



CHIN 2950

Division: Humanities

Department: Foreign Language

Course: CHIN 2950

Title: Undergraduate Tutoring

Catalog Description:

This course is for native or more proficient speakers of Chinese who will use their knowledge to help other students review, strengthen, and apply language skills taught in all Chinese courses at Snow College. This includes both conversation practice and grammar instruction. Tutors may be asked to proofread documents, grade quizzes or homework, provide feedback, and perform other small tasks as directed by the instructor. Tutors will receive training and support from the instructor.

General Education Requirements: N/A

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 1; Lecture: 0; Lab: 3

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Credit/Clock Comments: Credit variable from 1 to 2 hours (1-2:0:3-6)

Prerequisites: Instructor approval and advanced proficiency in Chinese
Recommended courses include TSFL 1400, TSFL 1600, and TSFL 2660

Corequisites: See recommended courses above

Justification:

This course provides students with native or advanced proficiency in Chinese the opportunity to continue to use and refine their language skills while providing a valuable service for their fellow students.

Student Learning Outcomes:

In CHIN 2950

- Tutors will demonstrate a professional attitude toward their tutoring responsibilities.
- Tutors will improve their understanding and correct use of Chinese grammar and vocabulary.
- Tutors will use appropriate and effective methods for teaching Chinese communication skills.
- Tutors will be satisfied with the help they give to Chinese language students.

Content:

- Grammar review dependent on the content being covered in beginning Chinese courses

- Conversation practice dependent on the topics being covered in beginning Chinese courses
- Methods for encouraging appropriate and effective communication strategies

General Education Outcomes:

3) Speak effectively in a variety of contexts.

Although not a General Education course, CHIN 2950 requires students to engage in conversations in Chinese with less proficient speakers of Chinese. Students must use vocabulary and forms that are appropriate to the topic and sociolinguistic context, thus reinforcing effective and efficient production and comprehension of spoken Chinese.

Key Performance Indicators:

Professionalism:

- Tutors will be present and ready to tutor at their assigned tutoring times (3 hours per week per credit hour).
- Tutors will attend training meetings scheduled by the instructor.
- Tutors will inform the instructor of the need to miss any tutoring activities before the absence occurs.
- Tutors will reschedule missed tutoring times with students.

Grammar and vocabulary:

- Instructor will observe tutors interacting with students in Chinese at least once during the first half of the semester, will identify areas for improvement in the tutors' grammar and vocabulary use, and observe tutors later during the same semester to determine if they have improved.

Methods:

- Instructor will observe tutors interacting with students at least once during the semester, make a note of methods the tutors use to teach, and rate them for appropriateness and effectiveness.
- Chinese language students will indicate their level of satisfaction with the way their tutors taught them communication skills by rating the tutors' (1) use of Chinese during conversation practice, (2) willingness to help students with their questions, and (3) respect and attitude toward students and other tutors.

Tutor satisfaction:

- At the end of the semester tutors will indicate their level of satisfaction with the help that they were able to give Chinese language students.

Representative Text and/or Supplies:

Optimum Class Size: 12

Maximum Class Size: 15

Signatures:

I hereby submit this course syllabus:

Travis Schiffman, MA², Assistant Professor

I hereby find this course consistent with the goals and resources of the Foreign Language Department:

Travis Schiffman, MA², Assistant Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)