On behalf of the Confucius Institute at Wayne State University, I am proud to welcome you to our third annual conference for CLAM: Chinese Language Association of Michigan!

CLAM was founded to bring together local educators and advocates of Chinese language and culture and to enhance their professional development. The annual CLAM conference is intended for participants to share their successes, challenges, concerns, and advice so that all may learn and benefit.

The WSU Confucius Institute has created a website for CLAM members, available at clam.wayne.edu. The website offers an opportunity to share ideas and lesson plans and to contact other CLAM members. The WSU-CI will offer sessions for inputting lesson plans in the near future. We hope that this website will become an invaluable tool for our members.

Last April, the WSU-CI launched the second Michigan Chinese Quiz Bowl for middle and high school students. Forty-three teams consisting of 172 students competed for fun and prizes. The increase from 72 to 172 students in one year served as encouraging testimony to the growing interest in Chinese language and culture in our state. We urge all Michigan middle and high school teachers of Chinese to enter teams in our third annual China Quiz Bowl on Saturday, April 23, 2011. Details will be available on our website at: clas.wayne.edu/ci

The WSU-CI continues to offer a variety of programs that promote Chinese language and culture in southeast Michigan. For details on K-12 outreach, university, and professional programs, please visit our website at clas.wayne.edu/ci

Again, it is a pleasure and a privilege to welcome you all to the third annual CLAM conference. I hope that you find the conference a valuable learning experience, make some friends, and join our quest to provide exceptional Chinese language and cultural education throughout Michigan and the US!

John Brender
Confucius Institute at Wayne State University
时光荏苒，岁月如梭。不经意间，伴随着伟恩州立大学孔子学院的成长，密西根州中文协会也已走过了三度春秋。

伟恩州立大学孔子学院自 2008 年 1 月成立以来，一直致力于在大底特律地区推广中文，传播中国文化。三年来，在社会各界的大力支持下，孔子学院艰苦创业求发展，筚路蓝缕铸辉煌。今天，孔子学院在中文教学和文化推广工作中已开始发挥越来越大的影响力，并已能够为各个层次的中文教学提供强有力的支撑和帮助。为了促进中文教师的本土化，我们和伟恩州立大学教育学院合作，开展了中文教师资格证项目；为了提高本土教师的中文教学水平，我们资助中文教师去中国进行培训；对于那些希望开设中文课程而又苦于没有资金聘请教师的学校，我们给他们派遣志愿者汉语教师；对于那些缺少教学资源的学校，我们给他们赠送必要的图书或教材；有学生想去中国学中文，我们为他们申请中国政府的奖学金；如果您想把孩子送到中国去体验一下中国文化，我们在暑期有 China Bridge、Summer Service Learning 等多个项目帮助您满足心愿；如果想让孩子利用暑假学中文，可以来参加我们的 China Corps 中文夏令营；如果想听听有关中国的讲座或是品尝一下美味的中国菜，可以来我们每周四中午的 Confucius Cafe；若是想提高一下您的中文听说能力，可于每周一至周四下午 4:00~5:00 来参加我们的 China Corner……

总之，无论您是一位中文教师，还是中文学习者，孔子学院都是您温暖的家。在这个大家庭里，您会得到一切尽可能的帮助。由伟恩州立大学孔子学院牵头成立的密歇根州中文协会，正是联结您我和我们这个大家庭的纽带。在这个大家庭里，我们可以交流教学和学习的经验、体会，互通信息，相互促进，从而促进我们的事业更快、更好地发展。

在协会第三届年会召开之际，谨向各位与会代表表示热烈的欢迎并致以诚挚的问候！衷心祝愿本次年会取得圆满成功！

刘久明
伟恩州立大学孔子学院
中方院长、客座教授
The Standards-based Measurement of Proficiency (STAMP) is an online assessment of proficiency. Consistent with ACTFL Guidelines and National Standards, it is an accessible, quick, and affordable way to assess all students’ proficiency. STAMP is already used nationally to assess students in French, German, Japanese, and Spanish. This presentation will introduce the Chinese STAMP system, which opens up many new possibilities in language assessment and teaching. This presentation aims at further illustrating why and how the STAMP system addresses the national mandates for standard-based Chinese language teaching. However, the discussion will go beyond that. During my investigation into the reality of Chinese language teaching and learning, I discovered more intrinsic problems related to yet that cannot be solved by merely applying the national standard. I will show that the STAMP system provides possible solutions to these problems too. Moreover, based on the unique advantages and effectiveness STAMP brings to us, I’d like to propose some basic points for designing classroom materials which might enable us to maximally benefit from STAMP.

