

# CAS LC 317: CHINESE IN MODERN SOCIETY

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## In Workflow

1. CASWL Chair (pjs8@bu.edu; kvincent@bu.edu)
2. CAS Dean (jbizup@bu.edu; dhealea@bu.edu; pgl@bu.edu; jessmroh; lcherch; chrisbra@bu.edu; casgecc@bu.edu)
3. GEC SubCommittees (scth@bu.edu)
4. University Gen Ed Committee Chair (scth@bu.edu; emgam@bu.edu; mtrevett@bu.edu)
5. Final Approval (scth@bu.edu; sjackson@bu.edu; ebloiz@bu.edu)

## Approval Path

1. Mon, 16 Oct 2017 00:49:32 GMT  
PETER J SCHWARTZ (pjs8): Approved for CASWL Chair

## New Proposal

Date Submitted: Fri, 13 Oct 2017 04:08:27 GMT

## Viewing: Chinese in Modern Society

Last edit: Fri, 13 Oct 2017 04:08:25 GMT

Changes proposed by: hysun

## Section One – Provenance of Proposal

### Proposer Information

Name	Title	Email	School/College	Department Name
HONGYUN SUN	Lecturer	hysun@bu.edu	CAS	World Languages and Literatures

## Section Two – Course or Co-Curricular Activity Identifiers

### What are you proposing?

Course

### College

College of Arts & Sciences

### Department

WORLD LANGUAGES & LITERATURES

### Subject Code

CAS LC - Chinese

### Course Number

317

### Course/Co-curricular Title

Chinese in Modern Society

### Short Title

CHIN IN MOD SOC

### This is:

A New Course

Did you participate in a CTL workshop for the development of this activity?

Yes

**Bulletin (40-word) Course Description**

Explore a wide range of social issues that contemporary China confronts today through media, press, movie, literature and art. Students continue developing Chinese communication skills and cultural awareness. Specific topics vary by semester.

**Prerequisites, if any:**

LC 311 or Instructor's consent

**Co-requisites, if any:**

**Courses, if any, for which this course will be a prerequisite:**

**Courses, if any, for which this course will be a co-requisite:**

**Cross-Listing**

**Course Type (for Scheduling Purposes):**

Lecture/Discussion where course does not require separate discussion registration

**Delivery Type**

Face-to-Face

**Credits**

4

**Please justify this number of credits, with reference to BU's Policy on Credit Assignment and to the combination of required contact hours and student effort detailed in your proposed course syllabus.**

This course meets 3 hours per week and requires at least 10 hours outside of class to complete reading, writing, listening and speaking assignments as well as collaborative group projects.

Is this course repeatable for additional credit?

Yes

Is there a limit on the number of times the course may be taken for credit?

No

## **Section Three – Scheduling and Enrollment Information**

**Proposed first (or for existing course) next semester to be offered**

Spring 2019

**Proposed Last semester to be offered:**

Offer Indefinitely

Full semester course/activity?

Yes

**Course/Activity Location**

Charles River Campus

**Course/Activity offering pattern**

Every Spring

**What is your projected minimum capacity across all semesters and sections in an academic year?**

5

**What is your projected maximum capacity across all semesters and sections in an academic year?**

16

**Please explain the basis for anticipating this enrollment total**

The range of enrollment is based upon the number of students enrolled in the major/minor and fulfilling language course requirements.

**Provide full detail if enrollment is expected to vary, for example, between Fall and Spring semesters**

Enrollment varies from semester to semester.

Does this course have capacity for more students to enroll?

No

**What factors are limiting?**

This is a foreign language course, so it is capped at 16 students to maximize students' interaction in class. This also enables the instructor to sufficiently monitor each student's performance.

Do you propose to reserve seats for specific student populations?

No

**Section Four - General Education**

Are you proposing (only for freshmen entering BU before September 2018 and transfer students entering before September 2020) that this course/activity fulfill current general education requirements?

No

Are you proposing this course/activity for inclusion in the BU Hub program of general education for all freshman who enter BU in or after September 2018?

