



Food for Thought

- Blending Culture
and Technology in

Chinese Courses

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01

INTRODUCTION



Food Project

- Five College Innovative Language Teaching Grant from the Andrew W. Mellon Foundation to develop multi-level teaching module on food culture (2017-2018)
- Collaborators between Smith College and Amherst College (Yalin Chen, Jessica Moyer, Xiaoping Teng, Sujane Wu, Lu Yu)
- To build a module of thematically linked teaching units in different levels of Chinese language courses
- “Food” is a multidisciplinary subject matter
 - culture, environment, health issue, history, society, aesthetics as well as gender and class, to name just a few.

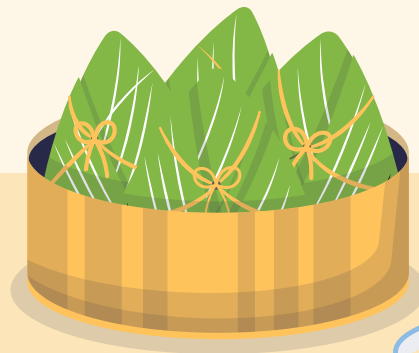




02

Food Project in CHI221

- CHI110, CHI111, CHI220, **CHI221**
- Integrated Chinese Level 2 Part 2 (3rd ed.)



Objectives

1. To gain a deeper understanding of Chinese food and develop students' **cultural awareness**
2. To encourage students to conceptualize the world around them with **interdisciplinary perspectives**
3. To strengthen students' **language proficiency** by reviewing and previewing learning material
4. To cultivate students' language capacity, especially **reading and writing**.

Week	M	T	W	TH	F
1				First day of class	
2		春节	Tech workshop		
3					
4					
5					
6					Food project
7	Food project	Food project	Food project	Food project	Sharing and brainstorming
8	Spring Break				
9	Writing and Revisions				
10					
11					
12					Tech workshop
13					
14					
15	Video showing; Q & A				

Week	M	T	W	TH	F		
1	First class						
2		Food Project (春节)	workshop				
3							
4					Food Project (Review L11-13)		
5	Food Project (Review L11-13)						
6	Sharing and brainstorming						
7							
8	Spring Break						
9	Writing and Revisions						
10						Food Project (Review L14-16)	Food Project (Review L14-16)
11						Writing session	
12				workshop			
13							
14	Video showing; Q & A						

Introducing the Food Project on the first day

中文CHI221 Food Project

Goals

1. **Produce digital stories.**
You will produce a digital story regarding food and its cultural and/or personal significance
2. **Work with authentic material**
You will watch digital stories from your classmates, and discuss the story and its message.
3. **Active/Purposeful writing for an audience**
You will write for real audiences (e.g. CHI221 Chinese learners), and develop the skills to communicate with your audience with the use of the Chinese language and other multimodal means (images, audio, music, etc).

Criteria

1. **For the writing**
 - (a) **Topic:** Share a story about food and your insights on its cultural and/or personal significances. Give a proper title for your narrative.
 - (b) **Length:** We are expecting the length of about **800 characters**, though it can be flexible depending on your content (which obviously is more important than the length!).
 - (c) **Grammar usage:** You are encouraged to use as many grammar points as you can for review and practice. Please highlight them in your writing.
2. **For the digital narrative**
 - (a) Tones, pronunciation, clarity, fluency, and delivery (e.g. if the images match your narratives) are the criteria for grading
 - (b) Please add an English caption to your video so it can be shared with a broader range of audiences.
 - (c) Though Adobe Spark is recommended, feel free to use other video-making tools that you feel more comfortable with.

Food Project / Review Week

- Reading and discussions
- Brainstorming and exchanging ideas
- Project proposals

Week	M	T	W	TH	F
1				First day of class	
2					
3					
4					
5					
6					Food project
7	Food project	Food project	Food project	Food project	Food project
8	Spring Break				
9					
10					
11					
12					
13					
14					
15			Final video due	Last day of class	

Learning Material

Handout(1)



文章 (一)

吃,可以说是台湾人生活里最重要的一部分。台湾人有多爱吃呢?为了买一个甜甜圈,可以排队排三四个小时,也不抱怨店员动作太慢;为了吃上一口有名的牛肉面,可以开车开四五个小时,也不嫌浪费时间,也因为台湾人这么爱吃,使许多旅游景点因为“特色美食”而吸引了更多来来往往的游客。比如说,想要吃最大最香的台湾“鸡排”,就要到“士林夜市”去,想要吃到最地道的“铁蛋”,就要到淡水老街去,如果想吃台湾有名的“臭豆腐”呢?那就非去“深坑老街”不可了!

现在我就来跟你们分享一下我吃深坑臭豆腐的经验。深坑老街不过三百公尺长,这一条短短的街上却有三四十家餐厅和小吃摊卖著五花八门的臭豆腐,有炒的,油炸的,清蒸的,红烧的,还有田烧的。田烧臭豆腐是用烤的,跟酸酸甜甜的泡菜一起吃味道特别好,可是排队的人总是很多。油炸臭豆腐又香又脆,可是炸起来得花一点时间,所以我建议你和朋友可以分别去不同的店买串烧和油炸臭豆腐,就能省下很多时间。虽然很多人喜欢吃这两种豆腐,但是我觉得味道不如清蒸和红烧臭豆腐好。清蒸和红烧臭豆腐是用汤烧的,香嫩多汁,是深坑的特色菜,如果你没去过,可千万别说你来过深坑!除了咸豆腐以外,这儿还有豆腐蛋糕、豆腐蛋糕、豆腐布丁等甜点。可见,深坑美食真是以豆腐为最大的特色!

