Strategies and Practices in Facilitating Students' Class Engagement

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Chinese lecturer

East Asian Languages and Cultures

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: Yutian Tan (yttan@ucdavis.edu)

Assigning participation points in the grade distribution when designing syllabus

Grade Distribution (No Curve on Final Grade)

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

Assigning participation points in the grade distribution when designing syllabus

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.

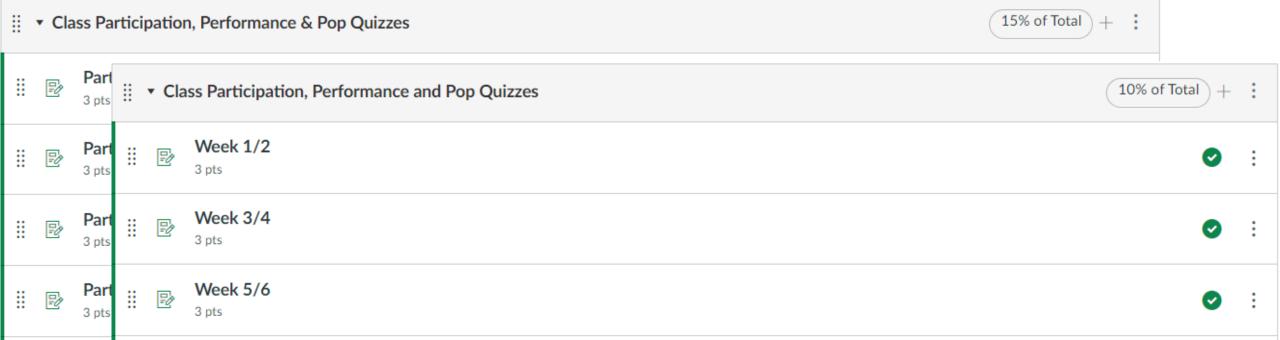
Rubric for Evaluation of Class Participation

Strategies and Practi

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

D	Incomplete	Danierina	Daniel i	Mastered
Performance Elements or	Incomplete	Beginning (1 point)	Developing	
Criteria	(0 point)	(1 point)	(2 points)	(3 points)
Level of	C4-14	Few	D	D
	Student never	contributions to	Proactively	Proactively and
Engagement	contributes to		contributes to	regularly contributes to
and Active	class discussion;	class discussion;	class discussion,	
Participation	fails to respond	Seldom volunteers	asking questions	class discussion;
	to direct	but responds to	and respond to	initiates
	questions	direct questions	direct questions	discussion on
				issues related to
				class topic
Listening	Does not listen	Does not listen	Listens and	Listens without
Skills	when others talk,	carefully and	appropriately	interrupting;
	interrupts, or	comments are	responds to the	incorporates and
	makes	often	contributions of	expands on the
	inappropriate	nonresponsive to	others	contributions of
	comments	discussion		other students
Relevance of	Contributions,	Contributions are	Contributions	Contributions are
Contribution	when made, are	sometimes off-	are always	relevant and
to Topic(s)	off-topic or	topic or	relevant	promote deeper
under	distract class	distracting		analysis of the
Discussion	from discussion			topic
Preparation	Student is not	Student has read	Student has read	Student is
	adequately	the material(s),	and thought	consistently
	prepared; Does	but not closely; or	about the	well-prepared;
	not appear to	has read only	material(s) in	frequently raises
	have read the	some of the	advance of class	questions or
	material(s) in	assigned		comments on
	advance of class	material(s) in		material(s)
		advance of class		outside the
				assignment

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



Rubric for Evaluation of Class Participation

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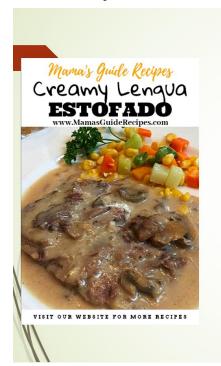


Performance	Incomplete	Beginning	Developing	Mastered
Elements or	(0 point)	(1 point)	(2 points)	(3 points)
Criteria				
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and Active	class discussion;	class discussion;	class discussion,	contributes to
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	advance of class	material(s) in		material(s)
		advance of class		outside the
I	I	I	I	I
				assignment

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Performance	Incomplete	Beginning	Developing	Mastered
Elements or	(0 point)	(1 point)	(2 points)	(3 points)
Criteria	(o point)	(1 point)	(2 points)	(5 points)
Level of	Student never	Few	D	D
		20	Proactively	Proactively and
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- 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

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

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