Yes

**1. Philosophical, Aesthetic, and Historical Interpretation****2. Scientific and Social Inquiry****3. Quantitative Reasoning****4. Diversity, Civic Engagement, and Global Citizenship**

Global Citizenship and Intercultural Literacy

**Global Outcome 1**

By examining the most recent hotly debated topics in China, students will be able to demonstrate the knowledge of modern Chinese society's structure, political system, and socio-cultural values. Through discussion of texts and multimedia materials, students will demonstrate a detailed understanding of global diversity in the context of world-historical change.

## Global Outcome 2

All the texts and multimedia materials are in Chinese. Student will immerse in authentic language and investigate social issues in contemporary China while advancing their Chinese language skills. Explore how Chinese people are both shapers of their life and shaped by social injustice and inequality in reform-era China (1978-present).

## 5. Communication

Oral and/or Signed Communication

### Oral/Signed Outcome 1

Students incorporate sophisticated vocabulary, expressions, and discourse structure through discussion, presentation, and navigating real-life activities. Well-structured explanation, narration, description and arguments in most informal and some formal situations in Chinese will be crafted and delivered.

### Oral/Signed Outcome 2

Students practice listening comprehension followed by mutual response and feedback during instructor moderated discussion of course topics and the community interview with Chinese native-speakers. Engage with diverse audiences and respond with appropriate social etiquette. Demonstrate awareness of cross-cultural difference and perform intercultural communication successfully with cultural sensitivity.

### Oral/Signed Outcome 3

Students will conduct three community interviews and deliver group presentations in both formal and informal settings with current events and/or matters of public and community interest as the focus. In both interviews and presentations students will engage in oral questions and answers with the audience of fellow students, instructor, and Chinese native-speakers.

## Intellectual Toolkit

**How will you evaluate whether learning outcomes for the relevant area(s) have been met?**

Hub learning outcomes will be evaluated through following activities below. The percentage in parenthesis is the portion of the final grade for that item.

1. Oral communication learning outcome will be evaluated through 3 community interviews (21%), final project (10%) and in-class discussion.
2. Global citizenship and intercultural literacy outcome will be assessed through reflection journals (20%) and cultural passes (4%).

## Educational Strategies

**What educational strategies do you plan to use to encourage students' full engagement in the course/activity both inside and outside of class?**

Active learning creates excitement on the journey of learning! By fully preparing course materials before class, actively participating in class discussions and debates, and executing real-life tasks in Chinese-speaking community, you will see measurable growth in your language skills in shorter periods of time.

Skillful collaboration is essential to your future professional success. Through collaborative reading, peer-editing, group projects, and community interviews, you will practice advocating for your ideas and working with your peers, teacher, and native speakers Boston's Chinese community, and contributing to others' language learning process.

## Section Five - Relationship of Proposed Course to Existing Courses/Activities in Your Program or Others

Do you have Learning Objectives for this Course in addition to BU Hub Outcomes?

No

**For what major(s) and/or minor(s) and/or concentration(s) will this course/activity fulfill program requirements?**

School/College	Degree Name	HEGIS Short Translation	Level
CAS	BA	Chinese Lang Lit	Major
CAS	BA	Chinese Lang Lit	Minor

Is this course/activity required for any major or minor program?

No

Majors and minors and general education aside, are there other student populations in relevant departments for whom this course/activity will serve as a valuable related elective?

No

Overlap. Is there any significant overlap with courses/activities currently offered by your program or by others?

No

Sequencing. Aside from having or serving as a pre-requisite, does this course/activity build on and/or lay groundwork for others?

No

**Additional comments about the intended value and impact of this course/activity:**

## **Section Six – Resource Needs and Sustainability**

Facilities and equipment. Are any special facilities, equipment, and other resources needed to teach this course/activity?

No

Staffing. Will the staffing of this course, in terms of faculty and where relevant teaching fellows/assistants, etc., affect staffing support for other courses? For example, will other courses not be taught or be taught less frequently?

No

Budget and Cost. Will start-up and continuation of the course/activity entail costs not already discussed?

No

**Sustainability. Which members of your faculty are prepared to teach this course/activity regularly or on a rotational basis? Please explain.**

All full-time lecturers in Chinese language program are ready to teach this course.

