APPLICATION FOR GENERAL STUDIES COURSE PROPOSAL COVER FORM

ARIZONA STATE UNIVERSITY

Course Information:
Copy and paste current course information from Class Search/Course Catalog.

Academic Unit: School of International Letters & Cultures
Department: Chinese

Subject: CHI  Number: 401  Title: Fourth-year Chinese  Units: 5

Is this a cross-listed course? (Choose one)
If yes, please identify course(s):

Is this a shared course? (choose one)  If so, list all academic units offering this course

Course Description:
Pronunciation, grammar, elementary conversation, and development of basic reading and writing skills. Standard dialect. 5 class hours.

Requested designation: Global Awareness-G
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
☒ Signed General Studies Program Course Proposal Cover Form
☒ Criteria Checklist for the area
☒ Course Syllabus
☒ Table of Contents from the textbook, and/or lists of course materials

Contact Information:
Name: Adrianna DeFranco  Phone: x57184
Mail code: 1202  E-mail: adefran1@minex1.asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Madeline K. Spring  Date: 4/5/13
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU-[G] CRITERIA

**GLOBAL AWARENESS [G]**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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1. Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.
   - Syllabus, see "Course Description"

2. The course must match at least one of the following descriptions: (check all which may apply):
   - a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S., and the study must contribute to an understanding of the contemporary world.
   - Syllabus, See "Course Objectives"
   - b. The course is a language course for a contemporary non-English language, and has a significant cultural component.
   - Syllabus, particularly sections highlighted in green (Course Objectives section)
   - c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.
   - d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
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<tr>
<td>2b: the course is a language course for a contemporary, non-English language and has a significant cultural component</td>
<td>This course adopts different pedagogical approaches to help students improve the proficiency level of students in all four language skills: listening, speaking, reading, and writing. It also concentrates on topics that cover current information and trends in Chinese society/culture and changes in traditional Chinese values.</td>
<td>The Course Objectives illustrates that classes are designed to elicit advanced level language performance and to enable students to identify author’s perspective, the historical and cultural context of the text, extract details and skim for gist on plays, short stories, poems, essays, folk tales, and lyrics, acquire and respond to questions with some detail about routine personal information and daily life, give, seek, and exchange personal views and opinions in an information discussion on topics of current interest, discuss topics from other disciplines; such as geography, history, music, art, science, math, literature, and fashion and to identify, understand, and explain aspects of social and cultural sensitivity in general aspects.</td>
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CHI 401: Fourth Year Chinese I (Fall 2012)
Course Syllabus

Time: MWF 9:00-9:50 AM
Location: Discovery 113
Instructors:
M. K. Spring 司馬老師  Jinglin Chen  陳老師  Jining Han 韓老師
Office: West Hall 205 A Office: West Hall 227 Office: West Hall 232
Email: mkspring@asu.edu Email: jchen88@asu.edu Email: hjining@asu.edu
Tel: 480-965-7126 Tel: 480-965-0302 Tel: 516-808-3398
Office hours: Office hours: Office hours: W. 3:00-5:00 PM or by appointment

(Students are strongly encouraged to make effective use of instructors’ office hours!)

Course Description: This course focuses on solidifying and improving students’ knowledge of modern Mandarin. Emphasis will be on learning strategies to increase reading and listening comprehension, as well as increasing oral fluency and written skills. As in CHI 401, the main course textbook is The Routledge Advanced Chinese Multimedia Course: Crossing Cultural Boundaries. In addition to this text, we will use video materials from ‘CCTV NEWS’ 《中美热点话题采访》, www.duke.edu/web/chinesesoc/, and other online resources. Although glossed material will be used at the beginning of the semester, students are encouraged to work beyond limiting their reading to texts that are “prepared” for students. Some readings will be in traditional characters and some in simplified characters. Students should be comfortable reading both forms, although they are free to write in whichever form you prefer, as long as you are consistent.

This course will also devote time to improving students' proficiency in writing, and there will be frequent regular Chinese writing assignments. As in CHI 401, we will focus on the difference between “written language” and “spoken language,” and we will approach writing meaningfully with an eye toward careful examination of authentic writing samples.


