

# Grants Collection

Kennesaw State University



UNIVERSITY SYSTEM  
OF GEORGIA

May Gao, Ginny Zhan, Yumin Ao

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# Introduction to Asian Cultures

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## Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
  - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
  - The initial proposal describes the grant project's aims in detail.
- **Final Report**
  - The final report describes the outcomes of the project and any lessons learned.



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# Initial Proposal

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**Affordable Learning Georgia Textbook Transformation Grants  
Rounds Three, Four, and Five  
For Implementations Beginning Summer Semester 2015  
Running Through Spring Semester 2017**

**Proposal Form and Narrative**

- *Proposal form and narrative for offline drafting and review. Submitters must copy and paste their final draft into the online form for submission.*
- *Note: The only way to submit the proposal is through the online form in Georgia Tech's CompetitionSpace at:  
<http://gatech.infoready4.com/CompetitionSpace/#competitionDetail/1734734>*
- *Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.*

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<b>Submitter Title</b>	Professor of Psychology
<b>Submitter Email</b>	<a href="mailto:gzhan@kennesaw.edu">gzhan@kennesaw.edu</a>
<b>Submitter Phone Number</b>	470-578-6679
<b>Submitter Campus Role</b>	<i>Select: <b>Proposal Investigator (Primary or Additional)</b>; Sponsored Programs Office; Grants Office, Business Office; Provost/Academic Affairs Office; Other</i>
<b>Applicant Name</b>	<i>Primary Investigator/Team Lead: Ginny Zhan &amp; May Gao</i>
<b>Applicant Email</b>	<a href="mailto:gzhan@kennesaw.edu">gzhan@kennesaw.edu</a> , <a href="mailto:mgao@kennesaw.edu">mgao@kennesaw.edu</a>
<b>Applicant Phone Number</b>	470-578-6679, 770-598-7009
<b>Primary Appointment Title</b>	Professor of Psychology; Professor of Communication & Asian Studies
<b>Institution Name(s)</b>	Kennesaw State University

<b>Team Members</b>	<p><b>1). Project Lead: Dr. May Gao</b>, Professor of Communication &amp; Asian Studies, Asian Studies Coordinator, SAUPO Chair, <b>Interdisciplinary Studies Department</b>, mgao@kennesaw.edu;</p> <p><b>2). Faculty Subject Matter Expert: Dr. Ginny Zhan</b>, Professor of Psychology and Affiliated Faculty in Asian Studies, <b>Department of Psychology</b>, gzhan@kennesaw.edu;</p> <p><b>3). Faculty Subject Matter Expert: Dr. Yumin Ao</b>, Instructor of ASIA1102, Coordinator of Chinese Studies and Affiliated Faculty in Asian Studies, <b>Department of Foreign Languages</b>, yao@kennesaw.edu</p>				
<b>Sponsor, Title, Department, Institution</b>	<p>Dr. Ken Harmon, Provost and VPAA, Kennesaw State University  Dr. Robbie Lieberman, Professor and Chair, Interdisciplinary Studies Department (ISD), Kennesaw State University</p>				
<b>Proposal Title</b>	136				
<b>Course Names, Course Numbers and Semesters Offered</b>	<p><b>ASIA 1102 Introduction to Asian Cultures</b></p> <ul style="list-style-type: none"> <li>• Fall 2015 (3 sections)</li> <li>• Spring 2016 (4 sections)</li> <li>• Summer 2016 (2 sections)</li> <li>• Fall 2016 (3 sections)</li> <li>• Spring 2017 (4 sections)</li> </ul>				
<b>Final Semester of Instruction</b>	<i>Spring 2017</i>				
<b>Average Number of Students Per Course Section</b>	40	<b>Number of Course Sections Affected by Implementation in Academic Year</b>	16	<b>Total Number of Students Affected by Implementation in Academic Year</b>	640
<b>Award Category (pick one)</b>	<input type="checkbox"/> X-No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Specific Top 50 Lower Division Courses				
<b>List the original course materials for students (including title, whether</b>	<p>1. Accidental Asian \$11.79  2. A history of East Asia: From the origins of civilization to the beginning of the twenty first century \$35.18  3. Asian Popular culture in Transition \$128.80  All required.</p>				

optional or required, & cost for each item)	
Original Per Student Cost	\$175.77
Post-Proposal Projected Per Student Cost	\$0.00
Projected Per Student Savings	\$175.77
Plan for Hosting Materials	<input type="checkbox"/> <a href="#">OpenStax CNX</a> <input type="checkbox"/> X-D2L <input type="checkbox"/> <a href="#">LibGuides</a> <input type="checkbox"/> Other _____
Requested Amount of Funding	\$16,450.00

