

B - Course Revision Form V. 7.2022 : Entry # 3327**DEAN Decision**

Approved

Today's Date

09/19/2024

EPC Decision

Approved

Today's Date

10/18/2024

GEC Decision

Approved

Today's Date

11/08/2024

APIRC Decision

Approved

Today's Date

11/15/2024

Begin Form**Today's Date**

08/25/2024

Your Name

Daliang Wang

Your Email:dwang@highpoint.edu**Are you a Department Chair?**

Yes

By checking below, I certify that my department chair has seen and approved the course revisions that are in this proposal

Yes

Please select the appropriate school overseeing this proposal:

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Humanities and Behavioral Sciences

When should this proposal take effect?

Spring 2025

Are you submitting multiple courses for revision from the same department?

No, just one

Please list all of the courses that you are submitting revisions for:

Course Prefix	Course Number	Course Title
GBS	2021	Exploring China (Taiwan): Language, Culture, and People in a Globalized World

What would you like to revise?

- Learning Outcomes

Are you also revising any of the following for this course?

- Change course designator

Gen Ed & Academic Program Information**Is this a revision to meet new Gen Ed requirements?**

Yes

Which area(s) of Gen Ed does your proposal seek for approval?

- Diversity [DVSTY]

Is this course part of an academic program?

- Study Abroad

Have you received approval from the appropriate academic program committee to move forward with this proposal?

Yes

Does this course, as revised, include any community engagement?

No

Is this course part of GoGlobal?

Yes

Does this course count towards a major or a minor?

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Yes

Please list the course(s) and whether they are required or electives for the major/minor.

Course Prefix/Number	Name of Major and/or Minor?	Required or Elective?
CHI	Chinese Studies Minor	Elective

Is this course cross listed?

No

Choose the department designator for your course from the list below.

CHI

Current course number

GBS/CHI 2021

Current course title

Exploring China (Taiwan): Language, Culture, and People in a Globalized World

Curriculum Review Information**Please list all revised student learning outcomes, including Gen Ed outcomes, for this course in the box below.**

General Education Learning Outcomes (Diversity) Assessment

- Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem. (Analytic Skills #3)
- Reflect critically on their own values in light of alternatives. (Ethical Reasoning #3)
- Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures. (Appreciation of Difference #1)
- Identify and describe how power and privilege, particularly as determined by racial and socioeconomic inequality, impact their own life circumstances and those of other people both locally and globally. (Appreciation of Difference #3)

Upon completion of this course, students will:

- Acquire basic knowledge regarding Chinese culture, language, people, geometry, and history with a focus on the two cities in Taiwan. (DIV outcome 3)
- Develop basic (students with no prior language learning) or greater proficiency (language students) in reading, writing, listening, and speaking in Mandarin Chinese.
- Analyze the process of cultural assimilation and interaction between mainland China, Taiwan, and the U.S. (DIV outcome 1).
- Describe how historical and contemporary developments affected linguistic and cultural differences in Taiwan and Mainland China. (DIV outcome 3)
- Interpret ethical issues and arguments in cultural traditions, economy, and contemporary social issues by employing multiple perspectives in a global context. (DIV outcome 4)
- Reflect on your own cultural experience, stereotypes, and awareness that shape personal perspectives toward China and Chinese cultures. (DIV outcome 2)
- Enhance critical thinking skills and cultural awareness by interacting with local residents and reflection own cultural values (DIV outcome 2)

Please list any revisions to units or content areas that will be required for all sections of this course in the box below.

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No.

If you have Gen Ed learning outcomes, please address the kinds of assessments you may use for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity, etc.)

Grading Weights and Scales

Homework --- 10%

Quizzes --- 30%

Cultural Project --- 15%

Daily Reflection Journals --- 10%

Final Paper --- 20%

Participation --- 15%

Diversity LOs 1: Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem.

Assessment:

- "Journals and Final Paper" prompt students to analyze cultural patterns with supporting evidence.
- "Cultural Project" allows students to compare and analyze cultural differences.

Diversity LOs 2: Reflect critically on their own values in light of alternatives.

Assessment:

- "Journals and Final Paper" ask students to reflect on their own values by comparing them with Chinese cultures.
- "Homework and Quizzes" include exercises on analyzing cultural differences and the reasoning behind them.
- "Cultural Project" also asks students to reflect on and compare different values.

Diversity LOs 3: Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.

Assessment:

- "Journals and Final Paper" prompt students to analyze observed cultural differences from both historical and contemporary perspectives.
- "Cultural Project" asks students to present and compare cultural values from multiple perspectives.
- "Participation" includes interacting with local residents and university students.

Diversity LOs 4: Identify and describe how power and privilege, particularly as determined by racial and socioeconomic inequality, impact their own life circumstances and those of other people both locally and globally.

Assessment:

- "Homework and Daily Journals" include analyzing and reflecting on how historical and economic inequalities affect low-income residents in Taiwan based on movies and observations.
- The "Cultural Project and Final Paper" ask students to present their understanding of the same topic.

Please list any revisions to course policies that will be required for all sections of this course.

None

If you would like to specify any revisions to requirements for how contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

None

If this course proposal affects any other departments, please describe the consultation and approval that you've received and from whom in the box below.

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The is a faculty-led Maymester course including two weeks of traveling in Taiwan. The learning outcomes remain unchanged for the study abroad courses. I have communicated with the chair of Study Abroad committee.

Is there any additional information that you would like to provide for this proposal?

None

Sample Syllabus

- [DIV_2021_01_2024SP0_Wang.docx](#)