This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Susan Jackson (617-353-2410; sjackson@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: MLCL  
DATE SUBMITTED: April 19, 2016

COURSE NUMBER: LC318

COURSE TITLE: Touring China

INSTRUCTOR(S): Hsiao-chih Chang

TO BE FIRST OFFERED: Sem./Year: SPRING /2017

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

Advanced Chinese language course focusing on China’s diverse regional cultures and histories: Includes components such as language architecture, literature, cuisine, local folk art, fashion, religion, and specialized local products.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites: LC311

2. Explain the need for these prerequisites: Class conducted in Chinese

CREDITS: (check one)

☐ Half course: 2 credits  ☐ Variable: Please describe.
Full course: 4 credits  ☑️ Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

The class is designed to meet three times a week, and students are expected to spend at least twelve hours a week to achieve course objectives.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

☐ No.

☑️ Yes. If yes, please indicate which division ________________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester  ☐ Once a year, fall  ☐ Once a year, spring  ☐ Every other year

☑️ Other: Explain: I in one semester, and II in another

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)

LC318 is a third year Chinese Language course and together with the simultaneously proposed LC 319. They will count toward Chinese language requirements of the minor or major while the content also covers major regional cultures of modern China. It increases the cultural content of the language curriculum. LC 319 proposal includes additional information about content-based language courses.
ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

16 Undergraduates

CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

No

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   - [ ] No.
   - [ ] Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.

   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

It expands the offerings at the 3rd year level and provides more vibrant and content based courses for language learning at that level.

An attached memo explains the required revisions to the minor and major text for Chinese.

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

No

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)
BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Excellence & Innovation in Teaching website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Susan Jackson (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION:

DEPARTMENT CONTACT EMAIL AND PHONE:

DEPARTMENT APPROVAL: ________________________________ 9-20-16 ________________________________
J. Keith Vincent Department Chair Date

Other Department Chair(s) (for cross-listed courses) Date
CAS/GRS CURRICULUM COMMITTEE APPROVAL:

- Approved Date: _______________
- Tabled Date: _______________
- Not Approved Date: _______________

Divisional Studies Credit:

- Endorsed
  - HU
  - MCS
  - NS
  - SS
- Not endorsed

________________________________________________________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year _______________

________________________________________________________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: _______________  □ Approved  □ Not Approved

________________________________________________________________________
Curriculum Administrator Signature and Date

Comments:
New course proposal: LC 318 Touring China 中国地域文化 I

Hsiao-chih Chang

Reading: Reading Pack prepared by instructor

40-words: An overview of regional Chinese cultures to understand the history, current condition and diversity between different regions and peoples of China by studying cultural components such as language, architecture, literature, cuisine, local folk arts, fashion, religion, special local products, etc. (class conducted in Chinese; prerequisite: third year Chinese)

Being one of world's oldest cultures and with one of the largest areas and biggest population, China has customs and traditions varying greatly between provinces, cities, towns, and even villages. This course provides an overview of regional Chinese cultures to understand the history, current condition and diversity between different regions and peoples of China. Even though it is impossible to reach all details in a regional culture, this course intends to offer an examination of provincial level cultures of China, by focusing on discussion of one distinguished local cultural theme while introducing related secondary characteristics of the same region. For example, Beijing is famous for its ancient Chinese palace architecture, so this will be the lesson’s cultural theme while special local cuisine, dialect, residential architecture, and other traditions will be introduced but with less emphasis. Since the purpose of this study is to reinforce and further improve students’ four basic language skills in standard Chinese, each lesson will be include relevant language-based exercises.

This set of course is designed to improve all four language skills in Chinese in addition to cultural competence. By completing LC318, one is expected to reach the level of modern Chinese comparable to Grade 7 to 9 of China’s secondary schools whose standards set by the Ministry of Education of China. Students will learn to speak, read, and write sentences with more complex structures, and more advanced vocabulary including more characters (about 300). Students’ The student’s oral fluency should reach intermediate-high level according to ACTFL Oral Proficiency Rating Scales, and should be able to perform description with details, and use metaphor and analogy, as well as comparison.

China can be geographically divided into four major regions: the North, the South, the Northwest, and the Qinghai-Tibet Plateau.

