CAS/GRS New Course Proposal Form
This form is to be used when proposing a new CAS or GRS course.

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 Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: WLL
DATE SUBMITTED:

CAS

COURSE NUMBER: [NEW] LC 416

COURSE TITLE: Chinese through Literary Masterpieces

INSTRUCTOR(S): Dr. Xiaoyang Zhou

TO BE FIRST OFFERED: Sem./Year: Fall 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.

R | D | G | C | H | I | N | E | S | E | L | I | T

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.

Enhances students’ reading and writing skills by using Chinese literature in the original as primary material, including modern masterpieces by Lu Xun, Lao She, Zhu Zhiqing, Bei Dao, Mo Yan, Wang Xiaobo. Examines social contexts in which these texts were written.

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: Two LC 300 courses or permission of instructor

2. Explain the need for these prerequisites: Students must have advanced knowledge of Chinese in order to succeed at the understanding of a variety of text type of China masterpieces.

CREDITS: (check one)

- Half course: 2 credits
- Full course: 4 credits
- Variable: Please describe.
- 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.

Besides the instruction and assignment, students are required to spend 1-2 hours listening to the Recordings of Texts or watching the Videos of Texts before or after each class (see attached list in the course syllabus) to achieve course objectives. This is in addition to other course assignments and preparation.

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

- 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

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.)

The course will help students to deepen their understanding of written Chinese while exposing them to selected original works of modern Chinese poetry, short stories, novels, drama and essays. It will be added to the LC 400 level language curriculum.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

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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.

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.)

No Chinese literature taught in Chinese is currently offered through the Chinese Program at BU.

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.)

None

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.)

The staffing of this course will not affect the staffing of other courses.

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.)

None

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 Teaching & Learning 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 Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION: Dr. Xiaoyang Zhou, Senior Lecturer in Chinese

DEPARTMENT CONTACT EMAIL AND PHONE: XZHOU@BU.EDU. 617-358-5848

DEPARTMENT APPROVAL:

Department Chair

[Signature]

Date 1-25-17

Other Department Chair(s) (for cross-listed courses)

Date
DEAN’S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

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:
COURSE DESCRIPTION:

This advanced Chinese language course is designed for students who have successfully completed two third-year Chinese language courses. It introduces students to selected original works in modern Chinese poetry, short stories, novels, drama, essays and newspaper articles via reading, discussion, and writing. Through close reading of these works, students will examine how social realities and ideologies are reflected in these works and explore how these works reflect the author’s sense of identity in the face of the dramatic social transformations that have shaped modern China. In addition to increasing knowledge of Chinese literature, the course will increase students’ proficiency in reading and writing Chinese. The discussion will also be in Chinese, and increase oral proficiency as well.

Credits: 4
Prerequisites: Two LC 300 courses

COURSE MATERIALS
Selections from Authors:
徐志摩 (Xú Zhìmó)
舒婷 (Shū Tíng)
杨绛 (Yáng Jiàng)
王小波 (Wáng Xiǎobō) (2)
曹禺 (Cáo Yù)
北岛 (Bei Dao)
叶圣陶 (Ye Sheng Tao)
朱自清 (Zhu Zi Qing)
梁实秋 (Liang Shi Qiu)
史铁生 (Shì Tie Sheng)
老舍 (Lào Shè)
冯友兰 (Fēng You Lan)
莫言 (Mò Yán)
鲁迅 (Lu Xùn)
阿城 (A Cheng)
BLACKBOARD
Please check the Blackboard site (in Content) on a regular basis for details of the texts, homework, grammar outline, author background, pre-quiz and post-quiz preparation, oral presentation requirements and exam formats.

AUDIO MATERIALS ON GEDDES LINK:
Please go to http://www.bu.edu/geddes, click on the Lab Materials for recordings of the texts, Chinese videos, Chinese TV series and Chinese movies.