## **Additional Notes on any Aspect of Course/Activity**

### **Submit this form and course/activity syllabus.**

**Upload Syllabus**

LC317\_syll.pdf

**Reviewer Comments**

Key: 457

## LC 317 Chinese in Modern Society

### Topic: Issues in Contemporary China

Instructor: Hongyun Sun  
Office: 402A, 718 Commonwealth Ave  
E-mail: hysun@bu.edu  
Phone: 617-358-4652  
Office hours: TBA

Class Dates: Spring 2019  
Classroom: TBA

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*When you walk through the crowds on Commonwealth Ave or in Harvard Square, have you ever been curious about the international Chinese students or tourists you see around you?*

*Ever wondered what their lives are like in China?*

*What are their dreams and fears?*

*What is their perspective of US or their own country?*

This course aims to cultivate the students who are interested in investigating social issues in contemporary China while advancing their Chinese language skills. Students will examine the most recent hotly debated topics and explore how Chinese people are both shapers of their life and shaped by social injustice and inequality in reform-era China (1978-present).

### **COURSE OBJECTIVES:**

This course fulfills Hub requirements of **Oral Communication** and **Global Citizenship and Intercultural Literacy** by addressing the following course objectives:

Upon successful completion of this course, you will be able to:

- 1) Incorporate sophisticated vocabulary, expressions, and discourse structure through discussion, presentation, and navigating real-life activities.
- 2) Explain in details, describe in paragraph-length discourse, and conduct structured arguments in most informal and some formal situations in Chinese.
- 3) Engage with diverse audiences and respond with appropriate etiquette in both informal and formal conversations relating to current events, and the matters of public and community interests.
- 4) Demonstrate knowledge of modern Chinese society's structure, political system, and socio-cultural values in the context of world-historical change.
- 5) Demonstrate awareness of cross-cultural difference and perform intercultural communication successfully with cultural sensitivity.
- 6) Connect the knowledge received in the classroom to the Chinese-speaking community locally and globally, and to reflect on the knowledge gained from real-life experiences.

**PREREQUISITE:** CAS LC 311 or instructor's permission.

**APPROACH TO LEARNING:**

**Active learning** creates excitement on the journey of learning! By fully preparing course materials before class, actively participating in class discussions and debates, and executing real-life tasks in Chinese-speaking community, you will see measurable growth in your language skills in shorter periods of time.

**Skillful collaboration** is essential to your future professional success. Through collaborative reading, peer-editing, group projects, and community interviews, you will practice advocating for your ideas and working with your peers, teacher, and native speakers Boston's Chinese community, and contributing to others' language learning process.

**COURSE MATERIALS:**

Textbook is available for purchase at the BU Barnes and Noble at Kenmore Square.

- Kunshan Lee, Hsin-Hsin Liang, Liwei Jiao, Julian Wheatley, *The Routledge Advanced Chinese Multimedia Course: Crossing Cultural Boundaries*, 文化纵横观, 2<sup>nd</sup> Edition
- Additional materials including multimedia news, journal articles, and videos on current topics of major interest in China will be posted on Blackboard course site.

**OTHER COURSEWARE:**

- Blackboard Course site
- Quizlet for online flashcard: [quizlet.com](https://quizlet.com)
- YepChinese for vocabulary learning: [yep.hsinese.com](https://yep.hsinese.com)
- *BU Chinese Language Program Facebook page*  
<https://www.facebook.com/groups/buchinesestudy/>

**ASSESSMENT AND EVALUATION:**

1	Attendance and Participation	25%
2	Homework Assignments	20%
3	Reflection Journals	20%
4	3 Community Interviews	21% (5%+7%+9%)
5	Final Project	10%
6	Cultural Passes	4%

**Grading Scale:**

A	93 - 100	C	73 - 76.99
A-	90 - 92.99	C-	70 - 72.99
B+	87 - 89.99	D+	67 - 69.99
B	83 - 86.99	D	63 - 66.99
B-	80 - 82.99	D-	60 - 62.99
C+	77 - 79.99	F	<60

**1. Attendance and Participation: (25% of grade)**

We aim to create a supportive collaborative-learning community, so your attendance and active participation are the keys to success. Excused absences will only be granted for illness or emergency, for which you **MUST** contact Instructor **PRIOR TO CLASS**. Three unexcused absences will result in a 1% of your grade deduction.

