**CHI 5500: Course Topics Outline Form**

**Department of Modern Languages   
CHI-5500: Chinese Ambassador Program**

I. College/School: **Liberal Arts**

Department: **Modern Languages**

II. Course Information

Course Title: **Chinese** **Ambassador Program**

Course Abbreviation and Number: **CHI 5500**

Course Credit Hours: **3.0**

Course Cross Listing(s) Abbreviation and Number: **CHI 3500**

Check (“x”) all applicable:

Writing Intensive Course\_\_\_\_\_

Service Learning Course \_X\_\_\_

Laboratory Course\_\_\_

Ohio TAG (Transfer Assurance Guide) Course \_\_\_\_

Ohio Transfer Module Course\_\_\_\_\_

Others (specify)\_\_\_\_\_

III. Course Registration

Prerequisites: **CHI 1010, 1020 or by permission of instructor**

Corequisites: **N/A**

Restrictions: **N/A**

Other:

IV. Suggested List of Topics or Course Outline:

**Course description:**

CHI 5500, is a three-week Chinese study abroad program that integrates an intensive service learning component. Students will conduct a five-day English Immersion Camp at Wings of Hope Vocational Center in Qingdao to teach English to the Chinese minority students, interact with these Chinese students, and apply their Chinese language skills in real-life situations. In addition to Qingdao, WSU students will visit four other major cities in China: Beijing, Xi’an, Chengdu, and Shanghai; explore Chinese history, culture, and business; learn the language; and experience life in China. The course is taught in Chinese.

**Course Outline:**

CHI 5500 is a three-week Chinese study abroad course with a service- learning intensive component which provides the opportunity for students to interact with Chinese students and have a first hand, real life experience in China. Besides the regular requirements for CHI 3500, graduate students are required to pick a topic (such as education, living environment, young generation, or propaganda) to observe and study, and then create a PowerPoint presentation or write a 2000-word paper to document and reflect on this topic.

Dates of the trip: Mid-May

**Course objectives:**

* 1. To provide students with a rich experience of Chinese culture, history, nature, education, and business through immersion in the environment and life in China.
  2. To strengthen students’ language and communication skills by directly interacting with Chinese students during the trip
  3. To help students to develop self-awareness, confidence, compassion, and leadership in a multicultural civic engagement experience
  4. To expose students to different sub-cultures in China and encourage a globally conscious perspective

**Course Topic – In-Country Daily Itinerary:**

**5/11-5/12/2016: Travel**

* Travel: from Dayton to Beijing: Airplane
* Lodging: Beijing Tsinghua Yucai Experimental High School dormitory
* Meal: On the airplane /airport / High School Café
* Activity:
  + 5/11 Wed: Leave Dayton airport to Beijing, China
  + 5/12 Thurs: Arrive in Beijing
* Transportation: Provided by Tsinghua Yucai Experimental High School

**5/13-5/15/2016: In Beijing**

* Lodging: Beijing Tsinghua Yucai Experiment High School dormitory
* Meal: At High School Café, restaurants in Beijing, and Beijing duck
* Activity:
  + 5/13 Fri: Visit high school classes, interact with students, soccer game
  + 5/14 Sat: Climb Great Wall and WangfuJing street
  + 5/15 Sun: Visit Forbidden City and Heaven Temple, Beijing duck
* Transportation: School provides van
* Travel: from Beijing to Xi’an: Train (hard bed) on 5/15: 20:41pm -8:51 am

**5/16-5/21/2016: In Xi’an**

* Lodging: Shanxi Normal University international students dormitory
* Meal: At university cafeteria and restaurants in Xi’an, dumpling meals
* Activity:
  + 5/16 Mon: Arrive Shanxi Normal University, Settle down
  + 5/17 Tue: Visit Terracotta Warriors museum, culture activity
  + 5/18 Wed: Language and culture activities
  + 5/19 Thurs: Language and culture activities
  + 5/20 Fri: Language and culture activities
  + 5/21 Sat: Xian City wall, Easter street, Bell Tower, etc. sighting seeing.
* Transportation: Rent a bus between school and train station, a van for sightseeing
* Travel: from Xi’an to Chengdu: Train (hard bed) on 5/21: 19:45pm -11:44 am

**5/22-5/24/2016: In Chengdu**

* Lodging: Tibet Tourism Co. arranges a 3 stars hotel
* Meal: Breakfast at hotel, Sichuan Cuisine, hotpot for dinner
* Activity:
  + 5/22 Sun: Arrive Chengdu, Home of National Poet Du Fu, Hotpot
  + 5/23 Mon: Visit International school, Traditional Shichuan Opera
  + 5/24 Tue: Panda Research Center, Jingli,
* Transportation: Tibet Tourism provides transportation
* Travel: from Chengdu to Qingdao: Plane on 5/25: 9:25am -12:00 pm

**5/25-5/29/2016: In Qingdao**

* Lodging: Wings of Hope Qingdao Vocational Center
* Meal: meals at Center and some local restaurants
* Activity:
  + 5/25 Wed: Arrive Qingdao, lesson preparation and evening English camp
  + 5/26 Thurs: Qingdao City tour, evening English camp
  + 5/27 Fri: Lao mountain tour, evening English camp
  + 5/28 Sat: Local Market shopping, Chinese cooking, Project preparation
  + 5/29 Sun: American cooking, Project presentation
* Transportation: Rent bus for airport pickup, Center provides van for touring
* Travel: from Qingdao to Shanghai: Plane on 5/30: 8:50am -10:20 am