介绍完豆腐,让我给你们讲讲深坑这个地方的故事。深坑在台北的南边,四边都是山,因为有一条景美溪从中间流过,像是一个深深的坑,所以这个地方就被叫做“深坑”。在1940年之前,运送茶叶的船得在深坑“转运”,于是景美溪旁的老街就开始热闹了起来。也因为景美溪的水质干净,加上独特“的做法”,这儿的豆腐特别香嫩,还带有一点“焦味”,吃过的人都对深坑豆腐留下很深的印象。最近这几年,又因为交通条件的提高,每年都有千千万万的游客到深坑来,就是为了来口吃吃这儿有名的豆腐。不过,因为街上到处都是一家家的餐厅和商店,马路上也挤满了一车车的小吃摊,深坑慢慢地失去“了原来老街的特色。于是,政府开始了一个整修老街的计划,希望能保留深坑的历史特色,也提高深坑的旅游品质。可是,因为这个计划得在老街的马路和建筑上进行“整修,不但规定“街上不能有非法”的小吃摊,“骑楼”下面也不能摆放商店的东西和小吃车。因为这样的做法对店家来说没有以前那么方便,所以这个计划受到了很多人的反对。于是,政府只好慢下脚步,并找来了许多历史和建筑专家,希望能找到解决的办法。

看来,保留传统与挣钱维生之间的“矛盾”,是政府最大的难题。如果是你,你会怎么做呢?

This narrative will serve as a mid-semester review for L13. **Blue** marks the grammar points of L13, **red** the new vocabulary, and **purple** the vocabulary you will learn in the following lessons.

- Before you read, pay attention to the following words: 美食, 老街, 整顿, 矛盾, 难题
- As you read, look for the general ideas of each paragraph without looking up words.
- After you read, identify the main idea and guess the words you don't know from context.
- Now you can look up words if you would like to.

一、上课前准备 (Try your best to answer the questions):

(1) How does this narrative develop?

段 Paragraph	Short summary (one sentence)	What does it do regarding the development of the narrative?
第一段 1st paragraph		
第二段 2nd paragraph		
第三段 3rd paragraph		
第四段 4th paragraph		

(2) 哪一个是最好的标题 (title)? 为什么?

- a) 美食与传统的难题 b) 深坑旅游的亲身体验 c) 台湾传统美食介绍 d) 老百姓挣钱的故事

(3) Find the following words in the narrative (the red ones without footnote) and guess the meaning of the words

生词	What did you guess? / Correct answer	生词	What did you guess? / Correct answer
1. 甜甜圈		5. 坑	
2. 炸		6. 运送	
3. 串烤		7. 专家	
4. 汁		8. 整顿	

(4) How are the sentences connected in the narratives? Please highlight the connecting devices (e.g. place word, time word, conjunctions such as 虽然, 但是, 要不是, 不管, etc.)

(5) Highlight three sentences you don't get at all. We will work on them together in class.

(6) Highlight one or two sentences that have the structure you think you can revise and reuse in your own writing.

二、讨论问题:

1. 请你想一想这些问题, 准备上课讨论:

- 如果你是下面这些人, 你有什么看法, 你会怎么做呢?
政府: 当地店家(local business); 当地居民(local residents); 游客
- 你觉得**整顿**以后的**深坑老街**还会有很多游客吗? 为什么?
- 你觉得**怎么做**可以让**老街**又能保留自己的特色, 又能吸引更多游客呢?

2. 请你想一想这些问题, 准备上课讨论:

- 这两张照片看起来怎么样? 给你什么样的第一印象(1st impression)?
- 你觉得是哪些人会吃这些东西? 为什么? 请你在网上查一查。
- 在你的文化圈, 有什么食物可能是别人觉得很奇怪的?
- 在你看来, 了解一个文化的饮食, 有什么好处?



3. 请你写你的 narrative development plan, copy and paste your plan on the "food project" folder in the [shared google doc](#). The topic can be either (1) about the two pictures above, or (2) a relationship between food and culture/tourism/local community - For instance, what role does this food play in the local culture? What is the background story of the food? (e.g. Why do people eat this? How did this start?) How do food and tourism influence each other? Any impact on the local community? What do people think about the impacts? 请尽可能用中文说。 (<https://foodfiatravel.com/>) is a good place for inspiration if you don't know where to start!

	A short summary of what you will write in each paragraph	What's the role of this paragraph regarding the development of the narrative?	Potential grammar use
第一段 1st paragraph			
第二段 2nd paragraph			
第三段 3rd paragraph			
第四段 4th paragraph			

Handout(2)



文章(二)

如果你吃素，或是对吃素有兴趣，千万别错过有“素食天堂”美名的台湾！只要在这儿的街上随便走走，就能看到一家家林立的素食餐厅。即使你不吃素，台湾的素食特色肯定也会让你留下非常深刻的印象。今天我就来简单地介绍一下台湾的素食文化。

