

Graduate Program (M.A.) in Languages, Literatures, Cultures, and Pedagogy with a Chinese Studies Concentration

Department of Languages, Literatures and Cultures

Part I. Statement of Purpose and Degree Overview

A. Statement of purpose and expectation of graduate study in the Program

Learning Chinese is a global phenomenon. In 2010 alone, 750,000 people from around the world took the Chinese Proficiency Test (HSK). According to the Chinese Ministry of Education, 330 official institutions are teaching Chinese as a foreign language around the world, with 40,000 international students enrolled. Over the past decade, the demand for Chinese instruction has dramatically increased in the United States, giving rise to an extraordinary growth of the popularity of Chinese language education across the world. According to its recent report in 2016, the Modern Language Association (MLA) lists Chinese as one of the languages other than English experiencing robust growth since 2006 in the U.S. According to the report, fall 2016 witnessed enrollments of 53,069 in Chinese classes in higher education institutions of the U.S.

This data shows that learning the Chinese language is not just a fad, but it has increasingly become a norm in a globalized world. The growing need also has created a great demand for skilled teachers of Chinese. To satisfy this demand, the Graduate Program (MA) in Languages, Literatures, Cultures, and Pedagogy (MA-LLCP) with a Chinese Studies Concentration is designed to train researchers and qualified teachers of Chinese. Heightened proficiency level and pedagogical skills will enable students to work in a variety of professional settings such as teaching at higher education institutions and study abroad programs in China, the U.S., and other English-speaking countries all over the world. This program also prepares students for study at the PhD. level in the fields of Chinese literature, culture, and linguistics.

In the MA Program in Languages, Literatures, Cultures, and Pedagogy (MA-LLCP) with a Chinese Studies Concentration, students will enhance their linguistic facility, build a strong knowledge of pedagogical theory in general and Chinese-language pedagogy in particular, and acquire an understanding of Chinese literature, culture, formal linguistics, and research methodology as they prepare for a career using Chinese. The rigorous graduate program curriculum offers quality instruction which ensures that students, upon the completion of the Program, will possess a high-level Chinese language proficiency, pedagogical training, practical techniques and skills of Chinese language teaching, specialized knowledge, familiarity with language-acquisition theories, and cultural understanding to give them a competitive edge in the job market. Students who successfully complete this program should have the skills necessary to teach K-12 or pursue a PhD in related fields. These students also should have the skills necessary to apply for jobs in commercial and professional development programs here in the US and other countries, particularly in Asian countries such as China, Taiwan, and Singapore.

B. Degrees offered (include a brief description of concentrations, fields, etc.)

The MA degree program in Languages, Literatures, Cultures and Pedagogy with a Chinese Studies Concentration affords students the opportunity to continue their study of Chinese at the

graduate level. All students take at least half their courses in Chinese language and literature. Students must take 30 credits.

Part II. Admission

A. Admission Requirements

- a. BA or equivalent in the target language/literature, or in another appropriate discipline.
 - b. Undergraduate Grade Point Average of 2.9 overall, and 3.25 in the proposed MA major subject (Chinese Studies).
 - c. Students who are non-native speakers of Chinese must show that they have earned a score of Intermediate High or above on the OPI (Oral Proficiency Interview) in the target language. The department reserves the right to conduct oral examinations to evaluate the candidate's Chinese proficiency level.
 - d. TOEFL/IELTS requirements for international students:
 - i. TOEFL Essentials minimum 8.5 for admission.
 - ii. Paper-based: minimum of 550 for admission;
 - iii. Internet-based iBT: minimum of 79 for admission;
 - iv. The IELTS (International English Language Testing System) is another option. The minimum IELTS score is 6.5 overall with no individual sub-score below 6.0. Scores are to be sent directly to the Graduate College (234 Hullihen Hall, Newark, DE 19716) by IELTS International.
 - v. For TOEFL/IELTS score equivalents and further information on submitting test scores, see <http://www.udel.edu/gradoffice/apply/testscores.html>.
 - e. Candidates for admission must submit three letters of recommendation, preferably from professors who know the applicant well and can comment on his/her academic performance in the Chinese language and/or literature, as well as on his/her current Chinese language proficiency (if the applicant is a non-native speaker of that language). If the applicant has been away from the academic world for more than three years, a letter from an employer may be substituted for one academic letter.
 - f. Candidates must submit a personal statement (in English) describing interests, intellectual goals, past study abroad experience, and how this Program would meet their goals and objectives. A resume in English and a writing sample in Chinese of at least 1000 words (this may be a paper written for an undergraduate class) are required.
- B. Size of the Program. A maximum of 10 students will be admitted to the Program each year.
- C. Application deadlines.
- a. Spring Semester: December 1
 - b. Fall Semester: July 1
- D. Special skills needed

