

# Strategies and Practices in Facilitating Students' Class Engagement

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# Background

- **CHN 009**: Introduction to Chinese Language and Culture
- **No language prerequisite**
- **Format**
  - Spring 2021 (Virtual): 32
  - Winter 2022 (Virtual + In-person): 40
  - Summer 2022 (In-person): 14

# CHN 009

Introduction to  
Chinese Language & Culture

**Taught in English**

**Summer Session 1 - CRN 53814**

**Want to know more about Panda, Dim Sum, Mulan and Oracle Bone Scripts? Start your Chinese language and cultural journey in CHN 009!**



We will explore various aspects of traditional and contemporary Chinese culture, from the development and uses of both the spoken and written language, to the historical influences from mythology, religion, art, music and opera, to the modern manifestations in film, television and globally distributed food ways.

**For more course info:  
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# Strategies and Practices

- Assigning **participation points** in the grade distribution when **designing syllabus**

## Grade Distribution (No Curve on Final Grade)

<i>Class Participation, Performance &amp; Pop Quizzes</i>	10%
<i>Reading/Watching Assignments</i>	20%
<i>Midterm Written Examination</i>	25%
<i>Oral Presentation</i>	10%
<i>Term Paper</i>	10%
<i>Final Written Examination</i>	25%

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## Your Responsibilities

You are expected to finish all the **reading/watching assignments** and answer the questions in Canvas **before class**, and participate actively in class discussion. Your attendance and active participation at each class session is required. Your attendance and classroom performance will be evaluated and reflected in your final grade.

# Strategies and Practi

- Providing clear and specific **rubric**, and **going through it** with students in the **beginning class session**

Performance Elements or Criteria	Incomplete (0 point)	Beginning (1 point)	Developing (2 points)	Mastered (3 points)
<b>Level of Engagement and Active Participation</b>	Student <b>never contributes</b> to class discussion; <b>fails to respond</b> to direct questions	<b>Few contributions</b> to class discussion; Seldom volunteers but responds to direct questions	<b>Proactively contributes</b> to class discussion, asking questions and respond to direct questions	<b>Proactively and regularly</b> contributes to class discussion; <b>initiates discussion</b> on issues related to class topic
<b>Listening Skills</b>	<b>Does not listen</b> when others talk, interrupts, or makes inappropriate comments	Does <b>not listen carefully</b> and comments are often <b>nonresponsive</b> to discussion	<b>Listens and appropriately responds</b> to the contributions of others	<b>Listens</b> without interrupting; <b>incorporates and expands</b> on the contributions of other students
<b>Relevance of Contribution to Topic(s) under Discussion</b>	Contributions, when made, are <b>off-topic</b> or <b>distract</b> class from discussion	Contributions are <b>sometimes off-topic</b> or <b>distracting</b>	Contributions are <b>always relevant</b>	Contributions are <b>relevant</b> and <b>promote deeper analysis</b> of the topic
<b>Preparation</b>	Student is <b>not adequately prepared</b> ; Does not appear to have read the material(s) in advance of class	Student has read the material(s), but <b>not closely</b> ; or has read <b>only some of the</b> assigned material(s) in advance of class	Student has <b>read and thought about</b> the material(s) in advance of class	Student is <b>consistently well-prepared</b> ; frequently raises questions or comments on material(s) <b>outside the assignment</b>

# Strategies and Practices

- **Communicating with students** promptly and explaining in details how points are gained

☰ ▼ Class Participation, Performance & Pop Quizzes		15% of Total	+	☰		
☰	☰ ▼ Class Participation, Performance and Pop Quizzes	10% of Total + ☰				
☰	☰	Part 3 pts	☰	Week 1/2 3 pts	✓	☰
☰	☰	Part 3 pts	☰	Week 3/4 3 pts	✓	☰
☰	☰	Part 3 pts	☰	Week 5/6 3 pts	✓	☰

# Strategies and Practi

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Do you have experience of friends commenting on the “**weird Chinese food**”? How did you response? What do you think is an appropriate way to respond?

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# Strategies and Practices

- Assigning **clear and specific roles** to students with nearly-equal workload and difficulty level **before group discussion**
  - <https://cee.ucdavis.edu/>
  - Canvas ----> Collaborations

## Group Roles

### **Reporter**

Serves as a spokesperson during whole group share-outs

### **Recorder**

Records the group's ideas during discussion and whiteboard activities

### **Time Keeper**

Keeps the group aware of time constraints and task-focused

### **Discussion facilitator**

Ensures that everyone has a chance to speak and asks probing questions to deepen the conversation

# Strategies and Practices

- Assigning **participation points** in grade distribution in the syllabus
- Providing detailed **rubric**
- **Communicating** promptly
- Assigning **specific roles** before discussion