## NARRATIVE

### 1.1 PROJECT GOALS

ASIA1102 is an interdisciplinary general survey course, part of the GenEd Area B requirements for all majors. It's designed to introduce students to both traditional and contemporary Asian cultures. Instructors use Ten Key Learning Modules as the course structure: philosophies, religions, languages, educational systems, ethnic identities, gender roles, folk traditions and customs, arts, popular cultures, and food cultures. Given this course is part of the GenEd courses, it is important to keep the learning materials focused on a general approach, covering a wide range of topics from an interdisciplinary perspective.

Our primary goal of this proposal is to truly transform this course into an exciting and content-rich class that captures the dynamic nature of Asia and its peoples and cultures. We are excited to have the opportunity that will enable us to develop a high quality course package that contains learning materials that meet the needs of teaching and learning of Asian cultures.

We expect this product to be sustainable and best of all, at no cost to students.

Our specific goals are:

- Search and compile high quality teaching materials from mostly publically accessible sources that represent well the interdisciplinary perspectives of this course following the ten key learning modules specified.
- Develop and create a comprehensive, high quality, and sustainable course package that can be updated periodically with no extra cost.
- Develop a user-friendly course instruction platform at D2L to be used by full- time and adjunct instructors from various academic disciplines.

## **1.2 STATEMENT OF TRANSFORMATION**

The Asian Studies Program is housed in the Interdisciplinary Studies Department in the College of Humanities and Social Sciences at KSU. Since 2010, many Asian Studies faculty members have been searching for proper textbooks, with a general and yet comprehensive view on diverse Asian cultures. However, it's disappointing to see that most existing books on this topic are usually not written as textbooks for undergraduate students. Rather, many books derive from scholarly dissertations, academic reports, and conference proceedings that are more focused on one or two specific areas such as history or religion. In addition, they are quite expensive. When Dr. Gao created this course in 2012, she chose two books which totaled \$140. In 2013, Dr. Ao added a 3rd book on East Asian history, bringing the total to \$175.77. While some parts of these books provide in-depth information on aspects of Asian cultures, they contain far too more in-depth contents in a specific area than necessary for this particular course, are narrower in coverage of topics than we need, and are expensive. Given that approximately 350-400 KSU students take ASIA1102 per year, we strongly believe there is an urgent need to take action to make this course the high quality, exciting, and dynamic course that students come to expect and deserve. The main plan is simple: 1) develop high quality and dynamic teaching materials; 2) cut cost to lighten students' financial burden.

Asia is home to over 60% of the world population and plays an increasingly more important role in world affairs. In this increasingly globalized world, we believe it is hugely beneficial to students' personal and professional growth to learn about Asian cultures and peoples. KSU is fortunate to have an Asian Studies Program with enough resources and interested faculty members who have the expertise and willing to teach this course. Not all USG schools have an Asian Studies program and/or offer a course on Asian cultures. Our program is strongly supported by the administration and the current transformation plan is also highly supported (please see support letters from Dr. Ken Harmon, Provost and VAPP of KSU and Dr. Robbie Lieberman, Chair of Interdisciplinary Studies Department). Our proposed transformation plan will not only enable more students to take this GenEd course with no textbook cost, but also increase the quality and relevance of the teaching materials, thus delivering a high quality course on Asian cultures that students will love and benefit from. We hope more students will become interested in Asia and its diverse cultures and peoples after taking this course. In addition, this transformation project will also strengthen the Asian Studies Minor/Major programs since this is a required course for both. Such transformation provides strong support for KSU's mission of Global Learning, and help students become more globalized citizens of the 21st Century.

### **1.3 TRANSFORMATION ACTION PLAN**

Our plan is to eliminate the use of traditional textbooks that do not meet our needs adequately and build a course teaching package that is high quality, wide coverage and no-cost to students. These include materials from reputable media outlets, films, academic articles, book chapters, literary works, and weblinks with videos and articles. Most of these materials are either publically accessible or available via GALILEO provided by our school library at no cost. Our specific plans are described in the following.