Course Objectives: Upon completion of this course, students will achieve the following by handling most practical, social, abstract, and professional topics, with special fields of competence and particular fields of interest:

1. Interpretive:
   - Able to understand most material on concrete and abstract topics.
   - Able to understand virtually all face-to-face conversation in standard dialect delivered with normal clarity and speed, and most content (factual and abstract) of one-way communications.
   - Able to grasp the main points or ideas of the text content and most of the supporting details, comprehend the complex sentences, analyze the expressions, reasons, feelings, emotions, significance in writing, actions, stories, reports, essays, articles, movements, and situations, and make judgments and comments.
   - Able to transcribe and summarize what they read or hear and grasp the main theme or points.
• Able to understand new words in context through guessing strategies.

2. Interpersonal:
• Able to discuss, question, and analyze most topics in daily life, common topics, and general issues
• Able to exchange ideas, make judgments, give opinions, with more complex explanations and reasons.
• Able to support opinions and persuade others to accept different arguments or points of view.

3. Presentational:
• Able to present and write most types of correspondence and short research papers about general topics using more complex sentences and statements, with relatively advanced, comprehensive syntax.
• Able to hypothesize, and conjecture, describe and narrate in detail, with overall precision.
• Able to control the language forms relatively well.
• Able to use the language effectively for formal and informal exchanges.

4. Cultural:
• Students will describe and exhibit understanding of cultural norms, values, beliefs, and regional variations within areas where the target language is used. Cultural understanding should be exhibited for topics ranging from socio-economic developments to an examination of contemporary arts/literature/philosophical trends. Cultural literacy is a critical component in successful communication in Chinese society and thus will be evaluated through a variety of mechanisms, including tests & quizzes, homework & exercises, discussions & debates, surveys/polls, group problem solving, interviews, and role play.

Learning Performances:
Students will increase language proficiency in all four skills by accomplishing following types of tasks during the semester:
1. Interpersonal Tasks: tests & quizzes, homework & exercises, discussions & debates, surveys/polls, group problem solving, interviews, role plays, brain-storming and vocabulary building in categories to develop accuracy and fluency on topics covered in class.

2. Interpretive Tasks: tests & quizzes, homework & exercises, reading assignments on narration, articles, website information, stories, news, current affairs, translations, extensive note taking, and full transcription.

3. Presentational Tasks: oral presentations, discussions & debates, written assignments on compositions, short essays that express opinions and points of view regarding contemporary cultural topics/issues, summaries, etc.

Course Requirements:
1. Attendance & Participation: Learning a language is like learning any other skills. The repetition of listening, speaking, reading, and writing is crucial to success. Therefore, your faithful and repeated attendance at each class meeting is Mandatory. If extraordinary circumstances prevent you from attending class or participating in regular classroom activities, please notify the instructor in advance (if possible). In order to participate fully, students must be well prepared. If
some reason you are absent, it is your responsibility to confirm/double-check your class schedule
what the next assignment is so that you will be prepared for the following class. When absent or
tardy, it is also your responsibility to collect missing handouts and other class information. Three
excused absences are permitted; beyond that absences will affect your grade. Excused Absences
that are not subject to absentee policy and that will not affect your grade include: religious
university-sanctioned activities in accord with ACD 304–02, “Missed Classes Due to
University-Sanctioned Activities”, or for unforeseen emergencies, which will require written
documentation supporting the absence (ex: proof of hospital/emergency room visit, etc.)

2. Tests & Quizzes: Tests and quizzes help determine students’ knowledge and diligence in
learning. Missed quizzes or tests count as zero. No make-up quizzes or tests are given. No
early or late final examination will be permitted either before or after the scheduled date and time.
Students may elect to drop the score on the lowest quiz.

3. Homework Assignments: Writing is a critical part of this course; frequent structured writing
assignments are integral to students’ success. All homework assignments are due on time. No late
assignments will be accepted for credit. Students may elect to drop the score on the lowest
homework assignment.

4. Oral Presentations: There will be several oral and written presentations; details will be given
in class.

5. Final Project: Details will be given later in class.

6. Extensive Reading: This course also devotes time to improve students’ proficiency in reading
for a meaningful, academic, and professional purpose or just reading Chinese for pleasure.
Therefore, extensive reading is an important component in this class. Students are expected to
read Chinese newspaper, magazines, or journal in your area of interest without the aid of
dictionary or reference books.