Your attendance and participation will be evaluated daily on the rubric below:

9-10	<ul style="list-style-type: none"> <li>• Arrive promptly and well prepared</li> <li>• Your hand is always raised and you attempt more difficult questions</li> <li>• Be able to elaborate on a topic and fully expand the discussion</li> <li>• Mostly accurate in utterances with good pronunciation and be able to self-correct</li> <li>• Stay in Chinese the entire class</li> <li>• Take an active role in building a cooperative-learning community (e.g., use time productively when working in pairs or groups)</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Arrive promptly and prepared the necessary materials</li> <li>• Your hand is often raised to participate in class</li> <li>• Be able to demonstrate basic comprehension of the target materials, but have some difficulty in fully expanding the discussion</li> <li>• Relatively accurate in utterances with adequate pronunciation and be able to correct own mistakes</li> <li>• Use Chinese to respond to the teacher and with classmates in group activities.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Come to class late within 15 minutes</li> <li>• Demonstrate some evidence of preparation but need more practice at home</li> <li>• Your hand seldom raised in class or you only try the “easy ones”</li> <li>• You only respond with single sentences, but show willingness to elaborate on a topic when prompted</li> <li>• Pronunciation and intonation are somewhat influenced by own native language. Make frequent errors that interfere with communication</li> <li>• Only use Chinese to response to teacher, but not always attempt to communicate with classmates in Chinese in group activities</li> </ul>
1-4	<ul style="list-style-type: none"> <li>• Come to class late over 15 minutes</li> <li>• Participate passively rather than actively</li> <li>• Rely on English, classmates, or textbook</li> </ul>



	<ul style="list-style-type: none"> <li>• Lack in basic understanding of the course materials and activities.</li> <li>• Lack in fluency and accuracy significantly</li> </ul>
0	Absent

## **2. Homework Assignments: (20% of grade)**

Listening, reading, vocabulary and grammar exercises will be handed out in class. Please refer to weekly schedule for each assignment's due date. Timely submission of homework assignments will ensure students are maximizing their opportunity to improve their Chinese language skills. Tardy homework will be marked down an incremental point (e.g., from 10-9) for each day until submission.

## **3. Reflection Journals: (20% of grade)**

Every other week you will be expected to submit a one-page reflection journal on the topics we discuss or on your learning experiences. A Reflection Journal is designed to produce coherent narration, description, and argument in Chinese. A detailed guideline will be provided on Blackboard course site.

## **4. Community Interviews: (21% of grade; 5%+7%+9%)**

You will work closely with the people from Chinese-speaking community in Boston, e.g. International Chinese students on campus, visiting scholars, and weekend Chinese school. Each group will conduct three 20-minute interviews on the topics of social issues in China we discussed in class.

Analyze and evaluate the views from different perspectives in your interview script, interpret "what is beneath the surface". Prepare a 10-minutes group oral presentation to base on your interview. You are particularly encouraged to discuss your work in progress, and get suggestions for revision before your presentation for a final grade.

## **5. Final Project: (10% of grade)**

You will design a group research project of your own choice in consultation with the instructor. Possible projects include: starting a new Wikipedia page, a journal on the social issues in contemporary China; creating a multimedia presentation on interview of a Chinese professor. Anything is possible! An outline, key questions, and literature review/bibliography will be due in mid-November. A detailed timeline will be provided on the Blackboard course site.

## **6. Cultural Passes: (4% of grade)**

BU is a global campus, Boston is an international city, and students in all WLL courses can improve language skills and cultural awareness by taking advantage of events across our campus and beyond. As a student in this class, you are expected to attend a total of TWO co-curricular cultural events or lectures, one before spring break and one after. Each event will count for 1% of your final course grade. Eligible events include those organized by BU's Chinese program, but also other relevant

events in WLL, across the Campus, and in the Boston area. You can find a list of eligible events on the WLL website here:

<http://www.bu.edu/wll/culture-pass-events/>.