- a. Proficiency. Prospective applicants who are non-native speakers of Chinese should possess relatively high-level proficiency (Intermediate High or above on the OPI or equivalent exam) in Chinese.
- E. University statement. Admission to the graduate program is competitive. Those who meet stated requirements are not guaranteed admission, nor are those who fail to meet all of these requirements necessarily precluded from admission if they offer other appropriate strengths.

Part III. Academic

A. Degree Requirements.

- a. The MA degree program in Languages, Literatures, Cultures and Pedagogy (LLCP) with a Chinese Studies Concentration affords students the opportunity to continue their study of Chinese at the graduate level. All students take at least half their courses in Chinese language and literature. All students must take 30 credits.
- b. Coursework/Requirements for MA-LLCP- Chinese Studies students: 30 graduate credits are required for the Master of Arts in LLCP-Chinese Studies:
 - i. Five courses (15 credits) in Chinese language/literature/pedagogy;
 - ii. A minimum of three courses (9 credits) in the fields of world language pedagogy; (see “Shared Core for World Language Pedagogy” proposed in Curriculog Fall 2022 and inserted into all LLCP degrees (Chinese, French and Spanish) for degree alignment/consistency and ease of catalog maintenance).
 - iii. The remaining two courses (6 credits) are selected with the prior approval of the student's advisor, from Chinese, world language pedagogy, or related fields, i.e., relevant courses in Education, Linguistics, literary theory, or English, etc.
 - iv. Completion of a comprehensive examination administered by a faculty/professional panel.
- B. The Program requires full-time residence at the University of Delaware.
- C. The Masters’ Degree requires a minimum of four semesters (two years). Following are sample semester plans:

Year One:

Fall:

- 2 CHIN 6xx in Chinese language/literature (6 credits)
- 1 LLCU 623 Principles of World Language Teaching (3 credits)

Spring:

- 1 CHIN 6xx in Chinese language/literature (3 credits)
- 1 LLCU 621 Methods of Teaching World Languages (3 credits)*

*(If LLCU623 Principles of World Language Teaching wasn’t taken in Fall. If so, replace with a pedagogy elective).

Year Two:

Fall:

- 1 CHIN 6xx in Chinese language/literature (3 credits)
- 1 LLCU 624 Second Language Testing (3 credits)
- 1 Elective 6xx (optional) (3 credits) (China-related or pedagogy/linguistic/education)

course, upon approval with advisor)

Spring:

1 CHIN 6xx in Chinese language/literature (3 credits)

LLCU 622 Language Syllabus Design (3 credits)

D. List of CHIN 6xx Courses available for MA:

- a. The Chinese Program has submitted for consideration that the following CHIN 6xx courses:
 - i. CHIN651 Readings in Chinese Literature
 - ii. CHIN652 Readings in Chinese Culture
 - iii. CHIN655 Classical Chinese
 - iv. CHIN605 Chinese Translation Theory and Practice
- b. The Chinese Program has proposed the following new CHIN6xx course:
 - i. CHIN614 Pronunciation and Advanced Word Learning