台湾早期的素食文化是受到佛教、道教和传统风俗习惯的影响，除了佛教徒以外，一般老百姓也会在初一十五吃素(或叫“吃斋”)。他们吃的素，不只是不吃肉，也不吃“五辛”，比如葱和蒜。他们吃素是为了感谢“佛神庇佑”，不杀害其他生命。为了让这些平常不吃素的人也习惯吃素，素菜里常常有用豆子做成的素肉，比如素鸡和素鸭等等。但是从1990年以来，吃素的文化发生了很大的变化。越来越多人开始吃素，是因为注意自己的身体健康，或是为了保护环境、保护动物而开始吃素。这些人有的吃“全素”，除了青菜水果以外什么都不吃，有的吃“方便素”，只要有就会尽可能吃素，但是偶尔也吃一点肉。同时，台湾政府也鼓励老百姓一个星期选一天不吃肉，除了使更多人知道吃素对环境保护的好处，也改变了很多人的“吃素等于没营养”的想法。

由于吃素人口的变化，素食餐厅在素菜的做法上有了新的变化，多蒸卤少油炸，以少盐少油来保留最自然的味道，在食材方面也多了很多不同的选择，以最新鲜的青菜水果取代加工食品，不只注意营养，甚至连每盘菜的颜色和摆盘都非常重视。另外，餐厅里的设计也有了很大的改变，以前的素食餐厅经常是又旧又挤的，墙上还挂着跟佛教有关的画像；而现在则有很多高级的素食餐厅，看起来干净舒适，墙上挂着诗词，桌边摆着花草，显得特别有神意和诗意的气氛。这样的素食餐厅其实并不便宜，但是已经成了家人朋友约好一起吃饭聊天的地方，就是为了享受一下这种健康放松的饮食方式。即使你不想花那么多钱在高级餐厅吃素食，路边也有许多素食小吃，在便利商店也能买到素食产品，连在网路上都能轻轻松松地叫素食外卖。可见，不管饮食习惯怎么变，“民以食为天”的文化还是一点都没变。

从老百姓饮食态度的改变，到素食餐厅的变化，我们可以看到素食已成了台湾饮食文化中特别的“风景”。“吃素”已经不完全是传统习俗里“吃斋”的意思，而是一种新的饮食习惯和生活态度。要是你有机会到台湾玩，千万别忘了亲身体验这个“素食天堂”的活力与特色！

This narrative will serve as a mid-semester review for L14. **Blue** marks the grammar points of L13, **red** the new vocabulary, and **purple** the vocabulary you will learn in the following lessons.

1. Before you read, pay attention to the following words: 素食, 佛教, 保护环境, 高碳? 餐盘, 变化
2. As you read, look for the general ideas of each paragraph
3. After you read, identify the main idea and guess the words you don't know from context

一、上课前准备 (Try your best to answer the questions):

- (1) 哪一个是最好的标题 (title)? 为什么?
 - a) 吃素的好处与坏处
 - b) 佛教对环境的影响
 - c) 台湾传统的饮食习惯
 - d) 素食天堂-台湾
- (2) What is the main idea of this narrative? 请用一两句中文说一说。

(3) How does this narrative develop?

段 Paragraph	Short summary (one sentence)	What does it do regarding the development of the narrative?
第一段 1st paragraph		
第二段 2nd paragraph		
第三段 3rd paragraph		

(4) How are the sentences connected in the narratives? Please highlight the connecting devices.

(5) Highlight one or two sentences that have the structure you think you can revise and reuse in your own writing, and share with the class. (为什么选这几句话? 你可以怎么用?)

(6) Highlight three sentences you don't get at all. We will work on them together in class.

(7) Find the following words in the narrative (the red ones without footnote) and guess the meaning of the words

生词	Your guess / Correct answer	生词	Your guess / Correct answer
1. 错过		6. 摆盘	
2. 美名		7. 舒适	
3. 动物		8. 放松	
4. 自然		9. 便利	
5. 加工		10. 体验	

二、上课讨论问题 (for 3/9 Friday):

1) 如果你去台湾, 你最想去哪一个素食餐厅, 试吃哪一种素食? 请你注意看一下餐厅的名字, 有没有什么特别的地方? ([vegetarian food in Taiwan](#))

2) 在北安城有很多素食餐厅, 你去过哪一个? 你觉得台湾的素食餐厅能在美国成功地营业(to run business)吗? 为什么?

3) 你吃素吗? 你有朋友吃素吗? 你或者你的朋友吃素的原因(reasons)是什么?

4) Do you see any similar changes in food culture you know? What kind of phenomenon or trend does this change indicate? What is your personal experience? What is your take on this change? Please plan out how you want to develop your narrative in the table and share it with class tomorrow.

请尽可能用中文说。(For some inspirations: [10 changes in today's food culture](#))

	Short summary (one sentence)	What does it do regarding the development of the narrative?
第一段 1st paragraph		
第二段 2nd paragraph		
第三段 3rd paragraph		
第四段 4th paragraph (optional)		

阿来什的饮食文化与旅游经济

你听说过阿来什人吗？他们本来是一个德国的少数民族，13世纪有宾州(OMG), 有的住在兰科斯特(Lancaster), 一个位于宾州(PA)的地方。他们有自己的风俗习惯, 比如说, 很多阿来什人住在农村, 种自己的食物, 所以他们以马车为交通工具。另外, 他们也不使用冰箱, 微波炉, 燃气灶等。大多数家有七、八个孩子。这些孩子通常上私人学堂。一是在网络时代, 但是他们还不能很保留自己的传统习惯, 可见, 他们仍