To gain credit for attendance, you must post a short (ca. 1/2-page) written report in Chinese about the event to the appropriate discussion thread on Blackboard, describing (for example) what you thought was interesting about it (or not), what you think you may have learned that you hadn't been aware of before, what you feel you may not quite have understood (and why), or why you think everyone else in the class really shouldn't miss (or shouldn't have missed) this event. **Please observe appropriate etiquette while attending the event, and refrain from texting or other distracting activities.**

Grades will be recorded in the Grade Center on Blackboard site. Your grade record report is available upon request. You are strongly encouraged to discuss how to improve your participation or learning strategies with the instructor. There is no curve in this course. You are competing against the communicative demands of the language, not against each other. Each person will have to perform to receive credit; but there is nothing in the grading system to discourage collaborative efforts to achieve the highest level of performance possible.

## **COMMUNITY OF LEARNING:**

### **Academic integrity:**

Plagiarism is the passing off of another's words or ideas as your own, and it is a serious academic offense. Plagiarism and cheating also defeat the purpose of getting an education. Plagiarism and cheating cases will be handled in accordance with the disciplinary procedures described in the ~~College of Arts and Sciences~~ <sup>Boston University</sup> Academic Conduct Code. You are expected to know and abide by the code, which can be read online: <http://www.bu.edu/academics/resources/academic-conduct-code/> Penalties range from failing an assignment or course (first offense) to suspension or expulsion from BU. If in doubt, cite your source! It will make you look like a smarter and more careful researcher. If you have any questions about academic integrity, please ask your instructor.

### **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/>. 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/>: "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 LC212 courses taken to fulfill the CAS language requirement.

## **RESOURCES FOR YOU:**

### **Boston University Libraries:**

The libraries offer a wealth of online and print resources. Research Librarians will introduce you to the many resources the library offers in any field of research. They can even work with you to develop a research plan and organize your sources. The Research Center welcomes you for walk-in consultations on the first floor of Mugar Memorial Library or at any other library on campus. Research appointments can be made at <http://www.bu.edu/common/request-an-appointment/>.

Mugar Memorial Library  
771 Commonwealth Avenue  
Phone: [617-353-2700](tel:617-353-2700)  
<http://www.bu.edu/library>

### **Educational Resource Center:**

They won’t write your paper for you, but they do offer tutoring for all undergraduate students in a range of subjects, including literature and writing.

100 Bay State Rd, 5<sup>th</sup> floor  
Phone: [617-353-7077](tel:617-353-7077)  
<http://www.bu.edu/erc>

### **CAS Academic Advising:**

A central resource for all questions concerning academic policy and practice in the College of Arts and Sciences. The office is headed by the Associate Dean for Student Academic Life and has a staff of fifteen faculty advisors and five academic counselors. All students can receive academic advice about and assistance through this office. Students who have not yet declared concentrations can receive pre-registration advising through this office.

100 Bay State Rd. 4<sup>th</sup> Floor  
Email: [casadv@bu.edu](mailto:casadv@bu.edu)  
Phone: [617-353-2400](tel:617-353-2400)  
<http://www.bu.edu/casadvising>

**Office of Disability Services:** If you have a disability, you are strongly encouraged to register with this office. You may be entitled to special accommodations in your courses, such as additional time on tests, staggered homework assignments, or note-taking assistance. This office will give you a letter outlining the accommodations to which you are entitled that you can share with your teachers. Your professor is not allowed to offer you any disability accommodation without an official letter from this office.

19 Deerfield Street, 2nd floor

Phone: [617-353-3658](tel:617-353-3658)

<http://www.bu.edu/disability>

**Sexual Assault Response Program:** If you or a BU student you know has experienced a traumatic incident, SARP provides rapid, confidential, compassionate, supportive, and free-of-charge advocacy and assistance. This includes, but is not limited to, sexual assault, physical assault, interpersonal violence, and other crimes.

930 Commonwealth Avenue, Boston, MA 02215

617-353-SARP (7277)

[sarp@bu.edu](mailto:sarp@bu.edu)

<http://www.bu.edu/sarp/>

## COURSE SCHEDULE *(tentative)*

### Week 1

<b>Topic</b>	What is a “Chinese dream”? 中国梦
<b>Reading</b>	How did president Xi describe “Chinese dream”?
<b>Video</b>	Chinese way, Chinese dream
<b>Assignment</b>	Vocabulary and grammar worksheet

### Week 2

<b>Topic</b>	Can China’s high rate of economic growth continue? 高增长还会持续吗？
<b>Reading</b>	Yiwu: A miracle of Chinese regional economic development
<b>Video</b>	Can China’s high rate of economic growth continue?
<b>Assignment</b>	Vocabulary and grammar worksheet Reflection Journal