BIOGRAPHICAL SKETCH
Dr. Hongming Zhang is the coordinator of the Chinese Language Program and associate professor at the University of Wisconsin-Madison. His research interests include interface theory of syntax-phonology, phonology, historical linguistics, dialectology, teaching Chinese as a foreign language, poetic prosody, and Chinese philology. He has served as Executive Secretary of the International Association of Chinese Linguistics since 1999. In addition to teaching at UW-Madison, he has taught at Fudan University, San Diego Mesa College, National University of Singapore, and as an adjunct professor at Nankai University as the Shiing-shen Chern Chair Professor and Honorary Director of the Nankai Linguistics Institute. He was named Changjiang Scholar by the Ministry of Education of China in 2009. Dr. Zhang holds a Ph.D. in linguistics from the University of California at San Diego and received a B.A. and M.A. in Chinese linguistics from Fudan University.
# Conference Schedule at a Glance

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<td>Voice Thread Workshop-A Tool for Speaking Practice</td>
<td>Why Teach Chinese Writing? Literacy Matters in the Age of Text Messaging</td>
<td>Language Centers at Michigan State University: CeLTA and CLEAR</td>
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<td>Developing Interest, Self-Efficacy, and Self-Regulation for Struggling Writers</td>
<td>Why is it a Nodus to Acquire the Third Tone of Chinese?</td>
<td>Understanding the &quot;Understanding Deficit&quot;</td>
<td>Learning from Learners: How Successful Students Study Chinese</td>
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Breakout Sessions: 9:15-10:00

Room: E
Title: Analysis of Chinese Idioms through Cognitive Grammar’s Approach
Target Audience: High School Teachers, College Faculty
Presenter: Nina Fang, Oakland University

Chinese Idiom plays an important role in its body of language. A person who can “blurt” out idioms freely, traditionally earns respect for his Chinese knowledge and capacity. Through a more contemporary approach of Cognitive Grammar, this lecture aims at assisting Chinese teachers to achieve better understanding of Chinese Idioms. The targeted students should preferably be third year Chinese students at a college level.

Room: F
Title: Tongyu- Using Chinese Characters to Teach Chinese History
Target Audience: All
Presenter: Stephen Boyce, Ann Arbor Pioneer High School

A proper understanding of Chinese characters is essential for teaching Chinese history, culture, aesthetics and philosophy. This session will demonstrate a project based approach to teach the rudiments of the Chinese writing system to American students.

Room: G
Title: Chinese: Between the Lines
Target Audience:
Presenter: Max Lingxu Ji, New Horizons

As in English, the real meaning of a sentence in Chinese is sometimes not what it seems by and in the sentence itself. The real meaning of a sentence might have something to do with the context in which the sentence is located; in other words, the real meaning of a particular sentence is in between the lines. In this presentation, I will try to examine the aforementioned phenomena through examples that are common in a classroom setting, categorize these examples, and give suggestions as to how to help non-native Chinese students better grasp the concept of “reading between lines” in mastering Chinese.

Room: H
Title: The Idea of Impartiality in the Utilitarianism of Mo-Tzu and J.S. Mill
Target Audience: High School Teachers, College Faculty
Presenter: Eun-Jung Katherine Kim, Wayne State University

The idea of impartiality is central to the moral-political doctrines of Mo-Tzu and J.S. Mill. Impartiality informs their views on the assessment of rightness (and wrongness) of actions, warrant for punishment, and political legitimacy. Their justifications for impartiality, however, reflect different understanding of the foundation of morality and conception of the person. This session will compare and contrast the core tenets of their idea of impartiality, the implications for moral judgment and institutions, and the justifications for advancing the value of impartiality.

Room: J
Title: Teaching Chinese Culture through Kunqu
Target Audience:
Presenter: Joseph Lam, University of Michigan

Kunqu, the classical opera of globalized China, is a multimedia performance art, featuring literary lyrics, simple dialogues, emotive music, and expressive acts, costumes, and dances. Kunqu makes an interesting and appealing presentation of Chinese language and culture. As such, Kunqu makes a most effective tool for teaching Chinese language and culture to all kinds of students.
Breakout Sessions: 10:15-11:00

**Room: E**
**Title:** Fostering Cognition and Productive Speech with Technology in a Chinese Immersion Program
**Target Audience:** Elementary Teachers, Middle School Teachers, College Faculty, K-12 Administration
**Presenter:** Wenbo Yang, Foreign Language Immersion and Cultural Studies School

This presentation will address why and what for using technology, and demonstrates how the presenter uses computer technology, internet multimedia version, email, world wide web, etc. to create an authentic language environment for students in immersion language programs to foster cognitive development, content-based learning, and productive speech in Chinese language. The participants will learn how to find, evaluate and use applications, and will explore the challenges of using worldwide web resources and different computer technologies.