- Identify high quality no-cost materials that align with the course objectives of ASIA1102 and the ten key learning modules. We will review these materials carefully and choose the ones we determine to be appropriate, relevant, and good quality.
- Organize the collected materials. We will organize the chosen materials to fit in with the structure of this course, e.g., the ten key learning modules specified.
- Redesign course instruction and structure. Drs. Gao, Zhan, and Ao will enhance the course by continuing to use Ten Key Learning Modules as a structural framework for this course. Each learning module will have a set of specific goals and matching materials. These modules with their accompanying study materials will be posted on D2L and/or LibGuides.
- Help students become active learners. Research suggests students achieve better learning outcomes when they are active learners. As part of the class instruction, we plan to introduce students to GALILEO, PACER and other resources early in the semester so they will acquire the necessary basic research skills in order to participate in further developing, updating, and enhancing the course materials throughout the semester. We will assign specific tasks for students to complete as teamwork in researching and locating current information on Asian cultures.
- Disseminate the transformed course materials. Materials compiled and finalized by the transformation team will be presented as a standard package for ASIA1102 for future instructors to adopt. Using D2L and/or LibGuides will give us the ability to share this base course with instructors of another essential course, ASIA3001: Understanding Asia, as well as instructors of other Asia related courses both at KSU and other USG schools.

### **1.4 QUANTITATIVE AND QUALITATIVE MEASURES**

#### **Quantitative Measures**

Student performance: Students' grades from the course will be used as an indicator of their academic performance. The grades from the transformed classes will be compared with those from semesters prior to transformation.

Student standard course evaluation: We will compare the KSU quantitative student evaluation responses from the transformed classes with those from prior semesters. The KSU evaluation form has 14 questions on a Likert scale that measure students' learning outcomes and teaching effectiveness.

Students' perception of the course and their learning experience: An additional Likert scale survey questionnaire will be developed to be used at the end of the course to gauge students' perception of the success (or lack of) of the transformed class and their learning experiences. The questionnaire will be posted online using Survey Monday software and



students' responses will remain anonymous.

### **Qualitative Measures**

Students' subjective learning experience: The qualitative portion of the survey questionnaire will ask students to answer open-ended questions on their learning experiences, such as enjoyment of the course, level of intellectual stimulation, quality of interaction among students and instructor, and other similar questions.

Students' assessment of teaching materials: Students will be asked to answer open-ended questions on their views of teaching materials used in class, such as levels of difficulty/ease of the reading, relevance to the course objectives, width and depth of the materials, and other similar questions.

Students' willingness to take another Asia related course: Students will be asked if they would like to take another Asia related course and/or recommend this course to others, and explain why. We hope to see an increase in students' interest and curiosity in Asian cultures after taking this class.

Peer evaluation: Other instructors who teach in Asian Studies Program will be asked to do peer evaluations after they observe at least two classes. They will be asked to take notes during the observation and share their general impression as well as specific suggestions with the instructor.

### **1.5 TIMELINE**

08/15/15 - Team begins preparation for implementing the transformation plan.

09/01/15 - Team searches and identifies good quality materials that align with learning objectives and learning modules.

10/01/15 - Team meets to review identified materials. Determines initial materials for compilation.

11/01/15 - Team meets to finalize compilation of teaching materials.

12/01/15 - Team begins to organize finalized materials in D2L and/or LibGuides.

01/15/16 - Spring 2016 begins; Dr. Zhan and Dr. Ao implement the transformed course package.

05/15/16 - Team submits interim status report to ALG.

06/01/16 - Team meets to go over quantitative and qualitative course evaluations and discuss instructors' perceptions of the transformed course.

07/01/16 - Team meets to discuss changes to the package based on course evaluations from both quantitative and qualitative measures.

08/15/16 - Fall 2016 begins. Instructors use modified and improved transformation package.

12/15/16 - Team reviews assessment data and discuss further modifications to the package.

01/15/17 - Spring 2017 begins. Instructors use newly modified package to teach the course.

06/15/17 - Team reviews assessment data and submits final report to ALG.

