Minor in Chinese

Program Mission Statement

The mission of the Department of Languages, Literatures and Cultures is to promote academic excellence by providing UNF students with the opportunity to learn to communicate effectively in writing as well as orally in a language other than English. Additionally, the department fosters human understanding by exposing students to a multiplicity of textual constructs and by urging them to undertake cultural experiences that enhance their vision as global citizens. Such a commitment to excellence requires that faculty members pursue in earnest academic research and publication to stay abreast of new developments in literary criticism, cultural studies and language acquisition, that they integrate results of their inquiry effectively in the courses they teach, and that they publish or present their research in highly regarded professional forums. The Department's pedagogical focus is to underscore at all times the importance of language as a window to human understanding. The Languages, Literatures and Cultures faculty strives to instill in students the critical skills necessary to analyze a variety of texts (literary and otherwise) in their original language and social context, so that they may discern and appreciate cultural differences. Programmatic relevance is ensured by a shared teaching methodology that blends language instruction at its most practical level with academic approaches in the humanistic tradition, which assert the inherent value of multiculturalism. In order to ascertain success in its mission, the Department assesses its students yearly through instruments tailored to the program as well as to the desired learning outcomes. This commitment to rigorous assessment promotes self-reflection on the part of a committed faculty willing always to renovate and upgrade the language program for the benefit of UNF students as well as to address the needs of the community the university serves.

Graduates will be able to:

Content/Discipline-Specific Knowledge/Skills

• Possesses a broad vocabulary at the Intermediate-Mid level that allows for ready understanding of the main ideas of a literary or cultural text.
• Demonstrates command of grammar and syntax at the Intermediate-Mid level.

Communication Skills

• Demonstrates oral fluency and understandable pronunciation at the Intermediate-Mid level.
• Understands common oral communication and responds adequately to it.
• Writes organized paragraphs using and demonstrating good control of complex structures; presents few errors with no pattern.

Critical Thinking Skills

• Demonstrate an understanding of the relationship between the practices and perspectives of the Chinese culture.
• Analyzes, interprets and assesses in writing and speech literary and cultural texts at an Intermediate-Mid level.
• When writing in the target language, shows originality or independence of thought, presents a clear thesis and supports ideas coherently.

Assessment Approaches

The faculty believes the summer semester is the ideal time to give assessment to prospective Chinese minors who have already finished taking Intermediate classes. The protocol and format of the assessment will be similar to that of the Spanish and French programs. Students' language proficiency will be measured in the oral and the written way. The main skills that students are expected to demonstrate are general language competence found in work, home, social and travel settings, namely, a person's ability to understand and communicate in the daily life.

The assessment process will be monitored by the Department Curriculum Committee.

Given the prolonged process and substantial efforts involved in learning Chinese, participants of the assessment are expected to demonstrate intermediate-mid skills when they are awarded the minor degree.
In order to assess students, evaluators employ rubrics based on ACTFL (American Council for the Teaching of Foreign Languages) and AP (Advancement Placement) guidelines. These rubrics distinguish quite clearly between satisfactory and unsatisfactory performance at the level desired (intermediate-Mid for third-year students). The formats of the test include multiple choice, short-answer and mini-presentations (two to three minutes long, orally or in writing).