The enclosed self-study report has been reviewed by faculty in the Chinese Program and is now submitted for external review.

Chris Wen-chao Li, Chinese Program Coordinator  Date

Drafts have been read and deemed ready for external review by:

Paul Sherwin, Dean of the College of Liberal & Creative Arts  Date

Linda Buckley, Associate Vice President of Academic Planning  Date

Ann Hallum, Dean of Graduate Studies  Date
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1 EXECUTIVE SUMMARY

1.1 Brief History of the Chinese Program

Founded in 1959, the Chinese Program graduated its first B.A. students in 1963, and its first M.A. students in 1966. Currently we offer an undergraduate Minor, the B.A., and the M.A. We are the only Chinese Program in the California State University system to offer the M.A. degree. The joint emphasis on language proficiency in Mandarin Chinese (*putonghua*/*guoyu*) and an appreciation and understanding of Chinese literature, art, culture, and linguistics offers all our students a balanced course of study. At the undergraduate level, after the basic sequence of language courses is completed, students undertake advanced language and content training. The classical literature/culture courses, taught in both English and Chinese, provide an understanding of one of the world’s oldest civilizations, which may inspire the students to view the modern world from new perspectives. Courses on modern literature and film, taught in Chinese (and, beginning Fall 2014, in English as well), reflect the dynamic transformations of contemporary Chinese society and culture. Training in the fundamentals of linguistics complements program goals by revealing the underlying structures of language and text. To prepare students as fully as possible for this Pacific Century, the Chinese Program balances traditional academic offerings with practical courses such as Business Chinese, Media Chinese, and Translation, which equip students with career-related language skills.

The M.A. degree in Chinese provides advanced linguistic, cultural, and practical training that affords a solid foundation upon which graduates can build in a variety of ways. Some of our students prepare for further study at the doctoral level, and others develop skills for China-related careers, including Teaching Chinese as a Second Language, international business and law, and translation and interpretation.

Three significant initiatives that began during the review period (Fall 2007-Spring 2011) have greatly increased the scope of our work, brought new expertise and resources to our activities, and augmented course offerings.

In 2008, SF State inked an agreement with the National Office for the Teaching of Chinese as a Foreign Language (Hanban) in China’s Ministry of Education to establish the first Confucius Institute on the U.S. west coast. The institute sponsors cultural activities and teacher-training workshops that benefit our undergraduate and graduate students and the larger community. In addition, two visiting faculty experts from China offer upper-division elective courses (four per year) within the Chinese Program to matriculated SF State students.

In 2009, the Chinese Program was awarded a continuing federal grant from the National Security Education Program in the Defense Language and National Security Education Office (Department of Defense) to establish the SF State Chinese Flagship Program. We are now in our fourth year, and have been funded for the coming year as well. While this honors Chinese program trains undergraduates, our M.A. students benefit as well, through opportunities for tutoring and teacher training.

In 2010, another federal grant, this time through the California State University system, allowed us to establish the Strategic Languages Initiative Chinese-English Translation-Interpretation Certificate Program. This program is designed for advanced-level students, both undergraduate and graduate; it trains them in professional written and oral translation skills. We also initiated a bilateral exchange program with the Graduate Institute of Translation and Interpretation at National Taiwan Normal University for this purpose.
1.2 Synopsis of Previous Program Review Recommendations (5th Cycle)

The 5th Cycle Review was completed in spring 2007, and recommendations were included in both the External Reviewers’ Report (March 23, 2007) and the subsequent Academic Program Review Committee Report (undated). What follows draws from both documents. It is important to note that unlike the 6th Cycle Review, the 5th Cycle Review assessed both undergraduate and graduate programs, so not all of the points mentioned are relevant to the current self-study. Moreover, while the various language programs in the Department of Foreign Languages and Literatures carried out individual self-studies for the 5th Cycle, the External Reviewers group and the APRC each produced single reports assessing the department as a whole, and not all of their recommendations were directed to the Chinese Program.

In the short section solely devoted to the Chinese Program, the External Reviewers’ Report notes,

With recent hires and new leadership, the Chinese Program has been revitalized and thriving. Student enrollments, especially in the MA Program, have gone up and a number of innovative initiatives have been developed and implemented successfully. The recent establishment of the Confucius Institute contributes to the variety of courses offered, furthers scholarly exchange, and enhances the international profile of the Department and SFSU. The faculty is to be congratulated on its vision and effort. The Chinese program also collaborates with other departments that offer China-focused courses, which provide more variety and flexibility for its students.

Key recommendations (not a complete list) were as follows, with those directed specifically to the Chinese Program (marked *) first:

- *A tenure-track position in modern Chinese literature and culture should be filled as soon as possible.

While the Dean, Chair, and faculty in the Chinese Program agreed with the merit of this recommendation, due to a lack of university resources it was not fulfilled during the review period. However, during 2011/2012 we were successful in negotiating a faculty cost sharing agreement with National Security Education Program in Washington to sponsor a new tenure-track hire (50% share over three years), and so were finally able to conduct a national search in modern Chinese literature/culture. Assistant Professor Frederik Green (Ph.D., Yale) joined us in Fall 2012, bringing the Chinese Program to four tenured/tenure-track faculty lines. He also serves as Associate Director of the Flagship Program.

- *Chinese language classes at the elementary and intermediate levels should offer two tracks: one for true beginners and one for heritage learners. As part of the two-track language program, a placement test should be instituted.

While this has been a priority of the Chinese Program for many years, we did not accomplish it during the review period due to a lack of resources and staff. A further difficulty was faculty absences: our pedagogist, Assistant Professor Hsiu-huei Lin Domizio, was on personal leave for three semesters, and then resigned in June, 2012; and Prof. Charles H. Egan was on sabbatical in 2007/2008. However, in Spring 2013, in concert with efforts to bring the undergraduate curriculum in line with the university’s new baccalaureate degree requirements (Senate Policy #S11-225), the undergraduate major was split into three concentrations and the minor into two, in essence creating multiple tracks for true beginners, heritage learners, and Flagship Program students. In 2012/2013, the Chinese Program hired a new tenure-track pedagogy expert to further solidify expertise in key areas -- Assistant Professor Yang Xiao will join the program in Fall 2014. As we will
have staffed all four tenured/tenure-track lines at that point, we expect multiple track instruction to be implemented in full force as the university switches to new baccalaureate and general education requirements in Fall 2014. Additional opportunities for M.A. students to serve as GTAs are expected.

A. CURRICULUM

- To improve the quality of M.A. programs, there should be fewer paired courses.

The Chinese Program had very few paired courses as of the 5th Cycle review, and since then has eliminated all but one (see 4.4 below).

- Curricular revisions should be instituted, especially to streamline course lists and eliminate obsolete courses.

A comprehensive curricular revision was undertaken in Fall 2007 following the 5th Cycle review, and the new system was approved by the Academic Senate. The revisions included changes to the M.A. requirements. An even more far-reaching revision was submitted and approved in Spring 2012.

- A unified assessment strategy would be beneficial to all the language programs. Specific, clearly articulated goals (perhaps 3-4 per program) and student learning outcomes for the degree should be instituted. Syllabi should explicitly reflect the goals and outcomes established.

In concert with the other language programs, following the 5th Cycle review the Chinese Program formulated four program goals as follows:

**General Expectations for Students in the Chinese Major (B.A. Level)**

1. Language and Linguistics: Students will speak, write and understand the Chinese language. They will also be able to analyze the language in its morphology and syntax.
2. Culture: Cultural competence is gained through courses dedicated to culture and is further reinforced in the variety of advanced literature courses that students take to complete the major. Students will be familiar with the historical and cultural development of Chinese culture, especially in its international context. They will engage in cultural analysis not only of historical and geographical terms, but also as part of a debate about the very notion of culture.
3. Literature: Primarily through the study of complex literary texts, students will develop critical thinking by identifying issues and problems associated with their object of study, breaking the problem down to its component parts and critically examining them.
4. Writing skills: Students should be able to write coherent, engaging, and rigorous critical essays in Chinese that conform to accepted academic standards.

These goals have been paired with Expected Learning Outcomes, explicitly stated on the syllabi for Chinese Program classes.

- Courses taught in English generate student interest in learning more about the subject area and, generally, promote language learning.
Unlike some of the language programs, the Chinese Program has for many years offered traditional literature/culture courses in English in its 600 series. The 600 series will be extended to include modern literature/culture courses in 2013/2014.

- **All language programs should consider ways of collaborating more closely with other departments and/or programs.**

Within the department, the language programs have greatly expanded their collaborative initiatives during the review period. This is particularly evident in joint FL courses offered. Three courses are of fairly long standing: FL 325 Linguistics and Foreign Language (taught by Prof. Wen-Chao Li of the Chinese Program) is required for majors in the department; and FL 750 Curriculum and Instruction I and FL 751 Curriculum and Instruction II are graduate courses for those interested in language teaching. Newer courses include FL 400 Reading and Analysis of Cultural Texts – GWAR (a writing-intensive required course for undergraduates); the undergraduate and graduate CR/NC internship courses, FL 599 and FL 799; and two graduate courses at different levels, FL 700 Seminar in Academic Writing and Research Methodology in English and FL 800 Seminar in Academic Writing and Research Methodology (most recently taught by Prof. Frederik Green of the Chinese Program).

The Chinese Program has also collaborated extensively with other departments and programs. Upon advisement, both undergraduate and graduate students can use China-related coursework outside of FLL for their degree requirements. In Spring 2008, we invited Prof. Mary Scott from the Department of Humanities to teach a graduate course in traditional literature; we also have formally listed one of Prof. Scott’s China courses as fulfilling a Chinese B.A. requirement. The Chinese Flagship Program is designed to cross departmental and disciplinary lines: many students major in other departments, and we articulate their language studies with their other coursework. In addition, Flagship sponsors content area courses taught in Chinese by faculty members from across the university. Thus far we have offered classes in Cinema, Holistic Health, Hospitality and Tourism Management, Geography, and History, and are preparing a course in Journalism.

- **Class sizes in language courses should be reduced.**

While this issue does not directly impact graduate students – as M.A. class sizes are well within accepted parameters, the large size of some undergraduate classes does impact those who serve as GTAs. Chinese classes routinely are 35 students or more, which makes them unwieldy to manage and gives individual students few chances to actively participate. This is an issue for the administration to address, but it has shown no inclination to do so.

- **There should be a university-wide foreign-language exit requirement for all B.A. students, or at the very least all students should be required to take one year of foreign language.**

Again, we agree wholeheartedly. The university is proud of its focus on internationalization, but the lack of a language requirement of any kind undercuts its efforts. In the university’s most recent revision of its baccalaureate degree requirements (Senate Policy #S11-225), “languages other than English” is listed as an option for the new Complementary Studies requirement, which should partly, if not fully, address the need for foreign language skills in all graduates.
• A 3-unit CR/NC course for internships should be created and be applicable to all programs; it would give students opportunities to use their language skills outside the classroom.

This goal has been accomplished, not only at the undergraduate level (FL 599), but also at the graduate level (FL 799). Chinese Program graduate students have for the past four years made use of this opportunity to gain experience teaching in Chinese immersion programs of the San Francisco Unified School District and other venues.

B. STUDENTS

• Teaching assistantships offer an invaluable opportunity for graduate students to learn how to teach language. Besides the courses that graduate students are required to take before working as TAs, it is highly recommended that on-the-job training, supervision, and evaluation by faculty be fully integrated into the TA program.

Following departmental policy guidelines, GTAs in the Chinese Program must have previously taken at least one approved course in pedagogy. Each semester we hold an open competition, and interested M.A. students file applications with transcripts. All Chinese Program faculty (tenured/tenure-track members and lecturers) are involved in the selection process. During interviews, applicants are tested on their pinyin Romanization, facility with simplified and traditional characters, teaching skills, and class management approaches. GTAs work under the direct supervision of professional language lecturers or tenured/tenure-track faculty. They generally teach two sessions of a five-session-per-week course.

• All programs are encouraged to develop a more proactive stance of study abroad from their students.

The Chinese Program has been very proactive in this regard. In addition to the all-CSU study abroad programs in Taiwan and China available, we have created bilateral relationships with Chung Yuan Christian University in Taiwan, where our students (both undergraduate and graduate) study in the Department of Teaching Chinese as a Second Language; and National Taiwan Normal University, for translation and interpretation training for our Strategic Languages Initiative students. The Flagship Program provides additional venues: summer studies in a special Flagship section of the International Chinese Language Program at National Taiwan University; semester study at the Nanjing University Flagship Center, followed by supervised internship at various places in China; and starting Fall 2013, a two-semester program at Tianjin Normal University.

C. RESOURCES

• Instructional technology should be used more extensively by the programs in the department. This will require not only an investment of faculty time, but also more equipment.

The Chinese Program makes extensive use of the Language Lab, not only for elementary and intermediate language courses, but for upper division and graduate courses on topics such as Flagship Chinese, multimedia Chinese and translation/interpretation. Funding for the Language Lab has been in short supply for many years, due to state cuts to the CSU system and the SF State campus.
Recently, the Chinese SLI Program and the Persian SLI Program were able to leverage funds to purchase ten new workstations for the Language Lab. This brings to 26 the number of workstations that are equipped with the latest language learning technology.

- \textit{To alleviate staffing limitations, TAs should be recruited to teach courses independently.}

The Chinese Program has not taken this step, and instead remains committed to appointing GTAs to work in team-taught courses under supervision. To do otherwise would be to invite potential problems of quality control in the curriculum.

D. GOVERNANCE

- \textit{Each language area seems to work in isolation from the others, which in turn is symptomatic of a less-than-robust governance structure. There is also a lack of departmental policy documents. Within language programs, the procedures for selecting coordinators and apportioning workload need to be formalized.}

The Chair’s summary is the proper venue to discuss this issue in detail. There has clearly been major progress during this review period: new, collaborative FL courses, policy documents for a variety of purposes, and standard guidelines for the selection of coordinators and apportioning workload. That said, the various language programs do require an element of independence. The goals for all programs are similar (as evidenced by the coordinated General Expectations for Students documents we formulated), but the logistics to implement those goals are distinct.
## 1.3 Summary of How the M.A. Program Meets University Standards

### TABLE 2 Thumbnail of Standards Met

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| 3.1 Evidence of prior academic success         | • 2.75 GPA or higher up until Fall 2007  
• 3.0 GPA or higher as of Spring 2008 | 100% of students admitted meet this standard. There have been no appeals to admit student who are below the required GPA.                                                                                     |      |
| 3.2 Evidence of competent writing              | Analytical statement of purpose according to program guidelines         | M.A. applicants submit 500-word bilingual (two versions -- one in English, one in Chinese) analytical statements of purpose that address language aptitude, academic training, graduate study plan and career objectives. GRE test is not required. |      |
| 3.3 English preparation of non-native speakers | • TOEFL  
  o 550 in paper-based test (PBT)  
  o 80 in internet-based test (IBT)  
• IELTS  
  o Overall band score of 7.0  
• PTE Academic  
  o Overall score of 65 | 100% of students admitted meet this standard. There have been no appeals to admit student whose English language ability is below the minimum standard required by the University. |      |
| **PROGRAM REQUIREMENTS**                       |                                                                          |                                                                                           |      |
| 4.1 Number of course offerings                 | 2 graduate courses per semester                                          | An average of 3.1 graduate courses per semester over the past four years, well above the university requirement of 2 courses per semester.                                                                   |      |
| 4.2 Frequency of course offerings              | At least once every 2 years                                              | All required M.A. courses met the two-year offering requirement.                                                                               |      |
| 4.3 Path to graduation                        | Expected graduation in 1.5 years with full-time attendance; graduation in 2.5 years with half-time attendance | 67% of admits earned degree within 1.5 years; 78% of admits earned degree within 2 years. Average time to degree is 2.05 years.                                                                           |      |
| 4.4 Course distribution on ATC/GAP             | Proper distribution of graduate and undergraduate courses; paired courses reduced to two electives | 100% of ATC/GAP forms meet the university distribution requirements.                                                                            |      |
| 4.5 Class size                                 | Enrolls 8-30 students per class                                          | 88% of MA classes had enrollment between 8 and 30 students. 12% of classes had enrollment exceeding 30 students. Average class size is 22.8 students per class.                                          |      |
| 4.6 Number of graduates                        | 5 graduates per year average over 5 years                               | An average of 8.5 MA degrees granted per year during period of review.                                                                             |      |
| **FACULTY REQUIREMENTS**                       |                                                                          |                                                                                           |      |
| 5.1 Number of faculty in graduate programs     | Minimum of 3                                                            | 7 full-time faculty plus 1 part-time faculty (3 Chinese Program faculty, 5 non-Chinese Program faculty) taught M.A. courses during this review period                                                                      |      |
1.4 Summary of the Present M.A. Program Review Recommendations

During the review period the Chinese Program comprised three tenured/tenure-track faculty members, which -- as the information in this report will show – has been more than sufficient to run a thriving and effective Chinese M.A. Program. Looking forward, we now face the pleasant prospect of expanding our activities and offerings, as beginning in Fall 2014 we will number four tenured/tenure-track faculty members. Action on the following recommendations will allow us to optimize efficiency and quality.

- Due to budget considerations in recent years, Spring admissions to M.A. programs were suspended. Chinese M.A. enrollments declined as a result, although student numbers have remained healthy. It is vital to the success of the Chinese M.A. Program and other graduate programs at the university that both Fall and Spring admissions be allowed on a continuing, regular basis.
- M.A. student exit survey data (see below) suggests a desire for additional courses in the curriculum, which with the addition of the fourth faculty member should certainly be forthcoming. Not only does the range of expertise broaden, but the course rotations going forward will allow each faculty member more opportunities to teach graduate students.
- Our M.A. student demographic includes international students from Taiwan and China, U.S. citizens or permanent residents who emigrated from Taiwan and China; American-born students of heritage background (and various levels of language skill), and non-heritage students. While the program was designed for those with advanced proficiency in all four skills of Chinese, we have found by experience that some students still need additional language training to succeed in the coursework. We are exploring options to fill this need.
- M.A. student exit survey data also suggested that a Translator Certification program be established, to build upon the translation/interpretation courses offered by Prof. Wen-Chao Li and the SLI Program he directs. This is a goal that Chinese Program faculty members strongly support, though it is clear that additional staffing and resources will be required – at least one more tenure-track line, plus program support. The combination of a strong general Chinese M.A. curriculum (language, literature, linguistics), Chinese teaching pedagogy and TCFL, and translation/interpretation would give SF State unique status as a center for Chinese for professional purposes.
2 PROGRAM PROFILE

2.1 Overview of the program

The Chinese M.A. Program at San Francisco State University offers a course of study that is balanced among language, traditional and modern literature/culture, teaching pedagogy and Teaching Chinese as a Foreign Language, general linguistics, Chinese linguistics, and translation/interpretation studies. It is designed to give students a strong general foundation at the advanced level (completion of a Chinese B.A. or equivalent is required for admission), so that they have options to continue to doctoral studies or undertake a variety of professional careers. Students take a minimum of ten courses (30 units) in the program. There are required courses in each of four areas: modern literature/culture, classical literature/culture, linguistics, and teaching pedagogy. This leaves substantial room for students to design de facto concentrations according to their interests, through choice of Chinese electives, FL courses, China-related courses in other departments (upon advisement), and internships. The M.A. Program benefits from its location in the multicultural Bay Area, where large Chinese-American communities provide innumerable opportunities for current students to engage in Chinese cultural activities, and for graduates to plan their careers.