因为他们不用电力, 为了保存食物来过冬天, 夏天的时候阿来什人菜, 比如, "chow-chow"是一种发酵的蔬菜, 里面有辣点, 胡椒, 萝卜, 酸, 辣椒, 他们把 chow-chow 放在土豆或萝卜上, 来使这些菜更有风味而跟德国酸菜, 除了以醋来保存蔬菜以外, 他们还做馒头水果果冻, 新鲜。

因为很多人对阿来什的文化有问题, 所以就在兰科斯特安多观光景点叫"Kitchen Kettle Village", 在那儿有一家商店, 游客可以买除了买纪念品以外, 人们还可以坐马车。住在哪儿的那几天, 游客可以说, 给所有的游客都留下了很深的印象。不过, 旅游的现象也带来了一它是从他们的宗教信仰来的, 所以有些人觉得利用文化和信仰赚钱是牺牲着吃用的生活方式, 他们就不应该在乎赚钱的事。当然, 也有些人想把很多钱带到兰科斯特, 阿来什的商店也提供了很多工作机会, 这些展, 一般来说, 年轻的阿来什人觉得保留信仰和赚钱并不矛盾, 可是将自己的文化和信仰比卖东西赚钱

在我看来, 如果人们他们可以怎么保留传统文化, 然, 值得跟外面的世界分享, 怎么赚钱就不是那么重要了。

你喜欢吃披萨吗? 披萨又方便, 又好吃, 小的时候, 常常吃披萨和意大利菜, 可是不知道

披萨是从哪儿来的。后来, 听我家人说是从意大利来的, 让我对意大利开始过意大利, 可是纽约的意大利菜让我更了解意大利移民的历史, 没想到意大利这么! 比如, 从意大利来的披萨成了美国最流行的美食之一, 甚至比它在意大利跟美国的披萨有什么不同? 披萨是怎么来到美国的?

从一八八零年到一九一四年, 有四千多个意大利移民到了美国, 他们来的, 在今天的纽约皇后区住下来, 其中很多人在这儿开了饭馆儿, 逐渐形成城”。另外, 二战的时候, 不少的美国人去了意大利, 在那儿尝口吃到了回来以后就想在美国吃到披萨。地道的意大利披萨的食材和做法很简单, 只样的披萨雷吉干酪, 橄榄油, 和罗勒, 很有意大利的特色, 这些披萨上有红和意大利国旗的颜色一样, 我觉得这种披萨很好吃, 也比较健康。在美国的还卖这种披萨, 可见, 更多的饭馆儿卖的是美式披萨。对意大利人来说, 美为美国人把肉, 蔬菜, 水果, 面, 什么的, 都往披萨上放。美国人也用很多披萨”和“芝士披萨”。另外, 美国人常常用手吃披萨, 可是意大利人现在, 披萨是美国最流行的快餐之一, 不过什么意大利的特色都没有了。

由于我的家乡有很多意大利移民, 使我的家乡的饮食文化发生了很有意思除了卖披萨以外, 还提供别的意大利菜, 比如, 汤, 面, 色拉, 和猪肉。有的饭馆儿把色拉放在披萨上? 虽然这有一点儿奇怪, 但是我觉得很好吃。饭儿甚至还把肉放在披萨上, 我就觉得都很难吃了, 对我来说, 美国式的披萨, 因为地道的意大利披萨又好吃又健康, 可是我觉得美式披萨也有好处以比较便宜。不过, 我觉得美式披萨用比较多的油和盐, 所以对健康有比较在你的披萨上多吃生菜, 就这问题了! 另外, 这些饭馆儿让我的家乡看起来能尝口吃到意大利菜。他们的菜不但很好吃, 而且服务员性格也热情洋溢,

德国“咖啡和蛋糕”的传统: 一个和亲友聚会的好时光

走进一个德国面包店, 你会看见很多很好吃的美食, 特别是各种各样的蛋糕。德国的蛋糕是很有名的, 准备受欢迎的“黑森林蛋糕”和“圆环蛋糕”来说, 都来自德国。如果你要到德国去, 千万别忘了去一个面包店, 亲眼看看很多的漂亮蛋糕, 那肯定会给你留下很深刻的印象。

其实, 在德国蛋糕不但是一个很好吃的特点, 而且也表现出很特别的传统, 叫做“咖啡和蛋糕”或者“Kaffee und Kuchen”, 也就是星期六三点到四点, 德国人跟他们的家人或者朋友聚在一个面包店, 一边吃蛋糕一边喝咖啡。另外, 德国社会也重视咖啡, 所以咖啡文化流行得不得了。1694 年以来, 一些人把咖啡店作为一个讨论政治的地方, 有的人讨论经济, 有的人讨论政府的变化, 除了政治以外, 咖啡店也有助于德国的艺术发展, 比如说很多的德国的音乐跟咖啡有关。不过因为在历史上, 德国是一个重男轻女的社会, 所以女性不能坐在这些咖啡店喝咖啡。可是, 某些女性想出来了很聪明的主意, 她们在家组织秘密的咖啡聚会, 讨论女性权利的问题。由于这些女性的努力, 女人的社会地位逐渐发生了变化, 可见, 在德国的历史上, 咖啡和蛋糕都是很重要的, 可是现在“咖啡和蛋糕”的传统却越来越少了。