E. M.A. Comprehensive Examinations

- a. The comprehensive examinations in Chinese LLCP have a 3-hour written portion on pedagogy and a half-an-hour oral portion on literature. The examinations are based on coursework and also a reading list established by the members of the World Language Pedagogy faculty.
- b. Students who fail the exam may retake it only once. In some cases, where the student fails a portion of the exam that represents less than 50% of the whole, the faculty may require the student to retake only the section(s) failed. Students have the opportunity to do so only once.
- c. For borderline cases, a written assignment may be required by the faculty.
- d. The results of the comprehensive examination will be communicated to the student by the relevant language faculty on the Graduate Studies Committee and forwarded to the Director of Graduate Studies.

F. Grade Requirements for the Degree

- a. Students admitted into the Program must maintain a minimum cumulative graduate grade point average (GPA) of 3.00 on a 4.00 scale each semester. A student's cumulative grade point average shall be at least a 3.00 and the student's grades in courses counted toward the degree requirements of the program shall equal at least a 3.00. A grade below a C- will not be counted toward the course requirements for a degree but is calculated in the student's cumulative grade point average. Please refer to the university website for details:

<https://www.udel.edu/academics/colleges/grad/current-students/academic-support/policies/>

- b. All graduate courses are used towards the M.A. degree.

G. Committees for exams and thesis

- a. Please refer to the Graduate Student Handbook for Relevant Information regarding MA Comprehensive Examinations and MA Thesis Options. (<https://www.dllc.udel.edu/grad-study/for-current-students/graduate-student-handbook>)

Part IV. Assessment Plan

- A. There are two ways to assess the outcome of the Program:
 - a. Direct measurement of students' learning outcome by their ability in Chinese Language Pedagogy reflected in their teaching portfolios. Specifically, their portfolio should include, but is not limited to, the following:
 - i. Course and curriculum design, review of Chinese teaching materials and textbooks; a chapter or a thematic unit developed by the students, and various assessment instruments that go along with it, as well as adoption of technology in the classroom
 - ii. Two to three standard-based lesson plans; Two lesson demonstration videos with specific teaching techniques (Total physical response (TPR), Natural sequence vocabulary chain, chant/song/guoyin, story form, 100% target language use, and performance-based assessments with rubrics); technology-based teaching (i.e., course website including online assessment, iPad use for in-class teaching and assessments). All of these should mostly come from the outcomes of LLCU622/624/626 or CHIN614;
 - iii. Research paper on the acquisition of a particular aspect of the Chinese language (tones, characters, a particular difficult structure like Chinese relative clause), which will come from LLCU622/624/626 or CHIN614. There can be other components such as reflective journals, demonstration on teaching culture in Chinese as a World Language classroom, research on teaching heritage learners in the U.S., content-based/emersion teaching in K-8, etc.
 - b. These teaching portfolios, in the form of paper or electronic, will be reviewed and evaluated by a committee composed of faculty members from the Chinese and the Pedagogy programs.
- B. Measurement of students' learning outcomes against the Program's stated objectives (see Part V).

Part V. Educational Program Goals

The MA Program in Languages, Literatures, Cultures, and Pedagogy (MA-LLCP) with a Chinese Studies Concentration focuses on developing students' high proficiency levels of Chinese and professional skills and enabling them to critically apply their knowledge of Chinese language, literature, culture, and linguistics to research and professional development in a wide range of career areas. It prepares and qualifies students for doctoral studies in Chinese literature, culture, or applied linguistics, or for teaching adult learners at post-secondary institutions and private secondary institutions in the US and abroad. This graduate program contributes to the University of Delaware's mission of fostering students as citizens, scholars, and professionals in a global and diverse society.

In consultation with the Center for Teaching and Assessment of Learning, this program, like the other graduate programs in DLLC, has developed the following assessment criteria.