### **1.6 BUDGET: TOTAL \$16,450.00**

#### **Part A: Personnel \$15,000.**

- 1). Dr. May Gao, Project Lead: \$5,000 (overload compensation in 2015-2016 academic year)
- 2). Dr. Ginny Zhan, Faculty Subject Matter Expert: \$5,000 (overload compensation in 2015-2016)

academic year)

3). Dr. Yumin Ao, Faculty Subject Matter Expert: \$5,000 (overload compensation in 2015-2016 academic year)

This is Compensation for time and effort spent redesigning the course, collecting and organizing materials, setting up D2L/LibGuide structure, analyzing assessment results, and dissemination.

**Part B: Materials \$650.** Books (\$528.22) and Videos (\$121.78). List available upon request.

**Part C: Travel \$800.** ALG Project Training travel for at least two team members.

## **1.7 SUSTAINABILITY PLAN**

The sustainability of this project is five-fold. First, this transformation project will generate a package of no-cost high quality learning materials aligned with the Ten Key Learning Modules, each having its own reading materials, video clips, weblinks, and assignments. This collection will be the “standard course package” for all future offerings of ASIA1102, allowing instructors from different academic background to use and adapt as needed, while still providing a solid guiding foundation. Second, many reputable Asia related websites and online media outlets are stable and offer free sources on Asian cultures, peoples, economies, and societies. These sites are able to do what no textbook can, as they are updated daily. They provide a sustainable source as supplemental reading materials for teaching and learning. We anticipate that many students will continue to turn to the same databases for further references. Third, the course will also rely on databases provided to students by KSU via GALILEO, USG’s virtual library. We will work closely with our Asian Studies Librarian at KSU on systematic compilation of sustainable collection on Asian studies books and other learning materials. Fourth, the course aims to teach transferrable research and information literacy skills by instructing students on identifying high quality resources in GALILEO and on the Internet, some of which are in Asian languages (with English translation). Since USG libraries seek to maintain their subscriptions to key databases on a continual basis, it provides stability to key texts for future iterations of the course. Fifth, ASIA1102 will be offered via D2L Brightspace from fall of 2015 to spring of 2017 for a total of 16 sections. D2L allows instructors to easily rollover course content into future classes or to share content across sections. Each new semester, we will conduct assessments by faculty and students to continuing improving the course. As the course is further developed and modified, we plan to disseminate it to other participating USG institutions if they are interested.

## **1.8 REFERENCES & ATTACHMENTS**

- 1). *A letter from Dr. Ken Harmon, Provost and VPAA, KSU;*
- 2). *A letter from Dr. Robbie Lieberman, Chair of Interdisciplinary Studies Department, which houses Asian Studies, KSU*

# Syllabus

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**Asia 1102/W01: Introduction to Asian Cultures**

**Fall 2015**

**T/TH 11:00am-12:15pm, SO 3030**

Instructor: Dr. Ginny Q. Zhan

Office: Room 4012 SO

Office phone: 470 578 6679

E-mail: [gzhan@kennesaw.edu](mailto:gzhan@kennesaw.edu)

Office hours: by appointment – please send me an email or ask me in class

**Required texts:**

**Culture and Society in the Asia-Pacific (1998).** Colin Mackerras and Richard Maidment (Ed). The Open University. Available on Amazon, new and used.

**100 Questions and Answers about East Asian Cultures (2014).** Michigan State University School of Journalism. Available on Amazon, new and used.

**Additional readings will be posted on D2L.**

**Optional texts:**

**Asian Cultural Traditions (1999).** Carolyn Brown Heinz. Waveland Press Inc, Long Grove, IL.

**Peoples and Cultures of Asia (2006).** Raymond Scupin (Ed). Pearson/Prentice Hall.

**General Education Program Description**

The General Education Program offers a solid, comprehensive foundational academic experience for all Kennesaw State University students. In a series of interrelated courses in the liberal arts and sciences, it provides the opportunity for them to acquire the intellectual skills and knowledge characteristic of educated persons in a diverse, global community. Thus, it lays the basis for success in academic, professional, and personal arenas. Whereas the major program contributes depth to a college education in a designated specialization, the General Education Program provides breadth of understanding by introducing, connecting, and integrating a variety of disciplines.

**General Education Program Goals**

The General Education Program at KSU has four goals. During the course of the program, students should demonstrate the following:

1. knowledge and understanding in the General Education areas: Humanities, Fine Arts, Science, Mathematics, Technology, Social Science, and the Essential Skills (written and quantitative skills)

2. proficiency in communication
3. skills in inquiry, critical thinking, and problem solving through scholarly and/or creative activity across the general education disciplines
4. an understanding of ethics, diversity, and a global perspective.