现在, 每个人都把时间安排得满满的, 工作的工作, 学习的学习, 忙坏了! 很多人觉得他们没有时间继续保留“咖啡和蛋糕”的传统。并且, 由于科学技术越来越发达, 所以有些人觉得他们不需要有一个特别的跟朋友聚会的时间。可是在我看来, “咖啡和蛋糕”的传统使德国显得非常有活力, 我觉得如果德国人想要保留德国的特色, 他们就必须继续保留“咖啡和蛋糕”的传统。很多别的地方也有一个差不多一样的传统, 表现出他们对家庭聚会的重视。拿英国来说, 英国有“茶点”, “茶点”也是一个家庭团聚的时候, 每天下午四点, 家人或者朋友在家一边喝茶, 一边聊天, 聊的不是什么严肃的话题, 只是生活中的琐事。在英国历史上, 人们在“茶点”的时候会认识自己未来的丈夫或者妻子, 因为在“茶点”聚会中, 能看得出来一个人是不是有礼貌与教养, 由此可见这两个传统都重视日常生活的休闲与放松, 我觉得“咖啡和蛋糕”的最重要的方面, 其实不是蛋糕或者咖啡, 而是朋友和家人的团聚时光!“咖啡和蛋糕”, 这个传

"I really liked the chance to read other student's essays. It gave me inspiration to write my own and helped me see how much I had learned so far this semester."

Project Proposals

The Food Project Proposal should include:

(1) a dish/cuisine/type of food, and (2) how it intertwines with its local community, tradition, culture, health, tourism, etc., and (3) any personal thoughts or creative ideas.

You can use the plan you have for the class discussion, or write a new plan for the food project.

Please save your own outline in the food project folder under the [submission folder](#) by end of Friday (5/12).

Please include the following elements in your topic proposal (Please try to write in Chinese if you can, Chinglish is fine too):

1. What is your proposed topic? (Chinese and/or Chinglish)
2. What makes this topic special? Why do you pick this topic? (Chinese and/or Chinglish)
3. What (personal, cultural, historical significances or symbols, and/or social changes are attached to this food? (Chinese and/or Chinglish)
4. How do you plan to develop your paragraphs? (You can use English for this one)

	A short summary of what you will write in each paragraph	What's the role of this paragraph regarding the development of the narrative?
第一段 1st paragraph		
第二段 2nd paragraph		
第三段 3rd paragraph		
第四段 4th paragraph (optional)		

5. Expressions/grammar/vocabulary you might be able to use:

Please include the following elements in your topic proposal (Please write in both Chinese and English):

1. What is your proposed topic? (Chinese and English)

整天喝咖啡: Coffee all day long

2. What makes this topic special? Why do you pick this topic? (Chinese and English)

在葡萄牙, 咖啡很受受欢迎, 每个人每天至少喝一次。-Coffee is very popular in Portugal. Everyone drinks it at least once a day.

3. What (personal, cultural, historical significances or symbols, and/or social changes are attached to this food? (Chinese and English)

咖啡是从殖民地传到葡萄牙, 成为葡萄牙文化的一部分。-Coffee beans were brought to Portugal from its colonies and became part of Portuguese culture

4. How do you plan to develop your paragraphs? (You can use English for this one)

	Short summary	How does it help with the development of the narrative?
第一段 1st paragraph	当我来到葡萄牙时, 我很喜欢, 人们早晚只喝咖啡。	介绍topic (personal connection)
第二段 2nd paragraph	很多人都知道“有古的葡萄牙咖啡”, 但不知道它来自何处。巴西人发扬光大了现在如此受欢迎的葡萄牙咖啡文化。而意大利人发明了咖啡机。那么葡萄牙人对咖啡的贡献是什么呢?	Background 葡萄牙咖啡的历史
第三段 3rd paragraph	通过喝咖啡来社交在葡萄牙很受受欢迎。葡萄牙语“tomar cafezinho” (让我们去喝杯咖啡) 是人们聚集在一起的原因。	过去和现在: “cafezinho” is a term that referred to a type of coffee, but now is used as a way to call people for a coffee.
第四段 4th paragraph	我不喝咖啡, 但是当我的朋友对我说“cafezinho”时我还是会跟他们出去。	Summary

5. What grammar points you may use? When can you use it? List at least 3.

语法	Note for 什么时候用? (Chinese or English)
非——不可 (葡萄牙人非喝咖啡不可。)	To emphasize the fact that Portuguese people can't live without drinking coffee
一样比/没有/不如	To make comparisons
有的...有的...	When talking about from where Portuguese coffee beans come

6. Expressions and structures you would like to use

-之前/可见/不过, 因为, 于是

-不管...怎么.../从...看来

Post Food Project / Review Week

- Writing and revisions
- Peer review
- Writing sessions

Week	M	T	W	TH	F
1				First day of class	
2					
3					
4					
5					
6					Food project
7	Food project	Food project	Food project	Food project	Food project
8	Spring Break				
9					
10					
11					
12					
13					
14					
15			Final video due	Last day of class	

Writing and Revisions

Start th

Guidelines for the first draft peer review

For reviewers

- Make constructive comments, and make comments instead of editing text. (Not just out the problem or make suggestions if you can. See next page for more examples)
- Please review the following three aspects and comment on (1) if the paragraph development transitions between sentences are clear and smooth, and (2) if the highlighted grammar
- You only need to give about 5 comments including feedback, suggestions, compliment pick 3 things that stand out the most to you.
- Please give a concluding/summarized/overall comment at the end.

