ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

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: 407  Title: Chinese for Academic and Professional Purposes I
Units: 3

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

Course description:
Part of the Chinese Flagship program; course has a three-fold objective: (1) to improve language proficiency in all four language skills; (2) to support other Flagship courses by introducing specific vocabulary, literary genres, key reference materials; and (3) to develop the use of explicit language learning strategies that support professional-level literacy.

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 (SQ/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: 57184
Mail code: 1202  E-mail: adefran1@mainex1.asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Madeline K. Spring  Date: 4/22/13
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11, 12/11, 7/12
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

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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**GLOBAL AWARENESS [G]**

<table>
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<tr>
<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.

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.

   [Check box] Yes [ ] No

   Syllabus (Objectives and Course Schedule)

   b. The course is a language course for a contemporary non-English language, and has a significant cultural component.

   [Check box] Yes [ ] No

   Syllabus (Objectives and Course Schedule); Table of Contents of Required Text, Sample Homework written assignment

   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.

   [ ] Yes [Check box] No

   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.

   [ ] Yes [Check box] No
Global Awareness [G]
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<td>407</td>
<td>Chinese for Academic and Professional</td>
<td>Global Awareness (G)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Purposes I</td>
<td></td>
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Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<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>
</tr>
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<tr>
<td>2d: study the cultural significance of a non-U.S. centered global issue</td>
<td><strong>SAMPLE:</strong> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td><strong>SAMPLE:</strong> 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>
</tr>
<tr>
<td>2a) In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area of study must be non-US and the study must contribute to an understanding of the contemporary world.</td>
<td>Course content includes cultural awareness, business issues, current events, and topics such as science, technology, and architecture. In addition, it will serve as an introduction to urban centers in China</td>
<td>The course schedule illustrates that students will review topics ranging from norms, etiquette etc. in Chinese culture to a review of significant philosophical, literary and architectural traditions in Chinese culture (review historical with a focus on impact on contemporary culture).</td>
</tr>
<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 will be taught totally in Chinese with reading in the target language selected from a wide range of genres. Students apply their growing cultural knowledge to communicative tasks in real-life contexts and develop the ability to write and speak in a variety of discourse styles</td>
<td>The syllabus illustrates that through the weekly News Report assignments, students will be asked to prepare at least 2 current news presentations for each week. Students use a variety of writing strategies and develop presentations illustrating their interest and understanding of current events and/or issues in Chinese culture. These practices help students master the interpretive and analytic skills relevant to study of contemporary events and issues in Chinese culture.</td>
</tr>
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CHI 407 Chinese Academic and Professional Purposes I
Arizona State University
Fall 2012

Instructor: JIE ZHU 朱老师  zhu.jie@asu.edu  T/TH 12:00pm---1:15pm
Classroom: LL147  Office: West Hall 225  Office Phone: 480-965-4232
Office hours: Only by appointment. Please email instructor.

Course Description
This Chinese course is designed for students with advanced level Chinese language proficiency to move toward acquiring superior level language skills. Using a content-based approach, students will gain technical and professional language skill and language learning strategies.

Course content includes cultural awareness, business issues, current events, and topics such as science, technology, and architecture. In addition, it will serve as an introduction to urban centers in China. Students will improve their reading and writing skills in Chinese through guided instruction and by focusing on acquiring language-learning strategies. In addition, the course will enhance students' understanding of connections between culture and language, which will improve their overall literacy in academic and professional Chinese.

The course will be taught entirely in Chinese. Throughout the course, assessments are frequent, varied, and explicitly linked to the content and skills that comprise the learning goals of each unit of study. The course provides students with maximum exposure to authentic culture and language. Students apply their growing cultural knowledge to communicative tasks in real-life contexts and develop ability to write and speak in a variety of discourse styles, using both keyboarding and handwriting skills, to an audience of readers and listeners.

Course Objectives:
Upon completion of this course, students will:
- Develop an understanding of significant developments in contemporary Chinese economics and business institutions, science, technology and architecture, and current events (socio-economic, political and philosophical)
- understand the connections between Chinese culture and language, improve their overall literacy in academic and professional Chinese
- acquire language learning strategies that will improve their reading and writing skills in Chinese, enabling them to communicate at a professional level

and be able to:
- apply their growing cultural knowledge to communicative tasks in real-life contexts and develop the ability to write and speak in a variety of discourse styles, using both keyboarding and handwriting skills, to an audience of readers
- apply rhetorical techniques and problem solving in effective professional writing
Course Evaluation
Attendance and daily Quizzes ................................................................. 5% (graded daily)
Homework and Assignments .................................................................... 25%
Tests ........................................................................................................... 20%
Special Assignments and Oral Presentations .............................................. 30%
Final Exam .................................................................................................. 10%
Final Portfolio .............................................................................................. 10%

A+ = 97-100  A = 93-96  A- = 90-93
B+ = 87-89  B = 83-86  B- = 80-83
C+ = 77-79  C = 73-76  C- = 70-73
D = 60-69  ** below 60 = E

Textbook:
Course Reader: a collection of essays, short stories, and articles.