7. Blackboard: In order to enhance the effectiveness of instructions and learning experiences,
Blackboard will be used for course instructions and announcements. Students will also use
websites, internet, and online services for project assignments and research purposes.

Class Guidelines: Since this class only meets three times a week, it’s important that everyone get
the most out of each session. For that reason, we have developed the following class rules:
1. This course is conducted in Chinese and students are expected to speak Chinese only in class.

2. All cell phones must be off and stored during class times. No texting, reading/sending emails in
class.

3. No use of computer in class unless your instructor indicated in class.

4. Class will start and end on time; quizzes and tests often will start at the beginning of the class
period, so make sure to be punctual.

5. All assignments must be neatly hand-written (or typed if so indicated) and turned in on time to
receive credit. The due dates for all assignments will be announced in class. We will not accept
work after the due date.
6. Language tutorials will give students opportunities to work on writing and fluency, which are so critical to achieving high levels of language proficiency and which often get overlooked once students reach 4th year Chinese. These sessions, which involve meeting with one instructor 20 minutes per week, are required. Detailed information will be given in class. During these sessions, grades are based on following guidelines: 1) Attendance: please make sure you are on time for your session, since every session is only 20 minutes long. 2) Participation: be prepared and actively participate.

7. Threatening or disrespectful behavior will not be tolerated, and will be handled in accord with the Student Services Manual, SSM 104–02

Themes & Topics (see the last page for Tentative Schedule):
1. 网上交友
2. 名牌热
3. 电视剧
4. 浙江义乌
5. 流动人口
6. 饮食文化

Resources:
For extensive additional practice with these topics, see http://www.duke.edu/web/chinesesoc/index.html. This site also has a page with excellent links to dictionaries and other resources that will be useful in this class. In addition, the following list of websites will be useful.
www.chinese.cn
www.xinhuanet.com (for reading news)
www.readnovel.com (for reading Chinese novels)
www.youku.com www.tudou.com (for watching movies)
www.tv.sohu.com (for watching movies)
http://www.merlot.org/merlot/viewMaterial.htm?id=251898
http://collections.uiowa.edu/chinese/0_advanced/advanced_unit01.html (Cultural Interviews with Chinese-Speaking Professionals)
http://u.youku.com/user_show/id_UMTk4OTQ3OTQ4.html (hot topics in Chinese)
http://collections.uiowa.edu/chinese/0_advanced/advanced_unit01.html (Cultural Interviews with Chinese-Speaking Professionals)
http://www.youtube.com/user/NFLRCawaii#grid/user/EF55AD4B2F3F94BC
(Authentic Chinese Videos: Filmed on location in Beijing, mostly at Peking University, these naturalistic video clips, ranging from less than one minute to eight minutes in length and consisting chiefly of unhearsaid interviews of ordinary folk, offer valuable source material for Chinese language teachers and learners at all levels. Six topic areas are represented: personal information, commercial transactions, travel and leisure, health and sports, food, and school.)

Course Grading:
Vocabulary Quizzes: 10%
Quizzes of Sight Reading: 5%
Tests: 15%
Oral presentations: 10%
Language Tutorials: 10%
Homework & Preparation: 10%
Attendance & Participation: 10%
Final Exam: 20%
Final Project: 10%

A+ = 98-100    A = 94-97    A- = 90-93
B+ = 87-89     B = 84-86    B- = 80-83
C+ = 77-79     C = 76-70
D = 60-69      ** below 60 = F

**Academic Dishonesty:** Academic dishonesty will result at a minimum in a failing grade for the entire course. Academic dishonesty includes, but is not limited to, cheating on any graded exercise and plagiarism. Plagiarism is any effort to present the work, writing, or ideas of others as if they were your own. Information on this policy can be found at: https://provost.asu.edu/academicintegrity