For writers

- Highlight the grammar points you learned.
- Evaluate the comments and revising the draft accordingly. You are the owner of your own judgment.
- You can always look up the revision history to track the changes.

Which are constructive comments?

- When you don't feel the narrative development is quite smooth or complete.
 - I like your title, but it doesn't seem to align with your paragraph development, may
 - I don't feel like it's an ending here, maybe you can give a little more personal insight
 - I am confused.
 - I don't understand how the previous paragraph leads to this one, maybe you can add
- When you don't feel the sentences are making sense to you.
 - I am not quite sure how the previous sentence leads to this one, can you elaborate a
 - I don't understand this sentence, do you mean ...?
 - I am not sure how the sentence connect to the other ones, can you explain it?
- When the grammar is used incorrectly.
 - When you use ____, you need an object after this verb. Is this what you are trying to
 - This is wrong.
 - I don't understand why you use this grammar here, can you explain what you are try
 - Do you mean...? If that's the case, you might want to ...?

4. How to express your appreciation.

- I like how you use the connective devices like ____ and ____, they make the narrativ
- Your statement of ____ really struck me! I found it very insightful and refreshing.

作文评分标准 Rubric for Assessing Essay

	继续努力	还可以		很好	非常好
语法					
用词 word-choice					
内容发展 development					
表达 delievery					
句子难度 complexity					
标题 title					
连贯性 coherence					
错字 typo					
标点符号 punctuation					
格式 format					
其他评论					

End of the semester

- Video making
- Video Viewing
- Q & A

Week	M	T	W	TH	F
1				First day of class	
2					
3					
4					
5					
6					Food project
7	Food project	Food project	Food project	Food project	Food project
8	Spring Break				
9					
10					
11					
12					
13					
14					
15	Video showing; Q & A				

	Feedback/question for '韩国传统市场'
S1	我喜歡歷史的ms. meng. 很有意思！我覺得這個markets是很好的旅遊景點。
S2	我好喜歡吃辣炒年糕！韓國的市場是不是一個學生放學以後會去的地方嗎？還有，韓國的市場有沒有別的很特別的飲食嗎？
S3	我最喜歡查跟Ms Meng有关的資料。
S4	我也覺得政府應該尽可能保留韓國的特色，而且應該support小，家庭的food stands和市場，我覺得這很重要，希望大公司不能買這些food stands。
S5	韓國有幾個傳統市場？我很喜歡你的電影！很有意思！
S6	我覺得你的電影很有意思，你說了韓國的政府不讓the market用別國的寫字，為什麼the market想別的寫字，不想韓國的寫字？
S7	我覺得這個歷史和故事很有意思，我同意你的看法，政治應該保護傳統的特色，因為這件事兒对大家很重要。
S7	有沒有年輕人願意成了Traditional Market的老板？
S8	我覺得韓國政府的計劃很有意思，參加文化活動對遊客留下很深的影響。
S9	我同意你的看法，國家的菜有很重要的文化所以我們應該保護傳統的菜，韓國有沒有別的傳統的市場菜？
S10	傳統市場有了很大的發展，你覺得政府還可以有什麼規定保留傳統市場的文化和特色？看起來韓國人是很認真的保留韓國的特色，我很喜歡你說說你自己的經驗在Tongin市場，我覺得他們的方法（using traditional coins）很有意思，去那兒买东西是很不同的經驗。
S11	我很喜歡吃辣炒年糕，可是不知道這小吃的歷史，很有意思。
S12	我最喜歡你第一個問題！我覺得很有意思，很好的辦法介紹你的問題，我覺得你的照片很好，給人們很深的影響。
S13	我喜歡你說一說自己的經驗，我學到辣炒年糕是韓國很有名的小吃。
S14	我覺得韓國傳統 market 的歷史很有意思！世界越來越 modern，每個國家的傳統 market 越來越少，我覺得年輕人得尽可能在創備 market 買食物保留這個傳統。
S15	你覺得什麼人在傳統markets買食物，什麼人在chain飯館吃？是不是在他們幾歲上？比如，老人喜歡傳統markets和年輕人喜歡chain飯館嗎？
S16	我最喜歡看你的文章，然後看你的視頻！你的話題很有意思！你吃過在chain的餐廳吃過嗎？你覺得這些餐廳的菜比Market的傳統菜好還是不好？
陈老师	继续 — jìxù, the way you pronounce it sounds a bit like "jìxù" 我非常喜歡你的主題，也讓我想起了我小時候去的傳統市場，在你看來，傳統市場變成一個文化商品可能會有什麼問題？



03

Technology Tools



Week	M	T	W	TH	F
1				First day of class	
2		春节	Tech workshop Adobe Spark		
3					
4					
5					
6					Food project
7	Food project	Food project	Food project	Food project	Food project
8	Spring Break				
9					
10					
11					
12					Tech workshop WordPress / MyMaps
13					
14					
15			Final video due	Last day of class	

Adobe Spark (now known as “Adobe Creative Cloud Express”)

- (1) to engage multimodal/multisensory learning
- (2) to reflect on writing, reading, and speaking skills
- (3) to exercise digital literacies

“Having to read the whole narrative out loud forced me to review the pronunciations for many words that I had overlooked before or hadn't taken the time to practice speaking.”



Adobe Spark

It is an **integrated web and mobile solution for creating and sharing impactful visual stories**. Easily create social media posts and graphics, web pages, and videos in minutes—no design or technical experience necessary.



