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ADJUSTING TO ACADEMIC AND SOCIAL LIFE AT UTAH STATE UNIVERSITY:

A SERIES OF VIDEO PROGRAM SCRIPTS FOR CHINESE STUDENTS

FROM TAIWAN, THE REPUBLIC OF CHINA

by

Lu Chiang

A thesis submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Communication

Approved:

\_\_\_\_\_  
Major Professor

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Committee Member

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Dean of Graduate Studies

UTAH STATE UNIVERSITY  
Logan, Utah

1984

## ACKNOWLEDGEMENTS

Writing scripts for instructional programs is a big challenge to the broadcasters. It is especially true to the author. As a foreign student, the author not only faced the challenge of making an interesting instructional program, but also encountered the challenge of English writing. Without the following people's help, this big challenge would have never been met smoothly by the author herself, and the completion of this study would not be possible.

First of all, I would like to give my deepest gratitude to Dr. Burrell Hansen, my major professor, for his patience, understanding, and care. He has never been stingy with his time and intelligence. He is a strict teacher when examining the assignments, yet a kind advisor when giving his guidance.

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I greatly appreciate all the Chinese students at Utah State University. Thanks to their cooperations in the survey, this thesis could move in the right direction. My appreciation also extends to the faculties and professors interviewed in this study who offered lots of valuable recommendations to help Chinese students solve their adjustment problems at USU.

I'm really grateful to my mother and sister. Without their encouragement, I wouldn't have accomplished my graduate study here. And

my deepest love is devoted to my husband Ching-Yuan Lin. He not only took care of my life with love and understanding, but also contributed his efforts and talents in helping me accomplish this thesis.

Thanks for every suggestion, intelligence, care, and love!

Lu Chiang

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ABSTRACT

Adjusting to Academic and Social Life at Utah State University:

A Series of Video Program Scripts for Chinese Students

from Taiwan, the Republic of China

by

Lu Chiang, Master of Science

Utah State University, 1984

Major Professor: Dr. Burrell F. Hansen  
Department: Communication

The purpose of this study is to identify the major problems and solutions for Chinese students in their adjustment to academic and social life at Utah State University. The author intended to give Chinese students an orientation through a series of five video scripts which could be later produced into a series of five video programs.

The adjustment problems of Chinese students were determined by reviewing related literature and by surveying 50 Chinese students at Utah State University. The solutions to those problems were determined by interviewing 10 professors and faculty members on the campus of Utah State University.

According to the major problems and solutions identified by reviewing related literature, by surveying Chinese students, and by interviewing information experts, the author ended up with five video scripts: (1) "New Soil--The Mormon Culture in Utah" introducing the Utah

state and Mormon culture in Utah; (2) "It's a Small World" identifying the cultural differences between Americans and Chinese; (3) "Open Your Mouth" recommending Chinese students improve their English language proficiency in speaking as well as in listening comprehension; (4) "To Write" tells the audience of some techniques in English writing; (5) "Life in America" orienting Chinese students to their adjustment to social life at Utah State University.

(211 pages)

## CHAPTER I

### INTRODUCTION

Chinese students studying abroad has a long history. The number of Chinese students studying in the United States has increased from one in 1847 to 20,770 in 1983. The first Chinese student studying in an American University was Yung Wing. Esther Lee Yao described Yung Wing's story as following:

In 1847, three young Chinese boys brought to the United States by an American missionary, the Reverend R. S. Brown, launched their "foreign studies" at Monson Academy in Massachusetts. Among them, Yung Wing (the family name goes first in China) was the first Chinese student to receive a baccalaureate degree from an American institution, Yale University. Upon returning to China in 1872 with his American bride, Mr. Yung organized Chinese Education Mission to recruit young Chinese students to study abroad.<sup>1</sup>

Since then, Chinese students studying abroad have always played a key role in transferring Western thought, science and technology to China. Prior to 1949, when the Communists occupied Mainland China, Western civilization had knocked ancient China's door open and converted her into a developing country. However, Mainland China, controlled by the Communist Party, adopted an isolationist policy and reclosed its door in the early 1950's whereas the Republic of China continued to benefit from Western civilization.

In the past 30 years Taiwan has grown rapidly and now appears to be in a transitional stage from a developing country to a developed country. This is particularly true in the upgrading of economic, educational, and technological areas. In such a transitional stage, the

achievement of Chinese students abroad is especially crucial to Taiwan's modernization.

Figure 1 shows that the number of Chinese students from Taiwan has steadily increased since the 1950's (except 1974/75). In recent years, Taiwan has come to be second only to Iran in having the most students studying at universities in United States. The Institute of International Education reports, during 1982-83, that there were 20,770 Chinese students from Taiwan studying in America. In the same year, the number of Iranian students in American was 26,760.<sup>2</sup>

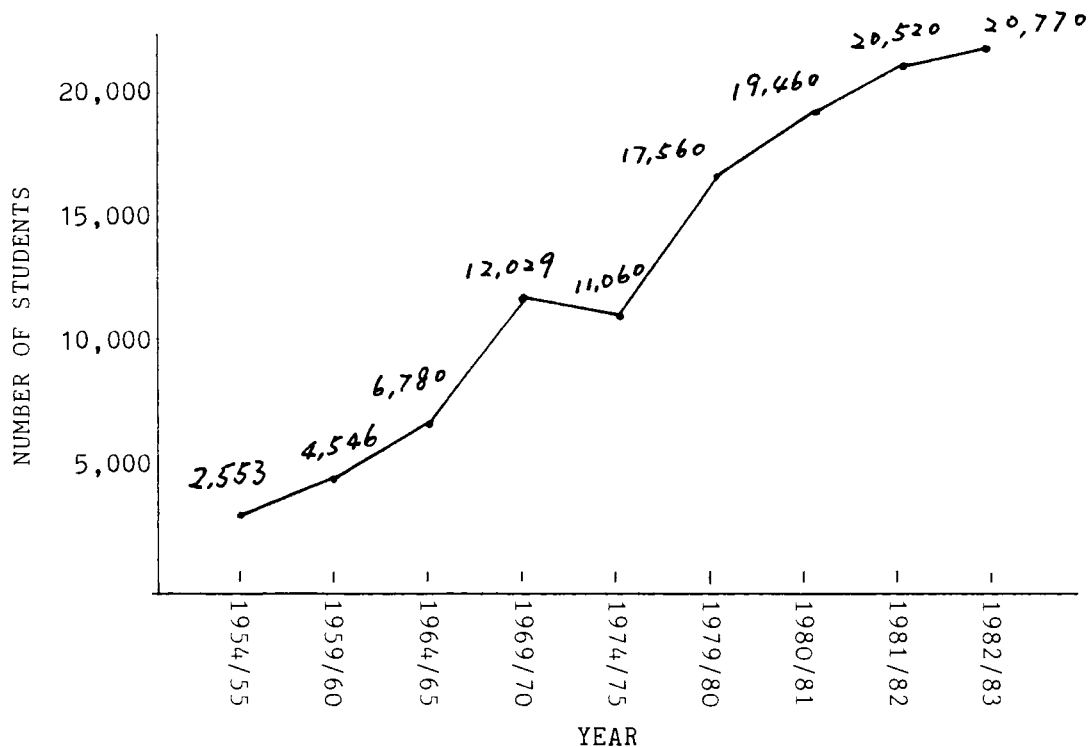


Fig. 1: Number of Chinese Students from Taiwan in the United States by Selected Years, 1954/55 - 1982/83.

This study will focus on the Chinese students from Taiwan who are going to or have just begun their study at Utah State University. According to the International Student Office of USU, the number of

Chinese students from Taiwan has increased drastically since 1980. (See Figure 2) In The Winter Quarter, 1983, Taiwan replaced Iran as the number one country having the most students studying at USU. The number of Chinese students from Taiwan at that time was 160. Almost half of them majored in computer science.

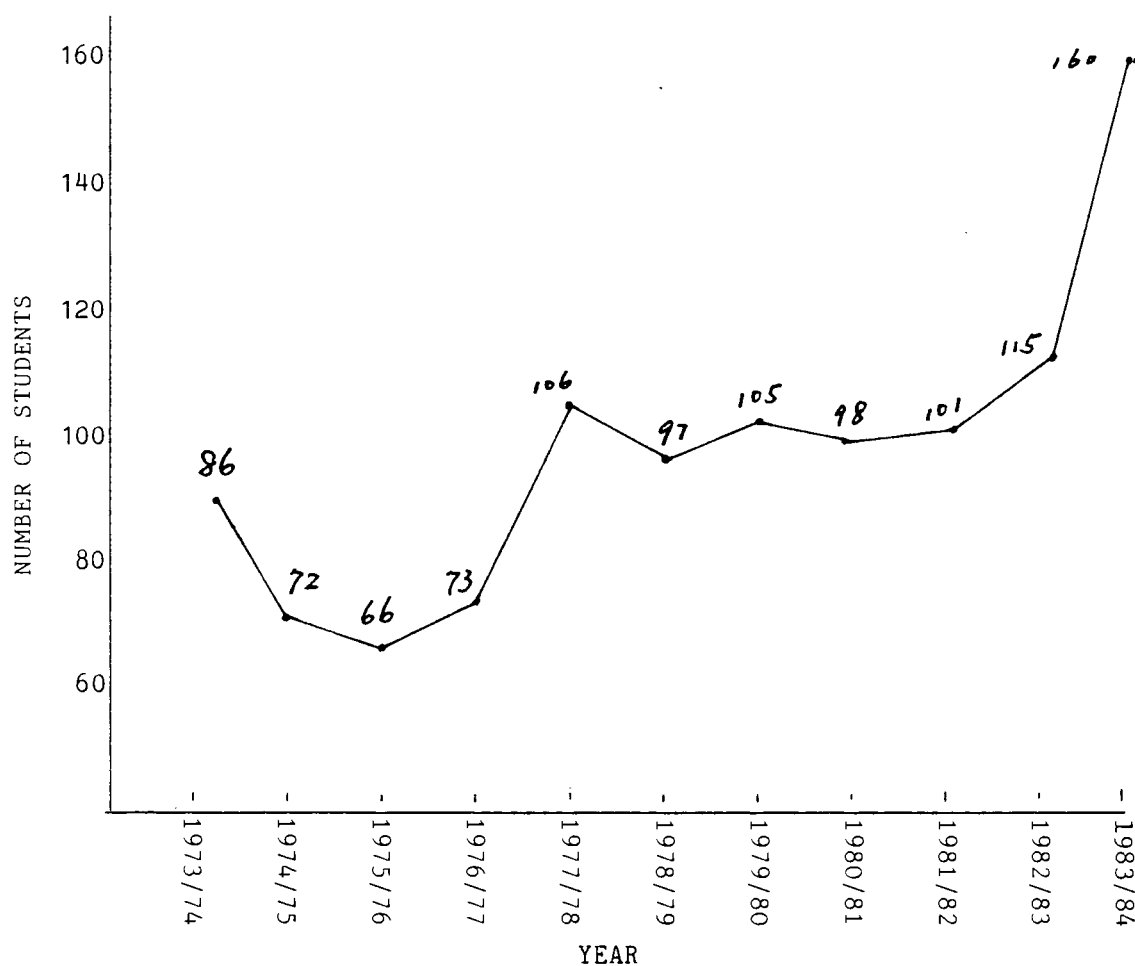


Fig. 2: Number of Chinese Students from Taiwan at Utah State University 1973/74 - 1983/84.

Facing the increasing numbers of Chinese students on the campus of Utah State University, is the need for a special orientation program for Chinese students to facilitate their adjustment to academic and social life at USU.

In this study, the author intends to write a series of video program scripts for Chinese students from Taiwan based upon a survey of their specific cultural background differences, adjustment problems, and academic needs. It is expected that such a series of video orientation programs would help promote the success of Chinese students in their academic achievements at USU.

## CHAPTER II

## STATEMENT OF PURPOSE

Lack of Orientation Program for Chinese Students

Many American colleges have no orientation programs for foreign students, let alone a special orientation program for Chinese students. At Utah State University, the International Student Office has a special orientation program for all the foreign students; however, it is not especially aimed at meeting Chinese students' special needs.

In Taiwan, all the students who are going abroad to study must attend a two-day class held by the Ministry of Education. The class was designed to orient students to the new life abroad. However, at the time this student attended the courses consisted entirely of lectures provided by the government officers. Most students became bored and uninterested in those courses.

Rationale for Producing a Video Orientation Program

The invention of video systems aroused the educational system from its repose as a sleeping beauty. Video programs combine information with image and sound. It provides the learners more channels and stimuli than a pure lecture. Serious instruction conveyed by a video program is designed to be more interesting and understandable to the learners.

American academic and social life is completely strange to Chinese students. If there were a video orientation program, students would

probably rather see than hear what to expect when studying in America. Therefore, it was deemed desirable to write a series of video program scripts which could later be produced into taped video programs for orienting Chinese students.

#### Purpose of Study

Based on the needs stated above, the purposes of this study are: (1) to identify the academic problems of Chinese students at Utah State University; (2) to identify the major problems for Chinese students in their adjustment to social life at USU; (3) to identify possible solutions to these problems for Chinese students in their academic and social life at USU; and, (4) to write a series of video program scripts from which a series of video programs could be produced, (A) to provide an orientation to American life and culture, and (B) to provide suggestions for Chinese students for solving their adjustment problems in academic and social life at USU.



## CHAPTER III

## REVIEW OF LITERATURE

In the past, several studies have focused on the adjustment problems of foreign students in America. The common methods used for collecting data have been questionnaire, problem checklists, and interviews. The problems identified by those students were similar to each other.

For example, Thomas Stafford and others found that homesickness, housing, social relationships, finances, and English language proficiency were the adjustment problems which concerned international students most.<sup>3</sup>

Edgar J. Fisher pointed out that the selection of courses, the campus traditions, financial problems, and residence facilities affected the academic success of foreign students.<sup>4</sup>

In terms of academic life, English language proficiency has been the most troublesome problem to most of the foreign students. "Language proficiency" includes listening comprehension, reading, writing, and speaking. Anne Elizabeth Heely found that speaking English is the biggest barrier to foreign students. Heely concluded, "All (of the foreign students) have had something at home, but few upon arrival can really speak English fluently, and may speak with a very decided accent. Others can write and understand spoken English much better than they can speak it themselves."<sup>5</sup>

In social life, most of the problems encountered by international students were those arising from cultural differences. Heely pointed

out that the conflicts of culture always arise "whenever two individuals of different nationalities come into actual contact with each other".<sup>6</sup> Because of few opportunities to know each other's culture, people continue to interpret other's culture according to their own cultural values. As a result, Heely indicated, the problems of isolation, prejudice, and social distance arose.<sup>7</sup>

#### Studies on Foreign Students in A Particular College

In 1949, Frank Riley and James A. Peterson conducted a study of foreign students in seven institutions in Southern California. They found that foreign students had difficulties in understanding lectures, writing reports, and becoming accustomed to the academic customs and traditions in America.<sup>8</sup>

Antusa Perez Santos reported his research on seven groups of foreign students at Indiana University in 1957. He concluded that, "The academic, financial, and social problems gave the most trouble to the total group of students."<sup>9</sup> In academic life, Santos found that the foreign students faced most difficulties in taking notes and participating in class discussions. While in social life, foreign students' common problems were: "finances, adjustment to American food, social contacts, and personal feelings of inadequency, loneliness, and homesickness".<sup>10</sup>

In Elias Khalil Zain's study of 147 foreign students at the University of Oregon, 1964, the most troublesome problems appeared to be mainly social in nature.<sup>11</sup>

Zain specified the major academic difficulties of foreign students to be: writing essays and reports, participating in classroom

discussions, and taking and organizing notes. The least troublesome problems reported were understanding textbooks, locating information in the library, and understanding lectures. In examination methods, finishing on time in essay tests and understanding questions in objective tests were the most difficult problems, while writing legibly in essay tests and recalling specific facts in objective tests were the least difficult problems.<sup>12</sup>

In personal-social difficulties, the overwhelming majority of the foreign students at the University of Oregon indicated that homesickness was their major problem. Other difficulties arose in finding residences with reasonable rent, adjusting to American foods as well as customs, participating in social events, and finding suitable companionship with the opposite sex. It is worth noting, especially to this study, that one of the least difficult problems Zain found was in making friends with foreign students as well as Americans.<sup>13</sup> That is different from what was found from the Chinese students in this study.

In 1971, Sarla Sharman obtained similar findings in the study of foreign students attending universities in North Carolina. "Giving oral reports, participating in class discussions, taking notes in class, understanding lectures and preparing written reports", were the most serious academic problems. "Homesickness, housing, sufficient funds, and appropriate companionship with the opposite sex" were the major personal problems.<sup>14</sup>

Boonmee Nenyod made a comparison on the problems of foreign students enrolled in small, medium, and large state colleges and universities in Texas, 1974. Nenyod found that because of the lack of English language proficiency, communication and academic concerns

appeared to be the most serious problems facing foreign students in Texas. In addition, the adjustment to the American systems and standards of education created other academic problems. Racial prejudice, religious prejudice, finance, transportation, housing, food were the common social and personal problems experienced by most of the foreign students in Texas. Nenyod concluded that foreign students enrolled in large institutions had the greatest number of personal and social problems when compared with foreign students enrolled in small and medium institutions.<sup>15</sup>

Chutima Snitwongse completed a study on life and academic adjustment problems of foreign students at the University of Missouri-Columbia in 1979. The students responded that finding a place to live, adjusting to the climate and handling the language were the major problems for foreign students in their adjustment to life at Columbia. The major problems for foreign students in their adjustment to study at the University of Missouri-Columbia were oral discussion or presentation, organizing and writing papers, and taking notes in English.<sup>16</sup>

In the same year (1979), Eflong David Akpan-Iquot investigated the problems of foreign students in Oklahoma. He found that the social problems were more serious than academic or financial problems for the foreign students in Oklahoma. The social problems which bothered the foreign students most were (1) attitude of some students toward "foreign" students; (2) attitude of some American people to skin color; (3) concept of being a "foreign" student; (4) immigration work restrictions; (5) understanding American slang; (6) homesickness; (7)

lack of opportunities to meet more American people; and, (8) lack of money to meet expenses.<sup>17</sup>

#### Studies on Foreign Students from Asia

In addition to the studies on foreign students in general, there were several studies concentrating on the Asian students in the past decades.

Mohammad Alam Payind made a study on Afghan and Iranian students in 1979. He reported that the most severe academic problems encountered by Afghan and Iranian students were: "improving English to the level necessary to pursue academic work; communicating thoughts in English; presenting oral reports; competing with Americans for high grades; taking notes, and writing reports".<sup>18</sup>

The major social problems included homesickness and financial problems. Payind observed that "students tended to relate their social problems to differences existing between the cultures of their countries and the culture of the United States, and to the lack of opportunities for establishing relationships with American students, professors and others."<sup>19</sup>

Marjorie Klein and other scholars found that "more than half of the Asian students studied had not established significant social relationships with Americans during their stay; yet those who did not do so considered Americans insincere, superficial, and incapable of real friendships".<sup>20</sup>

Among many studies of foreign students from Asia, Pyung Eui Han's research on the foreign graduate students from the Far East is more related to this study. Han surveyed 118 foreign graduate students from

the Far East in 1974 who had been enrolled for at least two semesters at the University of Southern California. His major findings were: (1) Education is the most important goal of foreign graduate students from the Far East; (2) They encountered the most major problems in their academic experiences; (3) The most serious problems hindering Far East graduate students in achieving their most important goals are lack of finance and English language proficiency; (4) Situations relating to the English language such as participating in classroom discussions, writing term papers, making American friends, taking notes, understanding lectures, taking examinations, and so on, were the most troublesome to the foreign students from the Far East.<sup>21</sup>

#### Special Studies on Chinese Students

Research studies dealing with Chinese students in American are rather limited. Most of them were conducted by Chinese who themselves were once students in American universities. In the examination of the related literature, this author found the following studies which investigated the adjustment problems of Chinese students in America.

(1) 1934, Tsung-Kao Yieh completed his doctoral dissertation in the University of Chicago with the topic of The Adjustment Problems of Chinese Graduate Students in American Universities.

Yieh investigated the adjustment problems of 90 Chinese students in four universities - the University of Chicago, University of Illinois, University of Michigan, and Purdue University. He grouped the problems of Chinese students into four areas: financial problems, academic difficulty, immigration laws, and housing conditions. Yieh found out

that the finance and language difficulty were the most troublesome problems.<sup>22</sup>

(2) 1935, Hwa-bao Chang achieved his doctoral degree from the University of Texas at Austin with the dissertation, A Study of Some Attitudes of Chinese Students in the United States.

Chang considered that, "Most Chinese students are conservative in their outlook. This is partly the result of contemporary educational practices and governmental policies administered in Taiwan."<sup>23</sup>

(3) 1946, Edwin Sih-Ung Kwoh presented his thesis Chinese Students in American Universities at Columbia University.

He also found that English language proficiency was the major problem to Chinese students.<sup>24</sup>

(4) 1955, Peter Te Yuan Hao reported his doctoral dissertation An Analysis of Certain Learning Difficulties of Chinese Students in New York City.

Yuan found in this study that the Chinese students have "vocabulary and reading difficulties which did affect adversely their academic performance."<sup>25</sup>

(5) 1973, Maw-Fa Chien made A Comparative Study of Adjustment Problems Among American and Chinese College Students.

Chien compared the Chinese undergraduate students of the National Taiwan Normal University with the American undergraduate students of the University of Northern Colorado on the bases of their cultural background, sex, class, and college of major.<sup>26</sup>

He discovered that the college students' cultural backgrounds were significantly correlated with their adjustment problems. And the major problem areas of Chinese college students were "Adjustment to College

Work", "Curriculum and Teaching Procedure", "Social and Recreational Activities", "Social-Psychological Relations", and "Personal-Psychological Relations". He also found out that both American and Chinese college students preferred to talk over their problems with friends. In addition, Chinese students were inclined to seek help from parents, relatives and professors. American students tended to consult counselors, parents, and ministers.<sup>27</sup>

(6) 1979, Man Ping Lam finished her research on The Problems of Chinese Students at the University of Illinois at Urbana-Champaign.

In this research, she ascertained the personal problems of Chinese students at the University of Illinois at Urbana-Champaign. She also compared the problems of Chinese students with those of the American students by distributing problem check lists to both groups.

The Chinese students in Lam's sample indicated their greatest concern with problems related to their future. The problems cited next were related to their adjustment to college work and their English language ability.<sup>28</sup>

(7) 1983, Esther Lee Yao authored an article, "Chinese Students in American Universities". In this article, information was provided about the needs of Chinese students from Taiwan, Hong Kong, and other parts of Asia who pursue higher education in the United States. Yao pointed out the problems of Chinese students in adjusting to a different life style, value system, new language, and new learning methods.<sup>29</sup>

(8) In addition to the theses, dissertations, or articles, there is one reference book produced by the China Institute of America in 1954 - A Survey of Chinese Students in American Universities and Colleges in the Past One Hundred Years. It provided "the historical background of



Chinese students in American institutions, and statistical data on various aspects of Chinese students' life in the United States" during the 100 years before 1954.<sup>30</sup>

Given the preceding, research studies on Chinese students appear to have adjustment problems in five areas: language difficulty, learning style, life styles, value systems, and financial problems.

### Language Difficulty

Sih-Ung Kwoh revealed that "language difficulty has seriously handicapped the progress of academic research".<sup>31</sup> Te Yuan Hao also discovered that "the learning difficulties of Chinese students were found to be linguistic rather than quantitative in nature".<sup>32</sup>

Man Ping Lam pointed out in her research that "English language ability was the major concern to the Chinese students, particularly with concerns about limited vocabulary as related to listening comprehension, speaking, spelling, and grammar".<sup>33</sup>

Esther Lee Yao suggested that understanding and speaking English are difficult to Chinese students, because:

First, Chinese students are not used to the speed, accent and slang of American speech. They were taught "standard" English with formal grammatical structure and "standard" pronunciation, neither southern nor northern. Secondly, they are usually very shy, preferring to be good listeners rather than talkers. Even though they have questions concerning course assignments, they seldom ask questions of the teachers. Instead, they either figure the problem out for themselves or get the answer from classmates.<sup>34</sup>

### Life Style

Yao attributed Chinese students' slow progress in English to two phenomena. First, considering the future, many Chinese students changed their majors to the fields of computer science, accounting, and engineering which are "the most popular fields for employment and require a minimum of language skills."<sup>35</sup>

Second, most of the Chinese students couldn't get away from their old life style. They lived with Chinese roommates, ate Chinese food, spoke Chinese language, read Chinese newspapers and magazines, and listened to Chinese popular music. Yao said, "They hear English only in class . . . and speak English only for greetings".<sup>36</sup>

In another study at the University of Minnesota, Tai S. Kang had the same findings that "80 percent of the Chinese students create their own small community which contributes to the maintenance of traditional values and belief systems. They live together, support their own church, belong to only Chinese organizations, maintain close ties with the homeland, and do not read many magazines generally familiar to U.S. students."<sup>37</sup>

### Value Systems

Yao pointed out that, "Differences in value systems usually lead to cultural shock with a profound impact".<sup>38</sup> For example, Chinese values regarding sex, marriage, filial piety, and family responsibilities could be considered old-fashioned by Americans, whereas American patterns of parent-child relations, marriage, and sex relations are often unacceptable to Chinese. Chang confirmed that "these cultural

differences often impede the students' adjustment and affect their attitudes toward the United States".<sup>39</sup>

### Learning Style

Because of cultural differences, the learning style of Chinese students are different from that of American students. Yao said,

Chinese students from Taiwan and Hong Kong are accustomed to absorbing the material covered and seldom challenge the professor. Critical thinking and independent study are not emphasized in their early schooling. Basically, students are tested on what the instructor taught and the book discussed. Use of the library and other resources is not encouraged. Thus, Chinese students have to adapt to a new learning style and make their gained knowledge more applicable and practical in the United States.<sup>40</sup>

### Financial Problem

In recent years, most of the Chinese students have supported their studies in America themselves or by their families. In order to reduce their families' burden, they tended to search for other financial resources. Scholarships and part-time jobs are the two main sources. However, the economic depression and high unemployment rate in the United States reduced a great number of chances for Chinese students to get financial aids. Yao found that, "In 1976, 28 percent of foreign students received scholarships from their home government or America universities. But five years later, in 1981, the figure declined to 17 percent . . . the rest of the students managing their financial condition either through help from parents and relatives or working secretly in restaurants."<sup>41</sup>

### Summary of Foreign Students' Adjustment Problems

Reviewing of the researchers mentioned above, the author found that

foreign students in America shared similar adjustment problems with each other.