- A. Goal for Language Proficiency.
 - a. Demonstrate a high level of competency in written and oral Chinese communication, approximating or exceeding ACTFL language proficiency standards at the level of Advanced-low or higher
- B. Goals for Pedagogical Development:
 - a. Demonstrate the ability to deliver instruction at the K-12 level including the use and preparation of effective teaching materials, curriculum plans, lesson plans and learning assessment strategies and tools.
 - b. Analyze and explain the acquisition of specific aspects of Chinese language (such as tones, characters, difficult particular structures like those of Chinese relative clauses)
 - c. Demonstrate a broad knowledge of Chinese culture, literature, and history and understand the importance of incorporating the teaching of cultural perspectives, products, and practices into the language curriculum
- C. Goals for Literature and Culture Appreciation/Analysis:
 - a. Critically analyze canonical texts in Chinese literature and culture and situate them within the context of literary and cultural movements
 - b. Apply relevant theoretical frameworks to the analysis of primary texts and cultural artifacts
 - c. Practice a high level of self-reflection through comparisons between American and Chinese cultural and literary norms.

Part VI. Financial aid

- A. Financial Awards
 - a. Admitted students will be financially responsible for all tuition and fees.
 - b. Each semester the Program will evaluate each student's progress according to norms established by the Graduate College.

Part VII. Departmental Operations

- A. Students should follow University policies regarding student government and organizations.
- B. Travel for professional meetings or presentations.
 - a. The Program follows the DLLC Departmental policies regarding travel for professional meetings or presentations.

Part VIII. Available Resources

- A. Learning Resources
 - a. University of Delaware Library's collections are strong and are able to support the MA in LLCP-Chinese Studies Concentration. The proposed Program is directly supported by the Library's collections in literary criticism, linguistics, history, language pedagogy, cultural studies, and other interdisciplinary areas. Please refer to the Library Assessment Statement for details.
- B. Faculty / Administrative Resources

- a. The Program will be administered by the Chair of the Chinese Program. The distinguished faculty members expecting to teach in the Program are:
 - i. Dr. Jianguo Chen, Ph.D., Tenured Associated Professor of Chinese (specialist in Chinese literature and culture)
 - ii. Dr. Haihong Yang, Ph.D., Tenured Associated Professor of Chinese (specialist in Chinese literature and culture)
 - iii. Dr. Renee Dong, Ph.D., Continuing-Track Associate Professor of Chinese (specialist in Chinese linguistics and language pedagogy)
 - iv. Dr. Maria Tu, Ph.D., Continuing-Track Assistant Professor of Chinese (specialist in Chinese philosophy and cultural studies)
- C. External Funding. No external funding is expected.

Part IX. Resources Required

- A. Learning Resources: No additional learning resources are required.
- B. Personnel Resources:
 - a. No new faculty positions are required.
 - b. Program to be administered by existing Chinese faculty. We will take advantage of the strengths of our existing distinguished faculty in DLLC, along with faculties in our partner departments (ENGL, HIST, ARTH, FASH) and Asian Studies program to offer a premiere program capable of competing favorably for the highest caliber of students.
- C. Budgetary Needs. There are no budgetary needs.

Part X. IMPLEMENTATION AND EVALUATION

- A. Implementation Plan: Projected Program Approval: Spring 2022
- B. Recruitment and information: We will publicize the Program in the freshman class (entering in fall 2022) within DLLC. We will also recruit interested students with the help of the DLLC and various regional Chinese and Asian Studies Associations, such as the CLTA (The Chinese Language Teachers Association), the AAS (Association of Asian Studies), and MARAAS (Mid-Atlantic Asian Studies Association). Also, we will promote the Program in universities in China, such as the East China Normal University and Xiamen University, which hosted UD's study abroad programs in the past decade.
- C. Advisement: Interest meetings for students to be held every semester, beginning in 2022.
- D. Enrollment of first student group: projected fall 2023.