Google MyMaps

- (1) to provide visual and geographical context
- (2) to strengthen the sense of learning community



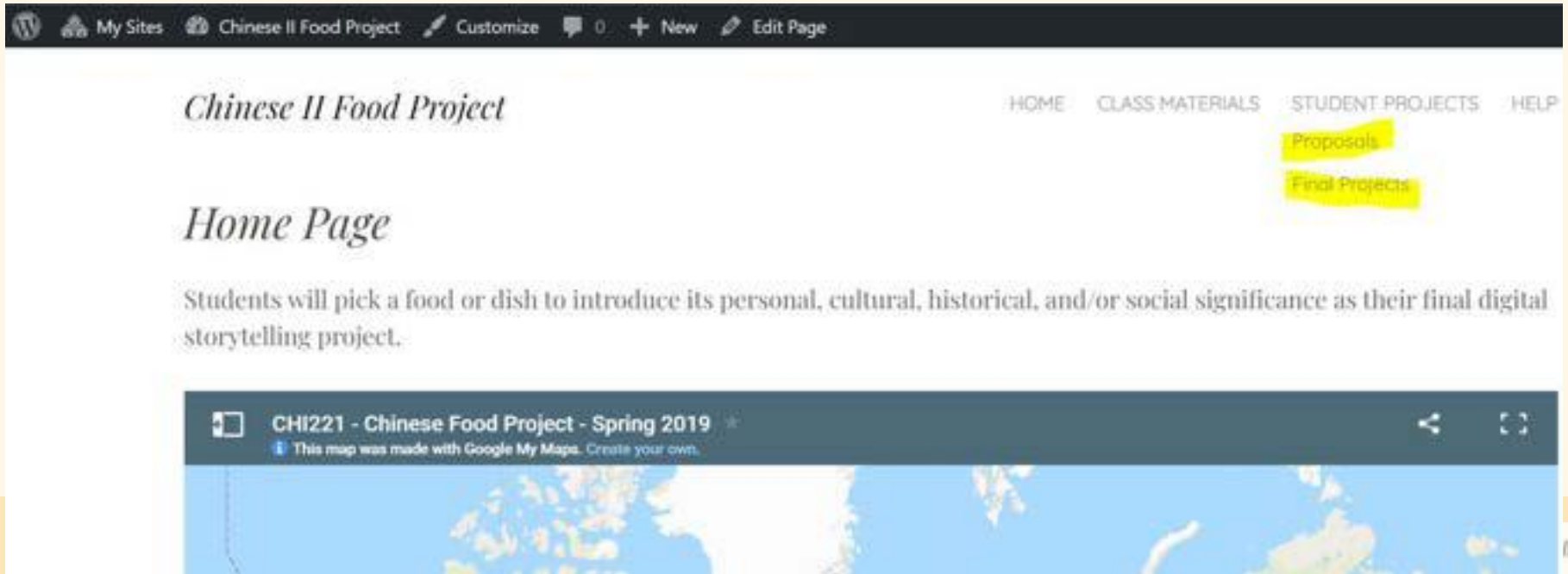
“I liked being able to see the map with everyone's pins on it, to observe the geographical distribution of the foods we were learning about.”

WordPress (1)

- (1) to foster learner autonomy
- (2) to document the progress

It is a content management system (CMS) that **allows you to host and build websites**. WordPress contains plugin architecture and a template system, so you can customize any website to fit your needs.

“Seeing the progress on the wordpress was super great!”



The screenshot shows a WordPress website interface. At the top, there is a navigation bar with icons for My Sites, Chinese II Food Project, Customize, and Edit Page. Below the navigation bar, the page title is "Chinese II Food Project" and the main heading is "Home Page". The content area features a paragraph: "Students will pick a food or dish to introduce its personal, cultural, historical, and/or social significance as their final digital storytelling project." Below the text is a map titled "CHI221 - Chinese Food Project - Spring 2019" with a subtext "This map was made with Google My Maps. Create your own." The map shows a geographical area, likely related to the project's theme. The website has a clean, professional layout with a white background and dark text.

WordPress (1 - cont'd)

(3) to provide authentic readership

(4) to encourage multimodal and digital literacy



缅因的龙虾-柯莉霞



大家都知道缅因的龙虾是在小中的一个独特以及高贵的食品。而且可以把它用于各种不同的场合。北方有：咖啡、意大利、披萨、甚至在这些都可以放龙虾。



当然，大多数人认为这是龙虾也很好吃。很多美国回国的地方港口那里的龙虾，这中间他们。一般来说，美国的高档餐厅家家都有龙虾，所以这些龙虾，龙虾就变成了可以炫耀的事情，所以很多人喜欢吃龙虾为傲。

但是你知道吗？龙虾是从哪里来的？你一定知道“这是从缅因来的”。因为十多个州回去的渔民都想自己国家又新鲜又美味的龙虾，所以渔民们可以捕捉各种各样的龙虾。然而有了限制，龙虾不能吃好不可。但是渔民们也以捕捉为生，龙虾对缅因人的生活是很重要的。其实，缅因人喜欢吃龙虾和打龙虾，龙虾是他们吃过了，所以他们在不忙的时候他们可以卖龙虾，卖给他们买龙虾的口味了。



我问过缅因人的看法，龙虾是第一个非常好的海洋生物。人们总是会去那个地方的时候，看看的，自由而早的早去那个地方。龙虾并不是一直都是受欢迎的食物，因为以前到处都是龙虾，人们每天都吃那么多龙虾，早吃腻了，他们最喜欢的食物为龙虾不是龙虾。其实，1960年以后，吃龙虾的人只吃别人。有人，说他们口才说这种不起眼的食物，以此来去美国的外部和中间的人去的新兴二三线城市。他们从来没有吃过龙虾，所以他们对龙虾的知识和了解并不多。所以去美国的时候他们就会去买龙虾，去买龙虾的时候

"I really like WordPress and Google MyMaps so that I could see geographically where everyone's food came from and could see their project in blog form."