**Room: F**
**Title:** Storytelling: An Integrative Approach for Introducing Chinese New Words
**Target Audience:** Middle and High School Teachers, College Faculty
**Presenter:** Yandan Wang, Grosse Pointe Academy

Traditionally, we used to follow the word order listed in the textbook and explain words one by one when introducing new words in each lesson. Students learn new words by repeatedly copying, memorizing, and making phrases and sentences. Based on the traditional method, the storytelling approach is an innovative way to introduce new words by rearranging and putting them in one or more short situational dialogues. This approach helps students maximally internalize the new words in the meaningful discourse. This session will report the instructor’s experience in applying the storytelling approach for introducing Chinese new words.

**Room: H**
**Title:** Native Movies to Learn Chinese Language and Culture
**Target Audience:** High School Teachers, College Faculty
**Presenter:** Luwei Fan, Alfred University

In a Chinese language classroom, we teach the culture as well as the language with the goal to impart knowledge, foster appreciation and understand the soul of the Chinese language. While teaching is carried out in non-Chinese cultural environments, the use of native movies as part of Chinese teaching will lead to considerable language acquisition for learners. From native Chinese movies, language learners can approach Chinese customs, life-styles, popular culture, logical minds, and the Chinese way of thinking. It is undoubted that the Chinese native movie, as medium of communication can provide Chinese learners with a real and pure language environment.

**Room: J**
**Title:** The Four Michigan Confucius Institutes: What can they offer you?
**Target Audience:** All
**Presenter:** John Brender, Wayne State University; Joseph Lam, University of Michigan; Xiaojun Wang, Western Michigan University

Michigan is now home to four Confucius Institutes at four highly acclaimed universities: Michigan State University, Wayne State University, Western Michigan University and the University of Michigan. While the overriding mission of each institute is to provide programs and resources related to Chinese language and culture, each institute provides a unique focus, which complements the others. Find out about important similarities and differences between these institutes and how each can help you, your students, and your community.
Plenary Session: 11:15-12:10
Room: BC

“Advantages and Disadvantages of the Standards-Based Measurement of Proficiency”
Dr. Hongming Zhang, University of Wisconsin-Madison (see page 3)

Lunch: 12:15-1:00
Room: BC  Buffet style Lunch provided for all registered participants

Breakout Sessions: 1:15-2:00

Room: E
Title: Network in the Classroom
Target Audience:
Presenter: Lin Yang, Alfred University

This paper attempts to explore the application of network in creating immersive learning simulation environment for learning Chinese as a second language using information technology. Limitations and difficulties are encountered when interfacing technology and people. Either “the network in the classroom” or “the classroom on the network” needs the guidance of modern education technologies and pedagogy. Learner-centeredness is one of the major requirements in teaching any foreign language. Both teacher-centeredness and learner-centeredness are well grounded in theory and applied correspondingly to foreign language teaching. Therefore, in practice, one can gain to the fullest advantage in classroom by integrating both teaching methods. There are two ways to realize an immersive learning simulation environment for Chinese study. One is network in the classroom, which is the updating of classroom teaching model. The other is classroom on the network, to create harmonious relationship between teachers and learners in a learner-centered environment.

Room: F
Title: Mobile Technologies for Teaching Chinese Writing
Target Audience: High School and College Faculty
Presenter: Sui Wah Chan, Michigan State University; Steve Boyce, Ann Arbor Pioneer High School, and Ming Chan

With the advent of the smart phones and tablet computers such as iPhones and iPads of Apple and many others, the era of mobile teaching is upon us all. The key question is how to harness these mobile technologies for the benefit of our learners. In other words, how can we, the educators of Chinese, build a useful resource using these new text-based mobile technologies for teaching Chinese both Putonghua or Mandarin and character writing? The need for teaching reading and writing Chinese is not in dispute; however the most popular use of the traditional method of rote learning is notoriously well known to be uninspiring and inefficient.