During the review period, graduate course subjects offered within the Chinese Program were divided among the faculty members as follows:

- Professor Charles H. Egan – classical/traditional literature/culture, modern literature/culture
- Professor Chris Wen-Chao Li – general and Chinese linguistics, translation/interpretation studies
- Assistant Professor Hsiu-huei Lin Domizio – teaching pedagogy and Teaching Chinese as a Foreign Language

2.2 The program in the context of the academic unit

The Chinese Program offers a B.A. which combines intermediate and advanced language studies with foundational courses in classical Chinese, linguistics, literature/culture, and Chinese for professional purposes. The program also offers a Minor in Chinese. Students earning B.A. degrees are eligible to apply for the M.A., and often do so. As students move into the graduate programs, class sizes decrease and their work receives greater individual attention from instructors. At the graduate level, students are encouraged to become teaching assistants who will provide undergraduates with support and guidance.

The Chinese Program has made a priority of ensuring that resources are evenly distributed to both its undergraduate and graduate programs, and that the support offered to students is equitable.

As Table 3 indicates, the number of full-time equivalent students in the graduate program has remained steady since 2007. A comparison of the graduate student data with that for undergraduate students shows that the student-faculty ratio for the latter is almost twice as great.
TABLE 3: FTES*, FTEF**, and SFR*** in Graduate and Undergraduate Programs

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<th>UNDERGRADUATE</th>
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<td></td>
<td>2011 Spring</td>
<td>7.15</td>
</tr>
<tr>
<td></td>
<td>AVERAGE</td>
<td>9.07</td>
</tr>
</tbody>
</table>

* FTES stands for full-time equivalent students  
** FTEF stands for full-time equivalent faculty (including lecturers)  
*** SFR stands for student-faculty ratio

Table 4 shows admissions data for the graduate program. Two points are notable: (1) we have been highly selective in admissions decisions, and are becoming increasingly so as time goes on; and (2) among those we accept to the program, a very high percentage actually enroll.

TABLE 4: M.A. Program Applicant Take-Rate (per semester)

<table>
<thead>
<tr>
<th></th>
<th>Number of applications</th>
<th>Number of acceptances</th>
<th>Percentage accepted</th>
<th>Number enrolled</th>
<th>Percentage enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>2007 Fall</td>
<td>17</td>
<td>10</td>
<td>58.8%</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>2008 Spring</td>
<td>10</td>
<td>6</td>
<td>60%</td>
<td>5</td>
</tr>
<tr>
<td>2008-2009</td>
<td>2008 Fall</td>
<td>19</td>
<td>13</td>
<td>68.4%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2009 Spring</td>
<td>13</td>
<td>8</td>
<td>61.5%</td>
<td>8</td>
</tr>
<tr>
<td>2009-2010</td>
<td>2009 Fall</td>
<td>17</td>
<td>9</td>
<td>52.9%</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>2010 Spring</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2010 Fall</td>
<td>21</td>
<td>10</td>
<td>47.6%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2011 Spring</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>SEMESTER AVERAGE</td>
<td>14.14</td>
<td>8.29</td>
<td>64%</td>
<td>6.57</td>
<td>77%</td>
</tr>
</tbody>
</table>
3 ADMISSION REQUIREMENTS

3.1 Evidence of Prior Academic Success

Prior to 2008, the grade point average (GPA) requirement for admission to the Chinese M.A. Program was 2.75, in line with university-wide requirements of the time. Starting Spring 2008, the GPA threshold was raised to 3.0 so as to be consistent with new university-wide regulations, in an effort to recruit students who have proven their ability to succeed in an academic setting and are deemed likely to be successful in coursework at the graduate level.

Graduate coordinators for the Chinese M.A. Program have not made any appeals to admit students whose GPA was below the required standard, in line with the program’s ongoing practice of requiring all new admits to satisfy all general university requirements. In addition to the GPA, students from regions where English is not spoken natively must also satisfy general university English language testing requirements (see Section 3.3. below).

Due to the nature of the subject matter, the Chinese M.A. Program currently does not require applicants to take the Graduate Record Exam (GRE) as a condition of admission.

In addition to quantitative measures for general academic performance (GPA) and English language proficiency (TOEFL etc), the Chinese Program requires that all M.A. admits possess advanced level proficiency in Modern Standard Chinese (as demonstrated through Chinese Statement of Purpose), and have received prior training in Classical Chinese and Linguistic Analysis (as evidenced in university transcripts). Occasionally, promising applicants who are lacking coursework in Classical Chinese or Linguistic Analysis (usually due to majoring in a related field without a core requirement in one of these key areas) are admitted on a conditional basis, and are required to take either CHIN 501 Introduction to Classical Chinese and/or FLL 325 Linguistics for Foreign Language in their initial semester.

3.2 Evidence of Competent Writing

Applicants to the Chinese M.A. Program are required to submit a 500-word analytical statement of purpose in English and an equivalent document in Chinese covering similar content as a condition of consideration for admission. The writings are used to gauge entry-level writing ability in both Chinese and English, and to evaluate the student’s capacity for logical analysis and organization of ideas. Instructions for the two writings are given on the Chinese Program website (chinese.sfsu.edu):

The analytical Statements of Purpose in Chinese and English do not have to be identical translations of each other, but should cover similar content. The two essays will be used to gauge your written proficiency in the two languages, and to evaluate your writing skills and capacity for organization and analysis. In your Statement, be sure to explain the following:

- Why do you want to pursue graduate studies in Chinese?
- What kind of prior training and/or work experience do you have that qualifies you for the program?
- Why did you choose the Chinese Program at San Francisco State University?
- What courses do you plan to take if admitted into San Francisco State, and why? What research do you plan to undertake?
- How does masters level coursework figure in your long-term career planning?

In addition, let the Statement reflect your motivation, your background knowledge, and your level of linguistic sophistication. Statements must be in the form of a coherent essay divided into paragraphs arranged according to theme and topic. Treat the Statement of Purpose as an essay, not a question and answer form. Do not submit bullet point answers to the questions hinted above.
The Statements of Purpose are then evaluated using the following criteria:

1. **RELEVANCE**: Does the Statement address the given points in a substantive manner? Is each point addressed clearly and succinctly?
2. **ORGANIZATION**: Does the writing show structure and organization? Is the length of each argument and exposition reflective of its centrality and importance?
3. **LOGIC**: Do the arguments advanced make logical sense? Are there natural transitions between each point or paragraph? Are there logical contradictions or inexactitudes?
4. **LANGUAGE**: Does the writing reflect advanced level proficiency in the language being evaluated? Is it relatively free of grammatical mistakes and orthographic errors? Does it show awareness of more formal uses of language characteristic of academic writing?
5. **PREPAREDNESS**: Is the student aware of the prior training that is required for success at the graduate level? Does the student have an understanding of what is required for degree completion? Is the student aware of what the Program is and is not able to offer?
6. **MOTIVATION**: Does the Statement reflect motivation on the part of the student to complete coursework and apply the knowledge thus acquired to his/her career goals? Does the student possess intellectual curiosity and a passion for the subject matter?
7. **ORIGINALITY**: Is the writing the student’s original work? Is the register and diction of the work consistent throughout? Are there hints of plagiarism?

3.3 English Preparation for Non-Native Speakers

The Chinese Program requires that, regardless of citizenship or immigration status, applicants from regions where English is not spoken natively meet all university-wide graduate-level English testing requirements, which consist of the following minimum scores in the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or the Pearson English Test (PTE):

- **TOEFL**
  - 550 Total score on the paper based test OR
  - 80 Overall score on the internet based test (iBT TOEFL) OR

- **IELTS**
  - www.ielts.org
  - Overall band score of 7.0

- **PTE (Pearson Test of English)**
  - Academic overall score of 65.

Applicants who have completed a Bachelor’s or Masters degree at a U.S. college or university are exempt from this requirement.

The Chinese Program has not admitted any masters students who failed to meet the aforementioned general university requirements, and has in many cases had to turn down applications or urge otherwise strong applicants to reapply after satisfying English language requirements in order to ensure that students have the English language skills to succeed in the program.

While minimum standards for English proficiency are in place and set by the University, the Chinese Program realizes that it receives a large number of international applicants from non-English-speaking countries who may need additional training and assistance in
(English) academic writing, and refers these students regularly to graduate level courses designed to enhance their capabilities in this area. These courses include (but are not limited to) FLL 800 Seminar in Academic Writing and Research Methodology, CA 514 Preparation for Graduate Writing, and ENG 415 Composition for Multilingual Students. In Spring 2011, FLL 800 Seminar in Academic Writing and Research Methodology was made into a requirement for all Chinese M.A. students, which they must complete to demonstrate exit-level written English proficiency.

3.4 Overview of Program Admissions Policy

The admissions policy adopted by the Chinese M.A. Program has proven to be highly effective over the years in selecting qualified candidates. Over the period of evaluation, 77% of those admitted chose to enroll (out of an average take rate of 64%), and 81% went on to complete their degrees. On average, the Chinese M.A. Program admitted 8.5 students per semester, who went on to complete their degrees in an average of 2.05 years.

Application for admission consists of two distinct processes: (1) application to the Division of Graduate Studies (online via CSU Mentor) as specified in the University Bulletin, and (2) submission of a department packet (details at chinese.sfsu.edu) with materials specific to the Chinese Program.

As mentioned in previous sections, applicants must possess a 3.0 or higher GPA, and show evidence of general English language proficiency as required by the University. In addition, the application packet is designed to provide evidence of written English and Chinese language proficiency via bilingual Statements of Purpose, and training in Classical Chinese Language and Linguistic Analysis through university transcripts. Exceptional candidates lacking in either Classical Chinese Language or Linguistic Analysis are occasionally accepted upon the condition that they complete relevant undergraduate coursework in their first semester.

Application materials required by the Division of Graduate Studies are uniform system-wide and can be found at the Graduate Studies website (www.sfsu.edu/~gradstdy). Application materials required by the Chinese Program include:

- A 500-word analytical statement of purpose in English;
- A statement of purpose in Chinese covering the same or similar content; and
- Three letters of recommendation from persons familiar with the applicant's academic and/or professional qualifications (hard copies with signature).

Applications are not considered until all materials are complete. Failure to meet the above specifications in a timely manner generally results in disqualification of the application.
4 PROGRAM REQUIREMENTS

4.1 Number of Course Offerings

The Chinese M.A. Program periodically reviews its course offerings to ensure that required and elective courses are available to students in a timely manner, and to ensure that a balance of courses from different subject areas is available for students to enroll in at different times. The Program also endeavors to keep course content up to date and in keeping with current academic and industry standards.

Over the period of review, there were a total of 25 graduate level courses offered (not counting upper division undergraduate courses that M.A. students may take as electives), averaging out to 6.2 courses per year, or 3.1 courses per semester, well above the University-wide requirement of 2 courses per semester. Within this period, 572 students were served by these graduate course offerings, which puts average class size at 22.8 students, well within the range of 8-30 required by the University.

The Chinese M.A. curriculum consists of 30 units of coursework which provide advanced-level training in the areas of literature, linguistics and pedagogy, providing a solid foundation for further study and language-related careers.

As listed below, the Chinese M.A. curriculum consists of five core requirements (15 units) in specific areas plus an additional 15 units of electives. Core requirements include 3 units each in the subject areas of modern literature, classical literature, linguistics, and pedagogy, plus an additional course in academic writing and research methodology, which serves to satisfy their exit-level English writing requirement. For the linguistics requirement, students choose between CHIN 826 Semantics and Morphology, with an emphasis on lexicon and meaning, and CHIN 827 Language Change and Dialect Variation, where the emphasis is on sound and structure. For the pedagogy requirement, students choose between CHIN 824 Testing and Assessment in Teaching Chinese as a Second Language, with an assessment emphasis, or CHIN 825 Applied Linguistics and Teaching Chinese as a Second Language, with a focus on theories of applied linguistics and language acquisition.

In addition to the five core requirements, students take an additional 6 units of graduate level electives in Chinese or related subjects (including linguistics, comparative literature, education, history, philosophy and other areas demonstrated by the student to be pertinent to his/her line of intellectual inquiry), plus another 9 units of electives which can be at the graduate or upper division undergraduate level (but may not overlap with core requirements for the Chinese B.A.).
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 CHIN 821</td>
<td>Seminar in Modern Chinese Literature</td>
<td>3</td>
</tr>
<tr>
<td>2 CHIN 822</td>
<td>Seminar in Classical Chinese Literature</td>
<td>3</td>
</tr>
<tr>
<td>3 CHIN 824 or CHIN 825</td>
<td>Testing and Assessment in Teaching Chinese as a Second Language OR Applied Linguistics and Teaching Chinese as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>4 CHIN 826 or CHIN 827</td>
<td>Semantics and Morphology OR Language Change and Dialect Variation</td>
<td>3</td>
</tr>
<tr>
<td>5 FLL 800</td>
<td>Academic Writing and Research Methodology (Exit Level English writing requirement)</td>
<td>3</td>
</tr>
<tr>
<td>6 Graduate Elective (700 and above)</td>
<td>Graduate elective (700/800 level) in Chinese or in related subject [adviser approval required]</td>
<td>3</td>
</tr>
<tr>
<td>7 Graduate Elective (700 and above)</td>
<td>Graduate elective (700/800 level) in Chinese or in related subject [adviser approval required]</td>
<td>3</td>
</tr>
<tr>
<td>8 Elective (300 and above; cannot be from undergraduate core requirements)</td>
<td>Graduate or undergraduate upper level elective (300 or higher) in Chinese</td>
<td>3</td>
</tr>
<tr>
<td>9 Elective (300 and above; cannot be from undergraduate core requirements)</td>
<td>Graduate or undergraduate upper level elective (300 or higher) in Chinese</td>
<td>3</td>
</tr>
<tr>
<td>10 Elective (300 and above; cannot be from undergraduate core requirements)</td>
<td>Graduate or undergraduate upper level elective (300 or higher) in Chinese</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Additional information regarding M.A. course requirements is available online at chinese.sfsu.edu.

In addition to taking courses on the home campus, Study Abroad options are also available for students wishing to strengthen their language proficiency or seek specialized training in areas such as Translation & Interpretation (T&I) and Teaching Chinese as a Second Language. Students have had the option of enrolling in a previously federally-funded Strategic Language Initiative Chinese-English Translation-Interpretation Certificate Program, which required completion of CHIN 881 Translation and CHIN 882 Consecutive and Simultaneous Interpreting (or CHIN 883 Advanced Translation and Interpretation, when offered), together with 12 units of graduate level T&I training at bilateral exchange partner institution National Taiwan Normal University.

Upon completion of all coursework, students are required to complete a Culminating Experience, which typically consists of two written exams on subjects negotiated with two separate faculty members plus a joint oral exam in which key points in the written exam are given further scrutiny.

After completing the M.A. degree, many graduates advance to study and research at the doctoral level, while others develop skills for China-related careers, including teaching Chinese as a second language, international business and law, and translation and interpretation.
4.2 Frequency of Course Offerings

University policy states that required graduate courses must be offered at least once every two years. All required courses and most elective courses in the Chinese M.A. Program are offered within a two-year rotation, as shown in Table 5, so as to allow students to progress through the program in a timely manner.

Over the period of review, there was an average of 6.2 graduate courses offered per year, well above the minimum number required by the University. Of these course offerings, as can be seen in Table 5, all of the core requirements, including CHIN 821 Seminar in Modern Chinese Literature, CHIN 822 Seminar in Classical Chinese Literature, linguistics course options, and pedagogy course options are offered on a two year rotation for each class (often shorter rotation for option classes). Methodology courses (including FLL 750 Curriculum and Instruction (I) and FLL 751 Curriculum and Instruction (II) for teaching methodology, and FLL 800 Academic Writing and Research Methodology for research) are available every semester, reflecting the department’s emphasis on research and professional applications. Other elective courses are evenly spaced out so that, in addition to core and methodology requirements, students have a healthy staple of options in literature, linguistics, pedagogy and translation/interpretation with which to satisfy divergent intellectual tastes and interests in each academic year.

The only apparent exceptions to this regularity of schedule in Table 5 are with the pedagogy option and the research methodology option. There was a lapse in the pedagogy rotation in Spring 2011 due to the sudden retirement of pedagogy specialist Prof. H. Lin Domizio – an external lecturer has been appointed since (outside the period of the present review) to remedy the shortage. It would appear in Table 5 also that there is only a single offering of the research methodology requirement FLL 800 – this is because 800 is a new course and new requirement instituted in Spring 2011 to satisfy the Chinese Program’s new (as of Spring 2011) exit-level English writing requirement. The course did not exist prior to that semester.
TABLE 5: M.A. Program Course Rotation, Number Enrolled, and Faculty Assigned
(NOTE: All classes consist of one section only)

<table>
<thead>
<tr>
<th></th>
<th>F07</th>
<th>S08</th>
<th>F08</th>
<th>S09</th>
<th>F09</th>
<th>S10</th>
<th>F10</th>
<th>S11</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN</td>
<td>801</td>
<td>50</td>
<td>Egan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN</td>
<td>802</td>
<td>33</td>
<td>Egan</td>
<td>36</td>
<td>Egan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN</td>
<td>821</td>
<td>28</td>
<td>Egan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN</td>
<td>822</td>
<td>24</td>
<td>Scott</td>
<td>20</td>
<td>Egan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN</td>
<td>824</td>
<td>15</td>
<td>Domizio</td>
<td>14</td>
<td>Egan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN</td>
<td>825</td>
<td>19</td>
<td>Domizio</td>
<td>20</td>
<td>Li</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN</td>
<td>826</td>
<td>21</td>
<td>Li</td>
<td>30</td>
<td>Li</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN</td>
<td>827</td>
<td>18</td>
<td>Domizio</td>
<td>16</td>
<td>Li</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN</td>
<td>837</td>
<td>24</td>
<td>Li</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN</td>
<td>881</td>
<td>24</td>
<td>Li</td>
<td>17</td>
<td>Li</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN</td>
<td>882</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN</td>
<td>883</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLL</td>
<td>750</td>
<td>26</td>
<td>Vandergriff</td>
<td>26</td>
<td>Vandergriff</td>
<td>26</td>
<td>Vandergriff</td>
<td>9</td>
</tr>
<tr>
<td>FLL</td>
<td>751</td>
<td>25</td>
<td>Gautier</td>
<td>22</td>
<td>Takeda</td>
<td>15</td>
<td>Takeda</td>
<td>18</td>
</tr>
<tr>
<td>FLL</td>
<td>800</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Required courses given in bold; electives given in regular print. Suffix (e) indicates possible option for satisfying core requirement.