Attendance Policy:
Class attendance and teacher conference time are mandatory and extremely important. In
general, the course content will take an average student two (2) hours daily to
study/prepare for each lesson. Students are responsible for any in-class announcements or
materials that they miss during an absence. Excessive absenteeism will result in a
significantly lower grade. After two absences for class or teacher conference time, students’
grades will be lowered by half a grade. Excused Absences that are not subject to absentee
policy and that will not affect your grade include: religious observances in accord with ACD
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.)

Homework and Assignments
Homework will not be accepted after the due date. Exceptions will only be made in
extenuating circumstances and at the discretion of the instructor.

Daily Quizzes, Hourly Tests and Final Exam
There will be many quizzes (most likely one almost every class period) and hourly tests.
Quizzes will relate to current and previous topics. A quiz may be given at any time during
any class period - immediately after a lecture, at the beginning or end of a class, etc. There
will be no make-up quizzes - not even later during the same class period (i.e. if you were to
show up late and miss a quiz at the beginning of class). Quizzes will be given only to those
students who are present when the quizzes are passed out. The final exam will be
comprehensive of all course materials. It will be given at the time shown at the end of the
schedule that follows.
Special Assignments and Oral Presentations

Compositions:
Student compositions should contain at least 500 characters. (Topics will be given in the class.) Grades are based on effort (use of grammar patterns, complexity of sentences and expressions), organization and coherence, and accuracy. Students are encouraged to use multiple strategies to understand ways to improve their writing. When you receive your corrected drafts, please make a clean copy and return it to the teacher the next day.

Oral Presentation with Power Point:
Grades are based on preparation and delivery, fluency, clarity and accuracy. You may use a cue card. (Though reading from it directly will affect your grade.) The presentation will be graded for accuracy of language—including pronunciation—clarity, interest and creativity. More detail rubric will give in class with each assignment.

Final Portfolio
Your final portfolio should including following items and turn in not late on 12/5/2012.
1. The table content of portfolio.
2. Writing from early in the grading period with all drafts and notes as well as self-evaluation and teacher’s comments. (Self-evaluation sheet will post on Blackboard)
3. Your homework, daily quizzes and tests with all the corrections.

Course rules:
1. No computers are to be used during class.
2. No late work or assignments will be accepted. It is student’s responsibility to inform me of any planned absences in advance and submit works/assignments prior to absences in order to receive credit for the work.
3. There will be no makeup tests or extra credit. Any missed quiz/test/assignment will be counted zero (0).
4. When absent or tardy, it is student responsibility to collect missing handouts and other class information.
5. You are responsible for informing the instructor of your official withdrawal. Students who stop attending class without officially withdrawing from the class will receive a failing grade for the course.
6. You are required to prepare two composition books. All assignments must be neatly hand printed (it’s your responsibility to make sure the assignments are readable) and turned in on time to receive credit. (**The due dates for all assignments will be announced in class.) Student will get half points back by correcting errors and turning it in at following class.
7. Please make an appointment with the instructor to discuss any difficulties you might have regarding the course—**don't delay**—since this is a demanding and cumulative course.
8. Your portfolio should include every required material. Incomplete portfolio will result in a significantly lower grade.
9. Any student who displays disruptive or disrespectful actions/verbal statements will be dismissed from the class immediately. This will equal one absence and a possible withdrawal from the course.
10. **No texting/reading messages/emailing allowed during class.** All mobile phones and non-medical electronic devices must be **completely turned off** before each class begins. If you need exemption from this rule, please informing the instructor before class begins.
11. Any student who displays disruptive or disrespectful actions/verbal statements will be dismissed from the class immediately. This will equal one absence and a possible withdrawal from the course. Threatening or disrespectful behavior will be handled in accord with the *Student Services Manual, SSM 104–02*.

**Plagiarism and Academic Integrity**

The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals.

According to the Student Academic Integrity Policy, every assignment that the student completes must be her/his own work and created specifically (only) for this class. Plagiarism is punishable by the university and ultimately may result in a failing grade for the assignment or for the entire course.

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.
Tentative Schedule (Fall 2013) — this is only a tentative schedule and may be subject to change.

NOTE: COURSE CONTENT MAY DEPART FROM THIS SYLLABUS TO MEET THE NEEDS OF THIS PARTICULAR GROUP OR STUDENTS. DETAILS OF EACH WEEKLY ASSIGNMENT WILL BE POSTED ON BLACKBOARD.