Room: G
Title: Integrating Teaching Methodologies to Teach Integrated Chinese
Target Audience: K-12 Teachers, College Administration
Presenter: Xiaojun Wang, Western Michigan University

Teaching materials, teaching methodology and teachers’ training, the three “T”s, are the biggest challenges and our main focus at the WMU Confucius Institute and the Chinese program. In our opinion, teaching material is the key that connects learners and instructors, and reflects teaching methodology and learning strategies. To provide practical, motivating and interactive teaching materials to meet the needs of both instructors and students, we have conducted surveys on the publication of Chinese textbooks, the pedagogy in foreign language education, and the Chinese programs at various schools, and have provided this field an integrated approach with series of publications.
Room: H
Title: The Art of Teaching Speaking
Target Audience: K-16 educators
Presenter: Abderrahman Zouhir, Wayne State University

Despite its significant importance in second/foreign language learning, teaching speaking has been ignored and undervalued. Many teachers of foreign languages have continued to teach speaking just as memorization of vocabulary and dialogues. Other teachers have trouble balancing grammar and conversational skills. However, it is important to note that the success of any foreign language classroom depends to a great extent on teaching speaking and the involvement of all students in class participation. This presentation will show the importance of teaching speaking and provide some suggestions and activities to promote speaking.

Room: J
Title: French bread, Nutella, Chinese dumplings: Using food to teach language and culture
Target Audience: Elementary, Middle School, and High School Teachers, College Faculty
Presenter: Anne Violin-Wigent, Michigan State University

This session will first introduce the importance of including everyday culture to supplement language instruction and also high-culture. After that, a demonstration of a tasting of French and German cultural icons (bread and Nutella) will illustrate how to combine culture and language learning. At the same time, it will show how each student can be given an opportunity to experience the target culture on their own terms and apply their knowledge of the language to describe their own experience. To conclude, participants will be asked to brainstorm to find similar activities including Chinese food.

Breakout Sessions: 2:15-3:00

Room: E
Title: Voice Thread Workshop--A Tool for Speaking Practice
Target Audience: Middle School Teachers, High School Teachers
Presenter: Hsiu-Chao Chang, Greenhills School

Learn to integrate Voice Thread into teaching and learning Mandarin Chinese. Voice Thread is a free online software application which provides a place where all students can share their opinion in speaking form. In this workshop, I will demonstrate how Voice Thread can be used in CFL teaching and learning. We will also let participants set up their accounts and make a few samples which can be immoderately used in classroom.

Room: F
Title: Why Teach Chinese Writing? Literacy Matters in the Age of Text Messaging
Target Audience: Sui Wah Chan, Michigan State University

All Chinese language programs offer Putonghua or Mandarin, the official spoken language, but seldom offer a course on Chinese writing. This seems odd in this age of digital communication from laptops to phones to iPads when text messaging is the rage. The inadvertent neglect in teaching reading and writing in Chinese programs is obvious. To discuss this need for teaching Chinese literacy is the main purpose of this presentation.

Room: G
Title: 现代教育技术在中国语言文化教学中的应用
Target Audience: K-12 Educators, K-12 Administration, College Faculty
Presenter: Genhui Liu, Wayne State University

-现代教育技术主要包括多媒体技术和网络技术。多媒体技术在教学中应用非常广泛，从语音教学、汉字教学、词汇教学、语法教学到听说读写综合课程，都可以得到很好的体现。而借助多媒体则可以使中国文化的教学与体验活动变得更加形象、直观。网络技术在中文教学中同样具有广阔的应用前景，它不仅为中文
Room: H
Title: Language Centers at Michigan State University: CeLTA and CLEAR
Target Audience: K-12 Administrators, College Administrators, College Faculty
Presenter: Angelika Kraemer, Michigan State University

This session will introduce participants to two language centers at Michigan State University: Center for Language Teaching Advancement (CeLTA) and Center for Language Education and Research (CLEAR). Find out what resources these centers provide, including a Community Language School and free online tools for language learning and teaching, and how they can help you, your students, and people in your community. To effectively facilitate and assess learner language by implementing content area instruction into target language teaching, K-12 language educators, administrators, and parents will acquire a new perspective on the standards, expectations, and assessment of a language immersion program at different levels. College faculty will have a new research point.

Room: J
Title: Infusing Culture in Language Teaching
Target Audience: Elementary School Teachers and Administrators
Presenter: Lilly Cheng, San Diego State University

The Confucius Institute of SDSU presented the 2nd annual Chinese Summer Camp program in 2010 to promote the Mandarin language and Chinese culture. During the two one-week summer sessions, elementary school students engaged in various stimulating activities, explored the Chinese community and Chinese historical landmarks, and interacted with local Chinese Americans. The program’s primary goal was to expand the student’s knowledge in the Chinese culture and strengthen their language skills through cultural immersion. Mandarin learning through immersion into the Chinese community facilitated not only the students’ cultural understanding, but also provided a social context for them to hone their language skills: greetings, word meanings, structure, and tones. One must know the people and its place of origin because language is very much dependent on the people from that respective culture. As many say, culture and language are inseparable.