### **Course Description:**

**Introduction to Asian Cultures** is an interdisciplinary and general survey course designed to introduce students to both traditional and contemporary Asian cultures. Topic areas may include popular cultures, food cultures, ethnic identities, folk traditions and customs, arts, religions, languages, and gender roles. The course aims to help students familiarize, understand and appreciate Asian cultures.

### **Learning Objectives**

Through this course, students will be able to

1. recognize salient features of traditional and contemporary Asian cultures;
2. describe, explain and interpret a variety of Asian cultural phenomena;
3. demonstrate knowledge of Asian cultural values; and
4. identify and analyze cultural differences between Asia and America.

### **Interdisciplinary Studies Department (ISD) Shared Course Objectives**

At the end of this course, students should be able to demonstrate:

1. that they recognize how culture affects personal and social experiences and values in a global context;
2. that they are ethically sensitive to the role of cultural, social, and political diversity in human thought and action by exploring and responding to others in open dialogue about diversity;
3. can critically evaluate multi-and interdisciplinary materials;
4. can critically evaluate opposing points of view; and
5. can identify the audience, intent, value, and context of informational sources.

### **Course information**

#### **Teaching/reading materials**

The two required textbooks, additional reading materials posted on D2L, as well as videos and other online media outlets.

#### **Class structure and method**

This is a face-to-face class. We meet twice per week. However, I routinely use D2L Brightspace for:

1. Content – for me to post extra reading materials, links to videos and other media outlets, and other related materials

2. Discussion Board – for students to post self-introductions, discussion topics, and class-related questions
3. Dropbox - for students to submit assignments
4. News Feed – for me to post news items, announcements, and other related issues

A combination of lectures, videos, small group discussions and activities, and other learner-centered educational methods will be used in this class.

### **D2L Brightspace**

Though this is a face-to-face class, I use D2L routinely to post things and to communicate with class. You need to set up your D2L setting so you'll be notified of any new item posted (Go to your homepage on D2L, click on Notifications and then choose the setting for instant notifications). It is your responsibility to keep up with any new information regarding the class. I will not accept excuses for missing assignment deadlines or other information such as “I didn't check my email/D2L” or “I didn't know you posted that on D2L.”

### **Assessments**

The following explains seven requirements that form the basis for assessments of students' academic performance in this class.

#### 1. Attendance

Students are required to attend all classes. There is a class attendance and participation component (worth 60 points) in the final calculation of points. For each class attendance, 2 points will be added. If a student is not in attendance regardless of reasons, no point will be added. The rationale for this policy is very simple: **if you are absent, you are not participating in that particular class.** In cases of absences, you do not need to give me any documentation such as a doctor's note; you'll just not get the attendance points. However it is your responsibility to make sure that you find out what was discussed in class. If you miss a class, I recommend that you ask a classmate to let you know what was covered during your absence. Absence does not excuse anybody from responsibilities for any material that was presented or any assignment that was due that day, or any announcement or news item that was made in class.

#### 2. Self-introduction

During the first week, you need to post a self-intro on the Discussion board on D2L Brightspace. Share with your classmates some information about yourself, such as your educational and career aspirations, hobbies and interests, and whatever you feel comfortable

sharing. You also need to respond to at least two classmates' posts. Deadline is indicated on the Discussion board.

### 3. Questions

Prior to weekly classes, you must read the assigned reading materials and/or complete other required work. Regularly you're asked to bring two questions to class based on those assignments for the week. The questions should reflect your thoughts on and reactions to the materials. In other words, try to avoid asking "What is x and y?" type of questions because the answers are probably already provided in the materials. Ask "Why" and "How" types of questions to reflect some depth and width of your critical thinking. These questions must be **typed**, and are due in the beginning of the class as specified in the course outline in the syllabus. They must also be submitted in Dropbox by the specified deadline.

### 4. Group work in class

There are several scheduled sessions of group work in class as indicated in the course outline. We will break into 4-5 people groups and work on a specific discussion or task. The finished product should reflect group members' collective efforts and all members will receive the same grade. There is no make-up for these class activities, so if you are absent that day, you will not receive any points for the group work.