Total number of enrolled students (over 4 year period) = 572
Total number of classes/sections taught (over 4 year period) = 25
Average class size = 22.8
Average number of graduate courses per year = 3.1
Percentage of courses with enrollment of 8-30 is 88%
Percentage of courses with enrollment of over 30 is 12%

4.3 Path to Graduation

Over the period of the current review, average annual (new) enrollment in the Chinese M.A. Program was 6.6 new students per year (roughly equal to 13 students total enrolled in the program at any given time based on average 2 year time-to-degree), producing an average of 8.5 M.A. degree recipients per year for classes matriculated between 2002 and 2006 (latest available data). See Table 4 for more detailed breakdown of enrollment patterns, and Table 6.1 for number of degrees awarded.

The Chinese Program estimates that, based on an average full-time graduate course load of 9 to 12 units per semester, the 30 unit Chinese M.A. curriculum is completable in three semesters given favorable course rotation schedules, and if not, in four semesters. Within the period of review, the average time to degree is 2.05 years, as shown in Table 6.2, reflecting our four semester estimate. The number is further complicated by the fact that
not all of our students are studying full-time – many are working professionals who are taking classes on a part-time basis. We noticed also a trend showing a decrease in time to degree, from between 2 and 2.5 years in the three years prior to 2005, to less than two years in 2006 and 2007, showing that the program is attracting students who are more focused and dedicated to their studies.

4.4 Course Distribution on ACT/GAP

The Chinese M.A. Advancement to Candidacy (ATC – formerly Graduate Approved Program [GAP]) form, reflecting the Chinese M.A. curriculum described in Section 4.2, consists of 70% graduate level courses, in which only 10% may be paired, well above the university-wide standard of 50% graduate unit course requirement.

In recent years, the Chinese Program has been doing away with paired courses, such that only one such course (CHIN 602/802 The Narrative Tradition) exists in his format. Previously paired courses have since been de-paired: CHIN 601 The Poetic Tradition is now CHIN 601 GW with restrictions on enrollment numbers due to its status as a GWAR course. CHIN 581/881 Translation is now CHIN 881 Translation only, as undergraduate level students proved to be ill-prepared for the density of the subject matter.

Note that revisions to the Chinese M.A. curriculum were approved by the Academic Senate in Fall 2007, and a subsequently revised ATC/GAP form was put in place in Spring 2009. The revisions consist of changes in options for the linguistics and pedagogy requirements (reflecting new faculty specialization) and updates reflecting new university-wide regulations in the areas of exit-level English writing and new course offerings in teaching and research methodology.

4.5 Class Size

University policy stipulates that a program’s typical graduate class size should be between 8 and 30 students. Table 5 illustrates the Chinese M.A. Program’s compliance with this policy. Between Fall 2007 and Spring 2011, there were 572 students enrolled in 25 graduate level classes (one section per class), averaging out to 22.8 students per class, which fits well within the range of 8-30.

On a class by class basis, 88% of the classes offered show enrollment between 8 and 30 students. The remaining 12% of classes have enrollment exceeding 30: this includes CHIN 801 in Fall 2008 with an enrollment of 50, and CHIN 802 in Spring 2009 and Fall 2010, with respective enrollments of 33 and 36. Note that both CHIN 801 was a paired class at the time, and CHIN 802 still is a paired class. If only graduate-level enrollment is taken into account, then the enrollment numbers should be 14 for CHIN 801 in Spring 2009, and 7 and 10 respectively for CHIN 802 in Spring 2009 and Fall 2010. After the over-enrollment of CHIN 801 in Fall 2008, the class was de-paired, and is offered as an undergraduate GWAR class with an enrollment cap of 25.

4.6 Number of Graduates

University policy states that the average number of students graduating from a degree program per year over a five year period shall be at least five. In the four year period between Fall 2007 and Spring 2011, the average number of students graduating from the Chinese M.A. Program is 8.5 per year, well above the minimum of 5 required by the
University. (NOTE: If examined over a 5-year period, as stated in the policy, the average would be even higher, as another 15 students were awarded the Chinese M.A. degree in the academic year 2006-07, bringing the five-year average to 9.8 students per year).

Table 6.1 shows the number of Chinese M.A. Program graduates per year for each year of the current review. Table 6.2 gives the latest available data on time to degree and graduation percentages. As each of these numbers is within range, the Chinese Program makes no further recommendations at this time.

**TABLE 6.1: Number of Graduates**

<table>
<thead>
<tr>
<th>Academic year</th>
<th>M.A. degrees awarded</th>
<th>Academic year total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2007 Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 Fall</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2008 Spring</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>2008 Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 Fall</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2009 Spring</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>2009 Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009 Fall</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2010 Spring</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2010 Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010 Fall</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2011 Spring</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Average number of M.A. degrees awarded per year is 8.5

**TABLE 6.2: Time to Degree* (average)**

<table>
<thead>
<tr>
<th>Year of Matriculation</th>
<th>Number of students</th>
<th>Time to degree (in years)</th>
<th>Percentage graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>7</td>
<td>2.3</td>
<td>85.7%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>8</td>
<td>2.2</td>
<td>62.5%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>13</td>
<td>2.27</td>
<td>84.6%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>16</td>
<td>1.63</td>
<td>93.7%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>9</td>
<td>1.86</td>
<td>77.8%</td>
</tr>
</tbody>
</table>

* Elapsed time to degree in years ignoring stop-outs.
Average time to degree in timeframe examined is 2.05 years
Average degree completion rate is 80.86%

4.7 Overview of Program Quality and Sustainability Factors

The data presented in Sections 4.1 to 4.6 show that the Chinese M.A. Program is a sustainably healthy program by all indicators, whether viewed through program admissions, take rate, graduation rate, time to degree, class enrollment, course level distribution, and frequency and variety of course offerings, all of which meet and often exceed general university requirements.
Mentioned in the previous sections also are minor areas in which the program came close to not meeting certain standards. The sudden retirement of our pedagogy specialist in Spring 2011 meant that the program was one semester behind in its pedagogy rotation (external lecturer subsequently hired to fill gap), and the retirement may not have been replaced had it not been for the Chinese Program’s ability to secure external funding in the form of the Chinese Flagship Grant in 2009 (see Chapter 6), which paid in part for not just the replacement position, but also an additional tenure-track faculty position in modern literature.

Also notable is the fact that while the number of applications and acceptances remain within the range deemed acceptable by the university, graduate applications have dropped markedly since their peak in 2007, when the Program was admitting 15 applicants per year. While the drop is in part a reflection of the state of the national economy, faculty in the program feel also that the practice, initiated by the University, of increasing tuition and not accepting new students in the spring semester also hurt enrollment, as many students who had wished to start in the spring semester had to be turned away.

Minor issues aside, the Chinese M.A. Program is going strong, building on the financial influx it has received as part of the Chinese Flagship and the Strategic Language Initiative. It added a new tenure-track modern literature position in Fall 2012, and will be adding another in Fall 2014 for language pedagogy (search already concluded), which will enable it to strengthen its four pillars of literature, linguistics, pedagogy and translation. Notable new directions for the Chinese Program, in response to new trends in the field, include the addition of courses in diaspora and transnational Chinese literature, and the introduction of corpora and information technology resources in the teaching of Chinese language, both specialties of our new hires. In addition, the program is looking to build on its expertise in translation/interpretation so as to build a new professional pathway for its students, and it is teaming up with programs in International Relations and Journalism to offer training to students interested in Chinese media careers.
5. FACULTY REQUIREMENTS

University policy requires that each graduate program have a minimum of two tenure/tenure-track faculty, and that each graduate coordinator be a full-time faculty member.

Over the period of review, 8 faculty members taught classes in the Chinese M.A. Program, of which 3 were full-time Chinese Program tenure/tenure-track faculty. The number (3) of full-time tenure/tenure-track faculty members in the Program exceeds the minimum required by the University.

The 3 full-time Chinese Program tenure/tenure track faculty members at the time specialized in the areas of literature, linguistics, and pedagogy, combining to cover the major subject areas that comprise the Chinese M.A. curriculum. The three Chinese M.A. Program tenure/tenure-track faculty members between Spring 2007 and Fall 2011 were:

<table>
<thead>
<tr>
<th>NAME</th>
<th>RANK/POSITION</th>
<th>CREDENTIALS</th>
<th>SPECIALIZATION</th>
<th>COURSES TAUGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles H. Egan</td>
<td>Associate Prof (2007-10)</td>
<td>Ph.D., Princeton (East Asian St.)</td>
<td>Classical literature, modern literature</td>
<td>• CHIN 801 The Poetic Tradition \n  • CHIN 802 The Narrative Tradition \n  • CHIN 821 Modern Chinese Literature \n  • CHIN 822 Classical Chinese Literature</td>
</tr>
<tr>
<td>Wen-chao Li</td>
<td>Associate Prof (2007-10) Graduate Coordinator SLI Director</td>
<td>D.Phil., Oxford (Linguistics)</td>
<td>Linguistics; translation &amp; interpretation</td>
<td>• CHIN 826 Semantics &amp; Morphology \n  • CHIN 827 Language Change &amp; Dialect Variation \n  • CHIN 881 Translation \n  • CHIN 882 Consecutive &amp; Simultaneous Interpreting \n  • CHIN 883 Advanced Translation &amp; Interpretation</td>
</tr>
<tr>
<td>Hsiu-huei Lin Domizio</td>
<td>Assistant Prof (2007-10) Chinese Flagship Associate Director</td>
<td>Ed.D., Columbia (Applied Linguistics)</td>
<td>Pedagogy; language acquisition</td>
<td>• CHIN 824 Testing &amp; Assessment in Teaching Chinese as a Second Language \n  • CHIN 825 Applied Chinese Linguistics &amp; Teaching Chinese as a Second Language \n  • CHIN 837 Materials Development for Teaching Chinese</td>
</tr>
</tbody>
</table>

The Chinese Program currently has 3 tenure/tenure-track faculty, but not the same 3 tenure/tenure-track faculty members as in the period of Spring 2007-Fall2011. The Program’s pedagogy specialist Dr. Hsiu-huei Lin Domizio retired after Spring 2011, and in Fall 2012, in response to the External Reviewers’ Report from the 5th Cycle Review urging “a tenure-track position in modern Chinese literature and culture be filled as soon as possible,” modern literature specialist Dr. Frederik Green was hired as a new full-time tenure-track faculty member with the help of federal Flagship funding. In addition, a replacement pedagogy position was secured, for which the Chinese Program hired Dr. Yang Xiao, who will join the Program in Fall 2014. The current (and future) Chinese M.A Program faculty lineup is as follows:
<table>
<thead>
<tr>
<th>#</th>
<th>Name</th>
<th>Title and Years</th>
<th>Education and Specialization</th>
<th>Specializations and Courses</th>
</tr>
</thead>
</table>
| 1 | Charles H. Egan | Professor (2010-present)       | Ph.D., Princeton (East Asian St.) | Classical literature:  
- CHIN 801 The Poetic Tradition  
- CHIN 802 The Narrative Tradition  
- CHIN 822 Classical Chinese Literature |
| 2 | Chris Wen-chao Li | Professor (2012-present)       | D.Phil., Oxford (Linguistics) | Linguistics; translation & interpretation:  
- CHIN 826 Semantics & Morphology  
- CHIN 827 Language Change & Dialect Variation  
- CHIN 881 Translation  
- CHIN 882 Consecutive & Simultaneous Interpreting  
- CHIN 883 Advanced Translation & Interpretation |
| 3 | Frederik Green | Assistant Prof (2012-present)  | Ph.D., Yale (East Asian Languages & Literatures) | Modern literature:  
- CHIN 821 Modern Chinese Literature  
- FLL 800 Academic Writing & Research Methodology |
| 4 | Yang Xiao       | Assistant Prof (from Fall 2014)| Ph.D., Yale (East Asian Languages & Literatures) | Pedagogy; language acquisition:  
- CHIN 824 Testing & Assessment in Teaching Chinese as a Second Language  
- CHIN 825 Applied Chinese Linguistics & Teaching Chinese as a Second Language  
- CHIN 837 Materials Development for Teaching Chinese |

Consistent with the practice within the College of Humanities (now “College of Liberal & Creative Arts”), all full-time tenure/tenure-track faculty teach a 3/3 course load. But funding from the federal Chinese Flagship grant has been able to provide, since Spring 2009, 2 to 3 course releases per year for Flagship Director Charles H. Egan, and 1 to 2 course release per year for the Flagship Associate Director (Hsiu-hui Lin Domizio 2009-2011; Frederick Green 2011 onward).

Between Spring 2007 and Fall 2011, (then) Associate Professor Chris Wen-chao Li served as Graduate Coordinator for the Chinese M.A. Program while the Program’s other tenured member, Professor Charles Egan, served as Coordinator for the Chinese Program and Director of the Chinese Flagship Program.

The Graduate Coordinator supervised admissions reviews, advised new and existing students on curricular matters, oversaw Advancement to Candidacy (ATC, formerly GAP), and facilitated the general progress of students through the M.A. Program from pre-enrollment to Culminating Experience. No course releases or additional compensation were provided to the Coordinator to compensate for his additional work, but this is understandable given the University’s budgetary shortfalls and cuts made to funding for the California State University system during this period.
6 PROGRAM PLANNING & QUALITY IMPROVEMENT PROCESS

The Chinese Program as a whole is constantly engaged in self-assessment combined with short-term and long-term planning, the result of which is often organizational and curricular revisions for the improvement of the Program, as is evidenced in formal program revisions brought to the Academic Senate in 2007 as a response to the results of the program’s 5th Cycle Review, and again in 2012 as a result of changes in program funding and student demographics. Assessment and review were also key components of the Program’s application for external funding in the case of the Chinese Flagship in 2009 and the California State University Strategic Language Initiative (SLI) in 2010.

Assessment and planning carried out at the program level involve a number of key components, including survey of faculty and students, regular course assessments, cyclic program assessments, self-evaluation for funding purposes, and regularly-scheduled meetings involving faculty of different ranks and from different units, each of which will be explained below.

6.1 Student Exit Survey

Graduating students from the Chinese M.A. Program are asked to complete an exit survey which covers student experience in the program and the design of the M.A. curriculum. The survey consists of 18 questions, of which 15 are multiple choice questions regarding student experience and curricular design, 2 are open-ended questions regarding program improvement, and 1 is regarding time to degree. The survey is administered online via Survey Gizmo (www.surveygizmo.com). The questions for the student exit survey are given in Appendix 1.

Our latest data covering the period under review includes survey results from 17 students, a summary of which is provided below:

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>% SATISFIED*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quality of instruction</td>
<td>94.2%</td>
</tr>
<tr>
<td>2 Quality of advising</td>
<td>94.2%</td>
</tr>
<tr>
<td>3 Overall curriculum</td>
<td>88.3%</td>
</tr>
<tr>
<td>4 Culminating Experience process</td>
<td>100.0%</td>
</tr>
<tr>
<td>5 Use of resources, materials, and format for writing a research paper</td>
<td>100.0%</td>
</tr>
<tr>
<td>6 General knowledge of literary periods and movements</td>
<td>100.0%</td>
</tr>
<tr>
<td>7 Ability to place literary works in socio-cultural context</td>
<td>100.0%</td>
</tr>
<tr>
<td>8 Ability to analyze works for theme, structure, style and characterization</td>
<td>100.0%</td>
</tr>
<tr>
<td>9 Major metrical conventions and conventions of lexical choice</td>
<td>100.0%</td>
</tr>
<tr>
<td>10 Ability to express in Chinese orally and in writing</td>
<td>100.0%</td>
</tr>
<tr>
<td>11 Knowledge of historical development of Chinese</td>
<td>94.2%</td>
</tr>
<tr>
<td>12 Knowledge of the linguistic features of Chinese</td>
<td>100.0%</td>
</tr>
<tr>
<td>13 Knowledge of the contemporary linguistic theory</td>
<td>100.0%</td>
</tr>
<tr>
<td>14 Knowledge of theories of language pedagogy</td>
<td>94.2%</td>
</tr>
<tr>
<td>15 Preparation for my academic and/or professional career</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

* NOTE: “Percentage satisfied” counts those replies that answered “strongly agree” or “somewhat agree”.

As can be seen from the exit survey results, the overall satisfaction rate is high, averaging 97.7% satisfaction, showing that graduates have a favorable sense of the student
experience and the design of the masters program curriculum. Most noteworthy is the fact that there is close to 100% agreement that students are achieving the learning objectives set forth by the program.

With the regard to the two open-ended questions asking about potential components to add or remove, there were no recommendations for course elimination, but included the following suggestions for additional courses:

- Chinese history and culture
- Classical interpretation or others (sic)
- Culture and art
- Grammar theory and writing
- I am satisfied with the current course offerings
- More linguistic courses and pedagogical courses
- Professional translation certification programs
- Teaching Mandarin as a second language
- Comparison literature (sic), etymology, social linguistics (sic)
- More language pedagogy courses

The list of recommended additions to the curriculum shows a number of patterns:

1. **MORE LINGUISTICS COURSES** (including grammar, etymology, sociolinguistics): the faculty member currently teaching linguistics courses also doubles as the instructor for translation-interpretation courses, all of which are built into the course rotation, owing to which linguistics is not offered as frequently as students might like (but still within the University-mandated two-year rotation limit). The addition of a fourth tenure track faculty member should ease this congestion somewhat.

2. **MORE PEDAGOGY COURSES**: the retirement of the Program’s pedagogy specialist in 2011 created a vacuum that is only partially filled by the hiring of a temporary lecturer to teach core pedagogy courses. The addition of a tenure-track pedagogy specialist in Fall 2014 should put an end to this shortage.

3. **CHINESE LANGUAGE WRITING**: The Chinese M.A. Program was initially designed as a program that takes in students already highly proficient in the four skills of Chinese, who do not need additional language training and can go directly to the study of literature, linguistics and pedagogy. We are finding in recent years, however, that some of our students may benefit from additional language training, and are in the process of designing courses, especially in the area of Chinese academic writing, to meet this need.

4. **TRANSLATOR CERTIFICATION**: The Chinese Program has built up a formidable translation-interpretation curriculum thanks to funding from the federal Strategic Language Initiative (SLI), and has more courses and more in-depth training in this area than most comparable institutions. Despite this strength, the program is still a long way away from being able to provide training towards translator/interpreter certification, which would require a substantial injection of equipment and faculty, and a two to three year curriculum focused exclusively on translation/interpretation comparable to translator/interpreter training institutions such as the Monterey Institute of International Studies.

5. **HISTORY AND ART**: Though relevant to the intellectual pursuits and research interests of many of our students, courses in these fields are offered not by the Chinese Program, but by other units on campus. Students with these needs will be steered towards these other classes offered by the Departments of History and Art via advising.
6.2 Faculty Survey

Chinese M.A. Program faculty are regularly surveyed regarding program and curricular design, with an emphasis on the achievement of learning objectives by students in the program.

The faculty survey consists of 13 questions, of which 11 are multiple choice questions regarding program and curricular design, and the remaining 2 are open-ended questions regarding program improvement. The survey was administered online via Survey Gizmo (www.surveygizmo.com). The questions for the faculty survey are given in Appendix 2.