Breakout Session: 3:15-4:00

Room: E
Title: Engaging Every Young Learner---Strategies and Activities
Target Audience: Elementary Teachers
Presenter: Min Liu, Oxford Community Schools

Are you having classroom management problems? Do you feel frustrated and guilty because your students are not interested in your class? It is possible that you are only teaching part of the class instead of the whole class. Come and find out why. Join us to learn more about how to engage every student in our classroom. In this presentation, participants will also learn many simple but effective activities that students truly enjoy as well as some useful info on teaching materials and online websites.

Room: F
Title: Developing Interest, Self-Efficacy and Self-Regulation for Struggling Writers
Target Audience: K-16 Educators
Presenter: Mei Shen, Michigan State University

Motivation has a powerful impact on students’ writing performance. Students who are motivated tend to show more willingness to learn and use diverse strategies, demonstrate persistence during difficulties, and obtain better achievement in school. Interest, self-efficacy, and self-regulation, identified as three critical variables of motivation, are considered as highly related with students’ writing performance and affective experience during writing. However, struggling learners were found to experience difficulties in developing individual interest, sufficient self-efficacy, and self-regulation skills towards writing. Several strategies that can be taught to improve students’ writing motivation include: help student establish a
mastery goal orientation, scaffold in challenging writing to help build confidence and self-regulation skills, and provide specific feedback to help develop self-efficacy. Teachers are also encouraged to increase their own competency in instructing students who are struggling with writing.

Room: G
Title: Why is it a Nodus to Acquire the Third Tone of Chinese?
Target Audience: Hongming Zhang, University of Wisconsin-Madison

As an outstanding problem in the field of teaching Chinese as a foreign language, teaching tones, particularly the third tone, calls for more research that could provide an illuminating guide to teachers. This presentation approaches the issue of how to teach the third tone by starting from examining its linguistics property in the framework of the feature geometry. In the field of Chinese language teaching, tonal instruction mostly adopts the five-point scale tonal representational system proposed by Chao (1930). However, this system is linguistically improper and pedagogically misleading. The current study compares the results of using Chao’s five-point scale system and using a “high even”, “rising”, “low” and “falling” system in elementary Chinese classes. It is revealed that students’ pronunciation and perception of the third tone in using the latter system are significantly better than the first group. When students were introduced to both systems they self-reported that the latter was easier and clearer to follow. Chinese language teachers could avoid students’ confusion of the third tone and the second tone by abandoning Chao’s representational system. In the long run, when students’ production increases from short to long sentences and then to paragraphs and discourse, they will benefit even more if they master the third tone as a low tone. Their speech will be more connected and natural.

Room: H
Title: Understanding the “Understanding Deficit”
Target Audience: Dan Redford, Michigan State University

The trade deficit is not the only deficit the U.S. has with China. In China, students study English from a young age and learn about Western culture and practices. What do we really know about China and Chinese people? What are our students learning about China in our classrooms and on college campuses? This has created an “understanding deficit.” As China continues to grow, students are flocking to the U.S. in droves not to take jobs, but to go to school. The number of Chinese students in the U.S. has more than tripled since 2004. This is our opportunity to close the understanding deficit. Its important that our education community and universities are providing students with the tools to approach these new faces on campus. It’s time to unlock the potential of the Chinese student to help our local economies grow and understand more about the world we live in.

Room: J
Title: Learning from Learners: How Successful Students Study Chinese
Target Audience: Elementary, Middle School, and High School Teachers, K-12 Administration
Presenter: Benjamin Moyars, Purdue University; Ernestine Lyons, Robert Koivu, Matt Yee, John Brender, Wayne State University

How do successful American college students learn and study Chinese? Which elements of classroom teaching and personal study habits do they attribute most to their abilities to produce and comprehend Chinese? What advice do they offer to teachers and fellow students of Chinese? In this session, a panel of university students nominated by their professors as outstanding learners of Chinese, present their individual learning odysseys while offering a panel discussion with session participants.
Connecting China with Southeast Michigan through Programs and Resources

- Michigan China Quiz Bowl
- K-12 Outreach
- China Corner
- China Corps Summer Camp
- High School Program in China
- Chinese Resource Library
- Chinese Business Outreach
- Summer Service Learning
- Chinese Learning Community
- TV Documentaries
- Chinese Language Association of Michigan
- Performances

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Exchange teaching ideas online at:

clam.wayne.edu