### 5. Discussion board

During our online "Movie Weeks," you are required to watch an assigned movie each week by yourself and then post your reflection on the Discussion board for online class discussion. The specific instructions and deadlines will be posted on the Discussion board. Please follow these instructions. I will also post a reminder on News Feed prior to the online movie weeks.

### 6. Team presentation

This is a team project. Each group should consist of no more than five individuals. Each group needs to discuss to determine a topic that is agreed upon by all members. The subject is regarding certain aspect(s) of Asian cultures. The group will need to do some research on the topic and turn their findings into a power point presentation, which they will give in class (10 minutes) during the last week. A more detailed instruction sheet and grading rubrics for this assignment will be posted in Dropbox.

### 7. Final exam (take home)

Final exam is take-home. It consists of short answer and essay type of questions based on our course materials. More information will be forthcoming.

### **Late work policy**

All required graded work is due on the specified times and dates indicated. Late submission will receive a 20% point deduction if submitted within 12 hours. After 12 hours, no work will be accepted. Final exam must be submitted by the deadline. Late exam will NOT be accepted.

### **Grading**

There are a total of 300 points. The distribution is illustrated as follows:

Self-intro	5 points
Attendance	60 points
Questions (8x10)	80 points
Group work in class (6x5)	30 points
Discussion board (2x15)	30 points
Team presentation	50 points
Final exam	45 points
<hr/>	
<b>Total</b>	<b>300 points</b>

Your final grade will be based upon the percentage of the total number of points you earn:

A = at least 90% of 300 = 270 points

B = at least 80% of 300 = 240 points

C = at least 70% of 300 = 210 points

D = at least 60% of 300 = 180 points

F = less than 60% of 300 = 179 points or less

### **Kennesaw State University's Code of Conduct Policy**

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. The Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating; unauthorized access to University materials; misrepresentation/falsification of University records or academic work; malicious removal,



retention, or destruction of library materials; malicious/intentional misuse of computer facilities and/or services; and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

### **Plagiarism and Cheating**

No student shall receive, attempt to receive, knowingly give, or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic-based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

(<https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>)

### **Student-Friendly “How Not to Plagiarize” Web sites**

[http://library.apsu.edu/guides/1\\_3\\_20.htm](http://library.apsu.edu/guides/1_3_20.htm)

<http://www.indiana.edu/~istd/test.html>

*Ethical Principles of Psychologists and Code of Conduct (APA, 2002)*

<http://www.apa.org/ethics/>

### **disAbled Support Services**

Any student who, because of a disability, may require some special arrangements in order to meet the course requirements. They should contact the instructor as soon as possible in the beginning of the semester to arrange any necessary accommodations. Students should present appropriate verification from KSU disAbled Student Support Services (located in the Student Center room 267). No requirements exist that accommodations be made prior to completion of this approved University process.

**How to contact me**

If you have a personal question or concern, please email me via D2L course email or my KSU email. I will try my best to get back to you within 1-2 business days. However, if your questions or comments are related to the course content, please post them in the course related online discussion board so other students can see as they may have similar questions. I will visit the site and answer questions as frequently as possible. If you need to see me, please email me to set up an appointment for office hours.

## Course Outline

### Dates

### Topics and Readings

Week 1

8/18 and 8/20

Introduction and Overview  
Read Chap. 1 in M & M  
#41 #63 #64 in 100 Questions  
*Post self-intro*

Week 2

8/25 and 8/27

Brief history  
Read Chap. 2 in M & M and article posted in Week 2  
*Bring two questions on 8/27*

Week 3

9/1 and 9/3

Religions  
Read Chap. 6 in M & M  
Guest lectures by Professor Tom Pynn  
*Bring two questions on 9/3*

Week 4

9/8 and 9/10

Traditional cultural values  
#18 #20 in 100 Questions  
Individualism/collectivism  
*Research on Filial piety (24 paragons)*  
*Bring two questions on 9/10*  
Group work in class

Week 5

9/15 and 9/17

Ethnicities and Languages  
Read Chap. 5 in M & M  
Case study: Hawaii  
Guest speakers: Dr. Heeman Kim on 9/15  
Guest speaker: Hyun Chu Kim on 9/17  
*Research on forms of major Asian languages*  
*Bring two questions on 9/17*

Week 6

9/22 and 9/24

Common cultural practices and customs  
#85 in 100 Questions

*Research on Calligraphy and Martial arts*

*Bring two questions on 9/24*

Group work in class

Week 7

9/29 and 10/1

Common cultural practices and customs (con't)