In our latest available survey, five Chinese faculty members completed the survey, the results of which are summarized as follows:

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>% SATISFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Use of resources, materials, and format for writing a research paper</td>
<td>100.0%</td>
</tr>
<tr>
<td>2 General knowledge of literary periods and movements</td>
<td>100.0%</td>
</tr>
<tr>
<td>3 Ability to place literary works in socio-cultural context</td>
<td>100.0%</td>
</tr>
<tr>
<td>4 Ability to analyze works for theme, structure, style and characterization</td>
<td>100.0%</td>
</tr>
<tr>
<td>5 Major metrical conventions and conventions of lexical choice</td>
<td>100.0%</td>
</tr>
<tr>
<td>6 Ability to express in Chinese orally and in writing</td>
<td>100.0%</td>
</tr>
<tr>
<td>7 Knowledge of historical development of Chinese</td>
<td>100.0%</td>
</tr>
<tr>
<td>8 Knowledge of the linguistic features of Chinese</td>
<td>100.0%</td>
</tr>
<tr>
<td>9 Knowledge of the contemporary linguistic theory</td>
<td>100.0%</td>
</tr>
<tr>
<td>10 Knowledge of theories of language pedagogy</td>
<td>100.0%</td>
</tr>
<tr>
<td>11 Preparation for my academic and/or professional career</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

* NOTE: “Percentage satisfied” counts those replies that answered “strongly agree” or “somewhat agree”.

As can be seen from the results of the faculty survey, there is 100% agreement among Chinese M.A. faculty that students are achieving the program’s learning objectives (also attested to by Student Exit Survey results) and having a positive experience in the program. Further analysis shows that faculty were most satisfied with the achievements of students in the areas of metrical conventions and lexical choice (Question 5, 80% strongly satisfied), and oral and written expression (Question 6, 80% strongly satisfied).

As regards the open-ended questions presented to faculty, there were no recommendations for courses to remove from the curriculum, but there was one recommendation to add courses in the areas of Chinese pedagogy and Chinese culture.

6.3 Course Assessments & Program Assessment

The Department of Foreign Languages and Literatures requires that its language programs compile an inventory of program assessment activities on a regular basis. The last such large-scale review of the Masters Program in Chinese was carried out in 2007, in which entry/exit level requirements and all measurable student learning outcomes were studied, all assessment procedures/methods/strategies were described, summaries of findings were
presented, and uses of findings for program improvement were proposed where necessary. The most substantive finding from this study was the need for a dedicated specialist in Modern Chinese Literature to teach core courses at the Masters level – a need which has since been met with the hiring of a tenure-track modern literature assistant professor (Green) in Fall 2012.

In addition to department level assessments, the Chinese Program also undergoes periodic program review, of which this is an instance. The last such review was the 5th Cycle Review of 2005, for which feedback was received from external reviewers and the Academic Program Review Committee (APRC) in Fall 2007. Key recommendations included the addition of a modern literature specialist to the faculty and the separation of heritage and non-heritage tracks for the major and minor in Chinese. The latter recommendation is the centerpiece of a program revision proposal brought out in Spring 2013.

Department and University-mandated assessment activities aside, the Chinese Program also had to undergo serious scrutiny to become a federally-funded Chinese Flagship in 2009, and to become a member of the CSU Strategic Language Initiative in 2010. The success of the Chinese Program in acquiring these two federal grants speaks to the quality of the regular assessment activities that it has been carrying out over the years.

6.4 Faculty Meetings

Being a small program with only three tenured/tenure-track faculty members, the Chinese M.A. Program is able to hold faculty meetings at very short notice, and has been doing so whenever issues arise that warrant discussion, on average meeting once every month throughout the semester.

In addition to these planning or problem-oriented meetings of M.A. Program faculty, the Chinese Program as a whole, including its lecturer and Chinese Flagship/SLI administrative staff, meet twice a semester, usually once at the beginning of the semester, and once at its end, to discuss matters that pertain to both undergraduate and graduate programs.

In addition, the Chinese Program usually has a joint meeting once every semester with faculty from the Confucius Institute at San Francisco State University, which coordinates certain China-related activities that Chinese Program students partake in, and also provides instructors from Beijing Normal University to teach two upper division Chinese electives for the Program every semester.
San Francisco State is not only one of the most diverse universities in the nation, but also its graduate programs have been nationally recognized for their multiculturalism. Due to its language proficiency entrance requirements, the Chinese M.A. Program draws mostly, but not exclusively, from Chinese heritage communities. The Program’s student intake includes a balance of candidates from linguistically and culturally diverse Chinese-speaking regions around the world, including mainland China, Taiwan, Hong Kong, Macau and overseas Chinese communities in North American and Asia. The following table gives a rough picture of our student demographics:

**TABLE 7: Student Demographics**

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
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</tr>
<tr>
<td>Black, African American</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Chicano, Mexican-American</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>5.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Other Latino</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>11</td>
<td>100.0</td>
<td>18</td>
<td>90.0</td>
<td>13</td>
<td>92.9</td>
<td>9</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
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</tr>
<tr>
<td>White, Non-Latino</td>
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<td>0.0</td>
<td>1</td>
<td>5.0</td>
<td>1</td>
<td>7.1</td>
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<tr>
<td>Two or More Races</td>
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<td>0.0</td>
<td>0</td>
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<td>0</td>
<td>0.0</td>
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</tr>
<tr>
<td>Other Responses</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
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</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>11</td>
<td>100.0</td>
<td>20</td>
<td>100.0</td>
<td>14</td>
<td>100.0</td>
<td>9</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>2.2</td>
<td>2</td>
<td>2.2</td>
<td>3</td>
<td>3.8</td>
<td>7</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>6</td>
<td>3.0</td>
<td>3</td>
<td>2.2</td>
<td>3</td>
<td>3.8</td>
<td>7</td>
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<td>Transitory</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Female Enrollment</strong></td>
<td>18</td>
<td>23.0</td>
<td>19</td>
<td>17.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Black, African American</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Chicano, Mexican-American</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Other Latino</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>66.7</td>
<td>3</td>
<td>100.0</td>
<td>3</td>
<td>100.0</td>
<td>2</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
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</tr>
<tr>
<td>White, Non-Latino</td>
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<td>33.3</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
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<td><strong>Total Enrollment</strong></td>
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</table>
7.1 Program Assessment

At present the following information is used to assess student learning in the Chinese M.A. Program: (1) M.A. Exit Survey (APPENDIX 1); (2) M.A. Curriculum Faculty Survey (APPENDIX 2); (3) assessments by instructors of student learning outcomes in individual coursework, articulated with program expectations; and (4) evaluations by instructors of culminating experiences and student results.

The following table lists the five key learning objectives (two with further subdivisions) that the Chinese Program faculty members have established for students, and the courses within the curriculum wherein these objectives are to be introduced, developed, and mastered.

TABLE 8: Curriculum Alignment Matrix / Curriculum Map

<table>
<thead>
<tr>
<th>Student Learning Outcome (SLO)</th>
<th>Place in curriculum where outcome is addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Proficiency in Written English (Entry-level)</td>
<td>Statement of purpose</td>
</tr>
<tr>
<td>B. Exit-level Language Proficiency</td>
<td>Culminating experience</td>
</tr>
<tr>
<td>C. The Use of Appropriate Resources, Materials, and Format for Writing a Research Paper</td>
<td>FL 750 Curriculum &amp; Instruction (1)</td>
</tr>
<tr>
<td></td>
<td>FL 751 Curriculum &amp; Instruction (2)</td>
</tr>
<tr>
<td>D1. Knowledge of Culture, Language and Literature at the Advanced Level: Student has a general knowledge of literary periods and movements</td>
<td>CHIN 822 Seminar in Classical Chinese</td>
</tr>
<tr>
<td></td>
<td>CHIN 821 Seminar in Modern Chinese Literature</td>
</tr>
<tr>
<td>D2. Knowledge of Culture, Language and Literature at the Advanced Level: Student has the ability to place works in their cultural context</td>
<td>CHIN 822 Seminar in Classical Chinese</td>
</tr>
<tr>
<td></td>
<td>CHIN 821 Seminar in Modern Chinese Literature</td>
</tr>
<tr>
<td>D3. Knowledge of Culture, Language and Literature at the Advanced Level: Student has the ability to analyze works for theme, structure, style and characterization</td>
<td>CHIN 822 Seminar in Classical Chinese</td>
</tr>
<tr>
<td></td>
<td>CHIN 821 Seminar in Modern Chinese Literature</td>
</tr>
<tr>
<td>D4. Knowledge of Culture, Language and Literature at the Advanced Level: Student has a general knowledge of major metrical conventions and conventions of diction</td>
<td>CHIN 822 Seminar in Classical Chinese</td>
</tr>
<tr>
<td></td>
<td>CHIN 821 Seminar in Modern Chinese Literature</td>
</tr>
<tr>
<td>D5. Knowledge of Culture, Language and Literature at the Advanced Level: Student has the ability to express orally and in writing, in the target language, those abilities and areas of knowledge listed above</td>
<td>CHIN 822 Seminar in Classical Chinese</td>
</tr>
<tr>
<td></td>
<td>CHIN 821 Seminar in Modern Chinese Literature</td>
</tr>
<tr>
<td>E1. Knowledge of Language Structure: Student has knowledge of the historical development of the Chinese language</td>
<td>CHIN 827 Language Change &amp; Dialect Variation</td>
</tr>
<tr>
<td>E2. Knowledge of Language Structure: Student is familiar with linguistic features of Modern Standard Chinese and comparisons with other major languages and Chinese dialects</td>
<td>CHIN 827 Language Change &amp; Dialect Variation</td>
</tr>
<tr>
<td>E3. Knowledge of Language Structure: Student is familiar with the use of contemporary linguistic theory in the analysis of Chinese language structure</td>
<td>CHIN 826 Semantics and Morphology</td>
</tr>
<tr>
<td></td>
<td>CHIN 827 Language Change &amp; Dialect Variation</td>
</tr>
<tr>
<td>E4. Knowledge of Language Structure: Student has knowledge of current theories and practices in language pedagogy</td>
<td>CHIN 825 Applied Linguistics &amp; Teaching Chinese as a Second Language</td>
</tr>
<tr>
<td></td>
<td>CHIN 824 Testing &amp; Assessment in Teaching Chinese as a Second Language</td>
</tr>
</tbody>
</table>

Chinese Program faculty members are continually engaged in conversations and discussions regarding ways to improve the curriculum and student experience. Since the number of faculty members and students in the program is relatively small, much of the ongoing assessment and evaluation can proceed in an informal, face-to-face setting.
7.2 Advising

Faculty members maintain four advising hours per week. M.A. students meet with advisors either during scheduled office hours or by appointment. Students preparing for Culminating Experience examinations follow individual timelines, and have periodic meetings with advisors; this requires some continuing work in summers, when students are attempting to meet summer graduation deadlines. Student exit surveys show that the advising system is working well, and that no changes are needed at the moment to this aspect of the student experience.

7.3 Writing Proficiency

In compliance with the university’s strategic plan 2005-2010 to ensure that graduate students write English proficiently, the Chinese Program has instituted both entry and exit-level writing requirements (see Chapter 3 for description). To assist students in reaching the required benchmarks, the department has created a new department-wide writing course (FL 800 Seminar in Academic Writing and Research Methodology), which aims to enhance the student’s ability for graduate level academic writing and research so as to achieve exit-level English writing proficiency. In addition, as ours is a foreign language program, fully-formulated Chinese essays – showing proper essay structure, use of primary and secondary research sources, and critical argumentation – are required in coursework.

7.4 The Culminating Experience

The culminating experience in the Chinese Program consists of comprehensive examinations in two areas. Students select two fields within the Chinese Program curriculum in which to conduct a semester-length period of extended reading and research, which culminates in a written examination in each field and a combined oral examination. At the outset of the study period, the student and the supervising faculty members set the parameters of the topic(s) to be assessed, compile lists of primary and secondary research sources, and create step-by-step implementation plans. During the study period the student and each of his/her supervisors meet periodically to assess progress. The goal of the culminating experience is not merely to assess students’ mastery of coursework they have taken, but to stimulate them to independently synthesize their existing knowledge, to fill in lacunae in their knowledge, and to build comprehensive mastery.

7.5 Overview of Student Quality Indicators

A number of student quality indicators suggest that the Masters Program in Chinese is a quality program that compares favorably with other graduate programs in the university, and with similar subject matter programs nationwide.

As shown in Section 2, the Chinese M.A. Program boasts a 64% take rate, out of which 77% of those admitted choose to enroll and 81% go on to complete their degrees. On average, the Chinese M.A. Program admits 8.5 students per semester, who go on to complete their degrees in an average of 2.05 years. In Chapter 4, we see also a trend showing a decrease in time to degree, from between 2 and 2.5 years in the three years prior to 2005, to less than two years in 2006 and 2007, showing that the program is attracting students who are more focused and dedicated to their studies.
Furthermore, in Section 6, we have student exit survey results showing 94% satisfaction with the quality of instruction and advising, 88% satisfaction with the curriculum, and 100% satisfaction with the Culminating Experience.

At the start of the period of review (Spring 2007), the Chinese Program at San Francisco State University was rated by the website StateUniversity.com as the #1 most popular Chinese Program in the nation. What with budget cuts and restricted admissions in the ensuing period (2008-2013), the program currently (2013) sits at #4 in the nation, still well-ahead of other reputable Chinese programs in the state such as those of U.C. Berkeley and UCLA.

Chinese M.A. Program graduates have been successful in finding work in related fields and gaining admission to doctoral programs. Three of our recent graduates have been admitted to doctoral programs in the U.S., and three more are pursuing doctoral degree in China. Others have found employment as K-12 language teachers, community college lecturers, FBI language contractors, Silicon Valley language engineers, and Chinese art appraisers. (See Chapter 8)
8.1 Professional engagement of students and alumni

The Department encourages its students to become involved in academic and other professional activities during their time at San Francisco State. Every year, the Department chooses a number of its most talented graduate students to act as Graduate Teaching Associates (GTAs) working alongside instructors of lower division Chinese language courses (CHIN 101, 102, 103, 303). In addition, graduate students can apply to work as language tutors and Teaching Assistants for the Chinese Flagship Program (see Section 10.3). Many of our students take CHIN 799 Language Teaching Internship, in which they intern at local high schools and community colleges to gain teaching experience while completing their M.A. degree, and several of our students have offered Chinese reading classes at the Parkside branch of the San Francisco Public Library system.

Our students have been very successful at translating the skills they acquire during their studies at San Francisco State into fulfilling careers. Many accept Chinese language and culture teaching positions in Bay Area secondary schools, community colleges, and 4-year colleges or universities. One recent graduate went on to complete a Ph.D. in linguistics at U.C. Berkeley and now works as a language engineer for Apple Inc.; another of our graduates from the period of review is currently a senior art appraiser and auctioneer at Bonhams Fine Art Auctioneers, using his Chinese language skills to facilitate the purchase and sales of Chinese artworks and antiques. Three recent graduates have been admitted to doctoral programs in the U.S., and three more are pursuing doctoral degree in China. In addition, several graduates, especially those of the SLI Translation-Interpretation Certificate Program (see also Section 10.3), have been able to put their specialized training to use as translators and interpreters, especially in the government and non-profit sectors – in positions such as FBI language contractor and translator/interpreter for religious organizations.

Beginning next academic year, the Chinese Program has plans to track the careers of its graduates more systematically. We will use a Facebook-platform to stay in touch with students after graduation, and intend to encourage successful graduates to return to campus to share their professional experiences with current students.

8.2 Civic engagement

Civic engagement is an important priority for many of our faculty. Prof. Hsiu-huei Lin-Domizio has for several years actively been involved with the Startalk program, a federally-funded presidential initiative aimed at increasing the number of Americans learning, speaking, and teaching foreign languages by offering students (K–16) and teachers of these languages creative and engaging development opportunities. From 2007 to 2009, Prof. Lin-Domizio hosted Chinese teacher workshops at San Francisco State that helped instructors in secondary education develop outcomes-driven program designs for their courses. Through her Startalk engagement, Prof. Lin-Domizio was further able to establish close connections with a large number of Bay Area secondary institutions, which have in turn provided internship opportunities for our MA students.

Professor Charles H. Egan has been instrumental in preserving, deciphering, presenting and anthologizing the rich poetic legacy left behind by Chinese, Japanese and Korean immigrants who passed through San Francisco’s immigration station on Angel Island in the late 19th and early 20th centuries. Since restoration efforts got under way to save the historic buildings on Angel Island in 2001, Prof. Egan has been one of the driving forces
behind the preservation of poems that were carved or painted on the walls of the dormitories. He has frequently lectured on this topic in a variety of venues.

Several of our faculty have provided services to the Confucius Institute since its establishment on campus in 2005. A non-profit public institution aligned with the Chinese government, the San Francisco Confucius Institute promotes Chinese language and culture in Northern California. Our faculty have acted as judges for the annual Chinese Speech Contest for high school students on the West coast and for the Chinese Language Bridge Cup Contests for K-12 Students that is held annually in San Francisco. In addition, the Chinese Program has been assisting the Confucius Institute in hosting bi-annual testing venues for the HSK exams, the language proficiency test used by the Chinese government to determine degree of fluency of non-native speakers. Prof. Chris Wen-chao Li has been a guest speaker at several symposia held by the Confucius Institute and has, on several occasions, acted as a translator during events hosted by Confucius Institute or of printed materials distributed by the Confucius Institute.

In 2001, the Chinese Program at San Francisco State also became a contact-point for the Taiwan Academy, an institution founded under the auspices of the president of the Republic of China (Taiwan) that is aimed at promoting cultural exchange.

Faculty are further actively engaged in The Chinese Language Teacher Association of California (CLTAC). Several have served as committee members and in 2012, the Chinese Department co-hosted a CLTAC conference on the San Francisco State campus. Faculty also act as judges for the annual spring semester speech contest conducted by CLTAC and regularly participate in CLTAC conferences. During the period of review, Chinese Program lecturer Clare Chih-Yih Cheng served as the main organizer of the CLTAC’s annual Mandarin Speech Contest, and Professor Chris Wen-chao Li was the editor-in-chief of the CLTAC’s newsletter.

Finally, faculty members have acted as advisors to the East Asian collection of the Sutro Library, a branch of The California State Library, which has an annex on the San Francisco State campus. Several co-operations, from lecture engagements to grant writing, are planned for the next months and will bring faculty from the Program into contact with faculty from other departments on campus, librarians from across the state, and East Asian art curators in the greater Bay Area.

8.3 Equity and social justice

All Faculty in the Department of Chinese are committed to the appreciation of human diversity, the fostering of cultural sensitivity, and the promotion of a sense of intragroup and intergroup understanding. The Department achieves these goals by providing a balanced curriculum, by maintaining a diverse student and faculty body, and by providing opportunities to faculty and students for engagement with discourses and activities that touch upon questions of equity and social justice in the U.S., China, and beyond.