In academic life, the most severe problems were relating to English language proficiency which included writing term papers, giving oral reports, taking notes, taking exams, participating in classroom discussions, and understanding lectures.

In social life, most of the foreign students encountered the problems of homesickness, insufficient finances, adjustment to American food and establishing social relationships with Americans. Those problems were primarily caused by the cultural differences.

#### Existing Productions of Orientation Programs

There were very few researchers, educators, communicators, or artists who have engaged in producing orientation programs for foreign students in an audio or video type of program. So far, the author only found three of them:

1) Mona Yazdi, Production of a Series of Ten TV Programs on the Problems of Foreign Students in the United States for Broadcast or Educational Television<sup>42</sup>

2) Haya Greenberg, University International Mailbox: A Series of Nine Original Radio Scripts on Selected Problems of Foreign Students Planning to Attend an Institution of Higher Education in the United States

The nine radio scripts were:<sup>43</sup>

- a. Educational Institutions in the United States
- b. Application and Admission Procedure
- c. Passport and Visas

- d. Proficiency in English
- e. Expenses of a Foreign Student and Financial Assistance
- f. Employment and Work Permit
- g. Travel Aids
- h. Student Life on Campus
- i. Helpful Hints (introducing American social customs)

3) Scylla Richard Trad, The UCLA Foreign Student Information Program: Six Fifteen Minute Tape Recordings for Radio Regarding Selected Problems of Foreign Students at UCLA, 1963-1964

In this study, Trad produced six fifteen minute tape recordings regarding selected problems of foreign students at UCLA. Those recordings resulted from taped interviews with faculty and foreign students on the UCLA campus. The six problems covered in the recordings were:<sup>44</sup>

- a. English Language Problem
- b. Legal Problems
- c. Financial Problems
- d. Social Problems
- e. Problems of Single Girls at UCLA
- f. Academic Problem

Therefore, the video scripts which the author proposed to write for the orientation program might be the first especially written for the Chinese students.

## CHAPTER IV

## METHODS AND PROCEDURES

The author's personal experience in making the transition from Taiwan to academic study at USU provided an initial basis for problem analysis. It was felt; however, that this study would be more meaningful if additional data could be obtained about Chinese students' adjustment problems generally. Therefore, the literature was reviewed for materials relating to this subject. Also, a survey was made of other Chinese students here at Utah State University to determine and identify problems which they had encountered in their experiences. After the adjustment problems were determined, interviewing of expert information sources were conducted to look for recommended solutions.

Construction of Questionnaire

Originally, the author intended to use the Mooney Problem Checklist, College Form as an instrument for surveying the Chinese students. The Mooney Problem Checklist was developed by Mooney to help individuals express their personal problems. In the Mooney Problem Checklist, College Form, there are 330 items arranged in groups of five. There are eleven problem areas of 30 items each.

However, the Mooney Problem Checklist, College Form was designed for American College students and has only been revised once in 1950. Many of the problems are out-of-date and not those experienced by Chinese students, whereas many vital adjustment problems of Chinese students were not listed.

Therefore, the author constructed a new problem checklist for this study. The final copy of the problem checklist was born after a pilot study with two revisions.

The problem checklist (See Appendix) designed by the author contains 40 items arranged in two categories - the adjustment problems in academic life, and the adjustment problems in social life, 20 items for each category. Each item has been given a scale from 0 to 4. 0 means "Never", 1 equals "Seldom", 2 represents "Sometimes", 3 refers to "Often", and 4 indicates "Always".

At the end of the problem checklist, there were two open-ended questions which allowed the respondent to identify their three major problems and solutions to those problems in academic life and social life. The respondents could answer the questions in either Chinese or English.

#### Selection of Subjects

The population of this study was considered to be all the Chinese students from Taiwan who registered in the Utah State University for Graduate Study in Spring Quarter, 1984. According to the unofficial figure from the Graduate School, the total number of Chinese graduate students from Taiwan who registered at USU for Spring Quarter, 1984, was 131.

Since the survey was to find out the adjustment problems of Chinese students which usually show up in their first quarter, the population also included the three new students who just came from Taiwan and registered for Summer Quarter, 1984 as students at USU. Therefore, the total number of the population is 134.

By simple random sampling, 50 students were drawn from this population. 30 of them are male and the other 20 are female. In terms of their major, computer science claims the most students in our sample. The number of students from the Computer Science Department that we surveyed is 24, followed by the Engineering Department, 10. Others were majoring in Business (7), Humanities and Social Science (5) and other science departments (4).

#### Administration of Survey

The survey was completed in three days, from July 3 to July 5, 1984. 50 students were interviewed with the problem checklist by the author. The author began each interview with an oral presentation describing the purpose of this study and the methods of filling out the questionnaire. Then, the subjects filled out the questionnaire by themselves without the interviewer's interruption. The interviewer was there to explain the items on the problem checklist when the subjects asked. Each of the 50 copies of the problem checklists were all returned right after each interview.

#### Treatment of Data

The purpose of this survey was simply to find out what the major adjustment problems were of Chinese students in their academic and social life at Utah State University. Therefore, the means and standard deviations were calculated. The results are shown in Table 1.

Based upon the higher Mean Scores, the major adjustment problems of Chinese students in both academic and social life were found.



TABLE I  
SURVEY FINDINGS

Problem	Mean	Standard Deviation
<u>Academic</u>		
1. Vocabulary too limited in writing	2.64	.819
2. Trouble in taking notes in class	2.36	.889
3. Trouble in writing essays or organizing term papers	2.50	1.025
4. Unable to express myself well in English	2.52	.830
5. Trouble with oral reports in class or speaking up in class discussions	2.40	1.114
6. Embarrassed when being asked questions in the class	2.00	1.020
7. Afraid of asking teachers questions	1.66	1.051
8. Afraid of discussing with other foreign students and American students after class	1.22	1.025
9. Not getting studies done on time	1.46	.943
10. Hard to understand lectures or classroom discussions	1.92	.717
11. Hard to understand dialogue during the conversations with Americans	2.02	.707
12. Don't know how to answer questions in meeting teachers' requirements	1.88	.711
13. Hard to finish on time in taking the exam	1.26	.770
14. Hard to understand questions in tests	1.38	.745
15. Vocabulary limited in answering an essay test	1.90	.933
16. Don't know how to get good grades	1.68	.968
17. Not having a good college advisor to give individual help	1.86	1.400

TABLE I (Continued)

Problem	Mean	Standard Deviation
18. Hard to establish a close relationship with teachers	2.22	1.082
19. Needing advice on choosing courses in order to have a well-planned college program	1.58	1.097
20. Not knowing the requirements of graduation	.88	1.032
<u>Social Life</u>		
21. Education and adjustment problems of my children in America	2.00	.693
22. Spouse's adjustment problems in America	.38	.858
23. Financially unable to get married or have my spouse and children with me	.48	.964
24. Worried about and missing my families in Taiwan	1.70	1.025
25. In love with someone of a different race	.28	1.122
26. Afraid of losing the one I love who is not being with me now	.40	1.166
27. Having no chance to have a boy or girl friend	.60	1.536
28. Hard to mix with other foreign students and American students	1.66	1.088
29. Affected by racial prejudice	1.54	.984
30. Afraid of visiting American families	1.02	.905
31. Having no close friends to tell my troubles to	1.02	1.104
32. Too few American friends	2.14	1.296
33. Too few Chinese friends	.42	1.031
34. Receiving too little financial support from home	.66	1.032
35. Hard to find fellowship or other financial aid from school	2.00	1.470

TABLE I (Continued)

Problem	Mean	Standard Deviation
36. Needing a job during vacation	2.18	1.493
37. Don't like American food and miss Chinese food of Taiwan	1.76	1.142
38. Don't have enough time to cook food	1.52	1.237
39. Difficult in finding residences with reasonable rent	1.16	.967
40. Hard to get along with my roommates	.54	.639

#### Interviewing of Information Experts

In order to search for the recommended solutions for the major adjustment problems identified by Chinese students, the author also interviewed some professors and faculty members on the campus of USU. The persons interviewed by the author were:

- (1) Mrs. Afton Tew - Staff of International Student Office.

Mrs. Tew is responsible for preparing the orientation program for international students at USU.

- (2) Mr. LaMar R. Frandsen - Director of International Student Office.

Mr. Frandsen is in charge of the International Students Office. Mr. Frandsen must be consulted about all the legal problems of foreign students.

- (3) Dr. Brenda M. Branyan - Professor of Instructional Technology Department.

Dr. Branyan is teaching information sources. She is a master in searching information and research methods.

- (4) Dr. Cecelia H. Foxley - Vice President of Student Service.

- (5) Mr. Lavell Saunders - Director of Learning Assistance Center.

The Learning Assistance Center provides services in improving students' learning skills, including test-taking, note-taking, effective listening and studying, and so on.

- (6) Ms. Glenda R. Cole - A lecturer in the Intensive English Institute.

Ms. Cole has more than ten years' experience in working with foreign students at USU during her teaching in the Intensive English Institute. She understands the cultural difficulties as well as the language problems of foreign students.

- (7) Dr. Sara E. Newell - Professor of Communication Department.

Dr. Newell is teaching Intercultural Communication and was also the coordinator of graduate students in the Communication Department.

- (8) Dr. Donald H. Cooley - Head of Computer Science Department.

Since nearly half of the Chinese students at USU majored in Computer Science, the major problems revealed in the survey were mainly reflecting the problems of Computer Science students. Therefore, it was felt necessary to interview Dr. Cooley.

- (9) Dr. John R. Cragun - Dean of Business College.

Dr. Cragun is responsible for the distribution of fellowships in the Business College.

- (10) Ms. Connie Bateman - Staff of Graduate School Office.

Ms. Bateman was in charge of the distribution of Graduate Fellowship funds.

## CHAPTER V

## SURVEY FINDINGS

Major Adjustment Problems of Chinese Students  
at Utah State University

In general, the academic problems appeared to be more troublesome to Chinese students than social life problems. The average rating score of academic problems is 1.867, whereas the average of social life problems is 1.173.

The Major Adjustment Problems in Academic Life

In the adjustment to academic life at USU, the top five problems identified by Chinese students were: (1) Vocabulary too limited in writing; (2) Unable to express myself well in English; (3) Trouble in writing essays or organizing term papers; (4) Trouble with oral reports in class or speaking up in class discussions; (5) Trouble in taking notes in class.

The author believes that all of these five problems are related to the lack of English language proficiency.

The Major Adjustment Problems in Social Life

In adjusting to the social life at USU, the Chinese students felt their most troublesome problems are: (1) Needing a job during vacation; (2) Having too few American friends; (3) Hard to find fellowship or other financial aid from school; (4) Don't like American food and miss

Chinese food of Taiwan; and, (5) Worried about and missing their families in Taiwan. Among these, the financial problem was of the most concern to Chinese students.

#### In General

In the total 40 items on the problem checklist, the Mean scores above 2 were the following items:

- (1) Vocabulary too limited in writing (2.64)
- (2) Unable to express myself well in English (2.52)
- (3) Trouble in writing essays or organizing term papers (2.5)
- (4) Trouble with oral reports in class or speaking up in class discussions (2.4)
- (5) Trouble in taking notes in class (2.36)
- (6) Hard to establish close relationships with teachers (2.22)
- (7) Needing a job during vacation (2.18)
- (8) Too few American friends (2.14)
- (9) Hard to understand dialogue during the conversations with Americans (2.02)
- (10) Hard to find fellowship or other financial aid from school (2)

The Mean Score above 2 means that these ten problems "Sometimes" or even "Often" troubled Chinese students.

When looking at the mean with standard deviation, we noticed that among the top five academic problems, there are three items which have standard deviation lower than 1 but still have high mean scores. The three items are: "Vocabulary too limited in writing"; "Unable to express myself well in English"; and "Trouble with Oral reports in class or speak up in class discussions". The low standard deviation with high

mean score shows that most of the Chinese students experienced the same high degree of troublesomeness on these problems.

On the other hand, Chinese students appeared to be very heterogeneous in their social life problems. In the adjustment problems of social life, all of the items with high mean scores have the standard deviation higher than 1.

#### Three Major Adjustment Problems in Academic and Social Life

Analyzing the three major adjustment problems in academic and social life specified by Chinese students in the open-ended questions of the questionnaire, it was found that the language difficulties were mentioned most often, second is the problems of making friends.

The language problems were mentioned 78 times, including the problems in listening comprehension, speaking, reading, writing, and limited vocabulary. Among them, there were 23 times referring to difficulties in speaking English.

Other academic problems identified by Chinese students in the first question of the questionnaire included: getting good grades, taking examinations, finishing assignments and readings on time, searching for the information, inadequacy in the background knowledge of his field, and unfamiliarity with the American educational style.

In social life problems, the problems of making friends were raised 34 times. Most of the Chinese students found difficulties in making friends with American students. Some of them even complained about too many Chinese around the campus which they considered as the factor hindering their progress in English. Only one person felt that he (or she) had too few Chinese friends.



Other adjustment problems in social life specified by Chinese students in the second question of the questionnaire included: culture differences, food, financial problem, homesickness, too little entertainment, establishing student-teacher relationships, transportation, racial prejudice, weather, housing, and emotional problem.

### Summary

According to the results of survey, the following conclusions were drawn:

(1) The lack of English language proficiency is the most troublesome problems to Chinese students at USU.

(2) In language problems, Chinese students experienced most difficulty in the speaking of English.

(3) To Chinese students at USU, the academic problems are more serious than social life problems.

(4) USU Chinese students appeared to be more homogeneous in academic problems but more heterogeneous in social life problem.

(5) In social life, financial difficulties are the most serious problem.

(6) It seemed that the inadequacy in language ability of Chinese students is related to the fact that they have too few American friends. And unfamiliarity with the American culture made it more difficult for Chinese students to make friends with Americans.

Compared with the results of the literature review, Chinese students in Utah State University have the same adjustment problems in academic and social life. The academic problems are more serious than the social life problems. And the language deficiency is the major

barrier which affected the academic achievement of Chinese students at USU.

#### Recommended Solutions to the Adjustment Problems

According to the conclusions above, the language proficiency, making American friends, and financial difficulties are the major adjustment problems of Chinese students in both academic and social life at Utah State University. Focusing on these three problems, the author interviewed some related experts. They provided many good suggestions on resolving the problems for Chinese students.

#### Recommendations on Improving Language Ability

Glenda Cole has been teaching the Intensive English courses for more than ten years. She suggested that the Chinese students take English courses, such as writing lab in the English Department or some English-as-a-Second-Language courses from the Language and Philosophy Department to improve language ability.

According to the survey, many have difficulty in writing an essay or term paper. Dr. Sara Newell indicated a guideline for Chinese students. She said, "Read as much as you can in English so that you get a real sense of how it sound . . . and try to write as much as possible". In some departments such as Computer Science and the Engineering Department, the students are not required to write much. Dr. Newell still suggested those students give themselves a chance and some pressure, force themselves to write, because in the long run they will have to write the thesis or report at the end.

In writing a paper or preparing an oral presentation, Dr. Brenda Branyan provided some strategies in searching for the information, organizing the data into a term paper, and using the library information sources.

In improving the learning skills, such as note-taking, vocabulary building, and effective studying, the Learning Assistance Center offered many services. Mr. Lavell Saunders introduced those services which include handouts of learning skill, credit and non-credit courses in studying skill, workshop, and tutorial audio programs of academic skills.

Other suggestions on improving language ability in speaking and listening comprehension included: watching TV, reading American newspapers or magazines, listening to the radio, attending the conventions or lectures on campus, participating in social activities, and making friends with Americans.

#### Recommendations on Improving Social Relationship with American Teachers and Students

Dr. Newell, who teaches Intercultural Communication, said that in an intercultural contact, it is necessary for both parties to know the cultural differences between them. Glenda Cole also emphasized that Chinese students should know both the American values and the Chinese values when making friends with Americans. Mrs. Cole said, knowing values from both cultures is necessary for us to be more tolerant of other's cultural norms.

In making friends across the cultural differences, Dr. Newell encouraged Chinese students to take the initiative, to look for opportunities to get together with American people.

Glenda Cole thought that Chinese students should give up their old life style and work their way into the American life, for example, to live with American friends instead of Chinese friends; to participate in American social activities instead of a Chinese party.

In establishing a good teacher-student relationship, Professor Newell said, "Feel free to talk to us". She recommended Chinese students talking their problems over with the teacher as early as possible. "Don't be afraid to talk to teachers."

Dr. Cecelia Foxley reminded Chinese students to make appointments with teachers before they go to see them. It is polite to do so.

Dr. Donald Cooley, the Head of the Computer Science Department, is confused by Chinese students' names. It is hard for Americans to pronounce Chinese names and it's difficult to remember them too. Dr. Cooley felt that the first step toward establishing good relationships between people is for people to remember each other's name. Therefore, he suggested Chinese students have an Americanized name or at least to have a name that sounds American, so that the teachers can call out student's name without difficulty, then the distance between teacher and student will be shorter.

#### Recommendations on Finding Financial Aid

The financial problem is of the most concern to Chinese students in their adjustment to the social life in America. Therefore, they are eager to know how and where Chinese students can get financial aid from the school.

In the Graduate School Office, Ms. Connie Bateman revealed that the Graduate School has funds for graduate students. However, it is up to

the departmental office to select the students who can receive the awards.

Therefore, applying for the Graduate fellowships, the students should go to their own department directly. And those students with high GPA have the better chance. In addition to the fellowships, the department also provides some Teaching Assistantships or Research Assistantships. For access to the TA or RA, the applicant needs certain qualification other than a high GPA.

Another financial resource for foreign students is to get employment on campus or off campus. However, there are limitations on that. Mr. LaMar Frandsen, the Director of the International Student Office, emphasized that foreign students are not allowed to work unless they have a working permit. And the foreign students have no right to apply for a working permit in their first year of study, unless they encounter unforeseeable problems.

#### Summary

By interviewing the experts, the following recommended solutions to Chinese students' adjustment problems at Utah State University were obtained:

(1) The experts suggested that Chinese students improve their language proficiency by taking English courses, reading and writing as much as possible, utilizing library information sources for writing papers or preparing oral reports, seeking help from the Learning Assistance Center, and participating in American social activities.

(2) In improving social relationship with American teachers and students, the experts suggested Chinese students start by understanding the cultural differences between Chinese and Americans.

(3) The recommendations on finding financial aid were: earning a high GPA, learning special skills in a special field, and applying for a working permit in order to get a fellowship, a Teaching or Research Assistantship, or other employment.

## CHAPTER VI

## PREPARATION OF THE SCRIPTS

After determining the adjustment problems for Chinese students at USU and obtaining recommended solutions to those problems, the next step of this study was to make preparations for the scripts the following analysis was made.

Descriptions of the Target AudienceAudience

The scripts were written for Chinese students from Taiwan who are going to or have just begun their graduate study at Utah State University.

Age

The age of target audience is between 24 and 30 years of age.

Educational Level

According to the unofficial figure from the Graduate School at USU, in the Spring Quarter, 1984, 86.6% of the Chinese students from Taiwan who were studying at USU were graduate students. The total number of Chinese students from Taiwan was approximately 150 at that time. Therefore, it was determined that the orientation scripts should be intended for the graduate students.

Prior Knowledge

The audience members already know something about their major field

of study. They had already determined their own learning objectives and academic goals. Increasing audience's understanding of their own department would not be a goal of these programs.

#### Attitude

The audience should be self-motivated. They are willing to face their adjustment problems and solve those problems. They are mature enough to make their own decisions.

#### Objectives of the Scripts

The major objective of writing this series of script is to have them produced eventually as a series of video program. After reviewing the programs, the Chinese students would be able to:

- (1) foresee various adjustment problems in academic and social life while they are studying at Utah State University,
- (2) identify the cultural differences between Americans and Chinese, including the differences in value systems,
- (3) know the sources from which they can get appropriate help,
- (4) recognize the resources provided on campus which are useful to their academic life, and,
- (5) be able to solve their adjustment problems through the ways suggested by the scripts.

#### Program Descriptions and Objectives

After determined the major adjustment problems of Chinese students, the author decided to write a series of five video scripts to solve



those problems. The contents and objectives of each script are as follows:

(1) New Soil--The Mormon Culture In Utah

The first script is an introduction to the state of Utah, the Mormon's influence on the economics, politics, social and cultural activities, the Mormon way of life, and the Mormon's value system.

From this program, the audience should know the Mormon culture and Mormon way of thinking so that they can successfully cope with this special phase of American culture and get along well with the people in Utah.

(2) It's a Small World

This program focused on the cultural differences between Americans and Chinese. Different value systems in both parties are described in detail in the story.

After viewing this program, the audience should be able to know how to overcome the cultural differences and be tolerant of the different value systems when making friends with Americans and in establishing a close relationship with teachers.

(3) Open Your Mouth

The speaking of English is the most difficult challenge to the Chinese students' language ability. In the third script "Open Your Mouth", several ways are suggested for improving the students' language proficiency in speaking English as well as in listening comprehension. Resources and English courses which can improve student's English speaking ability are introduced. The main objective of this program is to encourage the audience to speak English and to provide a specific procedure for practicing.

(4) To Write

English writing is especially hard for Chinese students. "To Write" tells the audience of some techniques in building up vocabulary, searching for the information, organizing term papers, and taking notes. In addition, the function of the Learning Assistance Center is also introduced in the script.

From this program, the audience should learn of many specific techniques in writing.

(5) Life in America

The final script concentrates on the social life of Chinese students in America. Homesickness, cooking Chinese food, transportation and getting a fellowship or job are all discussed in this script.

The author intends to persuade the audience to be open-minded to the American way of life instead of being stubborn about the Chinese life style. In resolving the financial problems, the author tries to provide specific courses for the audience. The audience should be able to know how and where they can get financial support. In addition, the legal problems of employment are also explained in detail in the script.

Resources Utilized in Scripts Preparation

In addition to the survey, interview, and the author's personal experiences, some of the information included in the scripts was derived from related literature.

In the first script "New Soil--The Mormon Culture in Utah", the information about the Utah and Mormon culture was adapted from the

literature. The Worldmark Encyclopedia of the States<sup>45</sup> provides a thorough introduction to Utah including the location, climate, population, history, religion, and so on. The State Names, Flags, Seals, Songs, Birds, Flowers, and Other Symbols<sup>46</sup> contains the origins of Utah's state name, state flower and state bird.

In introducing the Mormon culture, the author reviewed several books dealing with the Mormon religion. Two of them were very useful. Richard Vetterli's Mormonism, Americanism and Politics<sup>47</sup> gave a historical review of the Mormon's impact on Utah's politics and economics including industry and agriculture. Another book, The Mormons<sup>48</sup> is a book with pictures introducing the Mormon way of life, the Mormon belief, and the Mormon values. The book of Mormon Doctrine<sup>49</sup> contains explanation on Mormon doctrines. In addition, a census report conducted by LDS Census in 1980 provided the latest numbers of Mormon population in Utah which was reported in the script.

When comparing the American values with Chinese values, the books American Culture<sup>50</sup> and Foreign Students and Higher Education in the United States<sup>51</sup> are very helpful. American Culture identified six American values: hardworking, individualism, freedom, democracy, equality, and materialism. And the Foreign Students and Higher Education in the United States analyzed the different value systems between foreign students and American students.

In preparing for the third script "Open Your Mouth" and the fourth script "To Write", the author used many school manuals and bulletins published by Utah State University.

Utah State University Bulletin, 1982-1984 Catalog<sup>52</sup> included course descriptions provided at Utah State University. Within the bulletin,

the author found that the Utah State University offered some English courses as well as the culture courses, such as, "American Culture" in the Sociology Department and "Analysis of Cross-Cultural Difference" in Language and Philosophy Department.

Several handouts on learning skills and audio tapes of "Mini-Courses in Academic Skill" produced by the Learning Assistance Center were good references for writing the scripts.

In describing research methods for organizing the term paper in script 4, the book Practical Research Planning and Design<sup>53</sup> was reviewed.

## CHAPTER VII

## SCRIPTS

Script 1:New Soil--The Mormon Culture in Utah

PROGRAM TITLE:  The Way — Adjusting to Academic and Social Life at Utah State University		
SCRIPT NUMBER:  1	TITLE:  New Soil — The Mormon Culture in Utah	LENGTH:  25 min.
VIDEO	AUDIO	
GRAPHIC: TITLE 'NEW SOIL-THE MORMON CULTURE IN UTAH  CU: TAIWAN ISLAND IN WORLD MAP SUPERED WITH VTR: AIRPLANE FLYING ON THE AIR	<u>MUSIC UP FULL</u> <u>THEME SONG: A HANDFUL OF SOIL</u> SINGER (SINGING IN CHINESE) 聽說你將遠渡重洋, 到國外開創錦繡前途。 Sombdy said you are going abroad to develop your splendid future. 送你一把故鄉的泥土, 它代表我的叮嚀和祝福。 I'm giving you a handful of native soil for my blessing.	