**5/30-6/1/2016: In Shanghai**

* Lodging: Hotel arranged by tour company
* Meal: Breakfast at hotel, Dinner at Shanghai tour
* Activity:
  + 5/30 Mon: Arrive Shanghai, Shanghai city tour, Cheng Huang temple.
  + 5/31 Tus: Visit GE Global Research Center, shopping, Pearl tower dinner
  + 6/01 Wed: Shopping and sightseeing
* Transportation: Tibet Tourism provides transportation
* Travel: Leave Shanghai and fly back to the US

**Course Requirements:**

This course is designed for a trip of immersion in culture, language, history, and business, in China along with a service learning project to teach English to Chinese students in Qingdao. The WSU students are required to:

1. Required reading:
   1. Students are required to read the following book and visit the following website to study the locations they will visit in China before the trip and to present their research to the class on the way to the sites.
      1. Qiang Miao, (2006), *China's World Heritages 中国的世界遗产*， Beijing Language and Culture University Press (in both English and Chinese)
      2. <http://whc.unesco.org/en/statesparties/cn>: United Nations Educational, Scientific and Cultural Organization’s World Heritage Convention site
   2. Students are required to study the following book and websites to prepare the materials for teaching English in China.
      1. Amy Buttner, Zimmer, (2014), *Activities, Games, and Assessment Strategies for the World Language Classroom*, 2nd Edition, Routledge.
      2. <http://iteslj.org/>: The Internet TESL Journal For Teachers of English as a Second Language
      3. <http://www.azargrammar.com/materials/index.html>: the AzarGrammar site provides classroom materials and supports for TESOL teachers
2. Research one of the major sites they visit in China before the trip and present their research to the class on the way to the site.
3. Complete the China Trip Journal booklet/blog which includes diary, phrases and sentences learned, signs and ads collection, cultural difference reflection, and tasks to complete in the trip etc.
4. Work 30 hours in the service learning intensive program, before and during the trip. The WSU students will spend 5 days at the Wings of Hope Qingdao Vocational Center to conduct a language learning camp to help Chinese students learn English as well as improve their own Chinese.
   1. Before the trip: WSU students will
      1. Communicate with Chinese students through Skype, email, or WeChat (popular Chinese social network) to get to know each other before the trip.
      2. Create a video to introduce their schools and themselves.
      3. Design activities for the 5-day language learning camp with project-based and student-centered activities.
   2. During the trip: WSU students will
      1. Stay in the Wings of Hope Qingdao Vocational Center for five days to conduct a language learning camp to help Chinese students learn English and improve their own Chinese.
      2. In the first three days of the camp, WSU students will tour the city in the morning while Chinese students are working in the factory. In the evening, WSU students will teach three hours of English using student-centered activities and speak only English to provide a rich English learning environment for the Chinese students.
      3. The last two days of the camp fall on a weekend, and the WSU students will interact with Chinese students through playing sports/games, going on a city tour, shopping in the markets, and cooking to enhance their Chinese language skills and better understand and appreciate Chinese culture.
      4. Each WSU student will pair up with one or two Chinese students to complete a project in topics they will choose. The project can be a slide show about life in the US, or a story book about the village’s children, or writing a song. Students will present their final projects at the end of the fifth day.
   3. After the trip: WSU students will
      1. Continue to communicate with their Chinese friends in Qingdao through online social median.
5. Complete a Service Learning reflection paper: Students will complete three service learning reports with prompts, before arrival, after Day 3, and at the end of the camp, to reflect on what they learn through this project. The following are the sample questions.
   * 1. Before arrival:
        1. Write a description of the experience as you imagine it will be.
        2. What will be the most difficult part(s) of this experience for you and why?
        3. What will be the most rewarding experience(s) and why?
     2. At the end of Day 3: An observed interaction: Choose a situation that happened with one or more members of your group, either WSU cohort or the Chinese students.
        1. Describe your interaction with them, incorporating what was said and done, body language, etc. and what you observed. Reserve your judgement and stay as neutral as possible.
        2. Comment on the interaction: What are your feelings when you think about what happened? How did the situation resolve itself? What do you think the others expected? Was the situation influenced by cultural contexts, age, and language skills?
     3. At the end of the Camp:
        1. Describe what you learned about yourself and any insights you gained as a result of this service learning experience.
        2. In what ways did your perceptions change? How does this experience help in turns of your Chinese language learning? Include impressions, feelings, and key observations.
6. Graduate students are required to prepare a PowerPoint presentation for the after-trip meeting to summarize and share their reflections on this study abroad program.

Grading Policy:

* 50%: Service Learning Intensive Program
  + English activities preparation and teaching and participation
  + Final project presentation and participation
  + Service learning reflection papers
* 30%: China Trip Journey booklet in Chinese
* 10%: Research preparation and presentation
* 10%: Participation (pre-departure meeting, good citizenship, following instructions, cultural sensitivities, safety awareness.)