04

The Impacts



Language proficiency

1. Correct use of learned structures and vocabulary (as well as new ones that are meaningful to them)
2. Better use of conjunctions and transitions for cohesive writing
3. Ability to narrate stories, express opinions, deliver abstract concepts with accuracy and clarity
4. Attention to speech delivery (pronunciation, intonation, and pacing)

“The food project taught me how to properly write essays in Chinese and improved my writing skills. Also, my vocabulary has expanded along with my knowledge on grammar structures.”

“Making videos and having to listen back to the pronunciation definitely helped me to see what mistakes I was making.”

“I definitely improved my ability to write essays in mandarin in this project and my writing was more complex then [sic] I had ever done before.”

罗斯的甜卷圈看起来像一个中国的花色馒头。难道一种糕点可以连接到这么多文化? 为了这个文章的目的, 我会重点介绍意第绪文化, 也就是德系犹太文化里的甜卷圈。

食物可以告诉你很多关于你的文化的故事。从食物中, 你可以学习你的文化。我每次吃甜卷圈的时候, 会使我想起我的曾祖母, 可以与我的犹太人的背景联系起来。犹太的饮食对我很重要, 毕竟犹太文化就在我的血液里。现在, 我跟我的奶奶很喜欢一起一边吃甜卷圈, 一边聊天儿。你是怎么学习你家的故事的呢? 你也有和你的家族和文化历史有联系的特别的食物吗?

人, 你才能成为犹太人。但是我爸爸让我家有一半的犹太背景, 因为我爸爸的家是同化犹太人, 所以我们不过光明节, 逾越节, 等等。他们以饮食代替宗教, 比如说现在我爸爸跟我最喜欢吃熟食店, 吃犹太食物。这些食物让我了解了我的文化背景, 可见, 我和犹太的食物有特别的联系。

Learner Autonomy

1. Personal and meaningful experiences
2. Intentional and reflective learning
3. Positive and empowered learner identity

“I definitely explored a food that had personal significance to me and my family history, and I think many other students did so as well.”

“Building speaking confidence and strength!”

“(The reward) is the permanence of the videos in documenting my progress in Chinese. I get to hear my first year and now second year Chinese videos”

“My biggest takeaway is in structuring time and breaking down larger work into smaller work.”

Authentic Learning

1. Real-world material beyond the textbook
2. The geographical and spatial contexts shown Google MyMaps
3. Authentic readers and audiences through peer-editing and WordPress post
4. Learning community

“(It impacted my Chinese learning by) applying knowledge to concrete manifestation, going beyond textbook comprehension.”

“Not only was it good practice for my Chinese skills, it was also a great way to learn more about the cultural, historical, and personal significance of a food.”

“It made me question my culture what changes occur and how we should respect each other’s cultures, because they are important.”

“The peer-editing process was painful, but it was helpful in gauging the sort of audience interest and level of understanding to make our own work relatable.”

“I liked the sense of learning community that came from seeing all the other videos and learning about the importance of all the other foods. It was really fun.”

Objectives

1. To gain a deeper understanding of Chinese food and develop students' **cultural awareness**
2. To encourage students to conceptualize the world around them with **interdisciplinary perspectives**
3. To strengthen students' **language proficiency** by reviewing and previewing learning material
4. To cultivate students' language capacity, especially **reading and writing**.



05

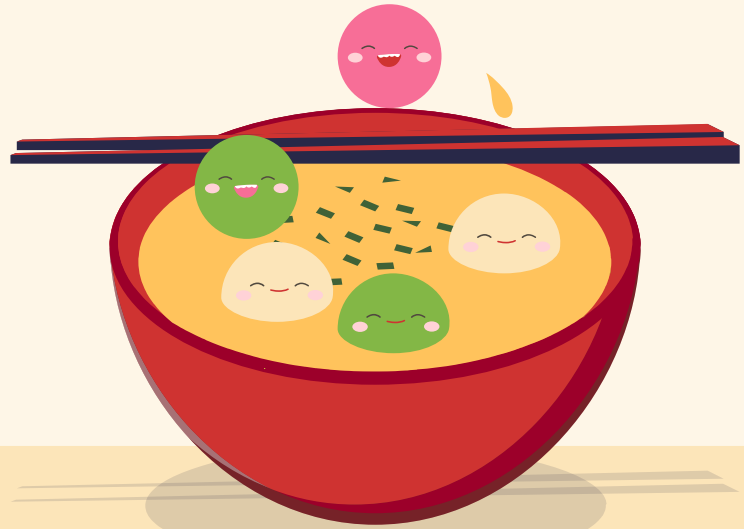
Reflections



1. Flexibility with technology tools
2. Balance of technology and content
3. Feedback and corrections
4. Limitation of time and energy (peer review? How many revisions?)
5. Assessment

THANK YOU!

Do you have any questions?
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