**Problem / Strategy**

One issue is that beginner level English-speaking Mandarin learners currently cannot/do not use “You” sentences (a type of Chinese existential sentences) appropriately. This is a problem because *“You*” sentences are fundamental in the Chinese language. It is important that we teach people *the form, meaning, and use of “You*” sentences because after learning when and how to use “You” sentences, users will use them more appropriately. If people do not use “You” sentences appropriately the consequence could be failto move to the next level and understand other grammatical structures. The main *learning* of *“You*” sentences is composed of the following (optional and no more than three) sub-targets: [1]become familiar with the Chinese “You” sentences [familiarity], 2)know the form, meaning, and usage of the “You” sentences [facts], *3)* generate appropriate “You” sentences[do]. That is, in order to achieve the appropriate use of ”You” sentences, each sub-target is a requisite piece of the larger objective. The learning target has been achieved if/when beginner level English-speaking Mandarin learners can 1) unscramble a “You” sentence 2) have the knowledge of the meaning and use of “You” sentence 3)generate “You” sentences when given a situation.

**Scope: Content — No more than three maximum (can be done in less)**

In order to successfully teach this topic, the following three major content pieces must be included:

1. Content 1 → five example sentences with corresponding pictures, English, and grammatical structure notation [seeing]
   1. These examples will familiarize the user with the Chinese “You” sentences.
   2. Users will be able to recognize the structure of “You” sentences through looking at the mapping among Chinese, English, and structure.
2. Content 2 → three sections of text to explain the uniqueness of the form, meaning and use of the “You” sentences. [saying]
   1. The reading tells the user the facts about the uniqueness (how it is different from English) of Chinese “You” sentences’ form, meaning and use.
   2. Users will be able to recall the why, when, and how to use of Chinese “You” sentences.
3. A sample essay, which enable the user to compare their own sentences with appropriate use. [doing]
   1. The sample essay is a model of appropriate use of “You” sentences
   2. Users will be able to make appropriate use of “You” sentences

The Chinese “You” structure is very unique, thus users need to be familiar with the Chinese “You” structure first, and then dive into understand the facts about the “You” sentences. These facts about the form, meaning, and use of the language will enable the user to mimic the example sentences, and make appropriate use the “You” sentences.

**Scope: Functionality — No more than three maximum (even this can be too much)**

1. Functionality 1 (content 1) → users have control over which sample sentence they are looking at.
   1. When users click on the next or previous button, a new sample sentence will appear. This helps them to focus.
2. Functionality 2(content 1 and content2) →users can try out their understanding of the “You” sentences

a. When users drag the pieces of words to around, they will receive positive feedback and negative feedback. When users choose correct facts about “You” sentences, they will receive positive feedback and negative feedback.

1. Functionality 3(content2) →users can compare their own “You” sentences with samples

a. After typing in their “You” sentences, users will see their work next to the sample work, and make comparisons.

*Reflection*

1. The most important changes from first to final draft and are the order and content of my detailed content. To teach the “You” sentences, my origin flow of the webpage is [facts], [discern], and [do]. Later on, I removed the [discern] part, and added a [familiarity] section at the beginning. This change can give user more scaffolding, and may lead to better learning results. Familiarity paves the way for remembering facts, and facts can guide doing.

ii. What you learned from others about your design thinking, through discussions or reading others’ work.

I learned how to align the functionality and the design. Through talking to classmates, I realized that every function on the webpage is a meaningful choice. In addition, I also learned the more effective way of working. I used to think about the style before I start designing the content and flow of the webpage, which is very ineffective. Now I know that a more effective way of developing a web would be: design, content, functionality, style.

iii. What you think you need to work on to improve as a designer and how.

There are many things I need to work on. 1) The ability to express thoughts in a more precise way, 2)The ability of writing cleaner code, 3) The visual design ability, 4) How to be more organized, 5)The ability to learn new things in a short time. Reading more books, blogs, analyzing others work, and keep side projects will help.