#23 #29 #30 in 100 Questions

Guest speaker: Dr. Ying Zhu on 9/29

*Research on Tea and Cuisines*

*Bring two questions on 10/1*

Week 8

10/6 and 10/8

Family relationships

#45 in 100 Questions

Watch “Farewell My Concubine” or “Life” in class

Group work in class

**Last Day to Withdraw Without Academic Penalty: 10/7**

Week 9

10/13 and 10/15

Family relationships (con't)

Adoption: case study Korea

Only-child: case study China

#46 in 100 Questions

Read materials posted in Week 9

*Bring two questions on 10/15*

Week 10

10/20 and 10/22

Online Movie Week1 – no face to face meeting

*Watch Movie*

*Post on Discussion board*

Week 11

10/27 and 10/29

Online Movie Week1 – no face to face meeting

*Watch Movie*

*Post on Discussion board*

Week 12

11/3 and 11/5

Education

Read Chap. 7 in M& M

#65 through #72 in 100 Questions

*Bring two questions on 11/5*

	Group work in class
Week 13	
11/10 and 11/12	Asian Diasporas Read Chap. 4 in M & M Watch Mississippi Masala in class Group work in class
Week 14	
11/17 and 11/19	Asian Americans #75 #76 in 100 Questions Read articles posted in Week 14 Watch Fresh from the Boat in class Group work in class
Week 15	
11/24 and 11/26	<i>Fall break: Happy Thanksgiving!</i>
Week 16	
12/1 and 12/3	Student group presentations

Final exam (take home): Due by 10:00pm 12/10.

NOTE

This syllabus is subject to changes. I will let you know if our schedule changes.

August, 2015

# Final Report

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# Affordable Learning Georgia Textbook Transformation Grants

## Final Report for #136 in Round Three

**Date: May 26, 2017**

**Grant Number: #136**

**Institution Name(s): Kennesaw State University**

**Team Members (Name, Title, Department, Institutions if different, and email address for each):**

**1). Project Lead: Dr. May Gao**, Professor of Communication & Asian Studies, Asian Studies Coordinator, SAUPO Chair, **Interdisciplinary Studies Department**, mgao@kennesaw.edu;  
**2). Faculty Subject Matter Expert: Dr. Ginny Zhan**, Professor of Psychology and Affiliated Faculty in Asian Studies, **Department of Psychology**, gzhan@kennesaw.edu;

**3). Faculty Subject Matter Expert: Dr. Yumin Ao**, Instructor of ASIA1102, Coordinator of Chinese Studies and Affiliated Faculty in Asian Studies, **Department of Foreign Languages**, yao@kennesaw.edu

**Course Name(s) and Course Numbers: ASIA1102 Introduction to Asian Cultures**

**Semester Project Began: Fall 2015**

**Semester(s) of Implementation: Spring 2017**

**Average Number of Students Per Course Section: 40**

**Number of Course Sections Affected by Implementation:**

**ASIA 1102 Introduction to Asian Cultures**

- Fall 2015 (3 sections)
- Spring 2016 (4 sections)
- Summer 2016 (2 sections, including for study abroad programs in Asia)
  
- Fall 2016 (3 sections)
- Spring 2017 (4 sections)

**Total Number of Students Affected by Implementation: 640**

### 1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:

- Summary of your transformation experience, including challenges and accomplishments:
  - We searched and compiled high quality teaching materials from mostly publically accessible sources that represent well the interdisciplinary perspectives of this course following the ten key learning modules specified.
  - We developed and created a comprehensive, high quality, and sustainable course package that can be updated periodically with no extra cost.
  - We developed a user-friendly course instruction platform at D2L to be used by full- time and adjunct instructors from various academic disciplines.
  
  - The challenges include coordinating with our busy schedule, ensuring consistency in the multiple sections of ASIA1102, etc.
  
- Transformative impacts on your instruction
  - We completely eliminated the use of traditional and expensive textbooks that do not meet our needs adequately and build a course teaching package that is high quality, wide coverage and no-cost to students. As a result, we also were able to increase course enrollment for ASIA1102. In addition, starting Fall 2016, KSU started to offer the new BA in Asian Studies degree, and ASIA1102 is a required lower division course. This grant is very much appreciated to help us strengthen the BA curriculum, and attract students to the new major.
  
