context. We challenge cultural presumptions on a daily basis.