VIDEO	AUDIO
<p>ZOOM OUT FROM TAIWAN ISLAND, SLOW PAN OVER THE PACIFIC OCEAN TO THE AMERICA (SUPER CONTINUES)</p>	<p>今後無論你在何處,別忘了這把故鄉泥土。 From now on wherever you are, don't forget the native soil.</p> <p>除了對我綿綿的思念,請堅守這魂神聖的國土。 Please miss me forever, and defend our sacred land.</p> <p>這把泥土春雷打通,野火燒過,杜鵑花層層飄落過。 This is the soil, stricken by the spring thunder, burned by the wildfire, and over which falling the withering azalea.</p>
<p>ZOOM IN TO UTAH (SUPER CONTINUES)</p>	<p>這把泥土祖先耕過,敵人踏過,你我曾經牽手走過。 This is the soil, tilled by the ancestors, trodden by the enemies, and over which crossing you and I with hand in hand.</p>
<p>CU: UTAH IN THE MAP (SUPER OUT)</p>	<p>這把泥土,這把泥土.....</p>
<p>KNEE-SHOT: HOST'S FEET</p>	<p>This is the soil, this is the soil, . . .</p>
<p>KNEE-SHOT: HOST BENDS TO TAKE A HANDFUL</p>	<p><u>MUSIC FADE OUT</u></p>

VIDEO	AUDIO
<p>OF SOIL</p> <p>LS: HOST</p> <p>HOST LIFTS UP HER LEFT HAND WITH SOIL</p> <p>BUST-SHOT: HOST</p> <p>HOST LIFTS UP HER RIGHT HAND WITH A JAR OF SOIL</p> <p>CU: COOKIE JAR WITH SOIL</p> <p>BUST-SHOT: HOST WITH JAR OF SOIL</p> <p>FS: FLOWERS</p> <p>PAN TO EACH KIND OF FLOWERS</p>	<p>HOST</p> <p>Now here we are in America. And this is the soil I just picked up from here, one of the gardens of Utah State University.</p> <p>In my right hand, is a cookie jar.</p> <p>Look at the soil in it . . . Does it look familiar to you?</p> <p>It is the soil I brought from my hometown.</p> <p>Just like flowers planted on the soil, we are raised on the soil. But look at the flowers here. Have you ever seen them in your hometown before? . . . Yes, we saw some of them, but many of them we've never seen until we came here.</p>





VIDEO	AUDIO
<p>VTR</p> <p>MOUNTAINS</p> <p>TOP OF THE MOUNTAINS</p> <p>AREA-SHOT OF UTAH</p> <p>FIELDS</p> <p>TREES AND FLOWERS</p> <p>SWINGING IN THE</p> <p>WIND</p> <p>SNOWY MOUNTAIN, HOUSE,</p> <p>AND STREET</p> <p>CU: MELTING SNOW ON</p> <p>THE BRANCHES OF A</p> <p>TREE</p> <p>DISSOLVE: GULLS FLYING</p> <p>OVER THE AIR</p>	<p><u>MUSIC UP AND UNDER</u></p> <p>NARRATOR (V. O.)</p> <p>Utah is located in the Rocky Mountain region of the Western United States. The name "Utah" is an Indian word, meaning "in the tops of the mountains". The area of Utah is approximately six times that of Taiwan with a population only one twelfth that of Taiwan's.</p> <p>The climate here is generally dry. Temperature is warm and favorable in late spring, summer, and early fall. Compared to Taiwan, the winter of Utah is relatively cold and long. It lasts about six months a year with heavy snow.</p> <p><u>MUSIC UP</u></p> <p><u>MUSIC FADE OUT, NATURAL SOUND UP</u></p> <p>(CALIFORNIA GULLS FLYING OVER THE AIR WITH PLAINITIVE CRIES)</p>

VIDEO	AUDIO
LS: HOST SITS ON THE GRASS	(HOST SITS ON THE GRASS WITH A BUNCH OF SEGO LILY IN HAND. HOST WATCHES THE GULLS FLYING OVER AND THEN TURNS HER FACE TO THE CAMERA)
	HOST
BUST-SHOT: HOST WITH SEGO LILY IN HAND	The birds you just saw are called the California sea gull. It is the State bird of Utah. And the sego lily is the State flower. they are considered as State symbols, because they saved people's lives.
DISSOLVE TO GRAPHIC: RUINED-CROPS IN THE FIELD	<u>MUSIC UP AND UNDER WITH SOUND</u> <u>EFFECT: CRICKET SOUND</u>
	STORYTELLER: OLD MAN'S VOICE (V. O.)
DISSOLVE TO GRAPHIC: SEGO LILY	Between 1840 and 1851, Rocky Mountain crickets were destroying the crops in Utah. People didn't have enough food to eat. The families were put on rations. During this time, people learned to dig for the sego lily and eat its soft, bulbous root to sustain their lives.

VIDEO	AUDIO
<p>DISSOLVE TO GRAPHIC: CRICKETS IN THE FIELD</p> <p>DISSOLVE TO GRAPHIC: GULLS AND CRICKETS</p> <p>VTR</p>	<p>In 1848, the crickets ruined half of the fields. When it seemed that nothing could stop the devastation, a great flock of gulls appeared. They settled down upon the fields. All day long they gorged themselves, the white gulls upon the black crickets, like hosts of heaven and hell contending, until the crickets were extinguished and the people were saved.</p> <p><u>MUSIC UP AND FADE OUT</u></p> <p>HOST</p>
<p>LS: HOST WITH MORMON TEMPLE IN BACKGROUND</p>	<p>In terms of religion, the dominant religious group in Utah is the Church of Jesus Christ of Latter-Day Saints, popularly known as the Mormons. A great percentage of the Mormons of the United States live here, and it is the Mormons who found the State of Utah, therefore, Utah is also known as "the Land of the Mormons" or the "Mormon State".</p>

VIDEO	AUDIO
<p data-bbox="377 804 429 832">VTR</p> <p data-bbox="239 927 570 1017">BUSINESS BUILDINGS IN SALT LAKE CITY</p> <p data-bbox="239 1242 460 1270">FARM AND RANCH</p>	<p data-bbox="617 363 1318 708">In 1980, about 70% of the State's population were Mormons.<sup>54</sup> Today they continue to play a central role in the State's institutions. The Mormon way of life still dominates economics, politics, and social and cultural activities in Utah.</p> <p data-bbox="816 804 1099 832"><u>MUSIC UP AND UNDER</u></p> <p data-bbox="832 927 1083 955">NARRATOR (V. O.)</p> <p data-bbox="617 1055 1313 1151">You can't understand the economics of Utah without understanding the Mormon church.</p> <p data-bbox="617 1242 1329 1772">Agriculture is the major and traditional economic activity in Utah. The Mormons not only controlled all the important water rights, but also claimed their rights over most of the arable land in Utah. The church leaders thought that cultivating land, tending flocks, developing local industries, using local resources were ways to produce stable, contented societies.</p>

VIDEO	AUDIO
MINE	<p>Abraham Lincoln once said, "Utah will yet become the treasure-house of the nation". Because Utah is potentially rich in mineral wealth, the federal government had fostered a number of geological expeditions to the territory. However, the whole territory was controlled by a group of people who discouraged the mining of precious metals. The Mormon church did not wish its people to get rich so quickly. Church leaders thought, a permanent society would not be built upon mining, therefore, the State's mineral industry was developed mostly by non-Mormon capital and non-Mormon foreign immigrants.</p>
RAILROAD	<p>In the eighteen hundreds, the major obstacle to exploring the Western wealth was distance. In order to prevent unemployment and make the Mormon community less dependent on imports from the East, the Mormon church began a series of locally owned cooperative enterprises. The Utah Manufacturing Company and ZCMI — the biggest wholesale center in Utah, were all established at that time.</p>
UTAH MANUFACTURING COMPANY ZCMI	

VIDEO	AUDIO
BUSINESS BUILDINGS	Even today, Church authorities still sit on the boards of most major Utah corporations.
MORMON FAMILY PLANTING GARDEN	In addition, the Mormon families are encouraged to be self-sufficient by planting gardens and making common household articles for their own.
CAPITOL BUILDING IN SALT LAKE CITY	<p style="text-align: center;"><u>MUSIC FADE OUT</u></p> <p style="text-align: center;">NARRATOR (V. O.)</p>
LEGISLATORS PRAYING	<p>In the early days, the politics of Utah were in the hands of Mormon leadership, except the federally appointed officials. Today, most of the State legislators are still Mormons. it certainly has an influence on state government and politics. Starting a public meeting with a prayer is not unique in Utah. It is just one of the marks of Mormon church influence on the politics. Furthermore, the governer of Utah would not stay long unless he were accepted by the Mormon people.</p>

VIDEO	AUDIO
<p>CUT TO MORMON CHOIR</p> <p>ZOOM OUT TO HOST WITH CHOIR IN BACKGROUND (USE WIDE-ANGLE LENS TO EXAGGERATE THE DISTANCE BETWEEN FOREGROUND AND BACKGROUND)</p>	<p>(LEGISLATORS FINISHED PRAYING)</p> <p><u>SOUND UP FULL: MORMON CHOIR</u></p> <p>(HOST WALKS IN THE CAMERA)</p> <p><u>MUSIC UNDER</u></p> <p>HOST</p> <p>Mormon church influence also extends to the cultural activities. To Mormons, music, dancing, painting or any kind of arts are a way to echo the beauty of God's creation. They are encouraged by the church to keep the arts alive and thriving. For example, the Mormon Tabernacle Choir is the most famous Mormon artistic organization. It is also one of the most famous Choirs in the world.</p>
<p>ZOOM IN (FROM HOST) TO CHOIR (HOST IS OUT OF FOCUS, CHOIR IS IN FOCUS)</p>	<p>(HOST OUT OF THE CAMERA)</p> <p><u>SOUND UP FULL</u></p>

VIDEO	AUDIO
CUT TO LS: HOST WALKING ON THE STREET	HOST
	<p>Once you move to Utah, you live with Mormons. You won't be comfortable in living here, unless you understand the Mormon culture. Let's visit a Mormon family, just for you to understand how the Mormons think and what they believe.</p>
LS: HOST WALKING TO A HOUSE AND RINGING THE DOOR BELL	
CU: DOOR BELL	<u>DOOR BELL RINGING</u>
OVER-SHOULDER SHOT FROM THE HOST TO JOHN OPENING THE DOOR	<p>JOHN: Hi, Lu, come in! We just started our program.</p> <p>HOST: Program? What program?</p> <p>JOHN: Well, our families will get together on</p>
MS: JOHN	<p>every Monday night. We discuss what God says; we talk to each other and sing songs together. Today, Jimmy will play the violin with Linda playing the piano. We call it our "Family Home Evening Program".</p>
TWO SHOT	<p>HOST: That sounds fun. But, am I disturbing you?</p>



VIDEO	AUDIO
<p>LS: JOHN AND HOST JOIN THE FAMILIES</p> <p>MS: JOHN</p>	<p>JOHN: No! Not at all! If you want you can join our family home evening.</p> <p>HOST: All right. That's nice!</p> <p>(JOHN LEADS THE FAMILY MEMBERS AS THEY READ SCRIPTURES)</p>
<p>LS: FAMILIES</p>	<p>NARRATOR (V. O.)</p> <p>(MUSIC UNDER NARRATIVE VOICE)</p> <p>The Matthews' family is a typical Mormon family. Many Mormons are very proud of having a big family with a lot of children. The John Matthews have eight children in their family.</p>
<p>CU: JOHN</p> <p>DISSOLVE TO VTR: JOHN TEACHING IN THE CLASS, WALKING ON THE CAMPUS</p>	<p>John is a high school teacher. He is also a Ph.D. student at Utah State University. A hardworking father with a set of high moral standards for his family — no drinking of alcohol, no smoking, no drinking of coffee or tea. To John, as well as to other Mormons, the human body is one of God's greatest gifts</p>

VIDEO	AUDIO
	<p>to his children. That's why Mormons follow a law of health, called the Word of Wisdom, to keep their physical health.</p> <p style="text-align: center;"><u>MUSIC UP AND UNDER</u></p>
<p>DISSOLVE: CU MRS. MATTHEWS</p>	<p>Mrs. Matthews is an ordinary contedted housewife. She enjoys her responsibility at home in raising eight children and taking care of the family.</p>
<p>DISSOLVE: MRS. MATTHEWS DOING HOUSEWORK</p>	<p>Traditionally, for Mormon women, their primary place has been in the home, rearing children and being faithful to the husband. These have been their major jobs. Today, this is changing and many Mormon wives also have jobs outside the home.</p> <p style="text-align: center;"><u>MUSIC UP AND UNDER</u></p>
<p>DISSOLVE TO TWO SHOT: ERIC AND GRACE</p>	<p>Eric and Grace are the eldest son and daughter in this family. Eric is fifteen, Grace is twelve. They are both well-educated.</p>

VIDEO	AUDIO
<p>DISSOLVE: TWO SHOT OF LINDA AND JIMMY</p> <p>MS: LINDA PLAYING PIANO</p> <p>MS: JIMMY PLAYING VIOLIN</p> <p>FS: THE FAMILIES</p>	<p>Mormons believe, knowledge is necessary to salvation, and building individual character is a chief purpose in education.</p> <p><u>MUSIC FADE OUT</u></p> <p><u>SOUND FADE IN</u></p> <p>Little Linda and Jimmy are good helpers to Mrs. Matthews.</p> <p>Linda, only ten, has already been a babysitter. She helps her mother take care of her little brothers and sisters. She also babysits for neighbors to earn her own pocket-money. And Jimmy, sometimes, will also help Mrs. Matthews do the dishes.</p> <p>Children in the Mormon family are taught to work, to give service, and to have responsibility. They are taught not only working but enjoying. To them, work is fun.</p> <p><u>SOUND UP FULL</u></p>

VIDEO	AUDIO
<p>FS: FAMILIES HOST STANDS UP</p>	<p>(JIMMY AND LINDA FINISH PLAYING MUSIC, OTHERS APPLAUD)</p> <p>HOST: Wonderful! John, you have a wonderful family.</p>
<p>LS: JOHN AND HOST MOVE TO THE TABLE</p>	<p>JOHN: Thank you. Would you like to see our family tree?</p> <p>HOST: I love to. But . . . What's that? Is that a tree?</p> <p>JOHN: No. (LAUGH) Actually it is a collection of photographs for each one of our family members.</p>
<p>FS: PICTURES</p>	<p>JOHN: Here. . . See? At the top of the picture are my wife's grandfather, grandmother; and, my grandfather, grandmother. The second row are my wife's father, mother; and, my father and mother.</p>
<p>CU: WEDDING PICTURE</p>	<p>HOST: (HOST POINTS THE PICTURE IN THE MIDDLE ROW) This must be your wedding picture.</p>
<p>TILT DOWN TO CHILDREN PICTURES</p>	<p>JOHN: Yes, and my eight children are at the bottom. I draw a tree to link all the families together and call it our family tree.</p>
<p>TWO SHOT</p>	<p>HOST: You do consider the family is very</p>

VIDEO	AUDIO
	<p>important to you, don't you?</p> <p>JOHN: By all means! we believe, the family is not just for here and now, it will last forever. You know, we are expected to know everything possible about our ancestors — our father and mother, grandfather and mother, and great grandfather and mother.</p> <p>HOST: How?</p>
MS: JOHN	<p>JOHN: Well, there is a <b>geneological</b> library in Salt Lake City. We can look up those old documents and find it out.</p> <p>HOST: Why do you do that?</p>
ZOOM IN TO CU: JOHN	<p>JOHN: Because, we believe, there is another world. After we die, we will all meet together in that world. So the family that is together in this life can stay together forever in the next.</p>
DISSOLVE TO SKY	<p style="text-align: center;"><u>MUSIC UP AND UNDER</u></p>
<p>PAN DOWN TO HOST</p> <p>STANDING IN THE GARDEN</p>	<p style="text-align: center;">HOST</p> <p>Introducing you to the Mormon culture is</p>

VIDEO	AUDIO
	<p>not intended to convert you into a Mormon and into giving up your own beliefs. It is just for you to notice that the Mormon way of thinking might be different from ours. Understanding Mormon culture will help us feel comfortable in interpreting their behaviors. Because how they behave is according to what they believe.</p> <p>It may be that, there is no single culture that can be the best for everyone. It is good for us to carry our own culture and live in a new culture. It gives us a chance to make comparisons between different cultures and pick up good parts from both sides to build up a new world for our own. First of all, we need to be open-minded. Just like this:</p> <p style="text-align: center;"><u>MUSIC UP FULL</u></p> <p>CU: COOKIE JAR (HOST OPENS COOKIE JAR)</p> <p>MS: HOST MIXED THE (POUR THE SOIL ON THE GROUND)</p>

VIDEO	AUDIO
SOIL	AND MIX WITH OTHER SOIL)
CU: STONES PICKED UP	(PICK UP STONES FROM THE SOIL, THROW THEM
FROM SOIL	AWAY, AND BUILD UP A CASTLE WITH MIXED
MS: HOST BUILDING UP A	SOIL)
CASTLE	
MS: HOST AND CASTLE	<u>MUSIC FADE LOW</u>
MS: HOST AND CASTLE	HOST
MS: HOST AND CASTLE	I can mix the Chinese soil with American
MS: HOST AND CASTLE	soil and build up a new castle. So can you!
MS: HOST AND CASTLE	<u>MUSIC UP FULL</u>
MS: HOST AND CASTLE	<u>MUSIC UP FULL</u>
MS: HOST AND CASTLE	<u>MUSIC UP FULL</u>
MS: HOST AND CASTLE	<u>MUSIC UP FULL</u>
MS: HOST AND CASTLE	<u>MUSIC UP FULL</u>
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MS: HOST AND CASTLE	<u>MUSIC UP FULL</u>
MS: HOST AND CASTLE	<u>MUSIC UP FULL</u>
MS: HOST AND CASTLE	<u>MUSIC UP FULL</u>

Script 2:It's a Small World

PROGRAM TITLE:  The Way — Adjusting to Academic and Social Life at Utah State University		
SCRIPT NUMBER:  2	TITLE:  It's a Small World	LENGTH:  25 min.
VIDEO	AUDIO	
LS: CARS RUNNING ON THE  HIGHWAY	<u>MUSIC UP FULL</u>  <u>THEME SONG: IT'S A SMALL WORLD</u>  CHILDREN SING  在這個世界裏有我也有你。 In this world are you and I.  不論是海角天邊溫馨在人間 Sweetness and warmth are all over the world, even in the farthest end of the earth.  雖然你我認識就在今天 Although we just met each other today.	
CU: ROAD WITH FRONT  PART OF THE CAR IN  FOREGROUND (SHOT		



VIDEO	AUDIO
<p>TAKEN FROM INSIDE OF THE CAR)</p> <p>SUPER: TITLE "IT'S A SMALL WORLD"</p>	<p>珍貴的友誼圍繞我身邊。 Precious friendship is surrounding me.</p> <p>世界真是小。 The world is so small.</p> <p>小得非常妙。 How wonderful the small world is.</p> <p>這是一個小世界 It is a small world.</p> <p>小得真美妙。 So small and wonderful.</p> <p><u>MUSIC REPEAT ONCE MORE, FADE LOW</u></p>
<p>SUPER OUT</p> <p>LS: BEAR LAKE (SHOT TAKEN FROM INSIDE OF THE CAR)</p>	<p>(A MAN IN THE CAR SHOUTING IN CHINESE)</p> <p>男：快看！Bear Lake 到了！ MAN: Look, the Bear Lake!</p> <p>全車：(歡呼) 吶！吶！ ALL PEOPLE: (CHEERING) Hurrah!</p>

VIDEO	AUDIO
<p>LS: CAR RUNNING ON THE HIGHWAY WITH BEAR LAKE IN BACKGROUND</p> <p>ZOOM IN TO BEAR LAKE</p> <p>CUT TO CAMPING SCENE: PEOPLE PITCHING CAMP, SETTING FIRE, PLAYING CARDS, BARBECUING</p>	<p><u>MUSIC UP AND FADE OUT</u></p> <p>(PEOPLE LAUGHING AND TALKING IN CHINESE)</p>
<p>FS: HOST WALKING IN THE CAMERA</p>	<p>HOST</p> <p>I like to join this kind of party, having a picnic, playing cards, barbecuing, and swimming. The Chinese Students Association usually initiates this kind of activity once or twice a quarter, just for us to relax awhile. But what I like most is that, during the party, we can exchange our experiences and problems in studying, making friends or whatever.</p>

VIDEO	AUDIO
	<p>(A GIRL CALLING THE HOST FROM THE OTHER SIDE IN CHINESE)</p> <p>女: 江榕, 你在幹嘛呵: 快来!</p> <p>GIRL: Lu. What are you doing there? come on!</p> <p>(HOST TURNING HER FACE TO THE OTHER SIDE AND ANSWERING IN CHINESE)</p> <p>主持人: 马上来了!</p> <p>HOST: Yes, I'm coming!</p> <p>(HOST TURNING HER FACE BACK TO CAMERA)</p> <p>HOST</p> <p>We have a party over there. Please join us. I promise, you won't be sorry.</p> <p>ZOOM OUT TO LS: HOST</p> <p>RUNNING TO THE OTHER SIDE</p> <p>CU: MEAT ON THE BARBECUE</p> <p><u>MUSIC FADE IN</u></p> <p><u>MUSIC FADE OUT</u></p>

VIDEO	AUDIO
<p>COVER SHOT: FIVE PEOPLE SURROUNDING THE BARBECUE</p>	<p>(PEOPLE TALKING IN CHINESE)</p> <p>主持人: 這是什麼? HOST: What's this?</p> <p>王(男): 牛肉 WANG (MALE): Beef.</p> <p>主持人: 老天! 我不吃牛肉的呀! HOST: Oh Gosh! I don't like beef.</p> <p>李(女): 放心! 我們還有豬排和雞腿。 LEE (FEMALE): Don't worry. We also have pork chop and chicken leg.</p>
<p>THREE SHOT: HOST, CHEN, AND CHI</p>	<p>陳(男): 這兒, 讓我介紹一個新生, 紀徽, 教育系的。 CHEN (MALE): Lu, let me introduce you a new student, Wei Chi. She is studying in the Education Department.</p> <p>主持人: 你好! 我叫江璐, 來多久了? HOST: How do you do. My name is Lu Chiang. How long have you been here?</p>
<p>CU: CHI</p>	<p>紀(女): 才一個多月。 CHI (FEMALE): Only one month.</p> <p>主持人: 還適應嗎? HOST: Have you adjusted yourself to new</p>

VIDEO	AUDIO
TWO SHOT: HOST AND CHI	<p>conditions here at Utah State University?</p> <p>紀: 還不太適應。</p> <p>CHI: Not yet.</p> <p>主持人: 慢慢來, 過一陣就好了, 你們班上還有沒有其他老中?</p> <p>HOST: Take it easy. You will make it. Is there any other Chinese student in your department?</p> <p>紀: 沒有, 我是唯一的一個。</p> <p>CHI: No, I'm the only one.</p>
FS: WANG ROASTING MEAT	<p>王: 沒有才女, 不像我們電腦系, 老中一大羣, 整天跟老中混, 英文都沒有進步。</p> <p>WANG: It's good for you. In our Computer Science Department, there are a whole bunch of Chinese students. Hanging around with Chinese all day long, you just can't improve your English.</p> <p>李: 誰叫何成天跟老中混, 不會多交些外國朋友嗎!</p> <p>LEE: Who said that you should stick around with Chinese all day long? You can make friends with Americans or other foreign students, can't you?</p>

VIDEO	AUDIO
COVER SHOT	<p>王：話是沒錯，可是妳知道我們上課放眼望去全是老中，不跟老中混，跟誰混？</p>
	<p>WANG: You are right. But there is something you don't know. If you went to our class, all you would see are Chinese. If you were not to mix with them, whom can you mix with?</p>
	<p>李：總有些老外吧：只要主動找機會，不難跟他們交往的。</p>
	<p>LEE: There must be some Americans or other foreign students. Making friends with them is not difficult, as long as you can actively seek the opportunity.</p>
COVER SHOT	<p>陳：其實交朋友並不難，要交到真正的朋友就不容易了。老中老美都一樣。</p>
	<p>CHEN: In fact, making friends is not hard at all. Making real friends is really hard, no matter whether he is Chinese or American.</p>
	<p>主持人：這話倒是真的，不過對我們未講，跟老美交朋友是比較困難，因為我們還多了一重文化背景不同的障礙，我們跟老美有不同的價值標準和行為模式，如果不留心彼此的 cultural differences, 就不容易合得來。</p>

VIDEO	AUDIO
	<p>HOST: That's true. But making friends with Americans is especially hard for us, because we have one more barrier, that is the cultural differences. We and Americans have different values and different behavior patterns. If we don't notice the cultural differences, we won't get along well with each other.</p>
CU: BURNING MEAT	<p>LEE: Woops! The meat is almost burned.</p>
MS: LEE	<p>Turn it over, quick!</p>
OVER-SHOULDER SHOT FROM THE HOST WITH CHI FACING THE CAMERA	<p>紀: 什麼樣的文化差異? 你為什麼說得更具體些?</p>
	<p>CHI: What kind of cultural differences? Can you be more specific?</p> <p>主持人: 比如說, 老美從小就被訓練著自己動手做, 到了大學也自己打工賺錢, 不依靠父母。他們當店員, 到餐廳洗碗, 在校園裏幹什麼都肯幹。 中國人也是著名的勤奮, 可是有士大夫觀念, 總認為洗盤子、割草的工作有損知識分子的身份地位。</p>

VIDEO	AUDIO
<p>WIPE TO <u>VTR #1</u>: ALL THE PICTURE IN VTR #1 ARE DIMMED PERIPHERALLY)</p> <p>VTR #1: AMERICAN STUDENTS CLERKING IN SHOP; WASHING DISHES; MOWING GRASS</p>	<p>HOST: For example, Americans are trained from childhood to do things for themselves. Even in college, they support themselves by finding a job without relying on their parents. They clerk in the supermarket, wash dishes at cafeteria, or mow grass on the campus. They do whatever they can.</p>
<p>WIPE TO CU: HOST</p>	<p>HOST: We Chinese are also known as hardworkers, but we consider that washing dishes and mowing grass will degrade our status as being a scholar.</p> <p>陳: 而那是對的, 憑自己勞力賺錢, 並沒有什麼可恥!</p>
<p>CUT TO MS: CHEN</p>	<p>CHEN: And that's wrong. Relying on our own labor is not shameful.</p> <p>王: 所以, 你要是在校園裏看到幹單的人, 千萬別瞧不起他, 人家可能是準博 士, 懂得比你還多!</p>
<p>COVER SHOT WITH WANG IN THE MIDDLE</p>	<p>WANG: So, whenever you see a person who is mowing grass on the campus, don't look</p>



VIDEO	AUDIO
MS: HOST	<p>down on him. He might be a doctor, who knows more than you do.</p> <p>主持人：另外，美國人是做事的時候多，思考的時候少，而中國人是思考的時候多，做事的時候少。</p> <p>HOST: Besides, most of the time, Americans are concentrating on doing instead of thinking. On the contrary, Chinese are spending most of their time on thinking rather than doing.</p> <p>記：此語意講：</p> <p>CHI: What do you mean by that?</p> <p>主持人：讓我舉個例子，我是哈爾濱播電視的，有些課需要跟同學分組製作節目，有一次就為了思考和做事的行為模式不同，大家弄得不歡而散。</p>
ZOOM IN TO CU: HOST	<p>HOST: Let me give another example. I major in radio and television. In some of the production courses, we have to produce a program with a group of other students.</p>
FOCUS/DEFOCUS DISSOLVE	<u>MUSIC FADE IN</u>
DISSOLVE FROM HOST TO	HOST: (NARRATIVE VOICE) One day, we did not