Most classes taught as part of the MA curriculum directly address human diversity and heighten students’ cultural sensitivity. Classes in pre-modern and modern Chinese literature (for example CHIN 821 & 822) introduce students to a literary and cultural tradition that at times may be fundamentally different from their own tradition. Through their comparative methodological approach, these classes illustrate how Chinese writers’ and poets’ responses to modernity or engagement with human emotions or socio-historic changes differ from or at times resemble those found in other literary traditions. Classes in Chinese linguistics (for example CHIN 825, 827) explore the interrelation between speech
patterns and social behavior, and also the demarcation of in-groups and out-groups through language usage and habits. Classes in pedagogy train students in the teaching of cultural differences and in the management of multi-ethnic and multicultural classrooms, while the seminar in academic writing and research (CHIN/FLL 800) is structured around theoretical explorations of transcultural encounters.

Faculty and students in the Program display a high degree of diversity in terms of age, gender, and ethnicity (See Chapter 9). Dialogue between students of different ethnic and cultural backgrounds is fostered and facilitated through curricular and extra-curricular activities, and supported by a faculty body that in itself represents different ethnic and cultural backgrounds. Events such as public screenings of Chinese documentaries about Chinese migrant workers and guest lectures on social justice in contemporary China have further encouraged engagement with questions of ethics and social justice in a global context.

8.4 Internationalization

By nature of its transnational curriculum and its highly diverse student and faculty body, the Chinese Program at San Francisco State University is able to provide students, faculty, and staff with international experiences, perspectives, and competencies. In addition, faculty members have actively sought new opportunities for partnerships with universities that allow students and faculty to conduct research in Chinese-speaking countries, to share resources with partner institutions abroad, and to create official channels for foreign students to make use of the resources at San Francisco State University.

In 2009, the Department established a translation-interpretation certificate program as part of the Strategic Language Initiative (SLI, see also section 10.2), a federally-funded proficiency-based program aimed at teaching languages that are considered critical to national security. In 2011, Prof. Chris Wen-chao Li, San Francisco State’s SLI Program Campus Coordinator, helped establish a bilateral partnership agreement with National Taiwan Normal University (NTNU). As a result, effective Fall 2012, Chinese Program students are able to receive professional translator-interpreter training via bilateral exchange study at NTNU, in effect extending the SLI translation-interpretation certificate program beyond the expiration of its federal funding by taking advantage of classes offered at partner universities. A similar agreement, with a business and trade focus, is about to be signed with National Chengchi University (NCCU) in Taipei.
9 THE FACULTY EXPERIENCE

As mentioned in Section 5, between Spring 2007 and Fall 2011, 8 faculty members taught classes in the Chinese M.A. Program, of which 3 were full-time Chinese Program tenure/tenure-track faculty. The number of full-time tenured/tenure-track faculty members in the Program (3) has remained constant over the last decade, but will rise to 4 in Fall 2014 in part due to external funding procured for the appointment of Professor Green in Fall 2011.

The practice within the Chinese M.A. Program as generally been for all graduate level required and elective courses to be taught by its own full-time tenured/tenure-track faculty (with the exception of one course in Spring 2008 taught by a faculty member from the Department of Humanities [M. Scott]), whose respective specializations in literature, linguistics (including translation and interpretation) and pedagogy combine to cover the full spectrum of the Chinese M.A. curriculum. Within the period reviewed, no lecturers have been hired to teach graduate level courses.

In addition to teaching duties, full-time tenured/tenure-track faculty members in the Chinese M.A. Program also serve on Culminating Experience committees and share the responsibility for student advising within the Program. A breakdown of the statistics, accomplishments and duties of faculty members is given in the following sections.

9.1 Faculty Statistics

The breakdown of Chinese M.A. Program faculty by rank, gender, age and ethnicity is given in Tables 9 and 10. As numbers are small (3 full-time faculty members), it is not possible to make any statistically significant inferences regarding trends in the age, rank, gender or ethnic makeup of the faculty. The Chinese Program has yet to receive any comments or complaints regarding the distribution of faculty rank, gender, age or ethnicity.

TABLE 9: Faculty by Rank and Gender

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NOTE: ♂ = male; ♀ = female

TABLE 10: Faculty by Age and Ethnicity

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NOTE: ♂ = male; ♀ = female
Table 12 gives the distribution of graduate level teaching load of the Chinese M.A. Program’s three tenured/tenure-track faculty between Spring 2007 and Fall 2011. As mentioned in Section 5, full-time faculty members are on a 3/3 teaching load, and on average teach one graduate course per semester. As can be seen from Table 12, faculty workload is evenly distributed, with the sole junior member – Assistant Professor Hsiuhuei Lin Domizio – receiving a slightly lighter teaching load in her first year, as is the practice within the College.

**TABLE 12: Faculty Workload Distribution (NOTE: All classes have only one section)**

<table>
<thead>
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<th>Faculty</th>
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<tr>
<td>2006 Fall</td>
<td>Egan</td>
<td>CHIN 801</td>
<td>CHIN 825</td>
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<td></td>
<td>Li</td>
<td>CHIN 821</td>
<td>CHIN 882</td>
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<tr>
<td>2007 Spring</td>
<td></td>
<td>CHIN 821</td>
<td>CHIN 882</td>
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<td>2007 Fall</td>
<td>Domizio</td>
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<td>2008 Spring</td>
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<td>2008 Fall</td>
<td>Domizio</td>
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<td>2009 Spring</td>
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</tbody>
</table>

9.2 Research and Professional Engagement of the Faculty

Between Spring 2007 and Fall 2011, full-time tenured/tenure-track faculty from the Chinese M.A. Program have been active on the professional front, and have been contributing their expertise to the scholarly community and to society at large.

**TABLE 13: Faculty Professional Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book</td>
<td>Li (1)</td>
<td>Li (1)</td>
<td>Li (1)</td>
<td>Egan (1)</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>(co)</td>
<td>(co)</td>
<td>(co)</td>
<td>Domizio (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Domizio (1)</td>
<td></td>
</tr>
<tr>
<td>Book chapter</td>
<td>Egan (1)</td>
<td>Li (2)</td>
<td>Domizio (1)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Journal article</td>
<td>Li (1)</td>
<td>Li (1)</td>
<td>Domizio (1)</td>
<td>Domizio (1)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Domizio (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book review/Evaluation</td>
<td>Domizio (7)</td>
<td>Li (1)</td>
<td>Domizio (1)</td>
<td>Domizio (1)</td>
<td>11</td>
</tr>
<tr>
<td>Translation (literary)</td>
<td>Li (4)</td>
<td>Li (8)</td>
<td>Li (5)</td>
<td>Li (6)</td>
<td>23</td>
</tr>
<tr>
<td>News/journalism</td>
<td>Li (4)</td>
<td>Li (1)</td>
<td>Li (1)</td>
<td>Li (1)</td>
<td>4</td>
</tr>
<tr>
<td>Creative writing</td>
<td>Li (1)</td>
<td>Li (1)</td>
<td>Li (1)</td>
<td>Li (1)</td>
<td>2</td>
</tr>
<tr>
<td>Presentation</td>
<td>Li (1)</td>
<td>Domizio (4)</td>
<td>Li (3)</td>
<td>Domizio (3)</td>
<td>Li (1)</td>
</tr>
<tr>
<td></td>
<td>Domizio (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translation/interpreting</td>
<td>Li (5)</td>
<td>Li (3)</td>
<td>Li (1)</td>
<td>Li (4)</td>
<td>13</td>
</tr>
<tr>
<td>Manuscript reviewer</td>
<td>Li (4)</td>
<td>Li (2)</td>
<td>Li (4)</td>
<td>Li (3)</td>
<td>13</td>
</tr>
<tr>
<td>Event host/panelist/juror</td>
<td>Li (2)</td>
<td>Li (3)</td>
<td>Li (3)</td>
<td>Li (2)</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Domizio (1)</td>
<td></td>
<td></td>
<td>Domizio (1)</td>
<td></td>
</tr>
<tr>
<td>Editorship/design</td>
<td>Li (1)</td>
<td>Li (2)</td>
<td>Li (2)</td>
<td>Li (2)</td>
<td>3</td>
</tr>
<tr>
<td>Professional board</td>
<td>Domizio (1)</td>
<td></td>
<td>Domizio (3)</td>
<td>Domizio (4)</td>
<td>8</td>
</tr>
<tr>
<td>Project consultations</td>
<td>Egan (1)</td>
<td></td>
<td>Egan (1)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Academic award/Honors</td>
<td>Egan (1)</td>
<td></td>
<td>Egan (2)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Fellowship/National grant</td>
<td>Li (1)</td>
<td>Li (1)</td>
<td>Li (1)</td>
<td>Li (1)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Domizio (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sabbatical/Travel grant</td>
<td>Egan (1)</td>
<td>Domizio (3)</td>
<td>Domizio (1)</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Domizio (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As can be seen in Table 13, during this period, Chinese Program faculty published in total 7 books, 4 book chapters, 9 journal articles, 11 book reviews, 23 literary translations, 4 news articles, and 2 poems.

In addition, faculty members gave 17 conference presentations, worked as Chinese-English/English-Chinese translator/interpreter on 13 occasions; served as manuscript reviewer for journals and/or publishers on 13 occasions; played the role of discussant, panelist or juror at 14 conferences/events; served on 8 professional boards; designed or edited 3 professional publications; received 2 professional awards, 4 national grants and 7 campus grants; and consulted for 2 projects.

Most notably, Professor Charles H. Egan’s scholarly book *Clouds Thick, Whereabouts Unknown: Poems of Zen Monks of China* (Columbia University Press, 2010) received rave reviews, and in 2011 was awarded the prestigious Lucien Stryk Asian Translation Prize. He is also a key participant in the restoration and translation of verse left by immigrants at the historic Angel Island detention facilities – a long-term project which will culminate in the publication of a monograph in the near future.

Professor Chris Wen-chao Li has been active as a literary translator, having translated 23 works of poetry and fiction within the review period. He has also authored important journal articles in the field of linguistics, which have received a combined 30 citations to date. He was invited to contribute six entries on key topics such as “Mandarin” and “Classical Chinese” for the *Berkshire Encyclopedia of China* and the *Encyclopedia of Chinese Language and Linguistics*.

Professor Hsiu-huei Lin Domizio (now retired) was active in the promotion of Chinese language teacher training, and was our de-facto liaison with the K-12 Chinese language teaching community. From 2007 to 2009 she organized yearly StarTalk teaching training workshops for Chinese language teachers, and gave numerous talks, both locally and internationally, on Advanced Placement (AP) Chinese, curriculum development, and instructional design.

In addition to personal research and professional advancement, Chinese Program faculty also worked together to secure two key federal government grants that have combined to shape the future of the Program: the Chinese Flagship Grant (2009) and the Strategic Language Initiative (SLI) grant (2010)

In 2009, Chinese Program faculty, led by then coordinator Professor Charles H. Egan, were successful in securing funding from the National Security Education Program (NSEP) to build a Chinese Flagship Program at San Francisco State University, making the University one of 8 elite campuses nationwide to be recognized for quality and innovations in Chinese language education (one of only two in California). Flagship funding has since yielded over $1.6m in program development and related projects, and the funding has no end date. While the Flagship Program serves mainly undergraduate students, funding for the Flagship has nevertheless provided matching funds for one additional tenure-track position (in Modern Literature), from which students in the M.A. Program in Chinese have also benefited in the form of increased graduate-level classes and additional faculty expertise.

In 2010, Chinese Program faculty, led by then associate professor Chris Wen-chao Li, were successful in securing federal funding from the California State University Strategic Language Initiative (SLI) to establish a Certificate Program in Chinese-English Translation and Interpretation, the beneficiaries of which are mostly students in the
Chinese masters program. The Certificate consisted of 12 units of professional translator/interpreter training abroad, spread over two summers, plus 6 units of training in theory at the home campus, with all expenses paid for (including student travel, accommodation, tuition assistance, lecturer pay, equipment purchase) by the grant. Eight students have since completed the program. Funding from SLI paid for an upgrade of the Foreign Languages Laboratory (HUM 402), and laid the groundwork for the Chinese Program’s future plans to establish a Center for Professional Chinese.

9.3 Supervision of Culminating Experiences

As described in the University Bulletin, candidates for the Master of Arts degree in Chinese must, upon completion of all coursework, undertake a Culminating Experience which consists of two written exams in subject areas negotiated between the candidate and two separate faculty members, followed by an oral exam in which the candidate is expected to demonstrate mastery of the subject matter of the written exams before the two chosen faculty members. In other words, a minimum of two faculty members are involved in the Culminating Experience of each graduating masters student.

As shown in Table 14, in the period under review, the workload for Culminating Experience supervision has been spread evenly among the three tenured/tenure-track faculty members, with the most junior member (Professor Hsiu-huei Lin Domizio) receiving a slightly lighter burden so as to allow preparation for retention, tenure and promotion. Faculty members on average participate in 5 to 6 Culminating Experience exams per year.

TABLE 14: Faculty Supervision of Culminating Experiences
(NOTE: Two faculty members required per student per culminating experience; supervision includes both written and oral exams)

<table>
<thead>
<tr>
<th>Year</th>
<th>Egan</th>
<th>Li</th>
<th>Domizio</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>12 (chaired 12)</td>
<td>12 (chaired 3)</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>2008-09</td>
<td>4 (chaired 4)</td>
<td>4 (chaired 2)</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>2009-09</td>
<td>5 (chaired 5)</td>
<td>5 (chaired 2)</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>2010-10</td>
<td>4 (chaired 4)</td>
<td>4 (chaired 2)</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>25 (chaired 25)</td>
<td>25 (chaired 9)</td>
<td>18</td>
<td>34</td>
</tr>
</tbody>
</table>

9.4 Discipline-Specific Standards for Teaching Graduate Courses

All of the Program’s tenured/tenure-track faculty are qualified to teach graduate level courses, with specific qualifications in the following areas:

- Charles H. Egan (Professor): Classical Chinese literature; modern Chinese literature
- Chris Wen-chao Li (Professor): linguistics; translation & interpretation; media
- Hsiu-huei Lin Domizio (Assistant Professor): language acquisition; language pedagogy
- Frederik Green (Assistant Professor): modern Chinese literature; Chinese culture; research methodology

The scrutiny of qualifications and subject area expertise is part of the hiring practice. All Chinese Program faculty also regularly engage in peer-reviewed professional activities and undergo department and university level retention, tenure and promotion (RTP) reviews, which ensures that their knowledge and expertise are up to date.
All Chinese Program tenured/tenure-track faculty teach graduate level core and elective courses, which ensures that masters students are exposed to the specializations of each faculty member, and subsequently have a wide range of subject areas from which to select their two Culminating Experience foci.

9.5 Interdisciplinarity

The Chinese Program promotes interdisciplinarity in a number of different ways.

The Chinese Flagship Program, for example, requires third-year students to enroll in “language content courses” in which the subject matter of a completely different discipline is taught in Chinese by a Mandarin-speaking faculty member from another department. Past collaborations have involved the departments of History, Geography, Cinema, Journalism, and Hospitality and Tourism Management.

Where course content overlaps, the Chinese Program cross-lists with other programs and promotes inter-departmental collaboration. The Chinese Program’s unique media offering – CHIN 411 Media Chinese – for example, is cross-listed also as International Relations IR 413 and Journalism JOUR 411, and may be a component of the Journalism Department’s envisioned bilingual journalism track.

In addition, Chinese Program faculty teach a number of courses that are not just open to majors within the program, but rather serve a much larger student body. Professor Chris Wen-chao Li is the regular instructor for FLL 325 – a large linguistics survey class which draws 100+ students yearly from all language majors. Professor Hsiu-huei Lin Domizio was instructor of FLL 751 – a seminar on curriculum and instruction which drew students from not only the foreign language masters programs, but also from the teaching credential program in the College of Education. Currently, Professor Frederik Green teaches FLL 800 – a course in academic writing and research methodology open to majors across the Department of Foreign Languages and Literatures.

Coursework aside, Chinese Program faculty have lent their language expertise to other units within the university in need of such services. Professors Charles H. Egan and Chris Wen-chao Li, for example, have served as translator for the University’s Office of Public Affairs and the Department of English, and as interpreter between visiting delegations and University administration and at exhibits hosted by the Art Department.

9.6 Overview of Faculty Quality Indicators

The Chinese Program at San Francisco State University – during the review period the largest public university Chinese Program in the nation in terms of number of undergraduate majors -- continues to do all in its power to ensure that it keeps abreast with advances in the field and remains a desirable program that attracts quality applicants from all corners of the world, as demonstrated by its 64% acceptance percentage and 77% enrollment rate.

To ensure quality, all graduate level core requirements and electives are taught by the Program’s own tenured/tenure-track faculty, who all have terminal degrees from leading institutions in linguistics, literature and/or pedagogy, and who remain active on the professional circuit, as witnessed by their publications and professional activities.
Chinese Program courses are offered at regular intervals within the University’s two year limit so that students are able to complete the degree in a timely manner – average time-to-degree is 2.05 years for Chinese masters students. The program places great emphasis also on student advising, providing new student orientations at the beginning of each semester and arranging advising slots so that advisors are available at least 4 days each week, making sure students are knowledgeable about program expectations and are able to complete their coursework in an acceptable and timely manner. Average student-faculty ratio over the period was 13.34, making access to faculty easy and straightforward.

Chinese Program faculty regularly collaborate with colleagues from other programs and departments, as demonstrated through its Flagship content courses, cross-listed courses, and courses taught for all language majors. They also reach out to the community, providing teacher training to K-12 educational institutions, organize Chinese cultural events open to all, and lend their expertise in Chinese language translation and interpreting to all who need their services.

Another indicator of the quality of the Chinese Program faculty is their ability to attract grant funding. The Chinese Flagship grant of 2009 ($1.6m so far, continuing with no set end date) enabled the Program to add a tenure-track position and thus increase graduate course variety, whereas the Strategic Language Initiative grant of of $200,000 in 2010 made professional translators/interpreters out of a cohort of 8 masters students.

The Chinese Program also conducts regular reviews, surveys and studies to measure its achievement of student and program objectives – between 2007 and 2011 the results have been positive and support the direction in which the Program is heading. That notwithstanding, the Chinese Program is closely heeding suggestions from past reviews, and continues to instigate programmatic changes to keep up with changing student demographics and advances in the field – these include formal program revisions in 2007, and an upcoming large-scale program revision in Senate review as of Spring 2013. In these latest revisions, as per comments from its 5th Cycle Review, the Program has added a faculty position in Modern Literature (as of Fall 2012 with aid of Flagship funding), and is seeking to split its undergraduate degree in separate tracks for beginning, proficient and Flagship students so as to better serve the distinct needs to these three groups. At the undergraduate level, the Program is also making changes in the areas of general education, writing across the curriculum (GWAR), complementary studies, and culminating experiences to bring its curriculum in line with the University’s new baccalaureate degree requirements.
10 RESOURCE SUPPORT FOR THE PROGRAM

10.1 Internal support: Instructional Support:

Although heavy teaching loads and miscellaneous responsibilities unrelated to teaching tax the energies of the faculty, in the area of Instructional Support the Chinese Program is very well served. The Chinese Program has benefited from instructional support provided by the Foreign Language Laboratory, the University Library, and our very able Clerical Staff.