COURSE OBJECTIVES:
This class exposes students to a maximum of 41 intensive class hours during the semester. The class is conducted entirely in Chinese. The objective of this class is to help students

- Hone skills used for asking questions, discussing problems, expressing ideas/thoughts, making comments/arguments on a variety of topics in Chinese and giving oral presentations based on their own research.
- Improve comprehension of spoken Chinese at a normal pace on different topics;
- Develop reading skills of literary and expository texts in the original;
- Develop a variety of writing styles in Chinese.

COURSE OUTCOMES:
If students come to class regularly, complete all of the in-class assignments, homework, and average a B on their tests, they will be able to reach the following levels on the language proficiency scale developed by the American Council on the Teaching of Foreign Languages (ACTFL).

- In terms of speaking, students will progress within the level of Intermediate High towards Advanced Low proficiency. This means that
  (1) Students develop skills to communicate on a variety of topics using appropriate vocabulary and sentence structures without major grammatical errors.
  (2) Students are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school and particular interests. Students will begin to develop facility conversing about current events and matters of community and public interest.
  (3) Students are able to narrate and describe in all major time frames using connected discourse of paragraph length, although not consistently.
  (4) Students can generally be understood by native speakers unaccustomed to dealing with non-natives.
- In terms of writing, students will learn how to
  (1) Write in standardized format of 3 different styles of Chinese composition.  
     Narrative (记叙文),
     Expository (说明文)
     Argumentation/Political essays (议论文/政论文)
  (2) Write using a first person and third person narrator.
  (3) Write detailed descriptions expressing feelings and describing characters and scenery.
(4) Write comments and thoughts on newspaper articles, novels, stories and movies.
(5) Used at least 600-1000 Chinese words for each composition.
(6) Write an impromptu composition on a familiar topic.

- In terms of **listening**, students gain facility in understanding native Chinese speakers not only in daily communicative conversations but also on topics of Chinese history, literature and culture.
- In terms of **reading**, students will become more adept at
  (1) Developing a thorough understanding of advanced-level language materials, i.e. acquire new words, phrases, idiomatic expressions and sentence structures.
  (2) Reading contemporary expository and literary texts critically.
  (3) Understanding up to 3000 Chinese characters.
  (4) Increasing oral proficiency.
  (5) Increasing Chinese cultural literacy.

**ASSESSMENT, GRADING SCALE, AND COURSE EXPECTATIONS:**

**Assessment:**
Students’ language proficiency will be assessed in the following ways:
- Students should finish reading assigned material before coming to the class. Students are expected to come to the class with their questions, thoughts, and comments based on their reading.
- A quiz will be given before or after each lesson.
- Regular homework assignments will be distributed (on blackboard) after class meetings.
- There will be 3 compositions written in Chinese on different topics.
- There will be two oral presentations for each student: one individual and one group presentation.
- There will be an in-class written mid-term exam and a final exam.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Regular attendance, preparation and participation</td>
<td>10%</td>
<td>100%-93% A</td>
</tr>
<tr>
<td>Homework</td>
<td>8%</td>
<td>92-90% A-</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>89-87% B+</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>18% (2x9%)</td>
<td>86-83% B</td>
</tr>
<tr>
<td>Compositions</td>
<td>15% (3x5%)</td>
<td>82-80% B-</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>15%</td>
<td>79-77% C+</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>76-73% C</td>
</tr>
<tr>
<td>Culture Pass</td>
<td>4%</td>
<td>72-70% C-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>69-67% D+</td>
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<tr>
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<td>66-63% D</td>
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<td></td>
<td></td>
<td>62-60% D-</td>
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<td></td>
<td>59-0% F</td>
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</table>
Pass-Fail: Effective January 2017, students may take advantage of the CAS policy on Pass-Fail courses: [https://www.bu.edu/academics/cas/policies/grades-and-course-credits/](https://www.bu.edu/academics/cas/policies/grades-and-course-credits/). Boston University permits students to elect up to 8 credits of academic coursework on a Pass/Fail basis. There is more detail on the Policy on Pass/Fail Courses for Undergraduate Students at [https://www.bu.edu/academics/policies/policy-on-passfail-courses-for-undergraduate-students/](https://www.bu.edu/academics/policies/policy-on-passfail-courses-for-undergraduate-students/):