VIDEO	AUDIO
<p><u>VTR #2</u>: AUDIO LAB, STUDENT A AND B STANDING BESIDE THE MIC; HOST SITTING BESIDE THE AUDIO CONTROL CONSOLE</p>	<p>get along well because of different behavior pattern in thinking and doing things. . . .</p> <p style="text-align: center;"><u>MUSIC FADE OUT</u> <u>NATURAL SOUND UP</u></p>
<p>COVER SHOT</p>	<p>STUDENT A: Lu, what are you doing? Daydreaming?</p> <p>HOST: I'm thinking.</p> <p>STUDENT A: What are you thinking about?</p> <p>HOST: I'm trying to figure out the sequence of doing this.</p> <p style="text-align: center;">(HOST MUMBLING TO HERSELF)</p> <p>Turn on turn-table one, turn on volume, then is mic, and turntable two, . . . . .</p>
<p>TWO SHOT: STUDENT A AND B</p> <p>COVER SHOT</p> <p>MS: HOST PUTTING</p>	<p>STUDENT B: Oh, come on, Lu! Stop thinking! Let's go for it.</p> <p>STUDENT A: Yeah. Let's do something!</p> <p>HOST: All right! All right!</p>

VIDEO	AUDIO
<p>RECORDS ON TURN-TABLES</p> <p>COVER SHOT</p> <p>MS: HOST OPERATING THE AUDIO CONTROL CONSOLE</p> <p>CU: STUDENT A</p>	<p>HOST: Are you ready?</p> <p>ALL PEOPLE: Ready!</p> <p>(HOST STARTING TURN-TABLE, TURNING ON THE VOLUME, MUSIC UP)</p> <p>(HOST TURNING DOWN THE VOLUME, OPENING MIC., STUDENT A BEGINING NARRATION)</p> <p>STUDENT A</p> <p>Dance has long been one of the most beautiful and interesting of the performing arts. In recent years, its popularity has increased tremendously with a wide range of performances from classical ballet to modern dance. Yet for many people dance remains somewhat intimidating. Without an understanding of what it is and where it comes from, it's hard to develop an appreciation for the art.</p>

VIDEO	AUDIO
MS: HOST	(HOST FADES OUT THE MUSIC)
COVER SHOT	STUDENT B: Terrific! Let's play it back.
FS: HOST REWINDING TAPE, STOP IT, PLAY THE TAPE	
COVER SHOT	STUDENT A: What's the matter? Where is the music? . . . And where is my narration? Are you sure you've recorded everything?
MS: HOST	HOST: I'm definitely sure. Did you see that? The needle is moving in the VU Meter. If we didn't record anything on tape, the needle will not move. We just can't play it back.
MS: STUDENT B SITTING DOWN, TURNING THE ROTARY FADERS ON AND OFF	STUDENT B: Let me try it.
CU: HOST THINKING	HOST: (NARRATIVE VOICE) There must be something wrong.
COVER SHOT	(ECHO COMES FROM THE MICROPHONE)

VIDEO	AUDIO
<p>MS: STUDENT B TURNING THE SWITCHES AND FADERS ON AND OFF</p>	<p>HOST: Oh! Stop it! Don't mess around the machine.</p> <p>STUDENT B: I'm working, not messing around. Don't you understand?</p> <p>(STUDENT B MUMBLING TO HIMSELF)</p> <p>The machine isn't tricky. There must be a reason for that.</p>
<p>CU: HOST</p>	<p>HOST: Ok, you guys keep on working. I'm going. Because there is nothing we can do about it now.</p>
<p>FOCUS/ DEFOCUS DISSOLVE</p>	<p><u>MUSIC FADE IN</u></p> <p><u>MUSIC FADE OUT</u></p>
<p>DISSOLVE FROM <u>VTR #2</u> TO BEAR LAKE SCENE</p>	<p>紀: 我懂了: 碰到事情做不通, 中國人會坐下來靜靜的想, 美國人則寧可加倍努力的去做, 直到做通為止.</p>
<p>COVER SHOT</p>	<p>CHI: I understand now. If at first we failed, Chinese will sit down to think, Americans would rather redouble their efforts in doing until they succeed.</p>

VIDEO	AUDIO
MS: WANG	<p>主持人: 沒錯!</p> <p>HOST: You got it!</p> <p>王: 好啦: 好啦: 姑娘們別儘坐著"說", 起來"做"吧!</p> <p>WANG: Ok, girls, don't just sit there talking. Let's DO something.</p>
TWO SHOT: LEE AND WANG	<p>李: 做什麼:</p> <p>LEE: Do what?</p> <p>王: "吃"吃可!</p> <p>WANG: Let's EAT!</p>
COVER SHOT	(ALL PEOPLE LAUGH)
DISSOLVE TO WIDE SHOT: BEAR LAKE	<u>MUSIC FADE IN AND OUT</u>
DISSOLVE TO LS: DAVID APPROACHING	DAVID: Lu, how are you!
HOST STANDING UP	<p>HOST: (SURPRISINGLY) Hi, David! What are you doing here?</p> <p>DAVID: It's a beautiful day. I'm coming to have a picnic with my students.</p>
COVER SHOT	<p>HOST: Let me introduce you to my friends . . .</p> <p>(HOST TURNS TO OTHER PEOPLE) Hey, guys! This is David Jones. He is teaching in</p>

VIDEO	AUDIO
<p>DAVID SHAKING HANDS WITH EACH ONE OF THEM WANG SENDS A BEEF TO DAVID TWO SHOT: DAVID &amp; HOST</p>	<p>the Intensive English Language Istitute. DAVID: How do you do . . . HOST: David . . . This is Chen, . . . Lee, . Chi. . . and Wang. WANG: Have a beef. It's good. DAVID: Thank you! HOST: Can you Join us for a few minutes, David? We are just talking about how to make friends with Americans. Maybe you can give us some suggestions. DAVID: Yes, I'd love to. My students are out rowing a boat on the lake now. I guess they won't be back for half an hour.</p>
<p>COVER SHOT</p>	<p>HOST: Good! Let's sit down. (HOST TALKS TO ALL PEOPLE) Now, from now on, we should all speak English so that David will know what we talking about.  ALL PEOPLE: Agree!  (EVERYBODY SITS DOWN, LEE TURNS ON THE RADIO, MUSIC UP)</p>

VIDEO	AUDIO
TWO SHOT: HOST & DAVID	<p>HOST: What do you suggest for us to make friends with Americans?</p> <p>DAVID: Well, the first thing is to know what's the difference between you and the Americans.</p>
MS: CHEN	CHEN: You mean the cultural differences?
TWO SHOT: DAVID & CHEN	<p>DAVID: Yes. Because we have different sets of value systems. For example, we Americans are very individualistic. We like to work separately. But, as far as I'm concerned, you Chinese are group oriented. You like to stick together, don't you?</p> <p>CHEN: You are right. We feel we are subordinated to our country, to our family.</p>
CU: DAVID	<p>DAVID: But the Americans believe, each person has a worth simply because he is an individual. His ideas are important above all else; they are not to be subordinated to any others. That is something you should know about, if you are living in American society.</p>
THREE SHOT: LEE, DAVID, & CHEN WITH DAVID IN THE MIDDLE	<p>LEE: You mean we should be individualized?</p> <p>DAVID: At least it's no harm. The good thing about individualism is that you learn to respect individual rights, individual</p>



VIDEO	AUDIO
<p>MS: DAVID</p> <p>COVER SHOT</p>	<p>freedom, individual ideas, and to be independent, to be your own person.</p> <p>For example, I'm talking to you now. It is my right to say whatever I like. You can't stop me. But it is your privilege to agree or disagree with what I say. I can't force you.</p> <p>CHEN: It is also a spirit of democracy, right?</p> <p>DAVID: That's right. We all appreciate democracy. But individualism does not equate to selfishness. To be individualized doesn't mean you don't have to love your country or are not responsible to your family. Actually, we do emphasize the individual's contribution to his society. Many American teachers in grading their students not only base the grade on the individual's test grades, but also base it upon what contribution he has made to this class.</p> <p>WANG: Now we also know how to get good grades from American teachers.</p> <p>(ALL PEOPLE LAUGH)</p>

VIDEO	AUDIO
TWO SHOT: CHEN & DAVID	<p>CHEN: But I still feel that many Americans are not patient enough in communicating with foreigners.</p> <p>DAVID: That is because most of the American students are coming to college for an education, or for a chance to find a husband or wife, to become independent, and for fun. It is their time for growing so they tend to be only concerned about themselves. They don't have to be patient with you. But that doesn't mean they dislike you. All you have to do is to keep on trying to talk to them or talk to different people. Don't be frustrated. Don't give up.</p>
SIDE SHOT: LEE PASSING THE PORK CHOP TO THE HOST	<p>LEE: Lu, your pork chop is ready!</p> <p>HOST: Oh, good! I'm almost starved to death.</p>
MS: WANG SITTING IN FRONT OF THE FIRE, FACE TO FACE WITH DAVID	<p>WANG: Talking about teachers, I also feel that it is hard to establish a close relationship with American teachers.</p> <p>DAVID: Why do you say that?</p> <p>WANG: Because they are too busy, I don't</p>

VIDEO	AUDIO
<p>ZOOM IN TO CU: WANG            DEFOCUS            DISSOLVE TO <u>VTR #3</u>:            (VTR #3 WILL BE            PLAYED IN FAST            MOTION)            WANG MEETING PROFESSOR            IN THE OFFICE</p> <p>WANG TALKING TO            PROFESSOR IN THE            CLASSROOM</p> <p>WANG FACING THE CLOSED            DOOR</p>	<p>even have a chance to talk to them.            DAVID: How come?            WANG: Let me tell you . . . .</p> <p><u>MUSIC UP AND UNDER</u></p> <p>WANG (NARRATIVE VOICE)</p> <p>The first time, I went to the            professor's office BEFORE class. He said,            "Sorry, I have a class in ten minutes. I            have to prepare for the class. Please come            back some other time."</p> <p><u>MUSIC UP AND UNDER</u></p> <p>The second time, I tried to talk to him            AFTER class. He said, "I have a meeting            right after class. Let's discuss it next            time."</p> <p><u>MUSIC UP AND UNDER</u></p> <p>The third time, I went to see him again.            The door was closed. He was not in the</p>

VIDEO	AUDIO
<p>OVER-SHOULDER SHOT: SCHEDULE ON THE DOOR</p>	<p>office. But I noticed that there is a professor's schedule attached on the door. I wrote down his office hour and came in the next day.</p>
<p>CUT TO BEAR LAKE SCENE</p>	<p><u>MUSIC FADE OUT</u></p>
<p>COVER SHOT</p>	<p>LEE: Did you get him? WANG: Yes, I got to see him finally. But guess what? . . . . .</p>
<p>DEFOCUS DISSOLVE TO <u>VTR #4</u>:</p>	<p><u>MUSIC FADE IN</u></p>
<p>PROFESSOR'S OFFICE</p>	<p><u>MUSIC FADE OUT</u></p>
<p>MS: PROFESSOR SITTING BEHIND THE DESK, ANSWERING PHONE</p>	<p>PROFESSOR: (TALKING TO THE PHONE) Yes . . . What did he say? . . . Oh yeah? . . . That's true . . . Ok, bye!</p>
<p>PROFESSOR HANGING UP THE PHONE</p>	<p>PROFESSOR: (TALKING TO WANG) What can I do for you?</p>
<p>TWO SHOT FROM THE SIDE</p>	<p>WANG: I'd like to talk to you about my final project.</p>
<p>OVER-SHOULDER SHOT</p>	<p>PROFESSOR: All right, but I can only give you</p>

VIDEO	AUDIO
	<p>ten minutes. It's really a bad time for you to come at this moment, because there are many students waiting to see me. They have already made an appointment with me. And, . . . .</p>
<p>DEFOCUS DISSOLVE TO BEAR LAKE SCENE</p>	<p><u>MUSIC FADE IN</u>  <u>MUSIC FADE OUT</u></p>
<p>CU: WANG (FEEL FRUSTRATED)</p>	<p>LEE: Oh, poor Wang! DAVID: Do you know what's wrong? WANG: What's wrong?</p>
<p>MS: DAVID WITH WANG'S BACK IN FOREGROUND</p>	<p>DAVID: You didn't make an appointment with your professor before you went to see him. WANG: Is that so important? DAVID: Of course it is. In an industrialized society like America, everyone is busy. So everyone has his own schedule for each day. The professor is not always waiting for your visit. If you drop into his office without making an appointment beforehand, you probably will disturb what he is doing at that moment. He may not</p>

VIDEO	AUDIO
<p>ZOOM IN TO TWO SHOT: HOST &amp; DAVID</p> <p>MS: WANG</p>	<p>be angry with you, but nobody likes to be interrupted.</p> <p>HOST: So, are you suggesting that we should make a phone call to make an appointment with teachers before we went to see them?</p> <p>DAVID: Yes. It is not only to get permission from them, but also let them know your purpose of visiting so that they can prepare the materials for you. And you can get the information you want.</p> <p>WANG: I agree with you. But you just can't imagine how busy they are. You know what? In the Computer Science Department, there are more than 50 Chinese students, but only two advisers for them. They can't even remember who you are, or what your name is.</p>
<p>ZOOM IN, DEFOCUS</p>	<p>I remember whenever the teacher gives our tests back to us in the class . . . .</p>
<p>DISSOLVE TO <u>VIR #5</u>: CLASSROOM</p>	<p><u>MUSIC FADE IN</u> <u>MUSIC FADE OUT</u></p>
<p>WIDE SHOT: PROFESSOR</p>	<p>PROFESSOR: Shian-Chun Chen, . . . Yu-Ming</p>

VIDEO	AUDIO
FACING THE CAMERA GIVING OUT THE TESTS WITH STUDENTS IN FRONT OF HIM LIU WALKING OUT FROM THE SEAT LIU GIVING OUT THE TESTS	Liu, Chuan. . . Chuan. . . Sorry, it's too hard for me to pronounce your name. Let's do it this way to make it quickly. Liu, please give out these tests for me.
DEFOCUS DISSOLVE TO BEAR LAKE SCENE	LIU: (ANNOUNCING EACH STUDENT'S NAME IN CHINESE) 王傳偉, 李仲生, 邱小倩, . . . . . <u>MUSIC FADE IN</u>  <u>MUSIC FADE OUT</u>
COVER SHOT	LEE: (LAUGH) Are you kidding? WANG: That's true, I swear!
MS: DAVID	DAVID: I believe you. It's really hard for us to pronounce a Chinese name, let alone to remember it. So, I suggest that you may have an American name like George, Anne, or Mary, whatever, to be your first name. The name is only a symbol. But it not only helps you to introduce yourself,

VIDEO	AUDIO
<p>CU: LEE</p> <p>THREE SHOT: LEE, CHEN, &amp; DAVID</p> <p>MS: DAVID</p> <p>COVER SHOT: DAVID STANDS UP</p>	<p>but also helps your friends or teachers to identify and remember you. I think it is the first step in establishing a close relationship between you and your teachers or friends.</p> <p>Oh, another thing is very important too. That is to sell yourself.</p> <p>LEE: You mean to advertise for ourselves?</p> <p>DAVID: Yes.</p> <p>CHEN: But we are taught to be modest since we were kids.</p> <p>DAVID: But if you want to survive in American society, you have to sell yourself. Let people know what you can do. Don't be afraid to show your specialities and talents. It is the best tool to make yourself outstanding. So, think about it.</p> <p>(DAVID LOOKS AT HIS WATCH)</p> <p>DAVID: Sorry, I have to go. Thanks for your food, it was delicious. And nice to talk to you.</p> <p>HOST: Thanks for your suggestions. They are</p>



VIDEO	AUDIO
<p>LS: DAVID LEAVING</p> <p>MS: WANG</p>	<p>very helpful!</p> <p>DAVID: See you, have a good time!</p> <p>ALL PEOPLE: You too. Bye!</p> <p>(WANG STRETCHING HIMSELF AND YAWNING)</p> <p>王: 喂: 我吃飽了, 也坐累了! 想 不想去划船呀?</p> <p>WANG: (SPEAKING IN CHINESE) Hey, I'm full and tired of sitting around here. Would you guys like to row a boat?</p> <p>李: 好主意! 走吧!</p>
<p>COVER SHOT</p>	<p>LEE: Good idea! Let's go for it!</p>
<p>FS: ALL PEOPLE RUNNING TO THE BEACH EXCEPT THE HOST</p>	<p><u>MUSIC FADE IN</u></p> <p><u>THEME SONG: IT'S A SMALL WORLD</u></p>
<p>MS: HOST PUTTING OUT THE FIRE</p>	<p>HOST</p>
<p>CU: HOST</p>	<p>Living in the world without friends is miserable. And making friends with people from a different culture is hard. All of the things we just discussed are some of the</p>

VIDEO	AUDIO
<p>FS: HOST WITH BEACH IN BACKGROUND</p> <p>MS: HOST</p> <p>ZOOM OUT</p>	<p>cultural differences between American and Chinese. But understanding cultural differences is not enough for making friends. Other than understanding, we need to be more tolerant of the cultural differences.</p> <p>女: 二璐, 快和我! 我们要出发了!</p> <p>GIRL: (SHOUTING FROM THE BEACH IN CHINESE) Come on, Lu! We are leaving!</p> <p>(HOST TURNING HER FACE TO THE BEACH)</p> <p>主持人: 来了! 来了!</p> <p>HOST: (ANSWERING IN CHINESE) I'm coming, I'm coming!</p> <p>(HOST TURNING HER FACE BACK TO THE CAMERA)</p> <p>HOST</p> <p>I got to go. Remember, understanding and tolerance. Good luck!</p> <p>(HOST RUNNING TO THE BEACH)</p>

VIDEO	AUDIO
PAN TO THE BEACH	<u>MUSIC UP FULL</u>
SUPER TITLE: "IT'S A SMALL WORLD"	
SUPER OFF	<u>MUSIC FADE OUT</u>  ————— THE END —————

Script 3:Open Your Mouth

PROGRAM TITLE:		
The Way — Adjusting to Academic and Social Life at Utah State University		
SCRIPT NUMBER:	TITLE:	LENGTH:
3	Open Your Mouth	25 min.
VIDEO	AUDIO	
<u>VTR #1: BOOKSTORE</u>	<u>MUSIC UP</u>	
FS: GIRL LOOKING FOR SOMETHING	(A CHINESE GIRL IS LOOKING FOR SOMETHING IN THE BOOKSTORE, BUT SHE CAN'T FIND IT)	
MS: GIRL (DISCOURAGED)		
STILL FRAME		
SUPER "?" (FLASH) ABOVE THE GIRL'S HEAD		
SUPER OUT		
WIPE GRAPHIC ABOVE THE GIRL'S HEAD (STILL FRAME)		

VIDEO	AUDIO
<p>GRAPHIC: "I CAN'T FIND IT WHAT SHALL I DO?"</p> <p>WIPE OUT</p> <p>TAPE RUNNING</p> <p>MS: GIRL KEEPS ON SEARCHING</p> <p>LS: A CLERK APPROACHING THE GIRL</p> <p>OVER-SHOULDER SHOT TO GIRL WITH CLERK'S BACK IN FOREGROUND</p> <p>STILL FRAME</p> <p>CUT TO CU: GIRL'S FACE</p> <p>STILL FRAME</p> <p>SUPER TITLE: "OPEN YOUR MOUTH" (FLASH THREE TIMES)</p>	

VIDEO	AUDIO
<p>SUPER OUT</p> <p>TAPE RUNNING</p> <p>SIDE SHOT: GIRL WALKS TOWARD THE CLERK AND ASKS</p> <p>FS: CLERK AND GIRL IN BOOKSTORE</p> <p>MS: GIRL FOUND WHAT SHE WANTS</p> <p>CU: GIRL'S SMILING FACE</p> <p>WIPE TO <u>VIR #2</u>: CAFETERIA</p> <p>COVER SHOT: CAFETERIA WITH CHINESE BOY SITTING ALONG IN THE MIDDLE</p>	<p>(CLERK LEADS GIRL TO THE AREA WHERE SHE GOT WHAT SHE WANTS)</p> <p><u>MUSIC CONTINUES</u></p> <p>(A CHINESE BOY IS HAVING LUNCH IN CAFETERIA)</p>

VIDEO	AUDIO
<p>FS: AN AMERICAN GIRL APPROACHES HIS TABLE AND SITS DOWN IN FRONT OF HIM</p> <p>MS: GIRL SMILING TO BOY</p> <p>MS: BOY EMBARRASSED</p> <p>SIDE SHOT: BOY AND GIRL SITTING FACE TO FACE WITH TABLE BETWEEN THEM</p> <p>STILL FRAME</p> <p>SUPER TITLE: 'OPEN YOUR MOUTH' (FLASH THREE TIMES)</p> <p>SUPER OUT</p> <p>TAPE RUNNING</p> <p>SIDE SHOT: BOY TALKING TO GIRL</p>	

VIDEO	AUDIO
<p>DISSOLVE TO <u>STUDIO</u></p> <p>SCENE 1: DENTAL CLINIC</p> <p>ECU: HOST'S MOUTH OPENED</p> <p>ECU: MOUTH WITH MOUTH MIRROR IN IT</p> <p>MS: DENTIST WITH HOST LYING ON THE CLINIC CHAIR</p> <p>FS: HOST STANDING UP</p> <p>HOST WALKING FROM SCENE 1 TO SCENE 2: STUDIO</p> <p>SINGLE SHOT: HOST</p>	<p><u>MUSIC FADE OUT</u></p> <p>(HOST SEEING A DENTIST IN STUDIO)</p> <p>DENTIST: Now, open your mouth . . . Good! . .</p> <p>DENTIST: Ok, it won't hurt you anymore.</p> <p>HOST: Thank you doctor.</p> <p>HOST</p> <p>I believe, most of you are afraid of seeing a dentist just like I was. But once</p>



VIDEO	AUDIO
	<p>you have a cavity in your teeth, it will hurt you to death. And there is no other way other than seeing a dentist to make you feel comfortable again. However, even after you decided to step into the dental clinic, it still takes courage to open your mouth to the dentist. But once you open it, everything will be fine.</p> <p>To us, speaking English is similar to seeing a dentist. All we need to do is to open our mouth. And what we need most is the courage.</p> <p>We have studied English for many years in Taiwan. We learned how to read and translate from English into Chinese and vice versa. We've read quite a few English books and know a good many words and phrases. The trouble is we can't use them in conversation, because we didn't have any chance to speak in English at that time.</p> <p>Now the situation has changed. We are</p>

VIDEO	AUDIO
<p data-bbox="362 1368 464 1400"><u>VTR #3</u></p> <p data-bbox="236 1491 539 1523">FS: MERRILL LIBRARY</p> <p data-bbox="236 1747 555 1779">AUDIO-VISUAL SERVICE</p>	<p data-bbox="620 368 1310 523">studying in an American university. We have to write in English, speak in English, and listen to English.</p> <p data-bbox="620 619 1320 838">It is awful to study in a foreign country without being able to use the language. Half of the pleasure would be gone if we had to live like a deaf-mute.</p> <p data-bbox="620 934 1279 1089">Therefore, improving our English proficiency is important. Now the problem is — How?</p> <p data-bbox="620 1185 1295 1276">Well, I have some prescriptions. They work for me, they should work for you too.</p> <p data-bbox="816 1372 1103 1404"><u>MUSIC UP AND UNDER</u></p> <p data-bbox="832 1500 1083 1532">NARRATOR (V. O.)</p> <p data-bbox="613 1627 1310 1847">To increase English proficiency, we can start with improving our listening comprehension. The Audio-Visual Service in Merrill Library at Utah State University is</p>

VIDEO	AUDIO
<p>AUDIO-VISUAL MATERIALS</p> <p>STUDENTS WATCHING VIDEO TAPES AND LISTENING AUDIO TAPES</p> <p>CU: TV</p> <p>CU: RADIO</p> <p>CHINESE STUDENTS WATCHING TELEVISION</p>	<p>one place you can go. It is located on the first floor of Merrill Library. They provide audio visual materials, equipment, facilities, and personnel. There are many audio and video tapes that are always ready for you to use. You can pick up one of them and review those materials for as long and as often as you wish.</p> <p style="text-align: center;"><u>MUSIC FADE OUT, TV SOUND FADE IN</u></p> <p>TV: Good evening, this is NBC news. President Reagan . . . ,</p> <p style="text-align: center;"><u>TV SOUND FADE TO BACKGROUND</u></p> <p style="text-align: center;">NARRATOR (V. O.)</p> <p>Watching television news or other programs, and listening to the radio also offer chances for us to practice our listening comprehension. For us, turning on television or radio is not only for entertainment. We should be aware of the</p>

VIDEO	AUDIO
AND LISTENING TO RADIO	actor's usage of words, pronunciation, and tone in order to learn how to speak English in the American style.
CU: MOVIE	<p style="text-align: center;"><u>MOVIE SOUND</u></p>
ZOOM OUT TO FS INCLUDING AUDIENCE	<p>Of course, watching movies is another way to do it. During each quarter, there are movies shown in the Taggart Student Center every night from Monday through Saturday. It is one of the most inexpensive ways to entertain yourself.</p>
FS: AUDITORIUM IN FINE ARTS CENTER	<p style="text-align: center;"><u>SPEAKER LECTURING</u></p>
TEACHER LECTURING IN CLASS	<p>Over at the Fine Arts Center there is a convocation series presented once a week throughout the year. The University invites many speakers and performers to give interesting lectures on different topics.</p>
CU: TAPE RECORDER	<p>The convocation series as well as teacher's lectures in the class provide you a good chance to improve your listening skill. You can bring a small portable tape recorder with</p>

VIDEO	AUDIO
<p>ZOOM OUT TO THE STUDENT</p>	<p>you to record the lectures. This will give you a chance to review it again and again.</p>
<p><u>STUDIO</u></p>	<p>(BACK TO STUDIO)</p>
<p>MS: PUPPET SHOW</p>	<p>PUPPET BOY: (SINGING) You can't catch me, you can't catch me. . . .</p> <p>PUPPET GIRL: Don't be silly, David. Please calm down.</p> <p>PUPPET BOY: (SINGING) You can't catch me, you can't catch me. . . . .</p> <p>PUPPET GIRL: Oh, boy! Will you listen to me?</p> <p>PUPPET BOY: Yes, Madam. What can do for you?</p> <p>PUPPET GIRL: Let's play something else.</p> <p>PUPPET BOY: Good! I can play piano. Din Din Don Don. . . I can play violin. Ye Ya Ye Ya . . . Which one do you like, madam?</p> <p>PUPPET GIRL: Not that. Let's play a new game.</p> <p>PUPPET BOY: What new game? I like new game. What's that?</p> <p>PUPPET GIRL: That is "Let's Talk".</p> <p>PUPPET BOY: What?</p> <p>PUPPET GIRL: (LOUDER) "Let's Talk"!</p>