- Transformative impacts on your students and their performance
  - The students are able to save a lot of money in taking this course. In addition, they are able to learn more up to date information about Asia, and engage in team work on Asia-related research projects due to the transformative syllabus.

B. Describe lessons learned, including any things you would do differently next time.

To participate in this ALG grant has been a great experience, I would not change it.

## 2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.
  - The ASIA1102 course is great, and I like the fact that I don't need to buy a textbook.



- The professor teaching this course is very knowledgeable. He gives us interesting assignments, and let us know first hand about Asian cultures. For example, we participated in the Japan Fest, and Asian Film Festival.
- We like this course, because it is very interactive and hands on. We even get to write an essay about our experience with Asian cuisine.

### **3. Quantitative and Qualitative Measures**

#### **3a. Overall Measurements**

##### **Student Opinion of Materials**

**Was the overall student opinion about the materials used in the course positive, neutral, or negative?**

Total number of students affected in this project: \_\_\_\_\_

- Positive: \_\_\_\_\_ 78 \_\_\_\_\_ % of \_\_\_\_\_ 280 \_\_\_\_\_ number of respondents
- Neutral: \_\_\_\_\_ 12 \_\_\_\_\_ % of \_\_\_\_\_ 280 \_\_\_\_\_ number of respondents
- Negative: \_\_\_\_\_ 10 \_\_\_\_\_ % of \_\_\_\_\_ 280 \_\_\_\_\_ number of respondents

### **Student Learning Outcomes and Grades**

**Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

*Student outcomes should be described in detail in Section 3b.*

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

### **Student Drop/Fail/Withdraw (DFW) Rates**

**Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

**Drop/Fail/Withdraw Rate:**

    5     % of students, out of a total   120   students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

### **3b. Narrative**

ASIA1102 Student performance: Students' grades from the course were used as an indicator of their academic performance. The grades from the transformed classes were compared with those from semesters prior to transformation. The overall grades (GPA) is higher in the transformation sections than the other.

Student standard course evaluation: We compared the KSU quantitative student evaluation responses from the transformed classes with those from prior semesters. The KSU evaluation form has 14 questions on a Likert scale that measure students' learning outcomes and teaching effectiveness. The overall scores in most items are higher, very positive.

Students' perception of the course and their learning experience: An additional Likert scale survey questionnaire was developed to be used at the end of the course to gauge students' perception of the success (or lack of) of the transformed class and their learning experiences. The questionnaire was posted online using Survey Monday software and students' responses remained anonymous. In general, students are very positive with the transformed sections based on ALG grant package that we produced. The students are happy without paying for any textbooks, they are satisfied with the comprehensive coverage of the content about Asia in this course, as well as the hands on assignments to learn about Asia.

#### **4. Sustainability Plan**

- *Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*
  - *A permanent ALG grant ASIA1102 D2L at KSU was created in Spring 2016, and it has been improved and maintained by our group. In addition, this page has been shared with all Asian Studies Faculty members teaching ASIA1102. It helps to provide resources, scope, and consistency for the teaching of this course. Very helpful!*

#### **5. Future Plans**

- *Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*
  - *Through working on this project, I realize the importance of team work, and I will always refer to this course package generated by the ALG project grant for teaching ASIA1102. I know other faculty are grateful for the dynamic materials we put together.*
- *Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*
  - *Dr. Ginny Zhan, Dr. May Gao and Dr. Yumin Gao have shared the research and project experience at Asian Studies Faculty meetings, conferences (AAS) and teaching conferences.*

#### **6. Description of Photograph**

- *List the names of the people in the separately uploaded photograph and their roles.*
- *E.G.: (left-right) Dr. Transformer, team lead and instructor of record; Agent Graphic, instructional designer; Dr. Philomath, subject matter expert; B. Bibliophile, librarian; A. Einstein, Student.*

*For the photo, from Left to right:*

**Dr. Heeman Kim, Asian Studies Coordinator**

**Dr. Leila Borders, Professor of Marketing**

**Dr. Dr. Yasukata Fukahori, Deputy Consul General, Consulate-General of Japan in Atlanta**

**Dr. May Gao, Professor of Communication and Asian Studies (ASIA1102 ALG Project Leader)**

**Ms. Jim McGee, Senior Government Relations, Huawei Technologies**