**Week 1-2  8/19 – 9/1**
Unit 1 — 重点讨论中国人的姓名文化 (Culture of Chinese Surnames)

**Week 1  8/19 – 8/25**
- 名字的幽默 (Humor in Names)

**Week 2  8/26 – 9/1**
- 中国人的姓和名 (Gender and Names)
- 标点符号 (Punctuation)

**Week 3-4  9/2 – 9/15**
Unit 2 — 讨论中国人的交际文化 (Communicative culture of the Chinese people)

**Week 3  9/2 – 9/8**
- 请客 (Hosting)
- 劝菜 (Eating Etiquette)

**Week 4**
- 句中词语的省略 (Leaving words out of your sentences)

**Week 5-7  9/16 – 10/6**
Unit 3 — 讨论中国人的哲学 (Chinese Philosophy)

**Week 5  9/16 – 9/22**
- Review for Test 1

**Test 1  9/18**
Week 6  9/23 – 9/29
- 浅谈儒家 (Discuss Confucianism)

Week 7  9/30 – 10/6
- “无为”是一种境界 (Inaction is its own realm)
- 代词的省略 (Omitting Pronouns)

Week 8-10  10/7 - 10/27
Unit 4 — 讨论中国的文革时期人文现象 (Human Phenomenon during the Chinese Cultural Revolution)

Week 8  10/7 – 10/13
- 知青一代 (Educating the Youth)

Book Discussion 1  10/11

Week 9  10/14 – 10/20
- 文革博物馆 (Cultural Revolution Museum)

Week 10  10/21 – 10/27
- 代词的使用 (The use of pronouns)

Test 2  10/25

Week 11  10/28 - 11/3
Unit 5 — 讨论中国的建筑 (Chinese Architecture)

Week 11  10/28 – 11/3
- 胡同文化 (Hutong Culture)
- 上海弄堂 (Shanghai’s Nongtangs)
- 介绍一个地方 (Introduce a Location)

Week 12-14  11/4 – 11/24
Unit 6 — 现当中国文学典型人物 (Classic figures in Modern Chinese Literature)

Week 12  11/4 – 11/10
- 边城 (Border Town)
Week 13 11/11 – 11/17
- 华威先生 (Mr. Huawei)

Week 14 11/18 – 11/24

Book Discussion 2 11/20

No Class 11/22

**Week 15-18 11/25-12/20**

Unit 7——现当代中国文学典型人物(Classic figures in Modern Chinese Literature)

Week 15 11/25-12/1
- 祝福 (Blessings)

Week 16 12/2 – 12/8
- 书信的书写格式 (Letter writing style)

Week 17 12/9 – 12/15
Book Discussion 3 12/11

Final Paper Due 12/15

Week 18

Final Exam 12/18
Chinese for Academic and Professional Purposes I

CHI407

JIE ZHU
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One, Read the text, Next Class you will Read and Write the Text

Topic 2 (1) What are the different reasons the authors gives for people hosting (5 Points)

第二题 (1) 作者认为一般人请客怀著的目的分別是…… (5分)

Miser Hosting Include...

答案：客的手段有……

(2) What is the original meaning of the words in quotations... Add the quotations here (5 Points)

(2) 这些引号中的内容原本的意思是…… 在这里加了引号后…… (5分)

Topic 3, (1) What are the disadvantages of hosting..... (5 Points)

第三题、(1) 请客带来的害处有…… (5分)

(2) 作者认为要正确对待请客，比如……；对于作者所提的方法，我认为 ( 觉得 ) ……

(2) How does the author think that you should treat your guests, Provide Examples..., What is your opinion of the authors methods, I think, (I feel)...

补充练习
Additional Practice

One, Differenciat the character groups below, first write the pinyin, then group them. (2X26=52 Points)

一、 辨析下面的每组字，先注拼音，后组词。 (2X26=52分)

特 ( ) ( ) 督 ( ) ( ) 酬 ( ) ( ) 阻 ( ) ( )

待 ( ) ( ) 墙 ( ) ( ) 桥 ( ) ( ) 反 ( ) ( )

持 ( ) ( ) 首 ( ) ( ) 酬 ( ) ( ) 贩 ( ) ( )

嘘 ( ) ( ) 脑 ( ) ( ) 冠 ( ) ( ) 慨 ( ) ( )

唬 ( ) ( ) �OLUTE境 ( ) ( ) 继 ( ) ( )

虚 ( ) ( ) 瑶 ( ) ( ) 冠 ( ) ( ) 即 ( ) ( )

镜 ( ) ( )

Two, First few the video from the link below, then according to the requirements write a short response.

二、 先看下面的录像片段，然后根据要求写一篇小短文。

http://finance.joy.cn/video/419483.htm

要求：Requirements
1. Please write on top of the rough draft, pay attention to style.

2. Before you begin writing, please consider the below questions:
   a. In the video what did the people discuss? What were there conclusions?
   b. What is general feedback? When you write this sort of paper do you need to mention every word that was spoken by the people in the video?
   c. There are three characters that appear in this video, but when you are writing feedback do you need to mention who all of these people are and what they discussed?
   d. When you writing feedback should it have your own personal viewpoints included?

3. Of the sentence structures and words listed below you need to use at least 4 of them. For every additional sentence structure or word that you use correctly over the 4 required will count for 2 points each. (Please underline the sentence structure or word that you use in the paragraph)

   List of Sentence Structures and Words in Chinese.....

4. Word Count: No Less than 200 Characters