VIDEO	AUDIO
<p>FS: HOST STANDING OUT FROM THE CURTAIN</p> <p>HOST</p> <p><u>VTR #4</u></p> <p>AMERICAN TALKING WITH CHINESE ON CAMPUS</p>	<p>(HOST STANDING OUT FROM THE CURTAIN WITH BOTH PUPPETS IN EACH HAND)</p> <p>HOST</p> <p>Yes, Let's Talk. As a matter of fact, we can improve our listening comprehension and speaking ability at the same time by simply talking to each other in English. Of course, it is better to have a conversation with an American. "Let's Talk" is one of the programs especially designed for this purpose.</p> <p><u>MUSIC UP AND UNDER</u></p> <p>NARRATOR (V. O.)</p> <p>"Let's Talk" is a program initiated by the International Student Council. Its objective is to provide an opportunity for international students to make friends and interact with Americans. The program proceeds on a one-to-one basis. If you fill</p>

VIDEO	AUDIO
<p>INTERNATIONAL STUDENT COUNCIL: CHINESE STUDENT FILLS OUT THE APPLICATION FORM</p> <p>CHINESE STUDENT MEETING WITH AMERICAN</p>	<p>out an application form in the International Student Council, they will assign an American student to you. Then you can start your "Let's Talk" program. When and where you meet and what to talk about are all up to you and your partner.</p> <p style="text-align: center;"><u>MUSIC FADE OUT</u></p>
<p>CLASSROOM: TEACHER &amp; STUDENTS DISCUSSING</p>	<p><u>NATURAL SOUND: TEACHER &amp; STUDENTS DISCUSSING</u></p> <p style="text-align: center;">NARRATOR (V. O.)</p> <p>In the Department of Languages and Philosophy, the Intensive English Language Institute also provides some programs for international students to take. Intensive English courses are offered at four levels. Within each level, they provide four courses: reading, writing, communication, and conversation. The goal of these courses is to increase students' English language skill in speaking, listening, reading, composition, and grammar. In addition, they will</p>

VIDEO	AUDIO
<p>STUDENTS WRITING</p> <p>STUDENTS GIVING</p> <p>STUDENTS DISCUSSING</p> <p>MUSEUM</p> <p>CHURCH</p> <p><u>STUDIO</u></p>	<p>introduce you to the American culture.</p> <p>In the Communication course, the instruction is based upon the textbook. Students will learn correct grammar and make sentences. They will have many chances to give presentations in class and have a dialogue with each other.</p> <p>(STUDENTS HAVING PRESENTATIONS)</p> <p>Compared to the Communication course, the Conversation class proceeds in a more <b>informal</b> way. Usually, the instructor will make conversations with students or divide students into small groups to discuss a certain issue. Occasionally, the instructor will lead all the students to visit a museum or church to introduce American culture to them.</p>



VIDEO	AUDIO
<p>HOST</p> <p><u>VTR #5</u></p> <p>TWO-SHOT: AMERICAN AND CHINESE STUDENT</p>	<p>HOST</p> <p>In associating with Americans, it is important to know their social customs. This is especially true when carrying on a conversation. We might offend the other person without intending to do so, because we and Americans are very different in expression. The most obvious difference is when you answer a "Yes" or "No" question.</p> <p>(AN AMERICAN STUDENT TALKING WITH CHINESE STUDENT)</p> <p>AMERICAN: I had a quarrel with Jennie about the party yesterday.</p> <p>CHINESE: What's the matter?</p> <p>AMERICAN: She was angry with that joke we played on her. But it wasn't even my idea.</p> <p>CHINESE: Yea . . .</p> <p>AMERICAN: She just . . . What? . . . You don't think that was my idea, do you?</p> <p>CHINESE: Yea, I don't think . . .</p> <p>AMERICAN: What?</p>

VIDEO	AUDIO
<p style="text-align: center;"><u>STUDIO</u></p> <p>HOST</p>	<p>CHINESE: I mean No ! . . . .</p> <p>AMERICAN: Oh, never mind!</p> <p style="text-align: center;">(AMERICAN STUDENT WALKS AWAY)</p> <p style="text-align: center;">HOST</p> <p>This kind of situation happens a lot between Americans and Chinese. When we answer people "Yes" or "No" in Chinese, it means we agree or disagree with that person. But in English, "Yes" or "No" is to express the affirmative or negative mood to the statement made by that person.</p> <p>For example, when people asked "Don't you understand?" In English, people will answer "No, I really don't" if they don't understand. But in Chinese, we will say "Yes, I really don't". Actually we are saying, "Yes I agree with you. I really don't understand". But that is Chinese not English. Have you noticed the difference now?</p>

VIDEO	AUDIO
<p data-bbox="366 1247 467 1278"><u>VTR #6</u></p> <p data-bbox="241 1498 573 1655">JASON WANG SITTING IN FRONT OF THE DESK AND WRITING</p>	<p data-bbox="627 370 1324 655">So, if you desire to speak English smoothly, try to think it in English instead of in Chinese. If you do it the other way and then translate them directly into English you will cause people to be confused.</p> <p data-bbox="624 753 1287 1157">In addition to the difference in sentence structure between Chinese and English, there is another thing we need to learn when communicating with Americans. That is, "if you don't understand, don't hesitate to ask". Jason Wang is going to tell us about his story.</p> <p data-bbox="821 1253 1110 1285"><u>MUSIC UP AND UNDER</u></p> <p data-bbox="821 1378 1103 1410">JASON WANG (V. O.)</p> <p data-bbox="617 1506 1324 1725">I'm studying in the Sociology Department. This is my last quarter, I'm concentrating only on the thesis without any other courses to take.</p>

VIDEO	AUDIO
<p>CUT TO TEACHER'S OFFICE</p> <p>JASON WANG DISCUSSES WITH TEACHER</p>	<p>Two weeks ago, I went to see my adviser to discuss the first two chapters of my thesis. It seemed to me that she doesn't like the way I structured my first two chapters. However, she is nice and kind. She gave me some guidelines and suggestions for revision.</p>
<p>CU: JASON NODDING HIS HEAD</p> <p>JASON WALKING OUT OF TEACHER'S OFFICE</p>	<p>Do you see that, I keep on nodding my head when she talked to me? Do you think I really understood what she said? No! I still didn't know what she wanted me to do even when I walked out of her office.</p>
<p>JASON WALKING HOME</p>	<p>It's terrible, isn't it. I was so frustrated all the way home. Actually, I was not so sorry about not understanding what my adviser said. What I really felt frustrated about was not having the courage to ask, so I was totally lost.</p>
<p><u>STUDIO</u></p>	<p><u>MUSIC FADE OUT</u></p>

VIDEO	AUDIO
HOST	<p data-bbox="619 383 1003 414">HOST</p> <p data-bbox="619 510 1329 978">Jason's story is not unique to Chinese students. Many of us have the same fear of asking questions when we are confused. Some of you might consider that it is impolite to ask back even when we don't quite understand. And some of you might be eventually afraid of asking because you can't speak English very well.</p> <p data-bbox="619 1074 1329 1489">But you know what? One of the American's survival skills is to ask, because there are too many things we don't know. Even the American students will have problems in writing a thesis, giving a presentation, or even finding a place, let alone us — as complete foreigners here.</p> <p data-bbox="619 1574 1329 1862">So, don't be afraid to ask! By the way, asking questions can also improve your English language proficiency in listening and speaking. Let's go back to Jason to finish his story.</p>

VIDEO	AUDIO
<p data-bbox="368 372 470 414"><u>VTR #7</u></p> <p data-bbox="243 500 580 595">JASON WITH FRIENDS ON CAMPUS</p> <p data-bbox="243 1010 588 1159">WIPE TO OVER-SHOULDER SHOT: JASON TALKING TO AMERICAN A</p> <p data-bbox="243 1255 540 1415">WIPE TO SIDE SHOT: JASON TALKING TO AMERICAN B</p> <p data-bbox="243 1564 588 1734">WIPT TO CU: JASON TALKING TO AMERICAN C</p>	<p data-bbox="823 372 1113 414"><u>MUSIC UP AND UNDER</u></p> <p data-bbox="823 500 1105 542">JASON WANG (V. O.)</p> <p data-bbox="619 627 1277 915">It was really a good lesson to me. From then on, I always reminded myself — to ask, to ask, and to ask, no matter how poor my English is and how silly I feel myself.</p> <p data-bbox="744 1010 1199 1042">(JASON TALKING TO AMERICAN A)</p> <p data-bbox="619 1127 1183 1170">JASON: I'm sorry I don't follow you.</p> <p data-bbox="744 1255 1199 1287">(JASON TALKING TO AMERICAN B)</p> <p data-bbox="619 1372 1262 1478">JASON: I'm afraid I don't understand you. Would you mind saying it again?</p> <p data-bbox="744 1564 1199 1606">(JASON TALKING TO AMERICAN C)</p> <p data-bbox="619 1691 1324 1798">JASON: Wait, wait! Can you slow down so that I can follow you?</p>

VIDEO	AUDIO
<p>WIPE TO OVER-SHOULDER SHOT: JASON TALKING OT AMERICAN D</p>	<p>(JASON TALKING TO AMERICAN D)  JASON: Would you tell me what you mean when you say "It's not a big deal"?</p>
<p>WIPE TO CU: JASON TALKING TO AMERICAN E</p>	<p>(JASON TALKING TO AMERICAN E)  JASON: Ok, let me repeat what you said and see if I understood you.</p>
<p>WIPE TO <u>STUDIO</u></p>	<p>(JASON SITTING IN THE STUDIO WITH HOST)</p>
<p>TWO SHOT: HOST &amp; JASON</p>	<p>HOST: You really did it, right? JASON: Yes, I did it! I encouraged myself to ask, and the result is marvelous! HOST: Why? Why do you say it's marvelous?</p>
<p>MS: JASON</p>	<p>JASON: Well, you can't imagine how fast I improved my English language ability just simply by asking people questions. You know, I not only clear my mind in understanding what people say but also get feedback from them. Sometimes my American friend will also teach me how to speak correctly.</p>

VIDEO	AUDIO
TWO SHOT:	HOST: Many Chinese students are afraid to ask. How do you overcome yourself and have courage to open your mouth?
CU: JASON	JASON: Everything has to have the first time. And I was really scared the first time I asked an American to repeat what he said. But, you just have to encourage yourself to open your mouth. And once you have done it the first time, you will find it easy to do it the second time.
TWO SHOT	HOST: All right, thanks for coming to our program, Jason. We really appreciate your efforts in overcoming the language barrier. JASON: Well, I'm very glad to share my experience with you.
CU: HOST	HOST  In addition to asking questions, most of us have problems in giving an oral report in class. Of course, in some departments, such as the Computer Science Department, you might not be required to give any oral reports during your study. But sooner or later you



VIDEO	AUDIO
<p data-bbox="366 817 467 846"><u>VTR #8</u></p> <p data-bbox="241 1070 479 1100">GEORGE THINKING</p> <p data-bbox="236 1698 537 1789">GEORGE GOING TO THE LIBRARY</p>	<p data-bbox="620 380 1313 725">will need to defend your thesis or give a final report. At that moment, you will have to give a presentation. So, let's look in on George Lee's experience in preparing a presentation. He is a graduate student in the Instructional Technology Department.</p> <p data-bbox="837 823 1122 853"><u>MUSIC UP AND UNDER</u></p> <p data-bbox="837 949 1119 978">GEORGE LEE (V. O.)</p> <p data-bbox="617 1074 1323 1608">Preparing a presentation is not an easy job. It needs careful planning and good thinking. Usually, I start with thinking. I concentrate on the topic which I'm going to treat and analyse the objective of making this presentation. Of course, the target audience needs to be determined. Whether I'm going to talk to a group of undergraduate students, graduate students, or professors.</p> <p data-bbox="617 1702 1292 1862">Then I will go to the library to find some information to back me up. We need to start with the card catalog on the second</p>

VIDEO	AUDIO
<p>GEORGE LOOKING UP CARD CATALOG</p> <p>REFERENCE AREA</p>	<p>floor of the library to search for materials related to our topics. In addition, there are many excellent reference books placed on the second floor which will lead you to the information you want. Such as: Sheehy's <u>Guide to Reference Book</u> and <u>American Reference Books Annual</u> are the best sources which will lead you to the current reference books in all areas.</p> <p style="text-align: center;"><u>MUSIC UP AND UNDER</u></p>
<p>AUDIO-VISUAL SERVICE</p> <p>GEORGE FINDING TAPES</p>	<p>Written materials alone are not enough to make a good presentation. If it's possible, we might need to find some audio-visual materials to supplement our lectures. Therefore, I will go to the Audio-Visual Service to see if there are any audio tapes, video tapes, slides, or films that I can use in my presentation.</p> <p style="text-align: center;"><u>MUSIC UP AND UNDER</u></p>
<p>GEORGE AT HOME WRITING</p>	<p>The last thing we need to do is to lay</p>

VIDEO	AUDIO
<p>OUTLINE</p>	<p>down the outline for the report and carefully organize the content. You don't have to write down all the details. But if you feel uncomfortable with the English language, it is not a bad idea to write down all the details and recite it before giving the presentation.</p>
<p>GEORGE REHEARSING THE PRESENTATION WITH AMERICAN FRIENDS IN FRONT</p>	<p>Since we have to present our oral reports in English, it's good to have a rehearsal. You can either rehearse it at home by yourself or invite some American classmates to be your audiences so that you can receive some recommendations from them and make revisions in your report.</p>
<p><u>STUDIO</u></p>	<p><u>MUSIC FADE OUT</u> <u>PIANO MUSIC FADE IN</u></p>
<p>HOST PLAYING PIANO</p>	<p>(HOST PLAYING PIANO IN STUDIO)</p>
<p>CU: HOST'S HANDS ON THE</p>	<p>(HOST MAKES SOME MISTAKES AND PLAYS AGAIN)</p>

VIDEO	AUDIO
<p>PIANO</p> <p>SIDE SHOT: HOST WITH PIANO</p> <p>MS: HOST</p> <p>ZOOM OUT TO LS: HOST PLAYING PIANO IN STUDIO</p> <p>SUPER TITLE "OPEN YOUR MOUTH"</p> <p>SUPER OUT</p>	<p>(HOST FINISHES PLAYING AND TURNS HER FACE TO THE CAMERA)</p> <p>HOST</p> <p>A language art is mainly a skill like playing the piano. We learn to play the piano by playing. The same is true with learning a language. There is no other way <b>but</b> practice. The more we practice the better we become. So, don't be afraid to open your mouth to speak English. Practice makes perfect!</p> <p>(HOST KEEPS ON PLAYING PIANO)</p> <p><u>SOUND UP FULL</u></p> <p><u>MUSIC FADE OUT</u></p> <p>———— THE END ————</p>

Script 4:To Write

PROGRAM TITLE:		
The Way — Adjusting to Academic and Social Life at Utah State University		
SCRIPT NUMBER:	TITLE:	LENGTH:
4	To Write	30 min.
VIDEO	AUDIO	
<u>VIR #1</u>	<u>MUSIC UP</u>	
SCENE 1: CLASSROOM	(STUDENTS IN THE CLASSROOM)	
WIDE SHOT: STUDENTS LISTENING TO THE LECTURE IN THE CLASS		
FS: CHINESE STUDENT A SITTING IN THE MIDDLE WITH TAPE RECORDER ON THE DESK		
SCENE 2: LIBRARY	(STUDENT B IN THE LIBRARY)	
MS: CHINESE STUDENT B READING BOOK WITH DESK IN FRONT		

VIDEO	AUDIO
<p>SCENE 3: STUDY</p> <p>CU: CHINESE STUDENT C BITING PENHOLDER</p> <p>ZOOM OUT TO MS: CHINESE STUDENT C WRITING PAPER ON THE DESK WITH TABLE LAMP ON THE RIGHT</p> <p>SUPER TITLE "TO WRITE"</p> <p><u>STUDIO</u></p>	<p>(STUDENT C WRITING PAPER)</p>
<p>SCENE: STUDY</p> <p>CU: TYPEWRITER MOVING (SUPER CONTINUES)</p> <p>ZOOM OUT TO FS: HOST TYPING PAPER (SHOT TAKEN FROM THE BACK) CAMERA ARC RIGHT FROM THE BACK TO THE FRONT OF THE HOST</p>	<p>(HOST TYPING PAPER)</p>

VIDEO	AUDIO
<p>SUPER OFF</p> <p>ZOOM IN TO MS: HOST</p> <p>STOPS TYPING TO LOOK UP THE DICTIONARY</p> <p>HOST PUTS DOWN THE DICTIONARY AND LIFTS UP HER HEAD TO FACE THE CAMERA</p> <p>CU: HOST</p>	<p><u>MUSIC FADE OUT</u></p> <p><u>TYPING SOUND FADE IN</u></p> <p>HOST</p> <p>(HOST MUMBLING TO HERSELF)</p> <p>What word can I use to express my feeling here? . . . Yea, maybe I use this one . . . Well, but it is still a little bit different from what I thought . . . Oh boy! I wish I could write this paper in Chinese.</p> <p>(HOST TALKING TO THE AUDIENCE)</p> <p>I bet you will have the same feeling when you write a paper. We all suffer from a limited vocabulary in English. That is one of the major problems we have when we write papers, take notes, or even communicate with people in English.</p> <p>But there sure are some effective ways to increase our English vocabulary. One of them is to use the dictionary as often as we can.</p>

VIDEO	AUDIO
<p><u>VTR #1: APARTMENT</u></p> <p>FS: ELLEN CHENG  WALKING IN THE  HOUSE DISCOURAGEDLY  AND SHUTTING THE  DOOR WITH A BIG  BANG</p> <p>MS: EDNA STICKING HER  HEAD OUT FROM THE  WALL</p> <p>MS: ELLEN THROWING  HERSELF AND HER  HAND-BAG ON THE  SOFA</p> <p>FS: EDNA WALKING  TOWARD ELLEN</p> <p>CU: ELLEN GIVES EDNA  A SIDE GLANCE AND  KEEPS SILENT</p> <p>TWO SHOT</p>	<p><u>NATURAL SOUND UP</u></p> <p><u>DOOR BANG</u></p> <p>EDNA: Is this the end of the world?</p> <p>EDNA: Come on, Ellen! Cheer up!</p>



VIDEO	AUDIO
<p>CU: ELLEN</p>	<p>ELLEN: How could I? (ANGRILY) I got a "C" again! It is really frustrating!</p> <p>EDNA: What? Your paper?</p> <p>ELLEN: (RAISING HER VOICE) If it were a paper, I would get a "D". . . (ELLEN SIGHING AND LOWERING HER VOICE) . . . No, it's just an essay.</p>
<p>TWO SHOT</p>	<p>EDNA: Can I look at it?</p> <p>ELLEN: All right!</p>
<p>CU: HAND-BAG WITH ELLEN'S HANDS</p>	<p>(ELLEN LOOKING FOR THE PAPER IN HER HAND-BAG)</p>
<p>TWO SHOT</p>	<p>ELLEN: This is the second time I got a "C" from my professor.</p> <p>EDNA: Did you ask your teacher why he didn't like your work?</p> <p>ELLEN: No. I feel ashamed to ask him because of the low grade.</p>
<p>CU: PAPER (ELLEN FINDS THE PAPER AND GIVES IT TO EDNA)</p> <p>MS: EDNA TAKES THE PAPER</p>	<p>EDNA: You really don't have to feel that way. Anyway, let me see if I can help you.</p>

VIDEO	AUDIO
<p>FS: ELLEN STANDING UP AND WALKING TOWARD THE KITCHEN</p>	
<p>MS: EDNA</p>	<p>ELLEN: (SOUND FROM THE KITCHEN) Edna, would you like an apple? EDNA: Yes, please.</p>
<p>FS: ELLEN WALKING OUT OF THE KITCHEN WITH APPLES IN HAND.</p>	
<p>MS: ELLEN THROWING APPLE TO EDNA</p>	<p>ELLEN: Here! Catch it!</p>
<p>MS: EDNA CATCHING THE APPLE</p>	<p>EDNA: Thanks! . . . Ellen, you made some good points in this essay. The problem is you didn't express it well and clearly.</p>
<p>TWO SHOT: ELLEN SITTING DOWN</p>	<p>ELLEN: That's really my weakness in English writing. My limited English vocabulary is really painful to me.</p>
<p>MS: EDNA EATING APPLE</p>	<p>EDNA: I can understand. It must be a common problem to all the foreign students from a non-English speaking country. . . . However, if you know how to use the same word to express different meanings or use different words to explain the same idea, your expressive skill in writing might be</p>

VIDEO	AUDIO
	improved.
CU: ELLEN NODDING HER HEAD	ELLEN: (NODDING) . . . Go on, I'm listening.
TWO SHOT	EDNA: Ok, for example, I noticed that you used the word "provide" too often in this paper.
CU: PAPER (EDNA POINTING ON THE PAPER)	EDNA: See? Here is one, . . . and here, . . . here, . . . and here is another one.
TWO SHOT	ELLEN: Well, I can't help it. It was the only word I knew to use in these places.
	EDNA: Why don't you look it up in a thesaurus?
	ELLEN: A thesaurus?
	EDNA: Sure . . . .
CU: A THESAURUS ON THE SHELF	
EDNA STANDING UP AND WALKING TO THE BOOKSHELF, PICKING OUT A THESAURUS	
FS: EDNA GIVES THE THESAURUS TO ELLEN	EDNA: Here is one. You will find synonyms and antonyms in a thesaurus, they can be words or phrases.
MS: ELLEN OPENS THE THESAURUS	

VIDEO	AUDIO
<p>CU: THESAURUS</p> <p>ELLEN LOOKING UP THE THESAURUS</p> <p>TWO SHOT</p> <p>CU: ELLEN</p> <p>CU: EDNA</p> <p>TWO SHOT</p>	<p>EDNA: Try to look up the word "provide", see how many alternatives you can find to replace it.</p> <p>ELLEN: Here it is ! . . . Provide . . . offer . . . give . . . supply . . . Marvelous! These words are so familiar to me, why didn't I think of it at that time but kept on writing the same word "provide".</p> <p>EDNA: So, it's not difficult to enrich your vocabulary as long as you can creatively use the words you've already known and look up every unfamiliar word in the dictionary. Of course, it is assumed that you know how to use the dictionary.</p> <p>ELLEN: Of course I do! I began to look up words in a dictionary from the time I was a junior.</p> <p>EDNA: Oh, yea? Let me give you a test.</p> <p>ELLEN: Ok!</p> <p>EDNA: Try to look up the word D-A-T-E.</p> <p>ELLEN: (REPEAT) D-A-T-E . . . "date". It's a simple word. I've already known that word.</p>

VIDEO	AUDIO
<p>MS: ELLEN LOOKS UP THE WORD "DATE" IN THE DICTIONARY</p>	
<p>CU: ELLEN'S FACE</p>	<p>ELLEN: (RECITING) Date, statement of the time, . . . period of time, . . . appointment, . . ., small brown sweet fruit of the date-palm . . . Oh my</p>
<p>MS: ELLEN</p>	<p>goodness! I didn't know this short word contained so many different meanings. Date! Only four letters!</p>
<p>TWO SHOT</p>	<p>EDNA: If you didn't look up the word in the dictionary, you would have never known.</p>
<p>CU: ELLEN</p>	<p>ELLEN: Edna, please forgive my innocence. You must have some more to tell me about using the dictionary.</p>
<p>TWO SHOT</p>	<p>EDNA: You don't have to be sorry. Even the American student can be ignorant about using the dictionary. Anyway, there are several things we must pay attention to when looking up words in a dictionary.</p>
<p>CU: EDNA</p>	<p>ELLEN: What are they? EDNA: The pronunciation, the usage, and the different meanings of a word. Knowing different meanings of a word can still</p>

VIDEO	AUDIO
<p>TWO SHOT ZOOM OUT TO FULL SHOT</p> <p><u>STUDIO</u></p> <p>HOST</p> <p>MS: HOST HOLDS AN INDEX CARD IN HAND</p>	<p>make you express yourself well even with a limited vocabulary. Of course, you should notice the usage of the word to help you write smoothly and correctly. And the last thing I want to remind you is: Don't hesitate to double check the pronunciation. It is the way for you to pronounce well and keep that word in mind.</p> <p>ELLEN: Ok, I got it! Thank you, Edna!</p> <p><u>MUSIC UP</u> <u>MUSIC FADE OUT</u></p> <p>HOST</p> <p>In building up your English vocabulary, use of a dictionary is the one you can't escape. It would be better, if you treat the dictionary as your best friend all your life, and always keep it handy wherever you are.</p> <p>In fact, we can make up our own dictionary by using the index card.</p>

VIDEO	AUDIO
<p>HOST PICKS UP AN INDEX CARD</p> <p>CU: INDEX CARD</p> <p>MS: HOST</p> <p>ZOOM IN TO CU: HOST WITH INDEX CARD</p> <p><u>VTR #2: LIBRARY</u> (FAST MOTION)</p> <p>A CHINESE STUDENT WALKING IN THE LIBRARY, WANDERING BACK AND FORTH, NOT KNOWING HOW TO SEARCH FOR THE INFORMATION FOR HIS PAPER</p>	<p>This is an index card. You can write down each new word on a card. And it's very convenient to carry these small cards with you. Then you can review those cards whenever it's possible, such as, when waiting for a bus, walking to class, or even cooking.</p> <p>Now, this little thing can be very useful not only in building up your own dictionary, but also in organizing your term paper or thesis. Believe it, or not.</p> <p><u>FAST MUSIC UP</u></p>

VIDEO	AUDIO
STUDENT WALKING UPSTAIRS TO THE CARD CATALOG	
STUDENT LOOKING UP THE CARD CATALOG	
STUDENT FINDING THE BOOKS AND GETTING BOOKS OFF THE SHELF	
CU: A STACK OF OPENED BOOKS SITS ON THE DESK	<u>MUSIC FADE OUT</u>
TAPE RUNS IN NORMAL SPEED	(STUDENT TALKING TO THE CAMERA)
CU: STUDENT WITH A STACK OF BOOKS IN FRONT	Oh my gosh! How am I going to organize all this stuff!
WIPE TO <u>STUDIO</u> TWO SHOT	(HOST AND DR. BRENDA BRANYAN SITTING IN THE STUDIO)