### Week 3

<b>Topic</b>	Who are the floating population? 流动人口
<b>Reading</b>	<ul style="list-style-type: none"> <li>Hukou (户口) system</li> <li>A stranger in the city</li> </ul>
<b>Video</b>	Home land and foreign land
<b>Assignment</b>	Vocabulary and grammar worksheet <a href="#">Prepare 1<sup>st</sup> Community Interview</a>

### Week 4

<b>Topic</b>	One child or two children? That is the question 只生一个好？
<b>Reading</b>	Changing views on marriage and family
<b>Video</b>	Giving up on having second child
<b>Assignment</b>	Vocabulary and grammar worksheet <a href="#">Conduct your 1<sup>st</sup> Community Interview</a> <a href="#">Reflection on your second interview</a>

### Week 5

<b>Topic</b>	<a href="#">Oral presentations and follow-up discussions on 1<sup>st</sup> Community Interview</a> (All the interviewees are welcomed to join us!!)
<b>Assignment</b>	Explore ideas for your final project Discuss your ideas with the instructor

### Week 6

<b>Topic</b>	What does food mean to you? 民以食为天
<b>Reading</b>	Hunger breeds discontentment
<b>Video</b>	Food safety
<b>Assignment</b>	Vocabulary and grammar worksheet Reflection Journal

### Week 7

<b>Topic</b>	To flee Beijing, Shanghai and Guangzhou 逃离北上广
<b>Reading</b>	Why is Beijing so polluted?
<b>Video</b>	Video clips from TV series “Dwelling Narrowness”
<b>Assignment</b>	Vocabulary and grammar worksheet <a href="#">Prepare 2<sup>nd</sup> Community Interview</a>

### Week 8

<b>Topic</b>	The hottest school in China 中国最火的学校——新东方
<b>Reading</b>	The hottest school in Chinese
<b>Video</b>	Movie: Chinese partner
<b>Assignment</b>	Vocabulary and grammar worksheet <a href="#">Conduct your 2<sup>nd</sup> Community Interview</a> <a href="#">Reflection on your second interview</a>

### Week 9

<b>Topic</b>	<a href="#">Oral presentations and follow-up discussions on 2<sup>nd</sup> Community Interview</a> (All the interviewees are welcomed to join us!!)
<b>Assignment</b>	Discuss your final project in progress with your teacher

### Week 10

<b>Topic</b>	Life without e-commerce... 无网购，不生活
<b>Reading</b>	Is your package on the way?
<b>Video</b>	Jack Ma and his empire
<b>Assignment</b>	Vocabulary and grammar worksheet Reflection Journal

### Week 11

<b>Topic</b>	Copcats vs. Innovation? 山寨与创新
<b>Reading</b>	The story of Xiaomi

<b>Video</b>	Huawei, dream it possible
<b>Assignment</b>	Vocabulary and grammar worksheet <a href="#">Prepare 3<sup>rd</sup> Community Interview</a>

### Week 12

<b>Topic</b>	What do the Chinese people think about their country and its place in the world? 中国民众眼中的中国和世界
<b>Reading</b>	It's graduation season: Time to go back to China?
<b>Video</b>	Interview Prof. Ezra Feivel Vogel: What do Chinese middle class need to learn from Japanese?
<b>Assignment</b>	Vocabulary and grammar worksheet <a href="#">Conduct your 3<sup>rd</sup> Community Interview Reflection on your 3<sup>rd</sup> Community Interview</a>

### Week 13

<b>Topic</b>	<a href="#">Oral presentations and discussions on presentation 3<sup>rd</sup> Community</a> <a href="#">(All the interviewees are welcomed to join our discussion!!)</a>
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### Week 14

<b>Topic</b>	Are you happy? 你幸福吗?
<b>Reading</b>	500 photos to answer CCTV interview: "Are you happy?"
<b>Video</b>	"Are you happy?" Interview on China Central Television
<b>Assignment</b>	Vocabulary and grammar worksheet Rehearse your final project in progress with your teacher

### Week 15

<a href="#">Final Project Showcase</a>
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