“Students may elect P/F grading for up to 4 credits of academic work (normally one course) in a single semester or summer term session. P/F courses may not, however, be used to satisfy general education, language, writing, IUT gateway, or major/minor program requirements. P/F may not be elected for Study Abroad or directed study courses.” Please note that P/F is chosen near the end of the semester or even retroactively, after the semester is over and you have seen your grade. All courses in the WLL department are eligible for P/F, but do not choose this option for courses you plan to use for your major or minor, or L_212 courses taken to fulfill the CAS language requirement.

Attendance, Preparation and participation (10% of grade)

Students are expected to attend class regularly, have read all of the assignments before they come to class, and participate actively in class discussions. Active participation means that students do not only speak when called upon, but contribute to class discussions. Students who do not engage in class discussions and only speak when called upon cannot expect to receive a grade higher than C for participation. Students cannot receive a participation grade, if they are absent from class. Preparation and participation will be assessed according to the following guidelines:

- **Positive, well-prepared contributions:** 3 out of 10 points
- **Volunteering to participate:** 3 out of 10 points
- **Exclusive use of Chinese in the classroom:** 3 out of 10 points
- **Timely attendance and alertness** 1 out of 10 points

Homework (8% of grade)

The homework will include:

- Word choice
- Short writing activities and exercises
- Oral character analyses
- Translation
- Question-answer exercises
- Text studies
- Video & movie watching

Quizzes (10% of grade)

The pre-quiz and post-quiz of each chapter will be given on:

- Definition of the words/phrases/idioms and the use of them
- Background of the authors
- Reading analysis
- Understanding of the texts
- Recitation of the poems
Oral Presentations (18% of grade)
There will be two oral presentations for each student.
- One individual oral presentation
- One group (2 – 3 people) presentation
Please see topics and requirements for oral presentation on Blackboard (course documents).

Compositions (15% of grade)
There will be 3 compositions written in Chinese. Please pick up the topics and see the requirements for each composition on Blackboard (Content).

Mid-term Exam (15% of grade)
- Explain Chinese words, phrases and idioms
- Construct sentences
- Answer questions
- Reading comprehension
- Write an impromptu composition.
- Listening comprehension section

Final Exam (20% of grade)
- Explain Chinese words, phrases and idioms,
- Construct sentences,
- Answer questions,
- Reading comprehension,
- Write an impromptu composition.
- Write a composition.
- Listening comprehension section.

Culture Pass (4%)
Please see for events and policies: http://www.bu.edu/wll/culture-pass-events/

USEFUL RESOURCES:

- Tutoring and Conversation group at ERC: www.bu.edu/erc
- Geddes Center: www.bu.edu/geddes/home.htm
- Website for Pinyin practice: www.uvm.edu/~chinese/pinyin.htm
- BU Shanghai Program website: http://www-test.bu.edu/shanghai/

COURSE POLICIES:

Absences
More than three absences will result in a lower grade for class participation. Should students be absent as a result of an illness, university-sponsored event or family emergency, let the instructor know, arrange to receive handouts and for quiz/exam make-up time. It is the student’s responsibility to make appropriate arrangements with the instructor.
Students with disabilities
Students who wish to request accommodation for a disability, please contact Lorraine Wolf (lwolf@bu.edu), Director of Disability Services, as early as possible in the semester. The instructor cannot make special arrangements with individual student without official notification from Disability Services.