VIDEO	AUDIO
MS: HOST	<p style="text-align: center;">HOST</p> <p>Many students, including American students, are afraid of writing a paper. First, they don't know how to search for the information. Second, after they have obtained all the information, they don't know how to organize it into a paper.</p>
<p>TWO SHOT</p> <p>MS: DR. BRANYAN</p>	<p>Today, we have invited Dr. Brenda Branyan to our program. Dr. Branyan is a Professor in the Instructional Technology Department. She is teaching the course "Information Sources".</p>
<p>TWO SHOT</p> <p>MS: BRANYAN</p>	<p style="text-align: center;">(HOST TURNS TO DR. BRANYAN)</p> <p>HOST: Dr. Branyan, welcome to our program.</p> <p>BRANYAN: Thank you, I'm glad to be here.</p> <p>HOST: You are teaching the Information Sources. What kind of course is this?</p> <p>BRANYAN: This course is to give you an introduction to some basic reference and information sources. In addition, I also</p>

VIDEO	AUDIO
<p>TWO SHOT</p> <p>MS: BRANYAN</p>	<p>teach students the searching skills and information retrieval techniques in my class, so that you will know where and how to get the information you want without relying on the librarians.</p> <p>HOST: When we start to search for the information, what's the first step you would suggest for us to do?</p> <p>BRANYAN: Of course, the library must be the first place you should go. Within the library, there are two areas you must visit all the time during your searching process — the card catalog, and the reference area.</p> <p>HOST: I know the card catalog can help us locate the book or information in the library, so that we know where to get those materials off the shelf. But why the reference area?</p> <p>BRANYAN: The reference area contains all the information sources such as indexes, abstracts, bibliographies, encyclopedias, dictionaries, and many other kinds of reference books.</p>

VIDEO	AUDIO
<p>CU: BRANYAN</p> <p>INSERT <u>VTR #3</u>:</p> <p>RESTAURANT</p> <p>BRANYAN AND THE HOST</p> <p>IN THE RESTAURANT</p> <p>CU: MENU</p> <p>DISSOLVE TO <u>VTR #4</u>:</p> <p>REFERENCE BOOKS</p> <p>CU: A PAGE OF AN INDEX</p> <p>FS: STUDENTS IN THE</p> <p>REFERENCE AREA</p> <p>CU: <u>EDUCATIONAL INDEX</u></p> <p>ON THE SHELF</p> <p>FS: STUDENTS LOOKING</p> <p>UP THE REFERENCE</p> <p>BOOK</p> <p>CUT TO <u>STUDIO</u></p> <p>MS: HOST</p>	<p>HOST: What can those reference books do for us?</p> <p>BRANYAN: Let me give you an example. When we go to a restaurant, the waiter will give each of us a menu so that we know what kind of food is being offered in this restaurant.</p> <p>The reference book is similar to the menu. It is the menu of all the books or articles under a certain subject or topic.</p> <p>For instance, you are doing a research dealing with school library. If you go to the reference area and go through a certain reference book such as <u>Educational Index</u>, you will find a whole list of articles dealing with school library. The <u>Educational Index</u> will tell you exactly the sources of those articles being reported. Then you can go to those sources and find the article itself.</p> <p>HOST: But how do I know that we have an</p>

VIDEO	AUDIO
<p>MS: BRANYAN</p> <p>TWO SHOT</p> <p>MS: BRANYAN</p> <p>ZOOM IN TO CU: BRANYAN</p>	<p><u>Educational Index</u> that I can go to? I mean . . . There are so many reference books displayed in the reference area. How do I know which book is the one I need?</p> <p>BRANYAN: (LAUGH) It's a long story. I spend a whole quarter teaching those information sources and can only give students a general introduction. You don't expect me to do the whole thing in a few minutes, do you?</p> <p>HOST: I'm sorry. But this is a real problem.</p> <p>BRANYAN: All right, I think the better way is for you and our audiences to take my 501 course. I can spend a whole quarter with you.</p> <p>HOST: You mean we can take the Information Sources course even though we are not students in the Instructional Technology Department?</p> <p>BRANYAN: Sure! I even think that this course should be a requirement for all the students. Today is an information age. Who can manage the information can</p>

VIDEO	AUDIO
<p>TWO SHOT</p> <p>HOST TURNS TO THE CAMERA</p> <p>MS: HOST</p> <p>MS: HOST LIFTS UP AN INDEX CARD</p>	<p>manage the world. If you wish to be the master of the world, you have to know how to manage the information.</p> <p>HOST: Dr. Branyan, thank you again. Thank you for coming to our program. Your suggestions are very knowledgable.</p> <p>BRANYAN: You bet!</p> <p>HOST</p> <p>After we got the information, the next problem is — How to organize it?</p> <p>The magic tool is this little index card. George Lee will tell us how to work with those cards. George Lee is one of Dr. Branyan's students.</p> <p><u>MUSIC UP AND UNDER</u></p> <p>(GEORGE LEE IN THE STUDIO WITH A DESK IN FRONT OF HIM)</p>

VIDEO	AUDIO
<p>MS: GEORGE</p> <p>MS GEORGE WITH CARDS</p> <p>GRAPHIC: BIBLIOGRAPHY CARD (SEE ADDENDUM 1)</p> <p>CAMERA MOVES LINE BY LINE ALONG WITH THE NARRATION</p>	<p style="text-align: center;">GEORGE LEE</p> <p>From Dr. Branyan's class, I learned to use these index card to organize my term papers and thesis. What I did is to make two kinds of cards. One is the note card, another is the bibliography card.</p> <p>This is the format I used for a bibliography card.</p> <p>On the first line, I put down the author's name — his last name first, then, the first name, and the initial at the end.</p> <p>The second line is the title of the article or book. If it is an article, I usually put the title of its source on the line below it with the volume, pages, month, and year of publication.</p> <p>Don't forget to write down the place of publication, publisher, date and edition. They are the necessary information to be</p>



VIDEO	AUDIO
<p>GRAPHIC: NOTE CARD (SEE ADDENDUM 2) CAMERA MOVES LINE BY LINE ALONG WITH THE NARRATION</p>	<p>the format of a note card.</p> <p>On the upper line of the card, I put down the main heading classification, the subheading, and card number.</p> <p>In the middle part of the card, I leave a large space for the content of the data itself.</p> <p>At the bottom of the card, I put down the source information, including the author's last name, the date of the book, from which page the information was selected, and the title of the article.</p>
<p>CUT TO MS: GEORGE POINTS AT THE MIDDLE PART OF THE NOTE CARD</p>	<p>Let's go back to the middle part of the card for a few minutes. This is where you write down the citations. The citation on each card can be only a few words or several paragraphs. No matter how long or how short it is, please remember, only put down one idea or one topic for each card. It is very important when you classify these</p>



VIDEO	AUDIO
<p>MS GEORGE</p> <p>CU: A STACK OF CARDS</p> <p>GEORGE SHOWING CARDS</p> <p>FS: GEORGE THUMBING THE CARDS</p> <p>GEORGE PICKS UP ONE CARD</p> <p>GEORGE WRITING DOWN THE WORD "INTRODUCTION" ON THE COLUMN OF MAIN HEADING</p> <p>CLASSIFICATION OF THE CARD</p> <p>CU: COLOR PENS ON THE DESK</p>	<p>note cards.</p> <p>Now, after you have finished gathering data for your paper, you should accumulate a bunch of note cards, maybe this thick.</p> <p>The next step is to classify these cards according to the outline of your paper.</p> <p>Let's go through each card.</p> <p>The citation here can be used in my Introduction part, so, I classify it as "Introduction".</p> <p>And, I also use the color pen to mark this card . . . Let's use a red pen.</p>

VIDEO	AUDIO
<p>MS: GEORGE PICKS UP A RED PEN TO MARK THE CARD</p>	<p>From now on, I will always use red pen to mark the cards which deal with the introduction of my topic.</p>
<p>GEORGE PICKS UP A BLUE PEN TO SHOW THE AUDIENCE</p>	<p>If the next card should be classified as a background information, maybe I use a blue pen. And I can use a green pen to mark the card dealing with the research methods.</p>
<p>GEORGE CHANGES A GREEN PEN</p>	
<p>FS: GEORGE SPREADING ALL THE CARDS ON THE DESK</p>	<p>After you've done all the classification work, you can spread these cards all over the desk.</p>
<p>CU: CARDS ON THE DESK GEORGE PICKS UP SOME CARDS</p>	<p>Pick up the cards which have the red mark.</p>
<p>MS: GEORGE BINDING CARDS WITH A RUBBER BAND</p>	<p>Use a rubber band to keep these cards together.</p>
<p>CU: CARDS BOUND</p>	<p>Then, this stack of cards is the introduction part of your paper.</p>

VIDEO	AUDIO
<p>MS: GEORGE</p> <p>CUT TO <u>VTR #5:</u> CLASSROOM</p> <p>FS: HOST SITS IN THE CLASSROOM</p>	<p>At the time you have finished grouping these cards, the structure of your paper appears.</p> <p>So, don't panic! Once you know how to use the index cards, writing a term paper will no more be a painful job to you.</p> <p><u>MUSIC UP</u></p> <p><u>MUSIC FADE OUT</u></p> <p>HOST</p> <p>Writing a term paper is a big job, but not everyone needs to face it. In some departments, you won't even have a chance to write.</p> <p>However, notetaking is one thing we all have to do in every class. It is also a difficult task for us.</p>

VIDEO	AUDIO
	<p>(CHINESE STUDENTS WERE INTERVIEWED ON CAMPUS)</p>
WIPE TO INTERVIEWEE A	STUDENT A: I can't write fast enough in taking notes.
WIPE TO INTERVIEWEE B	STUDENT B: I don't know what to write.
WIPE TO INTERVIEWEE C	STUDENT C: My notes are always incomplete.
WIPE TO INTERVIEWEE D	STUDENT D: You want to see my disorganized notes? No way!
WIPE TO THE HOST	<p>HOST</p> <p>These are the common problems we've encountered in taking notes. How to solve those problems is dependent on the individual's preference. Jennifer's way of taking notes is to use a tape recorder.</p>
CUT TO <u>VTR #6:</u> CLASSROOM	<p><u>NATURAL SOUND: NOISE IN THE CLASS</u></p> <p>JENNIFER LEE (V. O.)</p>
JENNIFER LEE WALKING INTO THE CLASS	Hi! I'm Jennifer Lee.

VIDEO	AUDIO
<p>JENNIFER SITS DOWN IN THE FRONT SEAT</p>	<p>I like to sit in the front. It's easier to concentrate and to take notes if we sit as close to the instructor as we can.</p>
<p>JENNIFER TAKES OUT A CASSTTTE RECORDER PROFESSOR WALKING IN THE CLASS, THE CLASS BECOMES QUIET</p>	<p>And I always bring a small portable tape recorder with me.</p>
<p>JENNIFER STANDING UP FROM HER SEAT AND WALKING TOWARD THE PROFESSOR</p>	<p>This is the first time I am attending Dr. Hardy's class, I better ask his permission to record his lecture.</p>
<p>TWO SHOT</p>	<p>JENNIFER: (TALKING TO THE PROFESSOR)  Dr. Hardy, I'm a foreign student. I'm afraid I can't follow your lecture. So, would you mind my using the tape recorder to record your lecture?  HARDY: No, not at all! You can record it.  JENNIFER: Thank you, Dr. Hardy!</p>
<p>JENNIFER GOES BACK TO THE SEAT AND SETS UP THE RECORDER, DR. HARDY BEGINS HIS</p>	

VIDEO	AUDIO
<p>LECTURE</p> <p>MS: JENNIFER SETTING UP THE RECORDER</p> <p>FS: THE CLASS</p>	<p>(JENNIFER (V. O.))</p> <p>So far, I've never been rejected by the professors for recording their lectures. I think they will appreciate all the efforts we make in improving our classworks.</p>
<p>MS: JENNIFER TAKES OUT THE NOTEBOOK</p>	<p>However, recording is not a substitute for note taking. It is only a supplement. I still try my best to take notes in class.</p>
<p>CU: JENNIFER'S FACE</p> <p>JENNIFER LISTENED ATTENTIVELY TO THE LECTURE</p>	<p>Recording can make me concentrate more on listening and thinking what teacher said. I don't have to be busy with writing down the lectures or feel panic when I miss something important, because I can review the tape after class anyway.</p>
<p>DISSOLVE TO <u>VTR #7</u>: JENNIFER'S ROOM</p> <p>JENNIFER REVIEWING TAPE AT HOME</p>	<p><u>NATURAL SOUND FADE OUT</u></p> <p><u>MUSIC FADE IN</u></p>

VIDEO	AUDIO
<p>JENNIFER REVIEWING TAPE &amp; REORGANIZING THE NOTES</p> <p>CU: TAPE RECORDER AND NOTEBOOK ON THE DESK</p> <p>CU: JENNIFER REVIEWING TAPE AND TAKING NOTES</p> <p>DISSOLVE BACK TO <u>VTR #6</u> CLASSROOM</p>	<p>JENNIFER (V. O.)</p> <p>Reviewing lecture tapes is my everyday homework. It means that I listen to each class at least twice — once in the class, another from the tape. It makes the lectures more impressive to me.</p> <p>However, reviewing tape is very time-consuming. For a one hour lecture, it takes me almost two hours to review the tape and reorganize the notes. Sometimes, we don't have so much time, because we still have other readings to do.</p>
<p>CU: TAPE RECORDER (JENNIFER'S TAPE RUNS TO THE END. THE RECORDING SWITCH</p>	<p><u>MUSIC FADE OUT</u> <u>NATURAL SOUND FADE IN</u></p> <p>(BACK TO THE CLASSROOM)</p>

VIDEO	AUDIO
<p>JUMPS UP AUTOMATICALLY AND MAKES A CLICK SOUND ASTONISHING THE CLASS) MS: ASTONISHING CLASS</p> <p>CU: STARTLING STUDENT (A DOZING STUDENT WOKE UP WITH A START)</p> <p>MS: JENNIFER NODDING HER HEAD TO THE TEACHER TO EXPRESS REGRET AND CHANGING TO THE OTHER SIDE OF THE TAPE</p> <p>FS: THE CLASS</p> <p>MS: JENNIFER</p>	<p><u>TAPE RECORDER'S CLICK SOUND</u></p> <p>(PROFESSOR CONTINUES HIS LECTURE)</p> <p>JENNIFER (V. O.)</p> <p>It's really embarrassing. So, if you are recording in the class, watch for your tape and stop it before it runs to the end.</p>



VIDEO	AUDIO
<p>PROFESSOR HARDY LOOKS AT THE CLOCK ON THE WALL</p> <p>ZOOM IN TO THE CLOCK (11:00)</p> <p>MS: HARDY</p> <p>FS: ALL THE CLASS PACKING, SOME OF THEM LEAVING</p> <p>TWO SHOT: JENNIFER STANDING UP AND TALKING TO AN AMERICAN GIRL SUSAN BESIDE HER</p>	<p>Do not let your recording be disturbing to the class.</p> <p>HARDY: (TALKING TO THE CLASS) Oh, I hate the clock! Ok, class! Let's stop here. I hope all of you will preview the book — chapter one and two. I'll see you on Wednesday.</p> <p>JENNIFER: Susan, can I borrow your notebook? I'll bring it back to you on Wednesday.</p>

VIDEO	AUDIO
CU: SUSAN'S NOTEBOOK	SUSAN: Yes, you can. . . But . . . I'm afraid you can't read it . . .(SUSAN OPENS HER NOTEBOOK) See? I used a lot of symbols and abbreviations. They might not be familiar to you.
TWO SHOT	JENNIFER: How smart! Those symbols and abbreviations can make you write fast in taking notes.
MS: JENNIFER	SUSAN: It surely can! JENNIFER: Anyway, can I borrow it for a day? Let me try! Maybe I can read it. Besides, I'd like to learn those symbols. Maybe I can use them to help me take notes too.
FS: SUSAN AND JENNIFER WALKING TOWARD THE PLATFORM	SUSAN: No problem! But let me explain some of the notes to you.
MS: SUSAN WRITING ON THE BLACKBOARD	SUSAN: (WRITING ON THE BLACKBOARD WHILE SHE EXPLAINS) A "w" with a virgule (w/) means "with". . . A "w" and "o" divided by a virgule (w/o) means "without". . . A "b" followed by a number 4 (b4) means "before". And . . . (SUSAN THINKING FOR A WHILE) . . . Ok, this symbol (SUSAN WRITING A "@") means "at". And this . .

VIDEO	AUDIO
	(SUSAN MAKING A $\frac{1}{2}$ ) means "and". . . Is it fun?
TWO SHOT	JENNIFER: Oh yes! But, do you create all these symbols by yourself?
MS: SUSAN	SUSAN: (LAUGH) No! Just some of them. I learned most of the symbols and abbreviations from the Learning Assistance Center. Do you know where it is?
TWO SHOT	JENNIFER: No. Is it an institute in the school?  SUSAN: Yes. It is one of the student services located on the second floor of the Taggart Student Center. (SUSAN WATCHES
MS: SUSAN WATCHES THE WATCH	HER WATCH) Do you have a class?  JENNIFER: No, how about you?
TWO SHOT	SUSAN: I don't have a class either. Why don't we go to the Learning Assistance Center? Let me show you something.  JENNIFER: Great!
FS: SUSAN AND JENNIFER WALKING OUT OF THE CLASSROOM TOWARD THE TAGGART STUDENT CENTER	<u>MUSIC FADE IN</u>

VIDEO	AUDIO
<p>ESTABLISHING SHOT OF LEARNING ASSISTANCE CENTER</p>	<p>NARRATOR (V. O.)</p> <p>The Learning Assistance Center Offers services in improving students' learning skills, such as, test-taking, effective listening, effective studying, and note taking.</p>
<p>FS: HANDOUTS ON THE SHELF</p>	<p>In the Learning Assistance Center, you will find a lot of handouts talking about learning skills displayed on the shelf. Those handouts are free for all the students. You can just walk in and take those you want.</p>
<p>CUT TO THE CLASSROOM: STUDENTS TAKING PSYCHOLOGY 173</p>	<p>The Learning Assistance Center also provides some credit or non-credit courses on studying skills, such as, Psychology 173 — the "Personal Study Efficiency" and 175 — the "College Reading and Listening". Non-credit courses are free for every student.</p>
<p>ESTABLISHING SHOT OF THE LIBRARY A-V SERVICES</p>	<p>Over in the library, you will find some Mini-Courses in Academic Skills preserved in the Audio-Visual Service. These courses</p>

VIDEO	AUDIO
<p>CU: TEN PROGRAMS OF MINI-COURSES IN ACADEMIC SKILLS STUDENTS LISTENING AUDIO TAPE IN A-V SERVICE</p> <p>CUT TO <u>STUDIO</u></p> <p>HOST</p> <p>SUPER TITLE "TO WRITE"</p>	<p>consist of audio tapes and manuals which were produced by the Learning Assistance Center.</p> <p>Mini-Courses offer you ten programs. Note-taking techniques, vocabulary building techniques, and the skills in preparing term papers or projects are included. You can pick up any program and learn at your own speed.</p> <p><u>MUSIC FADE OUT</u></p> <p>HOST</p> <p>Writing is an art. There are many ways to improve your English writing. To read as many as you can, and to write as much as possible are the most important guides. Nothing else, but to write. So, do put a little pressure on yourself to write in English. The more you write, the better you will become.</p> <p><u>MUSIC UP</u></p>

VIDEO	AUDIO
SUPER OUT	<u>MUSIC FADE OUT</u>  ————— THE END —————

Addendum 1: Bibliography Card

Serial No. _____
Author(s) _____ (Last names first, first name, initial)
Title of article _____
Journal title _____
Volume _____ Pages _____ Month _____ Year _____
Place of publication, publisher, date (books only) _____
Edition _____
Source of bibliographic information _____
Library where information is located _____
Call number of book _____
How item relates to problem: _____
_____
Use reverse side for additional comment. (If used, check here <input type="checkbox"/> )

Source: Leedy, Paul D., Practical Research Planning and Design<sup>55</sup>

Addendum 2: Note Card

Main Heading Classification	Subheading	Card No. ____ One of ____ cards
Source Information: Author's last name _____ Date of book _____ pp. _____ First significant word of title _____		

Source: Leedy, Paul D., Practical Research Planning and Design<sup>56</sup>



Script 5:Life in America

PROGRAM TITLE:  The Way — Adjusting to the Academic and Social Life at Utah State University		
SCRIPT NUMBER:  5	TITLE:  Life in America	LENGTH:  25 min.
VIDEO	AUDIO	
<u>STUDIO: APARTMENT</u> CU: TAPE RECORDER (HOST TURNS ON THE TAPE RECORDER) FS: HOST SITS DOWN TO WRITE A LETTER  MS: HOST WRITING A LETTER  CU: LETTER  GLASS-WINDOW WITH HOST'S BACK IN FRONT	<u>MUSIC UP: CHINESE SONG</u>  SONG  這綠島像一隻船，在月夜裏搖呀搖。  The Green Island is swinging in the moonlight night like a boat. 姑娘的波也在我的心海裏飄呀飄。 Girl! You are floating in my mind too. 讓我的歌聲隨那微風，吹開了你的窗簾。 Let my song following the breeze blow your window open. 讓我的表情隨那流水，永不斷的向你傾訴	

VIDEO	AUDIO
ZOOM IN TO WINDOW WITH STREET LIGHTS BLINKING SUPER TITLE "LIFE IN AMERICA" SUPER OUT	Let my love following the water talk to you on and on. 椰子樹的長影, 掩不住我的情意。 The long shadow of the coconut-palm can not shade my love. 明媚的月光, 更照亮了我的心。 The bright moonlight even lightens my heart clear. 這綠島的夜正是這樣沉寂。
MS: HOST WRITING A LETTER	The night has been so late and quiet on the Green Island. 姑娘哟: 妳為什麼還是默默不語。 Girl! Why do you keep silent still?
MS: HOST FINISHES WRITING LETTER, PUTS DOWN THE PEN, REVIEWS THE LETTER	<p style="text-align: center;"><u>MUSIC UNDER</u></p> <p style="text-align: center;">HOST</p>
CU: LETTER	Dear Mom! Sorry, I haven't written home for a long time! I'm all right, just too busy. How about you? . . . .

VIDEO	AUDIO
<p>FS: LIVING ROOM WITH THE DOOR IN THE CORNER</p>	<p>(A MAN KNOCKING AT THE DOOR AND CALLING THE HOST'S NAME IN CHINESE WITH LOWER VOICE BUT ANXIOUSLY)</p>
<p>FS: HOST WATCHES THE CLOCK ON THE WALL</p>	<p>(HOST ANSWERING THE DOOR IN CHINESE)</p>
<p>CU: CLOCK (1:50)</p>	<p>主持人: 誰呀?</p>
<p>FS: HOST STANDS UP TO ANSWER THE DOOR</p>	<p>HOST: Who is it? 男: 是我: "Underground" 啦!</p>
<p>MS: HOST FACING THE DOOR</p>	<p>MAN: It's me, "Underground"! 主持人: 都快半夜兩點了, 佢乜包來幹嘛?</p>
<p>FS: HOST OPENS THE DOOR SURPRISINGLY</p>	<p>HOST: It's almost two o'clock in the morning. Why do you come here? 男: 拜託! 拜託! 借用一下電話打回家啦!</p>
<p>TWO SHOT</p>	<p>MAN: May I use your phone please? I am so eager to call home. 主持人: 好呀! 怎麼啦?</p>
<p>CU: MAN</p>	<p>HOST: Ok, but what's the matter? 男: 我今天晚上心裏老覺得怪怪的, 我怕家裏出事了。 MAN: I feel something wrong tonight. I am worried about my family.</p>

VIDEO	AUDIO
<p>TWO SHOT</p> <p>FS: HOST TURNS OFF THE TAPE RECORDER, THE MAN PICKS UP THE PHONE AND CALLS THE OPERATOR</p>	<p>主持人：那就快打吧！電話在桌上。</p> <p>HOST: Go ahead! The phone is on the table.</p> <p style="text-align: center;"><u>MUSIC STOP</u></p>
<p>MS: MAN</p>	<p>OPERATOR: (THROUGH THE PHONE) Operater. May I help you?</p> <p>MAN: Yes. I'd like to make an international call to Taipei, Taiwan, please.</p> <p>OPERATOR: Ok. Tell me your country code, area code, and telephone number.</p> <p>MAN: Country code is eight-eight-six, area code is two, telephone number is seven-five-three-o-seven-four-five.</p> <p>OPERATOR: Thank you for calling.</p> <p>MAN: Thank you.</p>
<p>CU: MAN WAITING FOR THE TELEPHONE TO RING</p>	<p>(SOMEBODY ANSWERS THE PHONE, MAN TALKING TO HIM IN CHINESE)</p> <p>男：喂：阿忠咋可：.....我阿明啦！</p> <p>媽在不在：.....媽：我阿明</p> <p>啦：姪女子不女子.....</p>

VIDEO	AUDIO
<p>MS: MAN HANGS UP THE PHONE</p> <p>TWO SHOT</p>	<p>阿公好不好：..... 家裏沒事          哦：..... 我很好：..... 太忙          了啦：沒時間寫信..... 好...          好... 沒事哦：再見啦！媽：再見！</p> <p>MAN: Hello? Is this Chun? It's me, Ming!</p> <p>Is mother home? . . . Mom! This is Ming!</p> <p>Are you all right? . . . How is grandfather?</p> <p>. . . . Is everything all right at home?</p> <p>. . . . I'm fine. . . I'm just too busy to          write you a letter. . . Ok. . . Ok. . .</p> <p>Yes! . . . Everything is fine? . . . Good!</p> <p>. . . Ok, bye Mom! . . . Bye!</p> <p>主持人：沒有事吧：</p> <p>HOST: Is everything ok?</p> <p>男：沒事！沒事！</p> <p>MAN: Yes, everything is fine.</p> <p>主持人：窮緊張！</p> <p>HOST: You are too nervous.</p> <p>男：不是啦：是我太久沒寫信，又沒打          電話回家，心裡擔心啦！好了，謝          啦！我走了，等電話帳單來了，我          再付何錢，Bye-bye啦！</p>

VIDEO	AUDIO
MS: MAN	MAN: No I'm not. I just didn't write home nor call home for a long time. It makes me worry. Ok, thanks anyway! I'm leaving. I will pay you the money when you receive the telephone bill. Bye-bye!
FS: MAN WALKING OUT OF THE DOOR, HOST CLOSING THE DOOR HOST GOES BACK TO THE DESK, TURNS ON THE RECORDER AGAIN, AND SITS DOWN ON THE CHAIR	<u>MUSIC FADE IN</u>
CU: HOST CLOSES HER EYES FOR A FEW SECONDS, THEN OPENS HER EYES AND TALKS TO THE CAMERA	HOST  Homesickness! I wonder is there any prescription for the homesickness. Call home and talk to your Mom? Great! But it is too expensive. Write your Dad a letter? Fine! If you have time. Well, maybe the best thing is to keep yourself busy and don't think about it.