Textbook Chapters: Continuation on training of the four language skills at the intermediate level. We will cover ten lessons in Reading Pack for the semester, average four class hours of instruction for each lesson.

Quizzes: A dictation quiz will be given at the beginning of each lesson, or, in the case of shorter lessons, a combined quiz for two lessons to test your mastery of vocabulary words.
Exams: There will be a midterm exam before the spring break, and a final exam – each exam may include an oral part and a written part, the content of which will be cumulative.

Oral Presentation: Each student will be responsible for two oral presentations—one is an individual presentation on a selected research topic, and the other, a group presentation on a Chinese cultural topic. The presentation should be (1) all in Chinese; (2) based on your own research; (3) creative and convincing in the way presented. The list of topics for individual presentation will be available by the end of the second week.

Compositions: You will be assigned to write two compositions. The first will be in first-person narration to describe a place you are familiar with or that you have researched based on class discussion (why did you choose this theme? Perhaps they can write about an aspect that was covered in class). The second will be a story about a place that you learned from someone, for example, your grandfather’s story about where he grew up or an acquaintance from China. The first composition will be due by the 5th week and the second by the 10th week.

Class instruction will be given mostly in Chinese. Your thorough preparation of each lesson and active class participation are expected. Also keep in mind that attendance is important to your success in this course. DO NOT skip any class with no excuse.

You final grade will be based on:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, participation, and homework assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Oral presentations (individual and group)</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Compositions</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
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</tbody>
</table>

COURSE POLICIES:
Absence from this class during the first week will be interpreted as your decision to drop the course, thus creating a vacancy for the next student. If you cannot attend a class, notify the instructor before the class. If your most recent course in this language was not taken at Boston University, you must take a Placement Exam before you are officially admitted to a section. (Placement exam information is available at STH 602 [745 Commonwealth Avenue] and at www.bu.edu/mlcl/academics/placement/index.html.) If you have taken a college-level course outside of BU for which you are receiving transfer credit, the level must be evaluated by the Language Advisor in the CAS Advising Office, 100 Bay State Rd. room 401, before the end of the MLCL drop/add period (one week only for this Department).

Academic Conduct Code:
As a member of a CAS course, it is essential that you read and adhere to the CAS Academic Conduct Code: (http://www.bu.edu/academics/policies/academic-conduct-code/). In particular, several types of plagiarism, i.e. any attempt to represent the work of another as your own, are defined by this academic conduct code. Cases of suspected academic misconduct will be referred to the Dean’s office.
**Students with Disabilities:**
If you require special testing accommodations or other classroom modifications please contact BU’s Office of Disability Services, 19 Deerfield Street (617-353-3658) as early as possible in the term. Submit to me a letter from Disability Services in a timely manner so that your needs are addressed. For more information, please visit: [http://www.bu.edu/disability/index.html](http://www.bu.edu/disability/index.html)

**Religious Observances:**
Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please notify me as soon as possible so that the proper arrangements can be made. For more details, please visit: [http://www.bu.edu/chapel/files/2011/10/ReligiousObservance.pdf](http://www.bu.edu/chapel/files/2011/10/ReligiousObservance.pdf).

**Schedule of Instruction**

<table>
<thead>
<tr>
<th>Week 1-2</th>
<th>Lesson 1  China, an overview  中国概况</th>
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<tbody>
<tr>
<td></td>
<td>Cultural theme:  geography; languages/dialects</td>
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<tr>
<td></td>
<td>Other cultural characteristics:  Legal Holidays of China</td>
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<tr>
<td></td>
<td>Language objective:  review of structural combinations (1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2-3</th>
<th>Lesson 2  The Forbidden City  明清故宫</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Cultural theme:  palace architecture</td>
</tr>
<tr>
<td></td>
<td>Other cultural characteristics:  Beijing cuisine</td>
</tr>
<tr>
<td></td>
<td>Language objectives:  review of structural combinations (2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3-4</th>
<th>Lesson 3  the Terracotta Army  秦兵俑</th>
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<tbody>
<tr>
<td></td>
<td>Cultural theme:  ancient capital city—Xi’an</td>
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<tr>
<td></td>
<td>Other cultural characteristics:  Islamic food</td>
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<tr>
<td></td>
<td>Language objectives:  citing ancient literature</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Week 5-6</th>
<th>Lesson 4  Galleries in the Desert  敦煌</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Cultural theme:  Buddhist art</td>
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<tr>
<td></td>
<td>Other cultural characteristics:  China’s West Regions</td>
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<td></td>
<td>Language objectives:  metaphor</td>
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</tbody>
</table>
Week 6-7  Lesson 5  the Temple on the cliff  山西恒山空寺
Cultural theme:  temple architecture
Other cultural characteristics:  Yungang 云冈 Cave art
Language objectives:  description; parallelism