**Foreign Language Laboratory**

Located in the Humanities building Room 404, the Foreign Language Laboratory (a.k.a. Foreign Language Multimedia Center) assists students in learning foreign languages by providing computer and media services. Since her initial appointment in Spring 2001, Foreign Language Laboratory director Sue X. Li has been of tremendous help in facilitating a number of measures aimed at assisting students taking courses in Chinese and has worked closely with the faculty in the Chinese department to upgrade and expand the existing hardware and software.

Currently, the Foreign Languages Language Laboratory is equipped with 27 Windows-based workstations with various language-learning software, Chinese text readers and dictionaries, and audio and visual materials that correspond to the various textbooks used in the Chinese language curriculum. The number of stations will increase to 36 in May 2013 when SLI funds for the purchase of new equipment will become available (see also section 10.3). While this upgrade technically does not fall under the period of the current review, the planning for this upgrade began in 2010 when SLI funds began to be earmarked for the purchase of instructional technology. The Chinese Program will be among the main beneficiaries of this upgrade, but it needs to be pointed out that all foreign language programs on campus will benefit from the acquisition of additional workstations.

Several Chinese Program classes make direct use of the state-of-the-art instructional equipment available in the Foreign Language Laboratory. Students in CHIN 411 Media Chinese and CHIN 580 Web Chinese make use of the workstations to access a variety of news and media sources in multiple formats, while CHIN 475 and 476 Flagship Chinese are regularly taught inside the language laboratory.

**Library Resources**

The J. Paul Leonard Library’s collections of Chinese-language books and journals, as well as materials about China in Western languages, are excellent for a university with a primarily undergraduate teaching focus. Approximately 22,200 such titles are housed here. The collections show particular strengths in fields related to our course offerings: for examples, Chinese literature (a keyword search yields 1254 entries), Chinese language (1321 entries), Chinese history (2969 entries), Chinese art (765 entries), and Chinese philosophy (377 entries). The library also houses approximately 60 China-related journals, 776 electronic journals relevant to the study of China, and 567 electronic books.

If a title is not available in the J. Paul Leonard Library, students and faculty also have access to over 9 million titles that are collectively held and made available free of charge by participating libraries in the LINK+ system. Even more comprehensive is the global Inter Library Loan service (ILL), which is administered with great efficacy through our able library staff, through which faculty can request books at no cost from other libraries.
and library systems. This can be a great help, as so many China-related books are printed in small lots, and so quickly go out of print and become hard to find. Extensive searching through the most important electronic databases, such as J-Store or Academic Search Premier, is available as well.

Besides use of the collections, the J. Paul Leonard Library provides indispensable services for both faculty and students of Chinese. We are extraordinarily well-supported by Librarian Ya Wang, who conscientiously and ably oversees the development of the Chinese collections. Though the budget for Chinese-language materials has never been large, she and her predecessor George C.T. Cheng have purchased wisely; consequently, the collection offers a good selection of both classical and modern materials, both literary and historical. Ya Wang also enthusiastically welcomes suggestions for acquisitions from the faculty. She dispenses learned and judicious reference advice to both faculty and students and has conducted several library research workshops as part of CHIN 821 and FLL 800 seminars.

In addition to the usual class reserve materials service that all college/university libraries provide, the J. Paul Leonard Library offers electronic reserves: faculty may bring articles or sections of books to the reserve desk, which the staff will scan and make available (by means of a password, which obviates copyright difficulties) on a website for the relevant class. This service is particularly well-suited to SFSU, as many students are commuters who find on-campus reserves inconvenient; further, many are from lower-income families, and frequent use of reserve services can keep their textbook costs down. Professor Charles Egan makes extensive use of the electronic reserves service in his 600-level literature courses.

More recently, the introduction of iLearn, a moodle-based online class service, has made the electronic distribution of texts to students even easier. By storing links, documents, graphics and audio-visual materials on a central server that is accessible exclusively to the San Francisco State community, students have access to resources from any location with internet connectivity.

The Audio Visual/Instructional Television Center holds a large and varied collection of English-language documentary and feature videos relating to China and Asia available for class use. Any needed audio-visual equipment which the Department of Foreign Languages & Literatures does not already supply is available for borrowing. An additional important service is provided by Photographer Christopher Rozales: he efficiently and at no cost to faculty photographs books and other materials to make high-quality slides for instructional use.

**Clerical Staff and Availability of Facilities**

The faculty members in the Chinese Program are very strongly supported in their instructional functions by the office staff of the Department of Foreign Languages & Literatures. The office, staffed by Administrative Assistants Ayan Jiggetts and Caterina Mariotti, as well as student assistants under their supervision, runs like a well-oiled machine. Always courteous and friendly, the staff is highly efficient in supporting faculty members’ instructional needs, and assisting the Department Chair in implementing university, college, and departmental policies. The entire office staff has our warm thanks.
10.2 Internal Support: Resource Management

The Chinese Program has managed to procure some funding from friends and alumni of the Department and has been able to set up a Chinese Program fund. Some of these funds are used to provide scholarships for students or to purchase materials to support teaching. A donation from a recent alum will be used to establish an annual translation award. There are a number of scholarships that have been established either exclusively for students in the Chinese program or for students in the foreign languages for which students in the Chinese program are eligible to apply. Of the former, the Paul Zee Lyons Scholarships have been the most significant, awarding $10,000 per year to students at San Francisco State University whose career goals include an emphasis on Chinese/English English/Chinese textual translation and/or oral interpretation between the two languages.

The Program has further benefited from generous donations in the form of rare Chinese books and manuscripts from the private collections of a number of deceased former faculty or friends of the University. Numbering over 3,500 volumes, the collection is comprised of works of pre-modern and modern literature, philosophy and history. Recognizing the importance of the collection, the Dean of the College of Liberal & Creative Arts provided the Program with space to house the collection—the Chinese Reading Room is now permanently located in room 514 of the Humanities Building.

10.3 External Funding to Support Instruction

During the period under review, the Department was awarded two substantial federal grants, both of which have directly and indirectly benefitted the Chinese MA program and the teaching of foreign languages at San Francisco State at large.

In 2009, the Chinese Department at San Francisco was selected to be a partner institution for the federally-funded proficiency-based Strategic Language Initiative funding (SLI, see also Section 8.4), which is aimed at teaching languages that are considered critical to national security. San Francisco State University is now the only campus in Northern California to provide graduate level instruction in Chinese-English translation and interpretation studies. In addition, SLI Director Dr. Chris Wen-chao Li has since been able to transform the overseas study component of the original grant into a regular bilateral exchange program with the Graduate Institute of Translation and Interpretation at National Taiwan Normal University (NTNU) (see also Section 8.4). While a portion of SLI funding was used for study abroad tuition support in the past, tuition for the new bilateral exchange program will be paid for by students and overseen by each home campus, marking the transition to a self-sustained certificate program.

Since the implementation of the program in 2009, San Francisco State has received a total of approximately $550,000 in SLI funding. Some of these funds have directly benefitted our MA students by making available new classes, such as CHIN 881 Translation, and providing tuition support and/or travel grants. At the same time, the Chinese Program has been able to use SLI funds to help offset costs for major hardware and software upgrades at the Foreign Language Laboratory (see Section 10.1). Since its inception in 2010, the SLI Translation-Interpretation Certificate Program has produced an initial cohort which has made significant progress in the areas of translation and interpretation, many members of which are now gainfully employed in areas where their specialized training is regularly put to use, especially in the government and non-profit sectors.

In 2009, the Chinese Program at San Francisco State University was selected to be one of eleven nation-wide Chinese Flagship Programs. Funded by The Language Flagship, a
critical language education initiative established under the National Security Education Program (NSEP) of the Defense Language and National Security Education Office (DLNSEO) in the Department of Defense, the San Francisco State Chinese Flagship Program now provides guided intensive language training, overseas study and professional internship opportunities in the Chinese-speaking world, scholarship support, and international career advising for undergraduate students. Since the inception of the grant in 2009, the Chinese Flagship Program has generated for SF State over $1,605,590 in funding for program development in Flagship and Flagship-related projects. While the Chinese Flagship Program is primarily geared toward undergraduates, students in our Chinese MA program and the Chinese Program as a whole have greatly benefitted from Flagship support. A large number of our MA students apply to work as paid conversation tutors or Teaching Assistants for the various Flagship classes. Classes directly funded by the language Flagship (e.g., CHIN 475 Flagship and CHIN 521 Modern Chinese Literature) are also open to regular students in the department. For three years, the salary of Dr. Frederik Green, associate director of the Flagship program and the department’s most recent hire, has in part been financed by the Flagship program, as have been various curricular and extracurricular activities (e.g., the San Francisco State Chinese New Year celebration) that are typically open to the wider campus community.
APPENDIX 1:
M.A. Graduation Exit Survey (Student Survey)

( ) 1 I was satisfied with the overall quality of instruction in the Chinese M.A. Program

( ) 2 I was satisfied with the quality of advising given to me in the Chinese M.A. Program

( ) 3 I was satisfied with the overall curriculum of the M.A. Program

( ) 4 I was satisfied with the Culminating Experience process at the end of the Chinese M.A. Program

( ) 5 I improved my understanding of how to use appropriate resources, materials, and format for writing a research paper

( ) 6 I improved my general knowledge of literary periods and movements

( ) 7 I improved my ability to place literary works in their socio-cultural context

( ) 8 I improved my ability to analyze works for theme, structure, style and characterization

( ) 9 I improved my general knowledge of major metrical conventions and conventions of lexical choice

( ) 10 I improved my ability to express in Chinese orally and in writing views pertaining to language, linguistics, literature, culture and/or pedagogy

( ) 11 I improved my knowledge of the historical development of the Chinese language

( ) 12 I improved my knowledge of the linguistic features of Modern Standard Chinese and comparisons with other major languages and Chinese dialects

( ) 13 I improved my knowledge of the use of contemporary linguistic theory in the analysis of Chinese language structure

( ) 14 I improved my knowledge of current theories and practices in language pedagogy

( ) 15 Completion of the M.A. degree has helped me prepare for my future academic and/or professional career

TOTAL NUMBER OF YEARS TAKEN TO OBTAIN DEGREE ______

ARE THERE ANY COURSES YOU WOULD LIKE TO SEE ADDED TO THE CURRICULUM? __________________

ARE THERE ANY COURSES YOU THINK SHOULD BE REMOVED FROM THE CURRICULUM? ________________

Congratulations on completing the Master of Arts in Chinese, and thank you for your thoughtful answers. Please keep in touch!

Published at Survey Gizmo
APPENDIX 2:
M.A. Curriculum (Faculty Survey)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>Students completing the curriculum improved their understanding of how to use appropriate resources, materials, and format for writing a research paper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>Students completing the curriculum improved their general knowledge of literary periods and movements</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Students completing the curriculum improved their ability to place literary works in their socio-cultural context</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Students completing the curriculum improved their ability to analyze works for theme, structure, style and characterization</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Students completing the curriculum improved their general knowledge of major metrical conventions and conventions of lexical choice</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Students completing the curriculum improved their ability to express in Chinese orally and in writing views pertaining to language, linguistics, literature, culture and/or pedagogy</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Students completing the curriculum improved their knowledge of the historical development of the Chinese language</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Students completing the curriculum improved their knowledge of the linguistic features of Modern Standard Chinese and comparisons with other major languages and Chinese dialects</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Students completing the curriculum improved their knowledge of the use of contemporary linguistic theory in the analysis of Chinese language structure</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Students completing the curriculum improved their knowledge of current theories and practices in language pedagogy</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Completion of the M.A. degree has helped students prepare for their future academic and/or professional career</td>
</tr>
</tbody>
</table>

Are there any courses you would like to see added to the curriculum? ________________

Are there any courses you think should be removed from the curriculum? ________________

Thank you for your thoughtful answers!

Published at Survey Gizmo

APPENDIX 3:
Bulletin Copy

FOREIGN LANGUAGES AND LITERATURES – CHINESE
College of Liberal & Creative Arts
Dean: Paul Sherwin
Department of Foreign Languages and Literatures
HUM 475
Web Site: http://chinese.sfsu.edu
415-338-1421
Chair: Mohammad Salama
Program Coordinator: Chris Wen-chao Li
Undergraduate Advisers: Chris Wen-Chao Li, Charles Egan, Frederik Green
Graduate Adviser: Chris Wen-Chao Li
Flagship Program Director: Charles Egan
Flagship Program Assistant Director: Frederik Green

Faculty
Professors – Egan, Li
Assistant Professor – Green
Lecturers – Cheng, Liou, Yee, Tsao

Programs
B.A. (major) in Chinese, Concentration in Chinese Language
B.A. (major) in Chinese, Concentration in Chinese Literature & Linguistics
B.A. (major) in Chinese, Concentration in Flagship Chinese Language
Minor in Chinese Language
Minor in Chinese Literature & Linguistics
M.A. in Chinese

Program Scope

Founded in 1959, the Chinese Program at San Francisco State University provides comprehensive degree programs at both the undergraduate and graduate levels.

The undergraduate Chinese Major is divided into three separate concentrations respectively for beginning language learners (Concentration in Chinese Language), native and near-native speakers (Concentration in Chinese Literature and Linguistics), and honors learners accepted into the federally-funded Chinese Flagship program (Concentration in Flagship Chinese Language).

The Concentration in Chinese Language places emphasis on the building of proficiency in Mandarin Chinese (putonghua/guoyu) and an appreciation and understanding of literature and culture. Students begin with a 10-unit lower division basic language sequence (CHIN 103, CHIN 250), followed by 21 units of upper division coursework in the areas of intermediate and advanced language, classical language, literature, culture, and linguistics, plus 9 units of electives in Chinese or a related area. Built into the curriculum is a 3-unit subject matter writing course (GWAR), and additional units in an area of Complementary Studies (up to 9 units) are required. The Concentration in Chinese Literature and Linguistics consists of 18 units of required coursework in advanced language, linguistics, oratory, literature and culture, plus an additional 12 units of lower and upper division electives in Chinese or a related subject. GWAR is built into the course design, and Complementary Studies requirements apply. The Concentration in Flagship Chinese Language, in line with federally-funded Chinese Flagship guidelines nationwide, consists of 27 units of lower and upper division language training, many of which are specifically tailored to students in the Flagship program, plus 12 units of coursework in linguistics, culture, classical language, and GWAR. Unique to the Flagship Concentration is a 3 unit language strategy course at the advanced level and a 3-unit content course taught in Chinese by a Chinese-proficient specialist in another subject area. Flagship students must also complete 24 units of Flagship-specific Study Abroad arranged through the Flagship Office, which will include coursework and internship components. Flagship study abroad units will be applied towards the Complementary Studies requirement.

The undergraduate Minor is similarly divided into two concentrations (no Flagship option for minor). The Minor in Chinese Language (for beginning language learners) requires 22 units of lower and upper division study, and is focused on the buildup of proficiency in the Modern Standard Language. The Minor in Chinese Literature and Linguistics (for native and near-native speakers) requires 18 units of upper division coursework in advanced language, classical language, linguistics, literature, culture, and oratory, plus two upper division electives, for a total of 24 units.

For all major and minor options, the Chinese Program offers electives taught in both English and Chinese which provide insight into one of the world’s oldest civilizations and inspire the student to view the modern world from alternative perspectives. Courses on modern literature and film, taught in Chinese, reflect the dynamic transformations of contemporary Chinese society and culture. Training in the fundamentals of linguistics complements program goals by revealing the underlying structures of language. To prepare students as fully as possible for future challenges, the Chinese Program balances traditional academic offerings with practical courses such as Business Chinese, Media Chinese, and Web Chinese, which equip students with career-related language skills.

The graduate level Master of Arts in Chinese consists of 30 units of coursework which provide advanced training in the areas of literature, linguistics and pedagogy, providing a solid foundation for further study and language-related careers. Many of our M.A. graduates advance to study and research at the doctoral level, and others develop skills for China-related careers, including teaching Chinese as a second language, international business and law, and translation and interpretation.
BACHELOR OF ARTS IN CHINESE
Courses for this discipline are listed in alphabetical sequence (consult Index for page reference). Upper division courses are generally conducted in Chinese, and students are expected to use Chinese in their speaking, reading, and writing.

Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 311 Conversation and Reading</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 312 Speech and Writing</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 401 Advanced Chinese</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 501 Introduction to Classical Chinese</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 507 Traditional Chinese Culture</td>
<td>3</td>
</tr>
<tr>
<td>FL 325 Linguistics and Foreign Language</td>
<td></td>
</tr>
<tr>
<td>or CHIN 525 Chinese Applied Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 600 Topics in Chinese Language,</td>
<td></td>
</tr>
<tr>
<td>Literature, and Culture in English</td>
<td></td>
</tr>
<tr>
<td>or CHIN 601 Chinese Literature in</td>
<td></td>
</tr>
<tr>
<td>Translation: The Poetic Tradition</td>
<td></td>
</tr>
<tr>
<td>or CHIN 602 Chinese Literature in</td>
<td></td>
</tr>
<tr>
<td>Translation: The Narrative Tradition</td>
<td></td>
</tr>
<tr>
<td>HUM 530 Chinese Civilization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper division electives on advisement</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

NOTES: No more than six of the 30 units can be taken from the group comprising the 600 series and HUM 530. Students undertaking the major whose language level is already advanced may substitute upper division courses in modern Chinese language or modern Chinese literature/film (taught in Chinese) for CHIN 311, 312, and 401, upon advisement.

MINOR IN CHINESE
Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 311 Conversation and Reading</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 312 Speech and Writing</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 401 Advanced Chinese</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 507 Traditional Chinese Culture</td>
<td>3</td>
</tr>
<tr>
<td>FL 325 Linguistics and Foreign Language</td>
<td></td>
</tr>
<tr>
<td>or CHIN 525 Chinese Applied Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 600 Topics in Chinese Language,</td>
<td></td>
</tr>
<tr>
<td>Literature, and Culture in English</td>
<td></td>
</tr>
<tr>
<td>or CHIN 601 Chinese Literature in</td>
<td></td>
</tr>
<tr>
<td>Translation: The Poetic Tradition</td>
<td></td>
</tr>
<tr>
<td>or CHIN 602 Chinese Literature in</td>
<td></td>
</tr>
<tr>
<td>Translation: The Narrative Tradition</td>
<td></td>
</tr>
<tr>
<td>HUM 530 Chinese Civilization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper division elective on advisement</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

NOTES: No more than six of the 21 units can be taken from the group comprising the 600 series and HUM 530. Students undertaking the minor whose language level is already advanced may substitute upper division courses in modern Chinese language or modern Chinese literature/film (taught in Chinese) for CHIN 311, 312, and 401, upon advisement.

MASTER OF ARTS IN CHINESE
Courses for this discipline are listed in alphabetical sequence (consult Index for page reference).