**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

**Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

**Course Schedule:** See following schedule (attached)
<table>
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<th>Content</th>
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| 8/29, Wednesday | Brainstorm L1  
Preview L1 Vocabulary  
Study text |
| 8/31, Friday  | Review text  
Discuss L1 Patterns and Phrases  
Part 1 |
| 9/3, Monday   | Labor Day No Class |
| 9/5, Wednesday| Discuss L1 Patterns and Phrases  
Part 2 |
| 9/7, Friday   | Vocabulary & Fluency Quiz  
L1 Class Discussion |
| 9/10, Monday  | L1 Presentation 1  
Supplementary Reading |
| 9/12, Wednesday | L1 Presentation 2  
Review presentation |
| 9/14, Friday  | Review L1  
L2 Warming-up activities  
Preview L2 Vocabulary  
Study text structure |
| 9/17, Monday  | Review text  
Discuss L2 Patterns and Phrases  
Part 1 |
| 9/21, Friday  | Discuss L2 Patterns and Phrases  
Part 2  
Discuss Cultural Highlight in L2  
Vocabulary & Fluency Quiz  
L2 Class Discussion |
| 9/24, Monday  | L2 Presentation 1  
L2 Supplementary Reading |
| 9/26, Wednesday | L2 Presentation 2  
Review presentation |
| 9/28, Friday  | L1 & L2 Review Test  
Provide feedback for review test  
1st Reading Project |
| 10/1, Monday  | Continue Reading Project  
Brainstorm L3  
Preview L3 Vocabulary  
Study text |
| 10/3, Wednesday | Review text  
Discuss L3 Patterns and Phrases  
Part 1 |
| 10/5, Friday  | Discuss L3 Patterns and Phrases  
Part 2 |
| 10/8, Monday  | Fall Break No Class  
L3 Vocabulary & Fluency Quiz  
L3 Class Discussion |
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| 10/19, Friday   | L3 Presentation 1  
                  L3 Supplementary Reading  
                  L3 Presentation 2  
                  Review presentation |
| 10/22, Monday   | Review and consolidate L3  
                  Brainstorm L4  
                  Preview L4 Vocabulary  
                  Study text |
| 10/24, Wednesday| Review text  
                  Discuss L4 Patterns and Phrases  
                  Part 1 |
| 10/26, Friday   | Discuss L4 Patterns and Phrases  
                  Part 2 |
| 10/29, Monday   | L4 Vocabulary & Fluency Quiz  
                  L4 Class Discussion |
| 10/31, Wednesday| L4 Presentation 1  
                  L4 Supplementary Reading  
                  L4 Presentation 2  
                  Review presentation |
| 11/2, Friday    | Review and consolidate L4  
                  L3 & L4 Review Test  
                  Provide feedback for review test |
| 11/5, Monday    | 2nd Reading project |
| 11/7, Wednesday | Continue 2nd Reading Project  
                  Brainstorm L5  
                  Preview L5 Vocabulary  
                  Study text |
| 11/9, Friday    | Review text  
                  Discuss L5 Patterns and Phrases  
                  Part 1 |
| 11/12, Monday   | Thanksgiving No Class  
                  Discuss L5 Patterns and Phrases  
                  Part 2 |
| 11/14, Wednesday| L5 Vocabulary & Fluency Quiz  
                  L5 Video Discussion |
| 11/16, Friday   | L5 Presentation 1  
                  L5 Supplementary Reading  
                  L5 Presentation 2  
                  Review presentation |
| 11/19, Monday   | Review and consolidate L5  
                  Final Review 1  
                  Final Review 2 |
| 11/21, Wednesday| Final Review 1  
                  Final Review 2 |
| 11/23, Friday   | Final Review 1  
                  Final Review 2 |
| 11/26, Monday   | Final Review 1  
                  Final Review 2 |
| 11/28, Wednesday| Final Review 1  
                  Final Review 2 |
| 11/30, Friday   | Final Review 1  
                  Final Review 2 |
| 12/3, Monday    | Final Review 1  
                  Final Review 2 |
| 12/5, Wednesday | Final Review 1  
                  Final Review 2 |
| 12/7, Friday    | Final Review 1  
                  Final Review 2 |
| 12/10, Monday   | Final Review 1  
                  Final Review 2 |
The Routledge Advanced Chinese Multimedia Course: Crossing Cultural Boundaries

KUNSHAN CAROLYN LEE
HSIN-HSIN LIANG
LIWEI JIAO
JULIAN K. WHEATLEY
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