Week 7-8  Lesson 6  The City of Solar Power  蒙古高原上的太阳城
Cultural theme:  environmental science and technology
Other cultural characteristics:  life in Inner Mongolia
Language objectives:  allusion; analogy
Midterm exam

Week 9-10  Lesson 7  the Cave Homes on the Loess Plateau  黄土高原上的窑洞
Cultural theme:  residential housing
Other cultural characteristics:  folk song of the Loess Plateau
Language objectives:  quadri-syllabic proverbs

Week 10-11  Lesson 8  Music and Dances of Xinjiang  新疆回族歌舞
Cultural theme:  Ethnic minority music and dances
Other cultural characteristics:  Chinese instruments
Language objectives:  quadri-syllabic proverbs

Week 12-13  Lesson 9  Sichuan Cuisine  川菜
Cultural theme:  Food
Other cultural characteristics:  Dujiang Weir
Language objectives:  folk proverbs

Week 13-14  Lesson 10  the Budala Palace  拉□布达拉□
Cultural theme:  Ethnic palace architecture
Other cultural characteristics:  life of the Tibetans
Language objectives: description; expository writing

Week 1-2  Lesson 11  Suzhou 古城州和州园林
Cultural theme: traditional Chinese garden art
Other cultural characteristics: Wu dialect and Su cuisine
Language objective: expository writing; quoting of ancient literature

Week 2-3  Lesson 12  Hangzhou 杭州，另一个人□天堂
Cultural theme: the West Lake and the legend of the White Snake
Other cultural characteristics: Longjing “Dragon Well” tea and Su cuisine
Language objectives: expository writing; quoting of ancient literature

Week 3-4  Lesson 13  Guilin 桂林山水
Cultural theme: the Enchanting landscape of Guilin
Other cultural characteristics: Ethnic minorities in Guangxi
Language objectives: ancient travel notes; folk sayings; review of structural combinations (1)

Week 5-6  Lesson 14  the Water-Sprinkling Festival of ethnic Dai 水□
Cultural theme: Ethnic minority traditions and customs in Yunnan Province
Other cultural characteristics: life in Xishuangbanna, the natural rain forest
Language objectives: review of metaphor; review of structural combinations (2)
1st composition due

Week 6-7  Lesson 15  the capital of porcelain 江西景德□
Cultural theme: porcelain
Other cultural characteristics: lacquerware and Celadon porcelain
Language objectives: review of structural combinations (3)
Midterm exam

Week 8-9  Lesson 16  the Town God’s Temple of Shanghai 上海城隍□
Cultural theme: feature snacks
Other cultural characteristics: Nanjing Road; Yuyuan Garden
Language objectives: quadri-syllabic phrases; quadri-syllabic proverbs

Week 9-10  Lesson 17  the High Speed Train  高铁
Cultural theme: China’s High Speed Train system
Other cultural characteristics: reservoirs
Language objectives: antithetical phrases

Week 11-12  Lesson 18  the Stilt House in the South  吊脚楼
Cultural theme: Ethnic minority housing
Other cultural characteristics: usages of bamboo
Language objectives: parallelism

Week 11-12  Lesson 19  the Earthen Buildings of Hakkas  客家土楼
Cultural theme: Ethnic minority housing
Other cultural characteristics: Southern ethnic minority foods
Language objectives: parallelism

Week 13-14  Lesson 20  the Budala Palace of Tibet  西藏拉卡布达拉
Cultural theme: ancient artifacts; national treasures
Other cultural characteristics: Lamaism
Language objectives: description; analogy; personification