Course Syllabus

**Title:** EDSS 295 --- Institute on China and its Cultures

**Credits:** Three (3) (extended credit) - 1 credit = 15 contact hours

**Instructors:** James E. Avery

**Meeting dates and times:** May 14, June 4, and June 18 - July 9, 2016, daily, with some evening sessions

**Location:** Beijing, Kunming, Qufu, Jinan, Hohhot

**Course Description:**

This course is designed for K-12 educators interested in learning and teaching about China. Through first-hand experience, participants study Chinese economic, political, and historical, religion, and educational aspects of culture. Workshops and field trips to schools, historical, business and cultural sites are integrated for an understanding of Chinese society. Readings and two planning session are required prior to the course. Curriculum design and instruction on China are required upon return to Vermont.

**Goals:**

This course is designed for educators to 1) gain a first hand understanding of the culture, including history, politics, products, geography, religion and education of China, through hands on activities, lectures, and field trips to various cultural, historical, political, business and educational sites; 2) foster a commitment to infuse Chinese studies into teaching and learning in their local school and community, and 3) provide opportunities to discuss their learning and develop lesson plans, with guidance, for teaching their students.

**Learning Outcomes:**

By completing this course, participants will:

- Obtain a basic knowledge of Chinese culture;
- Understand the evolution of Chinese culture characterized with historical, economic, political, social, and educational development; and
- Implement theories and effective practices in curriculum design and teaching about China.

**General Course Information**

**Course Policies/Expectations:**

Program participants must fulfill the following tasks.

a. Complete required readings:
   - Yu Hua, *China in Ten Words* for 5/14/16 session,
   - Evan Osnos, *Age of Ambition: Chasing Fortune, Truth, and Faith in the New China* for 6/4/16 session, and
b. Participate in classes, and
c. Attend a field trip (travel to China June 18-July 9, 2016), and
d. Write a reflection paper and
e. Design a curriculum unit according to the Common Core State Standards and Vermont State Proficiency Based Graduation Requirements. This unit should include all components of a Standard-based curriculum unit, including matching Standards,
Instructional activities, and assessment tools. The unit should be equivalent to 10 hours of instruction time, or

h. Field-testing a Standard-based curriculum unit designed by another teacher. The field test is to refine the curriculum unit to make it more comprehensive and friendly to users. This option requires instruction with the unit, identification of support materials, re-writing part of the unit, careful documentation of the instructional process, and close contacts with the institute instructor and ASOP staff, or

i. Utilize information technology in teaching about China. This includes editing videotapes, designing CD ROMs, creating resources for teaching for the ASOP web site, and assisting in presentations conducted with technology, or

j. Collect resources for teaching. For this option, each participant is to identify a theme, conducts research in libraries and on the Internet, and compiles the resources collected into a package for other teachers to use.

Program participants need to consult the institute instructor before they select from the above options. The instructors are also open to other ideas. Those ideas should be discussed thoroughly with the instructors before they are implemented.

**Attendance Expectations:**

Students are expected to attend the planning session in May and June of 2016, and travel in China from June 18-July 9, 2016.

**Religious Observance:**

_The official policy for excused absences for religious holidays:_ Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

**Contributions in Class:**

Students are expected to participate fully in the discussions throughout the program, and complete necessary paperwork for travel.

**Academic Honesty & Professionalism:**

All students are required to be familiar with and adhere to the “Academic Honesty Policy Procedures” delineated in the following website.  [http://www.uvm.edu/~uvmpg/ppg/student/acadintegrity.pdf](http://www.uvm.edu/~uvmpg/ppg/student/acadintegrity.pdf).

**Accommodations:**

Accommodations will be provided to eligible students with disabilities. Please obtain an accommodation letter from the ACCESS office and see one of the instructors early in the course to discuss what accommodations will be necessary. If you are unfamiliar with ACCESS, visit their website at [http://www.uvm.edu/access](http://www.uvm.edu/access) to learn more about the services they provide. ACCESS: A-170 Living Learning Center, University of Vermont, Burlington, VT 05405. PH: 802-656-7753, TTY: call 711 (relay), Fax: 802-656-0739, Email: [access@uvm.edu](mailto:access@uvm.edu), Instant Messenger: UVMaccess. General office hours: 8:30am – 4:30pm Monday through Friday. Call to make an appointment.