Admission to the Program
A prerequisite for admission to the M.A. program is a B.A. in Chinese (or equivalent), with a Grade Point Average of at least 3.0. Applicants are thus expected to demonstrate advanced proficiency in spoken Mandarin Chinese and Standard Written Chinese, familiarity with major literary/cultural figures and texts, training in the fundamentals of linguistics, and a basic reading proficiency in classical Chinese. San Francisco State University also requires that all students admitted to graduate standing demonstrate proficiency in written English. Applicants who are lacking in one or more of these areas may be admitted conditionally after developing, through consultation with advisers, a program of studies to establish equivalency. Courses prescribed for equivalency may not be credited toward the M.A. degree. In order to assess whether applicants meet acceptable standards and have fulfilled prerequisites, both the Division of Graduate Studies and the Chinese Program are involved in the application review process. Application materials required by the Division of Graduate Studies are described elsewhere in this Bulletin (for details, see Graduate Studies). In addition, the Chinese Program also requires the following supplementary documents: (1) a 500-word analytical statement of purpose in English; (2) a statement in Chinese covering the same or similar content; and (3) three letters of recommendation from individuals familiar with the applicant’s academic and/or professional qualifications. These supplementary materials should be sent directly to the Chinese Program.
<table>
<thead>
<tr>
<th>Program</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN 821 Studies in Modern Chinese Literature</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 822 Studies in Classical Chinese Literature</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 824 Testing and Assessment in Teaching/Learning Chinese as a Second Language, or CHIN 825 Applied Linguistics and Teaching/Learning Chinese as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 826 Semantics and Morphology or CHIN 827 Language Change and Dialect Variation</td>
<td>3</td>
</tr>
<tr>
<td>Exclusively graduate (not paired) elective course in Chinese</td>
<td>3</td>
</tr>
<tr>
<td>Exclusively graduate (not paired) elective course in Chinese, or paired upper division/graduate course in Chinese (students must enroll using the graduate course number)</td>
<td>3</td>
</tr>
<tr>
<td>Upper division/graduate electives in Chinese or related subjects with approval of graduate adviser</td>
<td>9</td>
</tr>
<tr>
<td>Graduate course in research or teaching methods on advisement</td>
<td>3</td>
</tr>
</tbody>
</table>

Minimum total .................................................. 30

*and* Master’s Comprehensive Written and Oral Examinations in two subfields

The student is admitted to the oral examination upon passing the written examination. Both examinations may be attempted not more than two times.
APPENDIX 4:
List of Available Courses (only courses eligible for M.A. units listed)

CHINESE
All upper division courses are conducted in Chinese, unless otherwise indicated. Page references for the Department of Foreign Languages and Chinese statements can be found in the Index.

Undergraduate Courses
Entering students with prior knowledge of Chinese will be given a placement test. Contact program faculty for details.

411 Media Chinese (3) [GE]
Prerequisite: CHIN 312 or consent of the instructor. Mandarin as it is used in various genres on radio/television and in newspapers/magazines; news reports and articles, editorials, interviews, and advertisements.

521 Chinese Modern Fiction (3) [GE]
Prerequisite: CHIN 401 or consent of the instructor. Major authors from the May Fourth Movement and subsequent periods.

525 Chinese Applied Linguistics (3) [GE]
Prerequisite: CHIN 311 or consent of the instructor. Application of modern descriptive linguistics to the analysis of phonological, morphological, and syntactic structures of Mandarin Chinese.

530 Oratory and Performance in Mandarin (3) GE
Prerequisite: CHIN 312 or consent of the instructor. This course provides intensive training of oral/aural skills in standard Mandarin (Putonghua/Guoyu) at the high-intermediate to advanced levels, through preparation and participation in oratory and performance activities.

537 Chinese Language and Modern China (3) GE
Prerequisite: CHIN 312 or consent of the instructor. Course will introduce students to the linguistic structure, historical development, and present state of Modern Standard Chinese, together with its relationship to the major Chinese dialect families, and aspects of Chinese sociolinguistics and pragmatics.

580 Topics in Chinese Language and Literature (3) [GE]
Prerequisite: varies according to topic. Topic to be specified in Class Schedule. May be repeated when topics vary.

Current Topics:
Introduction to Business Chinese
Prerequisite: CHIN 311 or consent of the instructor. Mandarin Chinese language course with emphasis on business situations, vocabulary expansion, sentence patterns, business terminology and protocol, and cultural information. Development of oral expression and business communication skills. Recommended for international business students.

Advanced Business Chinese
Prerequisite: CHIN 580 Introduction to Business Chinese, or consent of the instructor. Advanced study and practice of business communication skills, with particular focus on written Chinese. Recommended for international business students.

Calligraphy and Intensive Study of Chinese Characters
Prerequisite: CHIN 250 or consent of the instructor. An examination of Chinese character formation, evolution, and etymology as well as a survey of varieties of Chinese scripts and hands-on practice of Chinese calligraphy.

Chinese Idioms as Cultural Expressions
Prerequisite: CHIN 311 or consent of the instructor. The study of Chinese idioms and set phrases as they are used in speech and writing. The examination and discussion of the stories behind Chinese idioms and their influence on Chinese cultural values.

Chinese Literature in Film
Prerequisite: CHIN 312 or consent of the instructor. A comparative look at Chinese films from the 1920's to the present and the literary works from which they were adapted.

Love Story Tradition
Prerequisite: CHIN 401 or consent of the instructor. Love as a thematic element in Chinese narrative and dramatic literature with emphasis on the different types of love, conventions in plot structure and local texture, moral and social implications, and differences from the western counterpart.

Web Chinese
Prerequisite: CHIN 312, or consent of the instructor. An introduction to Chinese language computer and internet resources, including operating system setup, character input, word processing, web-based e-mail, search engines, online forums, library catalog and database access, online dictionaries, language corpuses, online shopping, news and media, and web design.

Sima Qian: History or Literature?
Prerequisite: CHIN 501 or consent of the instructor. Original readings from Sima Qian's (c.145 B.C.E. - c. 85 B.C.E.) Shi ji [Annals of History] and later literary texts influenced by his narrative style. Directed study of classical Chinese structure and rhetoric.

The Ghost Story Tradition
Prerequisite: CHIN 501 or consent of the instructor. A survey of the Chinese ghost story tradition from the 3rd to the 18th century. Analysis of narrative conventions, character types, common motifs and themes.

600 Topics in Chinese Language, Literature and Culture in English (3)
Prerequisite: ENG 214 or consent of the instructor. Topic to be specified in Class Schedule. May be repeated when topics vary.
Current Topics:

Chinese Cultural Treasures and Heritage in English
Prerequisite: ENG 214 or consent of the instructor. An examination of Chinese art treasures and literary heritage from antiquity to modern times, using a comparative perspective. Films, slides, and field trips. [Taught in English.]

The Red Chamber Dream in Cultural Context in English (3)
Prerequisite: ENG 214 or consent of the instructor. Intensive study of Red Chamber Dream with readings and analysis of late imperial Chinese culture. [Taught in English.]

601GW The Poetic Tradition in English (3)
Prerequisite: ENG 214 or consent of the instructor. Major Chinese poets from antiquity to the 13th Century, discussed in cultural context. [Taught in English.]

602 The Narrative Tradition in English (3)
Prerequisite: ENG 214 or consent of the instructor. Chinese literary tradition, ranging from philosophical essays, historical writings, fiction and drama, from 500 B.C. to novels of late 19th Century. Paired with CHIN 802. Students who have completed 802 cannot take 602 for credit. [Taught in English.]

699 Special Study (1-3)
Prerequisite: consent of department chair and instructor. Special topics in Chinese. Written projects requiring critical analysis and interpretation of linguistic or literary problems. Material adapted to individual needs and interests. Open only to undergraduate students who have demonstrated ability to do independent work. Enrollment by petition.

Special Study (1)
Special Study (2)
Special Study (3)

Graduate Courses

700 Seminar in Research Methods (3)
Prerequisite: admission to Chinese M.A. program or consent of the instructor. Problems and methods of research. Bibliography, criticism, and exercises in writing scholarly, critical papers on Chinese studies.

801 The Poetic Tradition (3)
Prerequisite: admission to Chinese M.A. program or consent of the instructor. Major Chinese poets from antiquity to the 13th Century, discussed in cultural context. Students read materials in the original language.

802 The Narrative Tradition (3)
Prerequisite: admission to Chinese M.A. program or consent of the instructor. Paired with CHIN 602. For description, see CHIN 602. Students enrolled in CHIN 802 read materials in the original language, and have additional requirements. Students who have completed CHIN 802 may not take CHIN 602 for credit.

821 Modern Chinese Literature (3)
Prerequisite: admission to Chinese M.A. program or consent of the instructor. Readings by major authors from the May Fourth Movement to the present, as well as selections from secondary scholarship.

822 Classical Chinese Literature (3)
Prerequisite: admission to Chinese M.A. program or consent of the instructor. Classical philosophical, historical, and belles-lettres writings.

824 Testing and Assessment in Teaching/Learning Chinese as a Second Language (3)
Prerequisite: admission to Chinese M.A. program or consent of the instructor. Survey of research and methods in testing and assessment in Teaching Chinese as a Second/Foreign Language. Focus on standards for measuring language competence, professionalism, and language program reviews.

825 Applied Linguistics and Teaching Chinese as a Second Language (3)
Prerequisite: admission to Chinese M.A. program or consent of the instructor. Investigation of practical issues pertinent to second language acquisition and pedagogy in Teaching Chinese as a Second Language.

826 Semantics and Morphology (3)
Prerequisite: admission to Chinese M.A. program, or CHIN 401 and consent of the instructor. Introduction to linguistic meaning and word formation in Chinese. Chinese semiotics, pragmatics, morphology in light of recent findings in cognitive science. Topics include semiotics, categorization, linguistic relativity, semantic primes, morphological processes, image schemas, and metaphor.

827 Language Change and Dialect Variation (3)
Prerequisite: admission to Chinese M.A. program, or FL 325 and consent of the instructor. Introduction to the mechanisms of language change, including sound change, lexical change and grammaticalization, and their application to the reconstruction of earlier stages of the Chinese language, which in turn will be used to shed light on modern dialect classification.

837 Materials Development for Teaching Chinese (3)
Prerequisite: admission to Chinese M.A. program or consent of the instructor. Strengthening skills in developing teaching materials and level-appropriate thematic units, adopted for national foreign language standards and California state-approved curriculum framework. Language learning assessment and student projects. Taught on-line.

880 Seminar: Special Topics (3)
Prerequisite: varies according to topic. Topic to be specified in Class Schedule. May be repeated when topics vary. Limited to fifteen students.

Current Topics:
Morphology and Syntax in Chinese Dialects
Prerequisite: admission to Chinese M.A. program or consent of the instructor. An in-depth comparison and contrast of the morphological and syntactic structures across major Chinese dialects including Mandarin, Cantonese, Min, and Hakka.

881 Translation (3)
Prerequisite: admission to Chinese M.A. Program, or CHIN 312 and consent of the instructor. Introduction to the translation theory and techniques used in linguistic transfer between English and Chinese. Topics covered include levels of equivalence, degrees of fidelity, domesticating and foreignizing strategies, transliteration vs transcription, and romanization systems.

882 Consecutive and Simultaneous Interpreting (3)
Prerequisite: admission to Chinese M.A. Program, or CHIN 401 and consent of the instructor. Seminar focusing on general purpose English-Chinese and Chinese-English interpreting, covering aspects of liaison, consecutive and simultaneous interpreting. Course will include training in shadowing, note-taking, and capacity management, leading to build-up of skills in professional consecutive and simultaneous interpreting, with additional guest lectures in legal, medical and business interpreting.

883 Advanced Translation and Interpreting (3)
Prerequisite: admission to Chinese M.A. Program, or CHIN 401 and consent of the instructor. Training in the translation of literary texts and conference interpreting. Translation portion will focus on works written in literary Chinese and methods of transforming aesthetic and cultural values; interpreting segment will provide training in consecutive and simultaneous interpreting.

899 Special Study (1-3)
Prerequisite: consent of the graduate adviser and the supervising faculty member. Study is planned, developed, and completed under the direction of a member of the departmental faculty. Open only to graduate students who have demonstrated ability to do independent work. Enrollment by petition.

Special Study (1)
Special Study (2)
Special Study (3)
APPENDIX 5:
Faculty Curriculum Vitae

(1) Charles H. Egan, Professor

CHARLES HOUSTON EGAN
易徹理

Department of Foreign Languages and Literatures
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Office: 533 Humanities Building
Telephone: (415) 338-7797

COLLEGE/UNIVERSITY EXPERIENCE:


Visiting Assistant Professor, Department of Asian Languages, STANFORD UNIVERSITY, 1994-95, 1997-2000. Fellow in the Humanities and Lecturer in the Introduction to the Humanities Program, January-June, 1999.


English Instructor, CHINESE UNIVERSITY OF HONG KONG, 1979-81. The position was courtesy of a teaching fellowship from the Yale-China Association, New Haven CT.

OTHER EXPERIENCE:

Inscriptions Consultant, California State Parks projects (see descriptions below).


Visa Reviewer for the United States Department of State, AMERICAN INSTITUTE IN TAIWAN, Taipei, Summer 1983.

EDUCATION:


PUBLICATIONS:

Book:

Articles:


Consulting Projects:


Exhibition Projects:
(1) Co-author of panels on Chinese poetry for the Immigration Station Historic Site on Angel Island in San Francisco Bay. Also authored a pamphlet describing the wall inscriptions, “Voices in the Wooden House,” which is distributed to visitors.

(2) Gallery Labels for “Ying Bao’s ‘Painting of a Rock from Coiling Mountain’” (ca. 1803), Museum of Fine Arts, Boston, for the 2001-2002 exhibition, “Chinese Art of the Natural World,” and the permanent collection. This handscroll includes a garden rock painting and inscription by Ying Bao, and 21 calligraphed colophons by Manchu and Chinese officials, scholars and artists.

Book In Progress:
“Voices in the Wooden House: Angel Island Inscriptions and Immigrant Poetry, 1910-1945” (an anthology of wall inscriptions and literary materials from multiple languages, with illustrations and contextualizing introduction.)

Selected Translations:
(1) Three poems in “In the Wooden Building,” Harper’s Magazine (February 2006).

SELECTED GRANT ACTIVITY:


Co-Principal Investigator, K-16 Chinese Pipeline Project, National Security Education Program, 2005. Not funded, but SFSU was selected as one of two finalists for the award.

SELECTED FELLOWSHIPS AND AWARDS:


2011 Preservation Design Award, California Preservation Foundation, for “Joss House State Historic Park – Chinese Writings” (with Architectural Resources Group and California State Parks).

Sabbatical Award, San Francisco State University, Fall 2007-Spring 2008.

President’s Research Award, Office of the President, San Francisco State University. One semester of paid leave, Fall 2002.

Summer 2001 Research Stipend, Office of the President, San Francisco State University.

Andrew W. Mellon Postdoctoral Fellowship in the Humanities, Stanford University, 1997-1998 and 1994-95. Appointment in the Department of Asian Languages, with half-time teaching responsibilities.

(Revised February 12, 2013)
Chris Wen-Chao Li
Professor of Chinese Linguistics
Department of Foreign Languages & Literatures
San Francisco State University
1600 Holloway Avenue, San Francisco, CA 94132
TEL (415) 338-1034 / FAX (415) 405-0588
EMAIL wenchoa@sfsu.edu

Education

OXFORD UNIVERSITY
D.Phil., Linguistics, July 1997
- Dissertation: “A Diachronically-Motivated Segmental Phonology of Mandarin Chinese”
- Advisor: John S. Coleman

M.Phil., Linguistics, January 1993
- Thesis: “Four Mergers in the Mandarin Finals of the Speech of Taipei”
- Advisor: Bruce C. Connell

NATIONAL TAIWAN UNIVERSITY
B.Sc., Mathematics, June 1990

Professional Experience

SAN FRANCISCO STATE UNIVERSITY
Professor, Department of Foreign Languages & Literatures
- Taught courses in linguistics, translation, interpreting, media & Chinese
- Served as member of Academic Senate (2011-present)

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES / MIDDLEBURY COLLEGE
Adjunct Professor, Graduate Institute of Translation, Interpretation & Language Education
- Taught graduate courses in Chinese-English translation

NATIONAL TAIWAN NORMAL UNIVERSITY
Assistant Professor, Department of English / Graduate School of English (1998-2000)
- Taught graduate courses in semantics, phonology, and historical linguistics
- Taught undergraduate courses in linguistics, writing, and English language

UNIVERSITY OF MINNESOTA
Lecturer, Institute of Linguistics & Asian & Slavic Languages & Literatures (1997-1998)
- Taught Chinese poetry and lower division Chinese language

BRITISH BROADCASTING CORPORATION (BBC)
- News production, interviewing, translation, radio broadcasting

Select Publications

BOOKS


2001 [TRANSLATION]: Martin, Robert and Yu, Chi (Wen-Chao Li, trans.) *Chi Yu: Lifework*. Hong Kong: Grandview Publishing Corporation.


**ARTICLES (Scholarly Writings)**


**ARTICLES (Translations)**
2012 [CHINESE TO ENGLISH]: “Dog Obscured” (By Hsuan Ye). The Chinese Pen 161 [Autumn 2012]: 70-89.

2012 [CHINESE TO ENGLISH]: “Inner Demons” (By Yen Chu). The Chinese Pen 159 [Spring 2012]: 42-55.


2008 [CHINESE TO ENGLISH]: “Homecoming” (By I-chih Chen). The Chinese Pen 146 [Winter 2008]: 5-6.


2006 [CHINESE TO ENGLISH]: “The Coming into Being of This Existence” (By I-chih Chen). The Chinese Pen 138 [Winter 2006]: 7-9.


Select Presentations


Frederik H. Green  
Assistant Professor of Chinese  
Department of Foreign Languages and Literatures  
San Francisco State University

Work Address  
1600 Holloway Avenue, HUM 475  
San Francisco, CA 94132  
415-338-3120

Home Address  
2921 Taraval Street # 4  
San Francisco, CA 94116  
718-350-5387  
fgreen@sfsu.edu

EDUCATION

Yale University, East Asian Languages and Literatures, Ph.D. May 2009  

M.Phil: Fields of Specialization: Modern Chinese Literature; Ming Chuanqi; Taishô Literature and Culture, September 2005

Tokyo University, Institute for Oriental Cultures  
Research Student. Project Title: “Zhou Zuoren and Japan,” Academic Year 2001-2002

Cambridge University, Chinese Studies  
BA (Hons.). Major in Modern Chinese Literature, June 2000

University of Heidelberg, Chinese Studies  
Propädeutikum (intensive preparatory course). Highest possible grade (1.0), June 1997

PROFESSIONAL EXPERIENCES

Assistant Professor of Chinese (Tenure Track), Department of Asian Languages and Cultures, Macalester College (Saint Paul, MN), 9/2009-8/2012

Acting Director of Yale-Hopkins Summer Seminar, Yale University, 7/2009; managed and oversaw program of workshops, lectures for K-12 teachers and community college faculty


Visiting Lecturer, Department of East Asian Languages and Literatures, Yale University, 1/2009-6/2009; taught undergraduate seminar in modern Chinese literature and culture


TEACHING

San Francisco State University, Fall 20012  
CHIN 821, From Sing-Song Girls to the Sinophone: Chinese Literary Articulations of the 20th and 21st Centuries, Graduate Seminar in Modern Chinese Literature

Macalester College, Fall 2009-Spring 2012  
ASIA 111, Introduction to Asian Studies, Spring 2011  
CHIN 149, Shanghai, Global City: Urban Culture in China from the Opium Wars until the Present, Spring 2010, Fall 2010, Fall 2011
CHIN 294, Transnational China: Negotiating Chinese-ness in the Late 20th and 21st Centuries, Spring 2011

Yale University

CHNS 253, Metropolis as Muse: Writing Shanghai in 20th Century China, Spring 2009

PEER-REVIEWED JOURNAL ARTICLES


BOOK CHAPTERS

“Xu Xu and Hong Kong: A Guest in Transit Destined to Stay” (Xu Xu yu Xianggang: Yige liuxia de guoke), in Writing the Story of Hong Kong Literature (Shuxie Xianggang wenxue gushi), P.K. Leung (ed.). Hong Kong: HK Educational Publishing Co., 2007

ENCYCLOPEDIA ENTRIES

Encyclopedia entry on Hong Kong writer Zhang Yan (Xi Xi) and PRC writer Can Xue in Routledge Encyclopedia of Modernism, Jing Tsu (ed.). London: Routledge, forthcoming 2013.