VIDEO	AUDIO
	<p>(HOST ASKING THE AUDIENCE)</p> <p>You mean, no way? . . . Yea, I know. It's impossible to forget. After all, we are far from the home we love. We miss our family, the people, the buildings and even the Chinese songs over there. Oh, and the yam-yam delicious Chinese food is unforgettable!</p>
<p>CUT TO <u>VTR #1</u>: INTERVIEW</p>	<p>(INTERVIEW CHINESE STUDENTS WHO SPEAKS IN CHINESE)</p> <p>學生A: 我想死了中華路的蚵仔麵線和臭豆腐。</p>
<p>CHINESE STUDENT A</p>	<p>STUDENT A: I miss Chung-Hua Road's oyster noodle and Tou-Fu.</p> <p>學生B: 豆漿, 燒餅, 油條啦! 以前也不覺得有什麼好吃, 來到這裏以後却想得死!</p>
<p>CUT TO CHINESE STUDENT B</p>	<p>STUDENT B: Soybean milk, Chinese baked cake, and frying twisted dough-strips. (NOTE: THESE ARE ALL CHINESE SPECIALTY FOR BREAKFAST) I didn't feel they were so tasty before. However, after I came here, I miss them so much.</p>

VIDEO	AUDIO
<p>CUT TO CHINESE STUDENT C</p>	<p>學生C: 家鄉菜當然好吃嘍! 可是, 光想沒用啊! 在這裏要想吃中國菜, 就只有自己燒嘍!</p> <p>STUDENT C: Of course, the food in your hometown is tasty. But it's no use just sitting there thinking. The only way to eat Chinese food here is to cook it yourself.</p>
<p><u>STUDIO</u></p>	<p>(BACK TO THE HOST)</p> <p>HOST</p>
<p>HOST</p>	<p>That's right! Cook the food by yourself. Almost every Chinese student, including the male, can cook after they came here, even though they might not have any experience of cooking before.</p>
<p>CUT TO <u>VIR #2</u>: APARTMENT — KITCHEN &amp; LIVING ROOM FOUR CHINESE BOYS IN</p>	<p><u>MUSIC UP</u></p>



VIDEO	AUDIO
<p>THE ROOM, TWO OF THEM COOKING, THE OTHER TWO SETTING UP THE TABLE</p> <p>MS: STUDENT #1</p>	<p><u>MUSIC UNDER</u></p> <p>HOST (V. O.)</p> <p>They are studying in the same department — the Engineering Department. When they first came to the Utah State University, they lived in the East High Rise — one of the student dormitories on campus. But at the end of the first quarter, they moved out to this apartment off campus.</p> <p>STUDENT #1</p> <p>Because the East High Rise doesn't have kitchens, we have to eat at the cafeteria. You know, they only provide American food in the cafeteria. And, I don't like American food.</p> <p>HOST (V. O.)</p>
<p>CU: FOOD BEING COOKED IN THE FRYING PAN</p>	<p>So, they moved out. In this apartment, they live together, cook together, and eat</p>

VIDEO	AUDIO
<p>MS: THE COOK TAKING FOOD OUT OF THE PAN INTO A DISH</p>	<p>together. They use their own way to cook the food they like. They share each one's dishes with each other.</p>
<p>CU: STUDENT #2</p>	<p>STUDENT #2</p> <p>We have four people living together. Each one cooks one dish. Then we have four dishes for dinner. It's quite enough for us. None of us knew how to cook before we lived together. Fortunately, it's not hard to learn. And personally I feel that no matter how awful we cooked, the food we cooked by ourselves was always better than the food in the cafeteria.</p>
<p>FS: BOYS PUTTING DISHES ON THE TABLE</p>	<p>HOST (V. O.)</p> <p>Well, but eating in the cafeteria, you don't have to waste your time in cooking and washing the dishes. Those jobs are really time-consuming, aren't they?</p>

VIDEO	AUDIO
MS: STUDENT #3	<p data-bbox="890 372 1047 404">STUDENT #3</p> <p data-bbox="624 500 1329 840">Yes, it does take time to cook. But you can't have everything without sacrifice. On the other hand, we work together on cooking and each one of us can do the dishes in turn. At least, it's better than one doing those jobs all alone.</p>
MS: STUDENT #4 CALLING	<p data-bbox="671 936 1235 968">(STUDENT #4 CALLING EVERYONE TO EAT)</p> <p data-bbox="627 989 1078 1053">學生 #4: 開飯喇!</p> <p data-bbox="624 1064 1141 1095">STUDENT #4: It's time for dinner!</p>
FS: EVERYBODY SITS DOWN TO EAT	<p data-bbox="854 1187 1078 1219"><u>MUSIC FADE OUT</u></p>
<u>STUDIO</u>	HOST
HOST	<p data-bbox="619 1500 1313 1851">These four people you just saw are very lucky. They found each other a good partner and worked together as a team. It does save a lot of time in doing the housework. However, it is not everyone that can be so lucky. If you can't find a group of people</p>

VIDEO	AUDIO
<p>CUT TO <u>VTR #3</u>: CAFETERIA A CHINESE GIRL LISA HAVING LUNCH IN THE CAFETERIA, AN AMERICAN GIRL NANCY APPROACHING TO HER</p> <p>CU: LISA</p> <p>TWO SHOT: NANCY SITS DOWN IN FRONT OF LISA</p> <p>CU: NANCY</p> <p>TWO SHOT</p>	<p>to share the same kind of life with you, you better be flexible to life. Don't be too stubborn on the old way of living.</p> <p><u>NATURAL SOUND UP</u>: <u>NOISE IN CAFETERIA</u></p> <p>NANCY: (SURPRISINGLY AND EXCITINGLY) Lisa! Long time no see!</p> <p>LISA: (EXCITINGLY) Hi, Nancy! How are you?</p> <p>NANCY: Surviving! (LAUGH) How about you, Lisa?</p> <p>LISA: Not bad!</p> <p>NANCY: Oh! My dear old roommate! I miss you so much! Where have you been since you moved out of the West High Rise?</p> <p>LISA: I moved into the Moen Hall and live with five other girls. They come from Switzerland, Nigeria, Canada, and America.</p> <p>NANCY: Oh yes! I lived there a year ago. Six girls shared three bedrooms, one</p>

VIDEO	AUDIO
<p>MS: LISA</p> <p>CU: NANCY</p> <p>TWO SHOT</p> <p>CU: LISA</p>	<p>bathroom and a kitchen. However, I'm too lazy to cook, so I moved back to the West High Rise.</p> <p>LISA: It's good to live in Moen Hall. I can cook the Chinese food and don't have to adjust myself to the potatoes, cheese and salads all the time.</p> <p>NANCY: Those are my favorites!</p> <p>LISA: I know. I just preferred the Chinese food to the American food.</p> <p>NANCY: Did you cook with your roommates?</p> <p>LISA: No, we cook separately, because we have different tastes in food.</p> <p>NANCY: Then, do you have fun with cooking?</p> <p>LISA: Well, it really takes me a lot of time to cook. And, sometimes, when I feel too tired to cook, I will come to the cafeteria to get some American food for a change, just like today.</p> <p>NANCY: Do you like it?</p> <p>LISA: I like the fried chicken and dessert.</p> <p>In fact, the American foods are more nutritious than Chinese food, because of the way of cooking. Besides, eating American</p>

VIDEO	AUDIO
TWO SHOT	<p>food is more simple and convenient. You don't have to spend a lot of time in cooking. Moreover, some of the American foods are delicious.</p> <p>NANCY: I'm glad you are adjusting yourself well to the American life.</p> <p>LISA: Time is the most concern to me. We are here for studying. We need more time for studying rather than cooking. So, we have to adjust ourselves quickly and know how to appreciate the merits of American life.</p>
FS: CAFETERIA	<p><u>MUSIC FADE IN</u></p> <p><u>MUSIC FADE OUT</u></p>
<u>STUDIO</u>	(BACK TO THE HOST)
HOST	<p>HOST</p> <p>In addition to the food habits, the transportation is another problem for us in adjusting to the American life. In Taiwan, it's not necessary to have a car, because the</p>

VIDEO	AUDIO
<p>CUT TO <u>VIR #4</u>: SHUTTLE BUS STUDENTS GETTING ON THE SHUTTLE BUS</p> <p>FS: BUS SETTING OUT THE BUS STOP</p> <p>SHUTTLE BUS DRIVING AROUND THE CAMPUS</p>	<p>buses and taxis are all over the place. While in America, it is very inconvenient without a car.</p> <p><u>NATURAL SOUND</u></p> <p>(STUDENTS GET ON THE BUS, BUS DRIVER SAYS HELLO TO EVERY PASSENGER)</p> <p>BUS DRIVER: Good morning, kids! STUDENT: How are you, Ray? BUS DRIVER: Hello, young lady!</p> <p><u>MUSIC FADE IN</u> <u>MUSIC UNDER</u></p> <p>NARRATOR (V. O.)</p> <p>This is the school shuttle bus. You can take it at several stations around the campus. But it only serves during the school days and shuttles around the campus only. If you want to go to downtown for shopping or visiting, driving a car by yourself or</p>

VIDEO	AUDIO
<p>MS: POLICE OFFICER</p> <p>INSERT <u>VIR #5</u>: DRIVING SCHOOL</p> <p>WRITTEN TEST</p> <p>STUDENT LEARNING DRIVING ON THE STREET</p> <p>ROAD TEST</p>	<p>finding a ride are the ways people usually take.</p> <p>POLICE OFFICER</p> <p>Driving a car in Utah, you need a driver licence issued by the Driver License Division in the Department of Public Safety. If you have an international driver license, you can take the written test and eye test directly. Or else, you need to attend the driving school first.</p> <p>The driving school lasts about one month. There are teachers to teach you how to drive from the very beginning.</p> <p>After you pass the written test, we will give you an instruction permit. With the instruction permit, you can learn driving on the street accompanied with an experienced driver who has a valid driver licence.</p> <p>When you feel comfortable with driving,</p>



VIDEO	AUDIO
<p data-bbox="373 676 471 708"><u>STUDIO</u></p> <p data-bbox="247 932 315 963">HOST</p>	<p data-bbox="624 363 1303 587">you can take the road test at any time. If you fail it the first time, don't be frustrated! You will have two more chances within three months.</p> <p data-bbox="859 676 1083 708"><u>MUSIC FADE OUT</u></p> <p data-bbox="937 804 1005 836">HOST</p> <p data-bbox="624 932 1255 1155">Getting a driver's licence is not difficult. How to buy a car and how to maintain the car are surely the problems which will make your head ache.</p> <p data-bbox="624 1240 1318 1655">We do not intend to spend a lot of time on these. But do pay attention to it. If you want to buy a car, ask an experienced person to help you. Let the person who knows cars very well help you select the car. By chance, you can buy a good old car with reasonable price.</p> <p data-bbox="624 1751 1318 1847">However, buying a car requires money. And money is the most troublesome problem to</p>

VIDEO	AUDIO
<p data-bbox="368 868 467 902"><u>VTR #6</u></p> <p data-bbox="244 1247 545 1342">STUDENTS WORKING ON THE CAMPUS</p> <p data-bbox="244 1498 592 1527">GRADUATE SCHOOL OFFICE</p>	<p data-bbox="620 370 1313 778">us. compared with the American students, we paid rather high tuition fees as foreign students. Studying abroad without any financial aid is very burdensome to us. I bet, right now the question arising in your mind must be — Where and how to get the money?</p> <p data-bbox="871 874 1078 908"><u>MUSIC FADE IN</u></p> <p data-bbox="887 1002 1063 1036"><u>MUSIC UNDER</u></p> <p data-bbox="840 1123 1091 1157">NARRATOR (V. O.)</p> <p data-bbox="620 1251 1332 1406">There are two ways to get the money from school: to apply for a fellowship or to find a job.</p> <p data-bbox="620 1502 1301 1719">In the school system, the Graduate School has funds for graduate students, and each college or department has the final right to decide who can get the money.</p>

VIDEO	AUDIO
<p>MS: CONNIE BATEMAN</p> <p>SUPER: CONNIE BATEMAN</p> <p>INSERT GRAPHIC: A TABLE OF THE FELLOWSHIPS DISTRIBUTION (SEE ADDENDUM 1)</p> <p>MS: CONNIE BATEMAN</p>	<p>MS. CONNIE BATEMAN</p> <p>The Graduate School Office has a certain amount of funds in every academic year. those funds are used for fellowships for graduate students.</p> <p>The funds are usually divided into five categories: the Research Fellowships, the Summer Fellowships, the Graduate Fellowships, the Out-of-State tuition Waivers, and the President's Fellowship Fund.</p> <p>The Graduate school decides the amount of money for each category and for each college. Then, each college will determine how to distribute the funds they've got to each department. So, it's up to the departmental office to make the decision on who shall get the money.</p> <p>Therefore, if you want to apply for the fellowship, don't come to the Graduate School. Go to your own department directly.</p>

VIDEO	AUDIO
<p>DR. CRAGUN SUPER "DR. JOHN CRAGUN DEAN OF THE BUSINESS COLLEGE"</p>	<p>DR. JOHN CRAGUN</p> <p>We evaluate the applicant by his GPA. The higher his grades, the better chance for the fellowship. If the students want to obtain a fellowship, they should come to us initiatively. Usually the decision will be made in April. So they may apply for it in the late December but no later than April.</p>
<p><u>STUDIO</u></p>	<p>HOST</p>
<p>HOST</p>	<p>In addition to the fellowships, the department also provides some Teaching Assistantships and Research Assistantships. Applying for the TA or RA, you need to meet the qualifications.</p>
<p>DR. COOLEY SUPER:"DR. DONALD COOLEY THE HEAD OF COMPUTER SCIENCE DEPARTMENT"</p>	<p>DR. DONALD COOLEY</p> <p>In the Computer Science Department, we need lab instructors, consultants, and</p>

VIDEO	AUDIO
<p>INSERT <u>VTR #7</u>: COMPUTER LAB</p> <p>LAB INSTRUCTOR TEACHING STUDENTS USING COMPUTER</p> <p>CONSULTANT IN THE LAB</p> <p><u>STUDIO</u></p> <p>HOST</p>	<p>graders. In addition to the GPA, we are concerned about the applicants' performances in operating the computer.</p> <p>In terms of lab instructor, we need the student who is not only good at the computer science, but also good at communication skills. So, usually we give those jobs to the American students unless you can communicate with people in English very well.</p> <p>The consultant also needs to speak English well when offering help to other students. However, the language proficiency is not so important in being a consultant as in serving as a lab instructor. We've hired some Chinese students as consultants. And they did it pretty well.</p> <p>HOST</p> <p>Hired by the department to do the research work, instructor, or consultant, you don't have to apply for the working permit to</p>

VIDEO	AUDIO
<p>CUT TO <u>VTR #8</u>:</p> <p>DISH-WASHING ROOM IN THE CAFETERIA</p> <p>JACK LIN WASHING THE DISHES</p> <p>FS: A WORKER WALKING TOWARD JACK</p>	<p>get paid. But it doesn't mean you can work at any place for anyone without getting into trouble. There are limitations for foreign students in getting a job on campus or off campus.</p> <p><u>NATURAL SOUND: WORKER WASHING DISHES IN THE CAFETERIA</u></p> <p>(A CHINESE STUDENT JACK LIN WHISTLING WHILE WASHING THE DISHES)</p> <p>JACK LIN (NARRATIVE VOICE)</p> <p>Five more minutes, I'm going to get my salary. I have washed the dishes in the cafeteria for a month. This is going to be the first time I get paid. I'm so excited about it. Making money for my own study here makes me feel comfortable.</p> <p>WORKER: Jack, are you finished? Let's go get the money.</p> <p>JACK: Ok, let's go!</p>

VIDEO	AUDIO
<p>FS: JACK STANDING IN LINE WITH OTHER WORKERS WAITING TO GET PAID</p>	
<p>CASHIER: OVER-SHOULDER SHOT FROM JACK</p>	<p>CASHIER: What's your last name? JACK: Lin.</p>
<p>CASHIER LOOKING FOR THE PACKAGE</p>	<p>CASHIER: I'm sorry! There is no salary for you.</p>
<p>CU: JACK TWO SHOT</p>	<p>JACK: (SURPRISINGLY) How come? CASHIER: Can I see your social security card and your working permit? JACK: I forgot to bring my social security card. And, what's the working permit? I don't have one.</p>
<p>CU: CASHIER</p>	<p>CASHIER: You mean you've been working here for a month without a working permit? JACK: Yes. CASHIER: You better go to the International Student Office to see the foreign student adviser.</p>
<p>INTERNATIONAL STUDENT OFFICE</p>	<p>— INTERNATIONAL STUDENT OFFICE —</p>

VIDEO	AUDIO
<p>JACK WALKING INTO THE INTERNATIONAL STUDENT OFFICE</p> <p>JACK WALKS INTO MR. FRANSEN'S OFFICE</p> <p>MS: FRANSEN</p> <p>TWO SHOT</p> <p>JACK SITTING DOWN ON THE CHAIR IN FRONT OF MR. FRANSEN</p> <p>FRANSEN: OVER-SHOULDER SHOT FROM JACK</p> <p>FRANSEN LOOKING FOR JACK'S FILE</p> <p>CU: FRANSEN</p>	<p>SECRETARY: Yes? May I help you?</p> <p>JACK: Can I talk to the director, Mr. Frandsen?</p> <p>SECRETARY: Yes, he's in the office.</p> <p>FRANSEN: Yes, what can I do for you?</p> <p>JACK: I'd like to apply for the working permit.</p> <p>FRANSEN: Ok, have a seat!</p> <p>FRANSEN: What's your name?</p> <p>JACK: Jack Lin.</p> <p>FRANSEN: How long have you been here?</p> <p>JACK: One year.</p> <p>FRANSEN: Good! That make things go easier.</p> <p>JACK: What do you mean?</p> <p>FRANSEN: Because, foreign students can not apply for a working permit in his first year of study here.</p>



VIDEO	AUDIO
	<p>JACK: Why?</p>
<p>CU: JACK</p>	<p>FRANSEN: Don't you remember? The reason why you can get an I-20 from the Immigration Office is that you can prove yourself having enough financial support for your study here for one year.</p>
<p>TWO SHOT</p>	<p>JACK: Yes, I remember when we applied for the admission, we needed to submit a financial statement.</p>
<p>MS: JACK</p>	<p>FRANSEN: That's right! So you don't have any excuse for looking for a job in your first year, unless your financial supporter encounters an unforeseeable problem.</p>
<p>MS: FRANSEN</p>	<p>JACK: What kind of problem can be considered as an unforeseeable problem?</p>
<p>TWO SHOT</p>	<p>FRANSEN: Such as: your government doesn't allow the money to be sent out of your country, your financial sponsor encounters some tragedy like losing his job, being sick or dying.</p>
<p>TWO SHOT</p>	<p>JACK: Then, can I apply for a working permit since I've been here for more than a year?</p> <p>FRANSEN: You may try. But I won't promise</p>

VIDEO	AUDIO
<p>MS: FRANDSEN GIVES JACK AN APPLICATION FORM (SEE ADDENDUM 2)</p> <p>CU: APPLICATION FORM (ADDENDUM 2)</p> <p>TWO SHOT</p> <p>MS: JACK</p>	<p>that you can get the permit. (FRANDSEN WAITS FOR A SECOND) Do you plan to work on campus or off campus?</p> <p>JACK: What's the difference between those two in the application procedure?</p> <p>FRANDSEN: There are different application forms. If you apply for a working permit to work on campus, you should fill out this form. (FRANDSEN SHOWS THE FORM TO JACK)</p> <p>JACK: Only two pages?</p> <p>FRANDSEN: Yes. I need you to write down the reason why your sponsor cannot provide enough money for you to complete your study . . . right here . . . (FRANDSEN POINTS AT THE SPACE AT THE LOWER HALF OF THE FIRST PAGE)</p> <p>JACK: Ok, what's next?</p> <p>FRANDSEN: You fill out this form and give it to me. We will hold a committee meeting to decide whether your reason meets your getting a working permit or not.</p> <p>JACK: What shall I do if I'd like to work off campus?</p>

VIDEO	AUDIO
MS: FRANDSEN TOOK OUT ANOTHER FORM	FRANDSEN: Then, you have to fill out this form.
CU: FORM (SEE ADDENDUM 3)	JACK: Wow! This form is more complex than the other one! FRANDSEN: Sure! And it is more complex in the application procedure too.
CU: JACK	JACK: Oh?
MS: FRANDSEN	FRANDSEN: This application form is to apply for the permit to work off campus. It should be sent to the Immigration and Naturalization Service. They will investigate all the statements you made on this form and then determine whether to give you the permit or not.
CU: JACK	JACK: I see! There is one more question I'd like to ask. FRANDSEN: Go ahead! JACK: What will happen if I haven't got a permit and still work.
FRANDSEN: OVER-SHOULDER SHOT FROM JACK	FRANDSEN: Well, if you don't have a permit, the employer won't hire you, because it's illegal to do that. Even if they hire you
ZOOM IN TO CU: FRANDSEN	you might not get paid. The Immigration Office will find out sooner or later.

VIDEO	AUDIO
<p>MS: JACK</p>	<p>If you get caught by the Immigration Officer for working without a permit, the Immigration Office will expel you from this country and won't let you in anymore.</p> <p>JACK: Woo — That's terrible! Ok, I decided to apply for an on-campus working permit.</p>
<p>TWO SHOT</p>	<p>FRANSEN: Good! You fill out the simple form and give it to me.</p> <p>JACK: All right.</p>
<p>JACK FILLING OUT THE APPLICATION FORM</p>	<p><u>MUSIC FADE IN</u></p> <p><u>MUSIC UNDER</u></p> <p>NARRATOR (V. O.)</p> <p>After you get the working permit, you can find the job on campus or off campus. It depends on which kind of permit you received.</p>
<p>FS: STUDENTS STANDING IN FRONT OF A BULLETIN BOARD TO</p>	<p>Be familiar with the bulletin boards around school. Walk over to the bulletin boards and take a second to look at it.</p>

VIDEO	AUDIO
<p>SEE THE ADVERTISEMENTS OLD MAIN BUILDING LONG SHOT OF THE CORRIDOR IN THE FIRST FLOOR OF OLD MAIN FS: BULLETIN BOARD CU: ANNOUNCEMENT ON THE BULLETIN BOARD  PERSONNEL OFFICE : STUDENT APPLYING FOR JOB</p>	<p>You may find some information on employment.</p> <p>Over in the Old Main, there is a long bulletin board in the first floor, right beside the Financial Aids Office. All the information announced on that bulletin board are employment information. It will describe the job, the employer, the number of people they need, the employee's requirements; and, sometimes, the wage per hour for the job. If you find something and want to apply for it, you can go to the Personnel Office and apply for the job with your working permit.</p> <p style="text-align: center;"><u>MUSIC UP</u></p> <p style="text-align: center;"><u>MUSIC FADE OUT</u></p>
<p style="text-align: center;"><u>STUDIO</u></p> <p>HOST</p>	<p style="text-align: center;">HOST</p> <p>The social life and academic life are tangled together. It's impossible to separate those two.</p>

VIDEO	AUDIO
<p>CUT TO <u>VIR #9</u>:</p> <p>MONTAGE (A RAPID SEQUENCE OF SHOTS SHOWING THE CHINESE STUDENTS' LIFE IN AMERICA)</p> <p>SUPER TITLE: "LIFE IN AMERICA"</p> <p>SUPER OUT</p>	<p>If you make your social life joyful here, you will achieve more success in the academic life. So, good luck, my friend! Make the most of your opportunity in being a graduate student at Utah State University.</p> <p><u>MUSIC UP</u></p> <p><u>MUSIC FADE OUT</u></p> <p>————— THE END —————</p>

DISTRIBUTION OF GRADUATE FELLOWSHIPS BY COLLEGE  
1984-1985

COLLEGE	RESEARCH FELLOWSHIPS	SUMMER FELLOWSHIPS	GRADUATE FELLOWSHIPS	OUT OF STATE TUITION WAIVERS	PRESIDENTS FELLOWSHIP FUND	TOTAL
AGRICULTURE	1 @ \$4,800 = \$4,800	1 @ \$500 = \$500	\$3,300	5 @ \$466 = \$2,330	\$ 6,000	\$16,930
BUSINESS	-0-	2 @ \$500 = \$1,000	\$3,300	4 @ \$466 = \$1,864	\$ 5,000	\$11,164
EDUCATION	-0-	3 @ \$500 = \$1,500	\$ 300	11 @ \$466 = \$5,126	\$23,000	\$29,926
ENGINEERING	2 @ \$4,800 = \$9,600	2 @ \$500 = \$1,000	\$ 300	8 @ \$466 = \$3,728	\$14,250	\$28,878
FAMILY LIFE	-0-	2 @ \$500 = \$1,000	\$ 300	2 @ \$466 = \$932	\$ 6,250	\$ 8,482
HUMANITIES, ARTS, & SOCIAL SCIENCES	1 @ \$4,800 = \$4,800	2 @ \$500 = \$1,000	\$ 300	8 @ \$466 = \$3,728	\$14,000	\$23,828
NATURAL RESOURCES	2 @ \$4,800 = \$9,600	1 @ \$500 = \$500	\$3,300	5 @ \$466 = \$2,330	\$ 7,000	\$22,730
SCIENCE	3 @ \$4,800 = \$14,400	6 @ \$500 = \$3,000	\$3,000	12 @ \$466 = \$5,592	\$17,500	\$43,492
JOINT PROGRAMS: ECON & NUTR & FD SCI	1 @ \$4,800 = \$4,800	1 @ \$500 = \$500	\$3,000	5 @ \$466 = \$2,330	\$ 7,000	\$17,630
TOTAL	\$48,000	\$10,000	\$17,100	\$27,960	\$100,000	\$203,060

Source: Graduate School at USU.