Academic Integrity
Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work, and is unacceptable at Boston University. Plagiarism, i.e. the submission of another’s work without appropriate attribution, is a violation of the student conduct code. An instructor who has probably cause or reason to believe a student has cheated will report the case to the Department Chair or the CAS Associate Dean’s Office for appropriate action. Please refer to BU’s Academic Conduct Code for more information: http://www.bu.edu/academics/policies/academic-conduct-code/

课文录音 (Recordings of Texts on Geddes Website)
1. 诗歌 《冷酷的希望》 北岛
2. 散文 《我的母亲》 老舍
3. 散文 《苏州园林》 叶圣陶
4. 散文 《荷塘月色》 朱自清
5. 散文 《我与地坛》 史铁生
6. 小说 《孔乙己》 鲁迅
7. 小说 《白狗秋千架》 莫言 （电影）
8. 散文 《记梁任公先生的一次演讲》 梁实秋
9. 政论文 《辨城乡》 冯友兰
10. 小说 《棋王》 阿城 （无录音）
11. 小说《老王》 杨绛
12. 小说《林奶奶》 杨绛
13. 散文《一只独立独行的猪》 王小波

课文录像 (Videos of Texts on Geddes Website)
1. 诗《再别康桥》
   徐志摩
2. 诗《致橡树》
   舒婷
3. 散文《北京风情》
   王小波
      (1) “Liang Sicheng and Lin Huiyin”
      (2) “Wei Bao Hu Beijing Jiu Cheng”
4. 话剧《雷雨》
   曹禺
### Weekly Schedule of Instruction

**Fall 2017**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Author</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Poem 《再别康桥》</td>
<td>徐志摩</td>
</tr>
<tr>
<td></td>
<td>Monday: About author and study new words</td>
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<td></td>
<td>Wednesday: Listen, watch and read the poem</td>
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<td></td>
<td>Friday: Discuss and translate the poem</td>
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<tr>
<td>2.</td>
<td>Poem 《冷酷的希望》</td>
<td>北岛</td>
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<td></td>
<td>Monday: About author and study new words</td>
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<td></td>
<td>Wednesday: Pre-quiz on the new words and study the poem</td>
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<td>Friday: Discuss and explain the poem</td>
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<tr>
<td>3.</td>
<td>Short Story 《我的母亲》 (My Mother)</td>
<td>老舍</td>
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<td></td>
<td>Monday: About author and new words and assignments</td>
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<td></td>
<td>Wednesday: Read the story before the class and retell the story</td>
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<td>Friday: Talk about your own mother’s story (composition 1)</td>
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<td>4.</td>
<td>Composition 1 (记叙文，Narrative)</td>
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<td>5.</td>
<td>Prose 《苏州园林》 (Suzhou Garden)</td>
<td>叶圣陶</td>
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<td></td>
<td>Monday: About author and new words</td>
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<tr>
<td></td>
<td>Wednesday: Analyze the structure and style of the prose</td>
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</table>
Friday: Read the prose, watch the video and draw the picture

6. Prose《荷塘月色》 《荷塘月色》 朱自清
   Monday: About author and new words
   Wednesday: Analyze the structure and style of the prose
   Friday: Read and discuss the prose

7. Composition 2 (说明文, Expository)
8. Presentation
9. Mid-term Exam

10. Essay《我与地坛》 《我与地坛》 史铁生
    Monday: About author and new words
    Wednesday: Watch the video and discuss the theme
    Friday: Read and discuss the essay

11. Composition 3 (议论文/政论文, Argumentation/Political essay)

12. Essay《北京风情》 《北京风情》 王小波
    Monday: About the author and new words
    Wednesday: Watch video and read the essay
    Friday: Discuss the essay

13. Drama《雷雨》 《雷雨》 曹禺
    Monday: About author and new words
    Wednesday: Watch the drama
Friday: Play the drama

14. Novel 《白狗秋千架》

Monday: About author and new words

Wednesday: Read the novel and watch the movie before the class

Friday: Discuss the novel and the movie

15. Review and Final