Encyclopedia entries on Half of Man is Woman (Zhang Xianliang), Rickshaw (Lao She), The Story of the Stone (Cao Xueqin), Outlaws of the Marshes in 1001 Books You Must Read Before You Die, Peter Boxall (ed.). London: Quintessence Books, 2008


SOLICITED BOOK REVIEWS


WORK UNDER REVIEW


INVITED PRESENTATIONS


“Performing a Balancing Act: The Politics of Dance in Modern China.” Presented at Saint Paul Public Library as Part of Ordway Extras, March 27, 2011

“Nostalgia, Politics and the (In-)voluntary Exile of an Incorrigible Romantic: Xu Xu’s Postwar Writings from Hong Kong.” Presented at East Asia Series, University of Minnesota, November 7, 2009


“Growing up in Deutschland: Some Personal Reflections on the Question of Metaphysical Guilt and on What They Taught us in School (and What They Didn’t).” Presented at “The Second World War: The Eastern Front” Yale-Hopkins History Summer Seminar, July 6-12, 2007

CONFERENCE PRESENTATIONS


“Republican Period Revisited: Pre-War Literary Romanticism in Post-War Hong Kong Cinema.” Presented at annual convention of Association for Asian Studies (AAS), Toronto, Canada, March 15-18, 2012

“The Sky is the Limit: Feng Xiaoning’s Leitmotif Cinema and the Popularization of State Myths.” Presented at Midwest Conference on Asian Affairs (MCAA), Saint Paul, MN, October 28-30, 2011

“Where Have all the Heroes Gone? Lu Xuechang’s The Making of Steel and the Legacy of the Socialist Realist Hero.” Presented at “Space and Time in Chinese Language Cinema” Conference, University of California at Davis, November 5-6, 2010

“Nostalgia, Politics and the (In-)voluntary Exile of an Incorrigible Romantic: Xu Xu’s Postwar Fiction from Hong Kong.” Presented at American Comparative Literature Association (ACLA) Convention, New Orleans, April 1-4, 2010

“From Paris with Love: Lyrical Subjectivity and Romantic Nationalism in Xu Xu’s Travel Writing.” Presented at RMMLA Convention, New York, October 9, 2009


“Xu Xu and Hong Kong: A Chinese Romantic’s (In-)voluntary Exile” (in Chinese). Presented at “On the Studies of 1950s Hong Kong Literature and Culture” Roundtable Discussion at Lingnan University, Hong Kong, April 28, 2007
GRANTS AND FELLOWSHIPS

2012 Chiang-Ching Kuo Junior Scholar Grant

2011 Presidential Initiative for Curriculum Renewal (PICR) Grant

2011 Macalester Wallace Research Grant

2010 National Endowment for the Humanities (NEH) Summer Seminar Fellowship

2010 Macalester Mellon-Pathway Grant for Curriculum Development

2008 Yale East Asian Studies Dissertation Fellowship

2006 Yale Council for East Asian Studies Dissertation Research Fellowship

AWARDS

2006 China Times Young Scholars Award

SERVICE TO CAMPUS (SF STATE)

SF State Chinese Flagship Program, Associate Director, Fall 2012 –

Academic Advisor for Chinese Flagship Students, Fall 2012

PROFESSIONAL SERVICE

MCAA (Midwest Conference on Asian Affairs); I organized a panel entitled Unreeling China: Fact and Fantasy in Chinese Cinema, 1950-Present, October 29, 2011

ACLA; I co-organized and chaired at 3-day seminar entitled Made in Hong Kong: Literature and Film from a City in Search of Itself that brought together 12 international Scholars, April 1-4, 2010

RMMLA; I organized and chaired a panel entitled Comparative Asian Literature and Film, 1900 to the Present, October 15, 2010

COMMUNITY SERVICE

I organized and coordinated Macalester College’s Outreach Participation in A Passage China event at Mall of America, Bloomington, April 16, 2011

Ordway Center for the Performing Arts, Saint Paul. Moderator for Ordway Preshow Event with Willy Tsao, Choreographer of renowned Chinese modern dance Company BeijingDance/LDTX, April 5, 2011

Ordway Center for the Performing Arts, Saint Paul. Served as College-Connect Committee Member, Spring 2011.


PROFESSIONAL AFFILIATIONS

Association for Asian Studies (AAS)
Association of Chinese and Comparative Literature (ACCL)
Rocky Mountain Modern Language Association (RMMLA)
(4) Hsiu-huei Lin Domizio, Assistant Professor (2006F-2012S)

1. NAME

HSIU-HUEI LIN DOMIZIO, Ed.D.

Home: 1172 Pinnacle Drive, Merced, CA 95348
Cell Phone: 415-627-8528

hdomizio@sfsu.edu
http://online.sfsu.edu/hdomizio/courses

2. EDUCATION

Dissertation entitled: Socio-pragmatic Performance on the Oral
Proficiency Interview – A Study of American Learners of Chinese

M. A. Applied Linguistics, Columbia University, 1993

M. Ed. Curriculum and Teaching, Columbia University, 1992

M. S. Early Childhood Education, University of North Texas, 1989

B. A. Chinese Language and Literature, Normal University, Taiwan, 1983

3. PROFESSIONAL EXPERIENCE

Aug 2006-Aug 2012
Retired, August 24th, 2012, SF State University

Assistant Professor of Pedagogy, Department of Foreign Languages and Literatures, San Francisco State University

Courses Taught & Advising in Spring 2012:
Undergraduate -
CHIN 507: Traditional Chinese Culture
FL 599 Internship on Foreign Language

Graduate -
FL 751 Curriculum and Instruction II: Teaching Foreign Languages
FL 799 Internship on Foreign Language
CHIN 899: Special Study (M.A. thesis and Culminating Project) (See a section below for more details on courses offered)

Aug 2002-June 2006
Assistant Professor of Pedagogy, Graduate Institute of Teaching Chinese as a Second Language, Taiwan Normal University, taught

1. Curriculum and Instruction in Teaching Chinese as a Second Language (TCSL)
2. Teaching Conversation in TCSL
3. Cognitive Psychology and Teaching Reading in TCSL
4. Testing and Assessment in TCSL
5. Management and Operation of Chinese Language Center
6. Evaluation and Compilation of Textbook in TCSL
7. Overseas Chinese Literature and Selected Writers

Visiting Assistant Professor, Department of Chinese, Williams College
- Chinese 101-102; Chinese 201-202; Chinese 301-302 & 401-402
- Modern Chinese Cinema (1980-2000)- Winter Session ’04

Assistant Professor of Pedagogy, Graduate Institute of Teaching Chinese as a Second Language, Taiwan Normal University, taught

1. Curriculum and Instruction in Teaching Chinese as a Second Language (TCSL)
2. Teaching Conversation in TCSL
3. Cognitive Psychology and Teaching Reading in TCSL
4. Testing and Assessment in TCSL
5. Management and Operation of Chinese Language Center
6. Evaluation and Compilation of Textbook in TCSL
7. Overseas Chinese Literature and Selected Writers

Aug 2002-May 2004
Aug 1999-  Lecturer, Asian Studies, Brown University  
May 2002  -  Chinese 101-102; Chinese 201-202; Multimedia Chinese

Aug 1994-  Lecturer, Chinese Department, Connecticut College  
May 1999  -  Chinese 101-102; Chinese 201-201; Chinese 301-302 & 401-402  
-  Multimedia Chinese; Classical Chinese

Aug 1992-  Visiting Lecturer, East Asian Languages and Cultures, Columbia  
May 1993  University taught  -  Chinese 101(Fall) -102 (Spring)

Summer  Lecturer, Chinese Total Immersion Summer School, Middlebury College  
1992- 1995  -  Chinese 301-302 (‘92); Chinese 201-201(‘93- ‘95)

Sept 1989-  Graduate Teaching Assistant, East Asian Languages and Cultures,  
June 1992 Columbia University  
-  Chinese 101-102

4. HONORS AND AWARDS

NATIONAL & CSU CAMPUS WIDE AWARDS


May 5, 2009  **Wang Family Faculty Award.** One the four recipients of 2009-2010 among 23 CSU campuses, awarded by CSU Chancellor’s International Office, California State University, Long Beach, CA. Funding supported Lin for one semester (Fall 2009) off for research in Taiwan.

COURSE RELEASE GRANTS

Fall 2011 & Spring 2012  Course release, funded by the Flagship Program at SFSU, for teacher training and duty associated with Flagship Associate Director

Spring 2010  Course release, funded by the Flagship Program at SFSU, for teacher training and duty associated with Flagship Associate Director

Fall 2008  Course Release, *Diversity Support Faculty Award*. San Francisco State Campus-wide Award, 2008-2009. Research project entitled
"Creating Prototype Rubrics for Integrated Performance Assessment (IPA)."

Fall 2007-Spring 2008 Two courses released, sponsored by Dr. Lutfus Sayeed, Professor of Information Systems Department, of Education BIE Grant Co-Director, in beginning and advanced Business Chinese courses. (a replacement for Dr. Charles Egan during his leave.)

TRAVEL GRANTS

Summer 2009 SF State Provost Office. Travel Grant to International Conference on Internet Chinese Education (ICICE) in Taipei, Taiwan.

Summer 2009 SF State College of Humanities Travel Grant to professional presentation to 6th Biannual International Conference on Internet Chinese Education.

Fall 2007 Travel Grant to professional presentation, ACTFL National Convention, San Antonio, TX, from the Dean’s Office, College of Humanities, San Francisco State University.

November 2006 Travel Grant to professional presentation, ACTFL National Convention, Nashville, TN, from the Dean’s Office, College of Humanities, S.F. State.

RESEARCH PROJECT GRANT

May 5, 2009 Wang Family Faculty Award. One of four recipients of 2009-2010 Funding supported one semester (Fall 2009) off for research in Taiwan. (see previous section under Grant Project)

August 2006-2007 NSF Grant Collaborator. Awarded ADL E-learning Technology Grant. Evaluation of iCan Express and ADL online course management system for the global Chinese teaching community. Cross continent collaboration with Dr. Chih-chang Hsin, National Taiwan Normal University. Funded by National Science Foundation (NSF), Taiwan.

Selected Small Grants Received Prior to S.F. State

August 8-12, 2005 NEH Fellowship Grant funded by Dept. of Education. A recipient of the 2005 Summer Institute on Pragmatic Intervention in the CFL Classroom, sponsored by the East Asian Council and Asian Studies, University of Hawaii, Manoa.


July 2000-
Dec. 2001
“Web-based Reading Comprehension in Journalistic Chinese” with
David Kanig, Language Resource Center at Brown University, a grant
project funded & sponsored by the Ivy League Consortium for Language
Teaching and Learning.

May 2000-
May 2001
Curriculum Development Grant on "CI0103-Multimedia Chinese,"
funded & sponsored by the Dean's Office, Brown University.

May 2000-
May 2001
"Research Bibliographies for Asian Travelers’ Text and Context in
China, Japan, and Korea” with Prof. Kiko Yamashita, Hye-sook Wang, a
grant project funded & sponsored by the Wayland Collegiums, Brown
University.

5. PUBLICATIONS

A. Articles
[juried/editor-review]
Jun, 2011
“Cultural Narrative and Discourse Competence—An Empirical
Research on Culture of Bloggers.” Paper was included in the Conference
Proceedings after presented (2011 ICICE Proceedings), June 17-19, 2011,
Taipei, Taiwan.

Aug. 2010
“Verbal Culture: Chinese Heritage Language Teachers’ Social
Motivation for Code-switching 教師語碼轉換動機研究-以在美任教之中文教師為例” as one chapter in the book entitled Perspectives
on Chinese Language and Culture edited by Dr. Ik-sang Eom, Dr.
Yea-Fen Chen and Dr. Shih-Chang Hsin, by Crane Publishing

Aug. 2009
“Magic Chinese: Social Mobility and Animations on iTouch”
conference proceedings of the 6th International Conference on Internet
Chinese Education (2009 ICICE Proceedings), June 19-21, 2009,
Taipei, Taiwan.

Aug. 2008
“Teachers’ Code Switching and Effectiveness of Teaching in Community-
based Chinese Heritage Schools” in conference proceedings, the Second
International Symposium on Chinese Regional Culture and Language.
The Memorial Union Hall, Indiana University. August 7-8, 2009.

July 2008
Domizio, H. Lin & Leemei Chen. “Integrated Proficiency Performance:
The Case of StarTalk Good Will Program” (2007 美國南加州星談計畫回顧: 舞動星辰的學子). Global Chinese Language and Culture, Bi-weekly
Journal, Vol. 563. (July 1, 2008)

June 2008
Initiative and Teacher Training in Los Angeles” (2007 南加州星談計畫
回顧: 教學總綱與師資培訓). Global Chinese Language and Culture, Bi-
weekly Journal, Vol. 561. (June 7, 2008)


Articles published prior to S.F. State


B. Books and Textbooks


C. Monograph


Journal Articles (Juried & Invited): Prior to SF State


D. Scholarly Presentations


July 2010 “Critical Language Initiatives and Professional Development for Superior-level Speakers at Flagship Programs.” A Fulbright-Hays presentation in Taipei, Nanjing, Beijing to Chinese teachers from major cities. The talk was sponsored by the Chinese Language Program Assessment Project, charged by Mr. Anthony Kane, of American Councils for International Education. One month trip to Taiwan and China (June 31- August 3, 2010)

March 2010 “Digital Storytelling: Techniques and Resources for Effective Teaching at Immersion Schools.” Presented at the Chinese Language Conference – Advancing the K-12 Pipeline, hosted by CAIS Institute, San Francisco.(March 14-16, 2010)


June 2008  “Chinese Heritage Schools Need Analysis” a speaker at a roundtable. Summer Heritage Research Institute—Developing a Research Base for the Heritage Field. Harvard University, MA. Sponsored by the National Heritage Language Resource Center, UCLA.


2007  “Crossing the Bridge: From Mother Tongue Maintenance to Foreign Language Education—A Chinese Case,” S.F. State BSS 275 Fall Public Series. [invited presentation]


2007  “Content Knowledge, Competence and Commitment versus Teacher Training—Evaluation of StarTalk Teacher Training Program” presented to delegations from the University of Maryland and about 40 educators (i.e., Mayor of the City of Cerritos, school principals, superintendents of ABC District, Fullerton Joint Union High School District, members of Cerritos Board of Education), Los Angeles. July 19, 2007 [invited presentation]

2007 “Evaluation of an AP Summer Institute for Chinese Language Teachers” in First International Conference on Teaching Chinese as a Second Language, hosted by Confucius Institute, San Francisco State University. March 4, 2007 [invited presentation]


Scholarly Presentations Prior to Service at SF State


2006 “Teaching Chinese as a Second/Foreign Language in Global Villages,” lecture for 100 Freshmen and Sophomores who majored in Applied Chinese at Shude Polytechnic University, Taizhong, Taiwan (台中樹德科技大學). [invited speaker]


2001 “Chinese Learners at the Intermediate and Advanced Levels: Their Linguistic Features and Communicative Competence,” Beijing Conference for Chinese Pedagogy, June 1, 2001, Xiyuan Hotel, Beijing, China. [juried presentation]


1993  “/Ne/ as an Attitudinal Marker, the Sentence-final Particle of Mandarin Chinese,” Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), November 1993, San Antonio, Texas [juried presentation]

E. Workshop Presentation on Teaching: conductor of these workshops

June 10-11, 2011  Conductor. Theme: Teaching Mandarin in the United States of America - Learners-Specific Curriculum Mapping and Instructional Designs. Twenty seven participants (pre-service and in-service teachers in teaching Chinese as a second/foreign language field), sponsored by National Taiwan Normal University, Taipei, Taiwan. 林秀惠教授於 6/10 (五) 下午及 6/11(六) 全天舉辦華語教學工作坊，台灣師範大學華語教學研究所主辦。

Feb. 21, 2010  Conductor. Theme: Teaching HL Learners of Chinese with IPA plus Web 2.0. A workshop to 23 participants, focused on Integrated Performance Assessment (IPA) with Web 2.0 technology. Invited by Dr. Olga Kagen and presented to participants of First International Conference on Heritage/Community Languages. (Feb. 19-21, 2010) at UCLA.


May-August  Run total of 4-weekend teacher training workshops at Chinese Culture Center, El Monte, CA, for StarTalk Good Will Program serving a total of 45 teacher-trainees from greater Los Angeles and San Diego. Workshop topics were:

1. “Standards-based Operation through Backward Designs”
2. “Differentiated Instruction”
3. “Peer Coaching, Professional Reflective Thinking”
4. “Integrated Performance Assessment”


2007  Domizio, H. Lin. “Applied Linguistics and Teaching Chinese as a Second Language,” 45-hour professional workshop for 21 Chinese heritage school teachers, for StarTalk Good Will Program, Irvine, CA, (workshops met on May 12, 19; June 1, 2 and August 12, 2007) [U.S. federal grant sponsored workshop]


F. Book Review, Book Notice, Program Evaluation Reports


June 16, 2008  “Program Conclusion Report on Cross-campus Collaboration on UISFL Business Chinese Courses offered by the Department of Foreign Languages and Literatures, College of Humanities.” Submitted to Dr. Sayeed Lutfus, Department of Information System, School of Business.


G. Linguistic Fieldwork [work in progress]


2. “Conversational Sustainability in Online Discussion Forum used by Chinese Heritage/High School Teachers” in iCan Express, http://140.122.76.99/ (to logon use ID: Chines1038; PWD: L339). The informants were asked to respond to and to initiate at least two questions in relation to issues that took place in their classes. The researcher investigates whether there are factors that sustain the online professional discussion forum.

3. Identity and the Self,” the researchers created and will continue to do more with requirement of teachers profiles, and a BLOG for professional network (http://transculturation.org/blog4). The goal is to see how cultural up-bring may have affected teachers’ sequence and content of information in their presentation of “the Self.” Currently, the researcher has one demonstrated by Chinese teachers from U.S.A., who participated in the College Board’s 2007 AP Summer Institute, and one for Heritage School teachers in L.A., http://www.ntnu.edu.tw/tcsl/APSI_TAIPEI/ap; http://transculturation.org/startalk/teacher. [work in progress]