Addendum 1: The Graduate Fellowships  
Distribution at USU

Addendum 2: On-Campus Work  
Application Form

ON-CAMPUS WORK APPLICATION (Please print plainly) UTAH STATE UNIVERSITY

Student # \_\_\_\_\_

1) Name: \_\_\_\_\_ 2) Visa \_\_\_\_\_ 3) I-94 expires \_\_\_\_\_ 4) Age \_\_\_\_\_  
 (Family) (First) (Middle)

5) Residence address \_\_\_\_\_ 6) Country of Citizenship \_\_\_\_\_

7) School Class \_\_\_\_\_ 8) When will you finish \_\_\_\_\_ 9) When did you start in U.S.A. \_\_\_\_\_

10) Major \_\_\_\_\_ 11) Current Credits \_\_\_\_\_ 12) Are you married? \_\_\_\_\_

13) Number of dependents \_\_\_\_\_ 14) Is your family with you? \_\_\_\_\_ 15) Do you own a car? \_\_\_\_\_  
 make of car \_\_\_\_\_ year of car \_\_\_\_\_ 16) Did you work this past summer? \_\_\_\_\_ How much  
 did you earn? \_\_\_\_\_ 17) Are you now employed \_\_\_\_\_ Have you been employed (where) \_\_\_\_\_

18) Are other family members in school outside your country? \_\_\_\_\_ Where? \_\_\_\_\_

19) Who is supporting you? \_\_\_\_\_ 20) What does your sponsor do? \_\_\_\_\_

21) How much do you receive monthly? \_\_\_\_\_ yearly? \_\_\_\_\_

22) How much other income do you receive? \_\_\_\_\_ From where? \_\_\_\_\_

23) How long do you intend to work? \_\_\_\_\_ 24) How much money do you need? \_\_\_\_\_

25) Do you have an offer of a job? \_\_\_\_\_ Where? \_\_\_\_\_ 26) When did you last travel home  
 \_\_\_\_\_ For what reason \_\_\_\_\_ 27) Why is your sponsor unable to provide enough  
 money:

\_\_\_\_\_  
Date Signature

NOTE: Work Permission is limited to the time of stay on your I-94 or the end of the school year -- whichever date is sooner.

(for committee use) \_\_\_\_\_  
 \_\_\_\_\_  
 Action \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_  
 Committee Chairman

Reasons:



BUDGET AND INCOME STATEMENT

<u>Expenses</u>	<u>Monthly</u>	x 12 =	<u>Yearly</u>	<u>Income</u>	<u>Monthly</u>	x 12 =	<u>Yearly</u>
Tuition:	_____	(x 3 =)	_____	Parents:	_____		_____
Room:	_____		_____	Other source:	_____		_____
Food:	_____		_____	(specify)	_____		_____
Transportation:	_____		_____		_____		_____
Utilities:	_____		_____		_____		_____
Telephone:	_____		_____		_____		_____
Books:	_____		_____		_____		_____
Personal:	_____		_____		_____		_____
Other:	_____		_____				
(specify)	_____		_____				
	_____		_____				
	_____		_____				
	_____		_____				
TOTAL:	=====		=====	TOTAL:	=====		=====

Source: International Student Office at USU.

Addendum 3: Off-Campus Work  
Application Form

Approved OMB (1115-0060) Exp. 4/30/86

**U.S. DEPARTMENT OF JUSTICE**  
**Immigration and Naturalization Service**

**Application by Nonimmigrant Student for Extension of Stay, School Transfer, and Permission to Accept or Continue Employment or Practical Training**

**This section for Government use only**

Date of Action	Educational Program Authorized: <input type="checkbox"/> Language Training <input type="checkbox"/> Primary <input type="checkbox"/> High School <input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate Masters <input type="checkbox"/> Graduate PhD <input type="checkbox"/> Other <input type="checkbox"/> Vocational High School <input type="checkbox"/> Other Vocational (specify)	<input type="checkbox"/> (M-1 ONLY) Extension Granted to (Date) _____ <input type="checkbox"/> (F-1 ONLY) Estimated Date of Completion _____ <input type="checkbox"/> Transfer Denied <input type="checkbox"/> Transfer Granted (show new school code including suffix) _____ 214F _____
		<input type="checkbox"/> Employment Denied <input type="checkbox"/> Employment Granted FROM _____ TO _____
		<input type="checkbox"/> Practical Training Denied <input type="checkbox"/> Practical Training Granted FROM _____ TO _____
DD or OIC Office	<input type="checkbox"/> Extension Denied V.D. to (Date) _____ Major field of study _____	

**THE APPLICANT MUST COMPLETE ALL PARTS OF PAGES 2, 3, AND 4 THAT APPLY**  
**This section must be completed by the DESIGNATED OFFICIAL of the school the student was LAST AUTHORIZED to attend.**

Student's Admission Number	Student's Name (Family Name—Capital Letters) (First Name)	Date of Birth (Month/Day/Year)
Address (Street and Number)		(City and State) (ZIP Code)

**CERTIFICATION OF DESIGNATED SCHOOL OFFICIAL**

1. I hereby certify as follows:  
 The applicant named above (check one—if item (A), (C) or (D) is checked, complete that item):  
 (A)  Is taking a full course of study at this school, and the expected date of completion of his/her course of study is \_\_\_\_\_  
 (B)  Is taking less than a full course of study at this school.  
 (C)  Completed the course of study at this school on (date) \_\_\_\_\_  
 (D)  Did not complete the course of study but terminated attendance on (date) \_\_\_\_\_  
 While attending,  was  was not taking a full course of study.

2. The applicant's major field of study is (or was): \_\_\_\_\_

3. The level of education being sought by the student is: \_\_\_\_\_

4. If application is for extension of stay to attend the same school or for permission to accept or continue employment, please complete items (A) and (B) of this certification.

(A) Student's costs for an academic term of _____ months (up to 12 months).	(B) Student's means of support estimated for the same period of time as in item A.
Tuition and fees \$ _____	Personal funds of student \$ _____
Living expenses \$ _____	Family funds from abroad \$ _____
Expenses of dependents \$ _____	Funds from the school (specify type) \$ _____
Other \$ _____	Funds from other source (specify type/source) \$ _____
<b>TOTAL \$ _____</b>	On campus employment, if applicable \$ _____
	<b>TOTAL \$ _____</b>

5. If application is for permission to accept or continue employment or practical training, check (A) or (B) below.

(A)  The employment is recommended for practical training in the student's field of study and, upon my information and belief, is not available in the country of the student's foreign residence. If the student is an F-1 student seeking practical training during his/her vacation, the employment is recommended as beneficial to the student's academic program.

(B)  The employment is recommended due to unforeseen circumstances arising after entry or change to student classification. Acceptance of employment will not interfere with the student's carrying a full course of study. The student has agreed not to work more than twenty hours a week when school is in session.

6. Date	Name of School and School System or District, if applicable	School File Number Including Suffix _____ 214F _____
Name and Title (printed or typed) of Official		Signature of Designated School Official

ATTACH student's I-20 ID Copy. **DO NOT SEND PASSPORT OR I-94 (Arrival-Departure Record)**

Do not write below this line.

This block for I&NS use only	Received	Trans. In	Ret'd/Trans. Out	Completed	Microfilm Index Number



**This section to be filled in by ALL APPLICANTS**

20. I  have  have not been employed or engaged in business in the United States. If you have been employed or engaged in business in the United States, complete the rest of the block.

Name and address of employer or business		
Kind of employment or business	Income per week	Dates the employment or business began and ended

21. Means and source of support while in the United States

22. My major field of study is

23. (Complete this item only if you are applying for a school transfer.) I am requesting this transfer because:

24. (Complete this item only if you are an M-1 student seeking a school transfer after six months from the date you were first granted M-1 classification and if you were unable to remain at the school to which you were first admitted due to circumstances beyond your control) I was unable to remain at the school to which I was first admitted because:

25. Check item (A) or (B) and complete the item checked

<input type="checkbox"/> (A) I am attending school	Name and location of school I am attending is:	I <input type="checkbox"/> am <input type="checkbox"/> am not authorized to attend that school. If not authorized, explain under "Remarks" on page 4.	
		I am attending school <input type="checkbox"/> full time <input type="checkbox"/> part time	If not full time, explain under "Remarks" on page 4.
<input type="checkbox"/> (B) I am not attending school	My reason for not attending is:		
	Name and location of school I was last authorized to attend	Date of graduation or last attendance (specify)	

**This section (Items 26-32) to be filled in by APPLICANT for permission to accept or continue employment or practical training**

26. I desire permission to accept employment for the following reason: (Check One)

- (A)  To obtain or continue practical training in a field related to my course of study and recommended by the school.
- (B)  To obtain or continue part-time employment needed because of economic necessity which arose as a result of unforeseen change in financial circumstances. (If you checked this item, explain in block 28.)

27. (Complete this item only if you are an F-1 student applying for permission to accept employment) The date I was first granted F-1 status is

The dates of all my absences from the United States during my first full year in F-1 status are as follows:

28. (Fill in if you checked (B) in item 26)

(A) My costs for an academic term of (Complete number of months) \_\_\_\_\_ months up to 12 months at time I was first granted F-1 status

Tuition and fees	\$ _____
Living expenses	\$ _____
Expenses of dependents	\$ _____
Other	\$ _____
<b>TOTAL</b>	<b>\$ _____</b>

(B) My means of support estimated for the same period of time as in item (A) at time I was first granted F-1 status

Personal funds of student	\$ _____
Family funds from abroad	\$ _____
Funds from the school (Specify type)	\$ _____
Funds from another source (Specify type/source)	\$ _____
On campus employment, if applicable	\$ _____
<b>TOTAL</b>	<b>\$ _____</b>

(C) My costs for an academic term of (Complete number of months) \_\_\_\_\_ months up to 12 months at the present time

Tuition and fees	\$ _____
Living expenses	\$ _____
Expenses of dependents	\$ _____
Other	\$ _____
<b>TOTAL</b>	<b>\$ _____</b>

(D) My means of support estimated for the same period of time as in item (C) at the present time

Personal funds of student	\$ _____
Family funds from abroad	\$ _____
Funds from the school (Specify type)	\$ _____
Funds from another source (Specify type/source)	\$ _____
On campus employment, if applicable	\$ _____
<b>TOTAL</b>	<b>\$ _____</b>

(E) EXPLAIN the unforeseen change in your financial circumstances which arose after your entry into the United States and why parent, relative, organization or other sponsor is unable to furnish you the additional funds needed to cover expenses.

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MICROFILM INDEX NUMBER

29. If you checked (A) in item 26 above, describe the practical training including beginning and ending dates and number of hours per week, if known.

30. (If you checked (A) in item 26 above, check and fill in the applicable statement below.)

- I have previously been granted permission to engage in employment for practical training from \_\_\_\_\_ (date) to \_\_\_\_\_ (date)
- I have previously participated in an off-campus work study program from \_\_\_\_\_ (date) to \_\_\_\_\_ (date)
- I have never previously been granted permission to engage in employment for practical training.

31. (If you checked (A) in item 26 above, check the appropriate statement.)

I am seeking practical training

- After completion of a course of study.
- After completion of all course requirements for a bachelor's, master's or doctoral degree.
- Before completion of my course of study at a college, university, seminary, or conservatory which requires practical training of all degree candidates in my field.
- During my annual vacation.

32. If you have previously submitted an application to accept or continue employment, furnish the following information.

Office of the Immigration & Naturalization Service to which last submitted: \_\_\_\_\_ The application was \_\_\_\_\_ If denied, date denied \_\_\_\_\_  
(City and State)  Granted  Denied

33. Remarks:

**This section to be filled in by ALL APPLICANTS**

34. Signature of Applicant

I CERTIFY under penalty of perjury that the information in this form is true and correct.

\_\_\_\_\_  
(Signature)  
\_\_\_\_\_  
(Date Signed)

35. Signature of Person Preparing the Form If Other Than Applicant

I DECLARE that this application was prepared by me at the request of the applicant and is based on all information of which I have any knowledge.

\_\_\_\_\_  
(Signature)  
\_\_\_\_\_  
(Address) \_\_\_\_\_  
(Date Signed)

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GPO : 1984 O - 431-102

ADDRESS LABEL

ALL APPLICANTS MUST FILL IN

FIRST NAME	LAST NAME	
C/O		
NUMBER AND STREET (apartment number)		
CITY	STATE	ZIP CODE

PLEASE SEE ENDORSEMENT  
ON ATTACHED FORM I-20 ID COPY  
REGARDING ACTION TAKEN  
ON YOUR APPLICATION

Source: International Student Office at USU.

## CHAPTER VIII

## RECOMMENDATIONS/UTILIZATIONS/LIMITATIONS

Because of time considerations, the production of these scripts as a series of video program is not included in this study. However, it is recommended that these scripts should be produced as video programs. They could be used by Utah State University as well as other colleges in Utah and any other American college as a supplementary orientation program for Chinese students from Taiwan.

Furthermore, the author recommends that the scripts be made available to the Ministry of Education in Taiwan, R. O. C., as a reference for orienting students who are going to America for graduate study.

Owing to the limitation of time, it was difficult to survey a great sample from the population of Chinese students in America. Furthermore, during the summer, many of the Chinese students were enjoying their vacation or making money in places other than their regular university addresses, so they could not be reached. This study was therefore limited to a sample of Chinese students at Utah State University.

## CHAPTER IX

## SUMMARY AND CONCLUSIONS

Because of cultural differences, Chinese students face a lot of adjustment problems in academic and social life while they are studying in America. Without specific learning objectives and lacking orientation before they start their study in America, many Chinese students fail to achieve their academic goals.

Some Chinese students have given up halfway or even lost self-confidence, because they could not overcome their adjustment problems.

Facing those problems many Chinese students would consider that a good orientation is necessary. However, there aren't any orientation program which are specially designed to meet Chinese students' needs. In Taiwan, the Ministry of Education prepared a series of orientation course for all the students who were going abroad to study, but the courses were boring and uninteresting.

This author, therefore, has written a series of video program scripts for Chinese graduate students from Taiwan to orient them to academic and social life in America.

The author determined the major adjustment problems of Chinese students by reviewing related literature and by surveying Chinese students at Utah State University. Solutions to those problems were determined by interviewing experts.

A creative Problem Checklist was administered by interviewing 50 Chinese students at USU. The major adjustment problem of Chinese

students was found to be the English language deficiency. In social life, the Chinese students experienced the most trouble in finance and making friends with Americans.

By interviewing experts, the author collected many recommendations on improving the language ability, social relationships, and on finding financial aids.

To improve language ability, the experts suggested that Chinese students take English courses, read and write as much as possible, utilize library information sources, and seek help from Learning Assistance Center.

In making friends with Americans, the experts advise Chinese students to understand and tolerate the cultural differences between American and Chinese.

In seeking financial aids, the experts reminded Chinese students to get good grades and learn the necessary skills in their fields in order to get the fellowships; and, to apply for a working permit before they find the job.

Based on the problems and solutions from the survey, the author finally wrote a series of five video scripts to orient the coming Chinese graduate students from Taiwan to their academic and social life at Utah State University.

Completing the scripts is intended as just a beginning. The author expects that these scripts will be produced into video programs to make a real and practical contribution to the Chinese students as well as the school administrators.

Our readers should remember that the adjustment problems vary with the environment where people live. The adjustment problems identified



by the Chinese students at Utah State University might be very different from the problems experienced by Chinese students in other American colleges. Therefore, it is recommended that the producers who are interested in this study do examine the audiences' specific problems and needs in adapting the scripts from this study and producing them for their students.

When converting the scripts into video programs, it is suggested that the experts as mentioned in these scripts should be actually interviewed. In that case, the producer could be more flexible in utilizing the scripts. It is not necessary to follow the scripts word for word when actually producing them into video programs.

Besides, the helping sources mentioned in this study, such as the Learning Assistance Center, the Audio-Visual Services, "Let's Talk" program, as provided by Utah State University, Chinese students in other American colleges may seek help from similar organizations in their university.

Finally, to the researchers who are interested in extending this study, do give yourself enough sufficient time. This was the very important element the author didn't have in this study. If enough time were available, the survey of Chinese students could be done more extensively and the problems of participation in classroom discussion and taking of examinations could also have been included in the scripts.

## NOTES

<sup>1</sup>Esther Lee Yao, "Chinese Students in American Universities," Texas Tech Journal of Education, 10 (Winter 1983), 35.

<sup>2</sup>Institute of International Education, Open Doors (New York: Institute of International Education, 1982/83), p. 21.

<sup>3</sup>Thomas H. Stafford, Jr., et al., "Adjustment of International Students," NASPA Journal, 18 (Summer 1980), 40-45.

<sup>4</sup>Edgar J. Fisher, "Foreign Students on the Campus," Journal of the American Association of Collegiate Registrars, XXI (July 1946), 550-551.

<sup>5</sup>Anne Elizabeth Heely, "The Foreign Student on the American Campus," Diss. Univ. of Chicago 1922, p. 30.

<sup>6</sup>Heely, p. 30.

<sup>7</sup>Heely, p. 21-27.

<sup>8</sup>Yung-Szi Liu, "The Academic Achievement of Chinese Graduate Students at the University of Michigan, 1907-1950," Diss. Univ. of Michigan 1956, p. 15.

<sup>9</sup>Antusa Perez Santos, "A Study of the Problems Faced by Foreign Students at Indiana University with Implications for Action," Diss. Indiana Univ. 1957, p. 144.

<sup>10</sup>Santos, p. 144.

<sup>11</sup>Elias Khalil Zain, "A Study of the Academic and Personal-Social Difficulties Encountered by a Selected Group of Foreign Students at the University of Oregon," Diss. Univ. of Oregon 1965.

<sup>12</sup>Zain.

<sup>13</sup>Zain.

<sup>14</sup>Seth Spaulding and Michael J. Flack, The World's Students in the United States (New York: Praeger Publishers, 1976), pp. 47-48.

<sup>15</sup>Bonnmee Nenyod, "An Analysis of Problems Perceived by Foreign Students Enrolled in State Colleges and Universities in the State of Texas," Diss. East Texas State Univ. 1975.

<sup>16</sup>Chutima Snitwongse, "Life and Academic Adjustment Problems of Foreign Students at the University of Missouri-Columbia," Diss. Univ. of Missouri-Columbia 1979.

<sup>17</sup>Efinog David Akpan-Iquot, "An Investigation of Foreign Students' Problems in Selected Oklahoma Institutions in Higher Learning," Diss. Oklahoma State Univ. 1980.

<sup>18</sup>Mohammad Alam Payind, "Academic, Personal and Social Problems of Afghan and Iranian Students in the United States," Educational Research Quarterly, 4 (Summer 1979), p. 6.

<sup>19</sup>Payind, p. 6.

<sup>20</sup>Spaulding and Flack, p. 30.

<sup>21</sup>Pyung-Eui Han, "A Study of Goals and Problems of Foreign Graduate Students from the Far East at the University of Southern California," Diss. Univ. of Southern California 1975.

<sup>22</sup>Tsung-Kao Yieh, "The Adjustment Problems of Chinese Graduate Students in American Universities," Diss. Univ. of Chicago 1934.

<sup>23</sup>Hwa-Bao Chang, "A Study of Some Attitudes of Chinese Students in the United States," Diss. Univ. of Texas at Austin 1972, p. 10.

<sup>24</sup>Edwin Sih-Ung Kwoh, "Chinese Students in American Universities," Thesis Teachers College-Columbia Univ., New York 1946.

<sup>25</sup>Peter Te Yuan Hao, "An Analysis of Certain Learning Difficulties of Chinese Students in New York City," Diss. New York Univ. 1955.

<sup>26</sup>Maw-Fa Chien, "A Comparative Study of Adjustment Problems Among American and Chinese College Students," Diss. Univ. of Northern Colorado 1973.

<sup>27</sup>Chien.

<sup>28</sup>Man Ping Lam, "The Problems of Chinese Students at the University of Illinois at Urbana-Champaign," Diss. Univ. of Illinois at Urbana-Champaign 1979.

<sup>29</sup>Yao, p. 35-42.

<sup>30</sup>China Institute of America, A Survey of Chinese Students in American Universities and Colleges in the Past One Hundred Years (New York: China Institute of America, 1954) as cited by William W. Brickman, Foreign Students in the United States--A Selected and Annotated Bibliography (New York: College Entrance Examination Board 1963).

<sup>31</sup>Kwoh, p. 112.

<sup>32</sup>Hao, p. i.

<sup>33</sup>Lam, p. 175-176.

<sup>34</sup>Yao, p. 38-39.

- <sup>35</sup>Yao, p. 39.
- <sup>36</sup>Yao, p. 39.
- <sup>37</sup>Spaulding, p. 30.
- <sup>38</sup>Yao, p. 40.
- <sup>39</sup>Chang, p. 12.
- <sup>40</sup>Yao, p. 39.
- <sup>41</sup>Yao, p. 37.
- <sup>42</sup>Mona Yazdi, "Production of a Series of Ten TV Programs on the Problems of Foreign Students in the United States for Broadcast or Educational Television," Thesis, Univ. of Minnesota 1971.
- <sup>43</sup>Haya Greenberg, "University International Mailbox: A Series of Nine Original Radio Scripts on Selected Problems of Foreign Students Planning to Attend an Institution of Higher Education in the United States," Thesis Univ. of California 1959, p. 4.
- <sup>44</sup>Scylla Richard Trad, "The UCLA Foreign Student Information Program: Six Fifteen Minute Tape Recordings for Radio Regarding Selected Problems of Foreign Students at UCLA, 1963-1964," Thesis Univ. of California 1964, p. 4.
- <sup>45</sup>Worldmark Encyclopedia of the States (New York: Harper and Row, 1981).
- <sup>46</sup>George Earlie Shankle, State Names, Flags, Seals, Songs, Birds, Flowers, and Other Symbols (New York: H. W. Wilson Company, 1937).
- <sup>47</sup>Richard Vetterli, Mormonism, Americanism and Politics (Salt Lake City: Ensign Publishing Co., 1961).
- <sup>48</sup>The Mormons (Salt Lake City: Desert Book Co., 1978).
- <sup>49</sup>Bruce R. McConkie, Mormon Doctrine, 2nd ed. (Salt Lake City: Bookcraft, Inc., 1966).
- <sup>50</sup>Saxon Graham, American Culture (New York: Harper and Brothers, 1957).
- <sup>51</sup>Cora Du Bois, Foreign Students and Higher Education in the United States (Washington, D.C.: American Council on Education, 1956).
- <sup>52</sup>Utah State University, "Utah State University Bulletin 1982-84 Catalog," 82 (August 1982).
- <sup>53</sup>Paul D. Leedy, Practical Research Planning and Design (New York: Macmillan Publishing Co., 1974).

<sup>54</sup>LDS Census and 1980 Preliminary Census of Utah, "Utah Population by Religion, 1980," 1980. (Mimeographed)

<sup>55</sup>Leedy, p. 60.

<sup>56</sup>Leedy, p. 77.

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APPENDIX

## PROBLEM CHECKLIST

Personal Data

Age: \_\_\_\_\_ Date of birth: \_\_\_\_\_ Sex: \_\_\_ Male \_\_\_ Female

Marital status: \_\_\_ Single \_\_\_ Married

What's your major? \_\_\_\_\_

How long have you studied in America? \_\_\_\_\_ Month(s) \_\_\_\_\_ Year(s)

Directions

This is a list of adjustment problems which often face Chinese students in American colleges--problems of language, examination methods, teacher-student relations, selecting courses, and studying in academic life; and, the problems of families, relations with people, finance, food and housing in social life.

Please indicate how often you have been troubled by those problems by circling the appropriate alternatives.

For example:	Never	Seldom	Sometimes	Often	Always
Trouble in taking notes in class	0	1	2	3	4

After completing the problem check list, please answer the summarizing questions on page 4.

<u>Problems in Academic Life</u>	Never	Seldom	Sometimes	Often	Always
1. Vocabulary too limited in writing	0	1	2	3	4
2. Trouble in taking notes in class	0	1	2	3	4
3. Trouble in writing essays or organizing term papers	0	1	2	3	4
4. Unable to express myself well in English	0	1	2	3	4
5. Trouble with oral reports in class or speak up in class discussions	0	1	2	3	4
6. Embarrassed when being asked questions in the class	0	1	2	3	4
7. Afraid of asking teachers questions	0	1	2	3	4
8. Afraid of discussing with other foreign students and American students after class	0	1	2	3	4
9. Not getting studies done on time	0	1	2	3	4
10. Hard to understand lectures or classroom discussions	0	1	2	3	4
11. Hard to understand dialogue during the conversations with Americans	0	1	2	3	4
12. Don't know how to answer questions in meeting teachers' requirements	0	1	2	3	4
13. Hard to finish on time in taking the examination	0	1	2	3	4
14. Hard to understand questions in tests	0	1	2	3	4
15. Vocabulary limited in answering an essay test	0	1	2	3	4
16. Don't know how to get good grades	0	1	2	3	4
17. Not having a good college adviser to give individual help	0	1	2	3	4

18. Hard to establish a close relationship with teachers	0	1	2	3	4
19. Needing advice on choosing courses in order to have a well-planned college program	0	1	2	3	4
20. Not knowing the requirements of graduation	0	1	2	3	4
*Other academic problems you have encountered:					

---

	Never	Seldom	Sometimes	Often	Always
<u>Problems in Social Life</u>					
21. Education and adjustment problems of my children in America	0	1	2	3	4
22. Spouse's adjustment problems in America	0	1	2	3	4
23. Financially unable to get married or have my spouse and children with me	0	1	2	3	4
24. Worried about and missing my families in Taiwan	0	1	2	3	4
25. In love with someone of a different race	0	1	2	3	4
26. Afraid of losing the one I love who is not being with me now	0	1	2	3	4
27. Having no chance to have a boy or girl friend	0	1	2	3	4
28. Hard to mix with other foreign students and American students	0	1	2	3	4
29. Affected by racial prejudice	0	1	2	3	4
30. Afraid of visiting American families	0	1	2	3	4
31. Having no close friends to tell my troubles to	0	1	2	3	4
32. Too few American friends	0	1	2	3	4
33. Too few Chinese friends	0	1	2	3	4
34. Receiving too little financial support from home	0	1	2	3	4