**Required and/or recommended readings:**


Week-by-Week Reading Rubric:

It is expected that students will have read two books prior to departure on June 18, 2016, which will impact the quality of their questions during discussions and lectures.

Electronic Submissions/Internet Use:

Students may submit curriculum units via e-mail.

Grading:

Complete required Readings and participate in pre departure planning session and discussions (10%)
Travel to China and participate in all activities (20%)
Maintain a Daily Journal While in China (10%)
Write a reflection paper on the program in China (20%)
Develop a standards based curriculum unit (40%)

Description of Class Assignments:

1. Read three books from the Required/Recommended List of Reading
2. Write a three page reflection paper, indicating what has made the most personal impact, what learning will be shared with students, and what activities contributed least to your understanding of China.
3. Design a curriculum unit according to the Grade Expectations for Vermont’s Framework of Standards and Learning Opportunities. This unit should include all components of a Standard-based curriculum unit, including matching Standards, instructional activities, and assessment tools. The unit should be equivalent to 10 hours instruction time.

Scoring Rubrics:

1) Professional Development Feedback Form (for weekly feedback during field trip)

Name:________________________________________

Location:______________________________________ Date:__________

1. What three things did you like most about the activities to date?

 __________________________________________

 __________________________________________

 __________________________________________

 __________________________________________
2. In what ways would you use what you've learned in your classroom?

3. Overall, how would you rate the institute to date:

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<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td>Rating</td>
<td>0</td>
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4. How effective were activities in meeting your expectations?

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<th>NA</th>
<th>Strongly Agree</th>
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<th>Disagree</th>
<th>Strongly Disagree</th>
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5. My understanding of China has improved as a result of participating.

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<th>Agree</th>
<th>Disagree</th>
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3) Reflection Paper Rubric

Participant Name ________________________________
Supervisory Union ________________________________

- Thoughtful response to activities that have made the most personal impact?
- Thoughtful response to what learning will be shared with students?
- Thoughtful response to what activities contributed least to learning about China?

2) Individual Action Plan Template

Participant Name ________________________________
Supervisory Union ________________________________
### Objective for Action to include China Studies in teaching and learning in Vermont

### Step(s) that need to be taken

<table>
<thead>
<tr>
<th>Step</th>
<th>Personnel – Whose responsibility is this step? Who else needs to be involved?</th>
<th>Timeline - When will this step be completed?</th>
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</thead>
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### 3) Unit of Study Evaluation Tool

#### Content
- Do historical progressions allow students to understand the context for global issues involving that country?
- Are historical periods correctly taught?
- Does the unit of study reflect an accurate picture of the cultural and physical geography of the country?

#### Design
- Do the goals of the unit align to the Vermont Grade Expectations?
- Are key concepts and principles taught and assessed?
- Are tasks consistent with the Vermont Grade Expectations?
- Do the assessment methods and achievement targets align for accuracy and efficiency?
- Is the unit free of cultural, ethnic, socio-economic and gender stereotypes?
• Does the unit provide for a broad range of learning opportunities so that all students can be engaged successfully, no matter gender, race of disability?

• Does the unit support approximately 10 hours of teaching and learning?

**Percentage Contribution of Each Assignment:**

Complete required readings and participate in pre departure planning sessions and discussions (10%)
Travel to China and participate in all activities (20%)
Maintain a daily journal while in China (10%)
Write a reflection paper on program experience in China (20%)
Develop a standards based curriculum unit (40%)

**Instructional Sequence:** - List the course topics for each scheduled class meeting date including readings and assignment due dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5/14/16</td>
<td>Pre-Institute Planning Sessions</td>
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<tr>
<td>6/04/16</td>
<td>Economic and Educational Reforms in China, Dr. Wang Juefei</td>
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<tr>
<td>6/18 – 7/09/16</td>
<td>Travel to and within China</td>
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<td>7/29/16</td>
<td>Reflection Paper due</td>
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<tr>
<td>8/5/16</td>
<td>Curriculum Unit due</td>
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**Supplemental Readings:**


**Supplementary Videos:**

**Under the Dome:** Directed by Chai Jing

**The Last Emperor:** Directed by Bernardo Bertolucci

**Raise the Red Lantern:** Directed by Zhang Yimou

**Up the Yangtze:** Directed by Yung Chang.
Morning Sun: Produced and Directed by Carma Hinton and Richard Gordon, and Edited by David Carnochan: