

UC 8720 OSF

RECEIVED OCT 17 2005

UNIVERSITY of HOUSTON

CORE CURRICULUM COURSE REQUEST

APPROVED DEC 07 2005

*Handwritten signature*

Originating Department/College: MCL / CLASS

Person making request: A. Sharon Wen Telephone: X 33072

Dean's signature: \_\_\_\_\_ Date: \_\_\_\_\_

I. General Information:

Course number and title: CHNS 3354 Chinese Language and Culture

Complete catalog description (NOT required if attached to CBM 003 form):

Prerequisites: Eng 1303 and 1304 Taught in English. Chinese language background not required. Readings and discussion regarding interactions between Chinese language

Category of Core for which course is being proposed (mark only one): and culture from the perspectives of history, geography, and linguistics

- Communication
- Mathematics
- Mathematics/Reasoning (IDO)
- Natural Sciences
- Humanities
- Visual/Performing Arts Critical
- Visual/Performing Arts Experiential
- Social/Behavioral Sciences
- Social/Behavioral Sciences Writing Intensive
- U.S. History
- American Government

II. Objectives and Evaluation (respond on one or more separate sheets):

Call 3-0453 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at [www.uh.edu/academics/corecurriculum](http://www.uh.edu/academics/corecurriculum)

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see Guidelines). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- C. Delineate how these evaluation results will be used to improve the course?

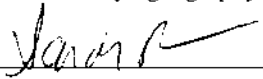
*please see the application letter and the syllabus*

CBM003 ADD/CHANGE FORM

Undergraduate Council  
 New Course  Course Change  
Core Category: Humanities Effective Fall 2006

or

Graduate/Professional Studies Council  
 New Course  Course Change  
Effective Fall     

1. Department: MCL College: CLASS
2. Person Submitting Form: WEN Telephone: 3-3072
3. Course Information on New/Revised course:
  - Instructional Area / Course Number / Long Course Title:  
CHNS / 3354 / Chinese Culture and Language
  - Instructional Area / Course Number / Short Course Title (30 characters max.)  
CHNS / 3354 / CHINESE CULTURE AND LANGUAGE
  - SCH: 3.00 Level: SO CIP Code: 1603010001 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To more accurately reflect course content/level
5. Was the proposed/revised course previously offered as a special topics course?  Yes  No  
If Yes, please complete:
  - Instructional Area / Course Number / Long Course Title:  
CHNS / 3354 / Chinese Language and Culture
  - Content ID:      Start Date (yyyy3): 2001
6. Is this course offered for undergraduate credit only?  Yes  No
7. Authorized Degree Program(s): BA
  - Does this course affect major/minor requirements in the College/Department?  Yes  No
  - Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No
  - Are special fees attached to this course?  Yes  No
  - Can the course be repeated for credit?  Yes  No
8. Grade Option: Letter (A, B, C...) Instruction Type: lecture
9. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title  
CHNS / 3354 / Chinese Language and Culture
  - Start Date (yyyy3): 2002 Content I.D.: 289903
10. Proposed Catalog Description:  
Cr: (3) Prerequisites: Eng. 1303/1304 Description (30 words max.): Cr. 3. ((3-0). Taught in English. Readings and discussions on Chinese language, culture, and interactions between the language and the culture from the perspectives of history, geography, and linguistics.
11. Dean's Signature:  Date: 10/6/03  
Print/Type Name:

**Application for the Humanities core course:**

**CHNS 3354: Chinese Language and Culture**

**I. The course will reach the Exemplary Educational Objectives in following ways**

1. The course will reach the Exemplary Educational Objective 1, *“to use and critique alternative explanatory systems or theories.”*

The course emphasizes a critical approach and provides students with different readings that present different or conflicting perspectives and viewpoints. Students are required to use critical thinking skills and create their own viewpoints that might be different from the readings and lectures. The two text-books, for example, *Chinese* and *The Chinese Language: Fact and Fantasy* are written from different perspectives. Students are asked to critique the readings through the home assignments, tests, and the term paper in addition to the class discussion.

This course is writing intensive with 6 home assignments (about 20 items in each assignment), 3 tests, and one term paper through the semester. It is intended to help students develop their critical thinking, analytical skills, creative viewpoint, and intellectual inquiry in the discipline.

2. The course will reach the Exemplary Educational Objective 2, *“to analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.”*

The Course is broad in its scope to the content, and skills that students will practice through the semester. It provides an understanding of the nature of the Chinese language. Understanding of the language bears broadly on such areas as culture, linguistics, psychology, education, and political unit.. The course contents are comprehensive and in a broad scale that discuss historical linguistics, language changes because of interactions between language and dimensions of politics, economy, and globalization. Students are required to analyze the complexity of the phenomenon based on a broad understanding of the nature of language and the nature of the interactions between the language and other socio-cultural effects.

Some of course goals may provide the evidence. Through the course students will

- acquire general knowledge and information on the varieties of Chinese language, typological characteristics and historical background of the language;

- explain the development of the Chinese script from Zhou Dynasty to present that includes the development of the style, character, and the number of characters;

- demonstrate the understanding of distinctive features of the Chinese language including syntactic and morphologic features such as word orders, characters versus words;

- convey their viewpoints on the nature of the language, the terminological dilemma for the Chinese language; and the sources of the dilemma;

- define the different terms that have been used to describe the Chinese writing system;
- explain the relationships among graph, sound and meaning of the Chinese writing system;
- identify the different myths on the Chinese language, and explain how it became a myth and why it is a myth;
- acquire the knowledge of Chinese language reform in both speech and writing systems including the historical development of the language;
- develop their critical thinking and analytical skills, and make critiques on the readings.

3. The course will reach the Exemplary Educational Objective 5, *“to analyze, critically assess, and develop creative solutions to public policy problems”*

Students are required to use problem solving skills to critically assess the language data and course readings. Students will collect data by themselves, analyze them, and report their findings from their analysis. They are provided with the opportunity to do experiments and creatively find rules and solutions for their projects.

4. The course will reach the Exemplary Educational Objective 6, *“To recognize and assume one’s responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.”*

The course is intended to develop students’ critical thinking and analytical skills, to broaden their knowledge on language and its interactive effects with other socio-cultural dimensions, to develop their ability to think critically and creatively. The course, therefore, ultimately helps student achieve the goal to function as a responsible citizen in a democratic society.

## **II. Specify the processes and procedures for evaluating course effectiveness in regard to its goals. How will these evaluation results be used to improve the courses?**

1. At the mid of the semester, an informative evaluation form will be filled by students. Based on the results of the informative evaluation, the instructor will adapt the teaching method and style to accommodate student’s needs.
2. By the end of the semester, students will fill an assessment form designed specifically for this course, in addition to the regular departmental course evaluation. The feedback of the students will help improve this course continuously.
3. Through the semester, the course requires one term paper, three tests, six home-assignment submissions, all of which are thoroughly graded and commented by the instructor. The work of students provides the immediate feedback on teaching effectiveness to the instructor.

**Chinese 3354 Chinese Language and Culture**  
**Instructor: Dr. X. Sharon Wen, MCL x33072; xwen@uh.edu**

**Course Description**

Welcome to our WebTV course! The practice exercises, homework, discussion questions, and most of the lecture presentations are all on-line for your easy access. The course requires that you have a WebTV ID and access to the internet.

This Course provides an understanding of the nature of the Chinese language, and particularly the nature of the Chinese writing system. The Chinese language, especially written language, is one of the most powerful symbols of Chinese cultural unity. The understanding of the language bears broadly on such areas as culture, linguistics, psychology, education, and political unit. Although this course is on the study of the Chinese language, no previous knowledge of Chinese language is necessarily required. Knowing the language can be a plus, though.

This course is writing intensive with 6 home assignments (about 20 items in each assignment), 3 tests, and one term paper. Start your home assignments as early as possible.

**Course Goals and Objectives**

Upon completion of this course, you will be able to

1. Acquire general knowledge and information on the varieties of Chinese language, typological characteristics and historical background of the language.
2. Explain the development of the Chinese script from Zhou Dynasty to present that includes the development of the style, character, and the number of characters.
3. Demonstrate the understanding of distinctive features of the Chinese language including syntactic and morphologic features such as word orders, characters versus words.
4. Convey your viewpoints on the nature of the language and the terminological dilemma for the Chinese language.
5. Define the different terms that have been used to describe the Chinese writing system.
6. Explain the relationships among graph, sound and meaning of the Chinese writing system.
7. Identify the different myths on the Chinese language, and explain how it became a myth and why it is a myth.
8. Acquire the knowledge of Chinese language reform in both speech and writing systems including the historical development of the language.
9. Convey your viewpoints and make critiques on the readings. This course is writing intensive with 6 home assignments

**Course Grading:**

1. Class Attendance (4%) and participation on line (6%). Make sure that you sign the attendance sheet when the class meets. Tardiness of two-three times will be considered as one absence. You lose one grade point for each absence. You earn 0.5 by posting your relevant questions or your viewpoints on the discussion board each time. Your posting needs to be minimum 2 sentences to receive the point. You must participate on a regular basis.
2. Three closed-book tests will be administered in the classroom. The tests are based on the readings, online exercises, homework, and lecture presentations. No make-up tests. (55%= 20%+20% +15%)

3. Classroom Group Presentation (5%). Two or three students will be in one group. Each person will have 10 minutes. The topic is on one chapter in DeFrancis Part III or any chapter in Norman that the course does not cover. Your presentation of soft copy should be submitted in your WEBCT account after your presentation.
4. Homework-assignments (15%). Please submit them online prior or on the due day. Each home consists of about 20 items. Please start your work as early as possible.
5. Term Paper (15%). About 2000 words or 7 pages.

90-100: A- --A; 80-89: B- --B+; 70-79: C- --C+; 60-69: D- --D+; Below 60: F.

Any violations to the university's academic honesty policies will result in the student getting either a WF or F. Academic Honesty Policy , **University grading policy** UH Grading Policy.

### **On line Modules**

#### **Question and Discussion Board**

The instructor will post on-line discussion questions as we proceed through the course. The format of the discussion: The first five students will address the instructor's question(s) directly; the rest of the students will make comment on the replies of the first five students. Please ask any questions relevant to the topics by posting them on the discussion board. You will receive .5 participation point each time by posting and/or replying to questions on the discussion board. Your reply or your discussion has to be about 2-5 sentences to receive the point.

#### **Homework Assignments**

Homework is posted on-line at "Homework Assignments". You can turn in the assignment through WebCT. Under no circumstances may you turn in an assignment for another student.

#### **Practice Exercise**

A variety of tutorial exercises are posted on-line at "Practice and Exercise". The immediate online feedback is provided. You should do all the exercises to practice the knowledge and skills projected in each lesson.

#### **Course Presentations**

The lecture presentations are posted on line at "Lecture Presentations". The presentations include an introduction to each chapter, materials targeted to the learning content, homework and the tests. Materials in the Lecture Presentations will help you with your comprehension of the readings, your homework, and the tests.

#### **Useful background information**

This module provides the information that related to language development such as political and cultural events, social and educational issues. To understand the language development requires broad knowledge on these aspects.

#### **Helpful URL and links**

You will find varieties of information relevant and interesting here.

#### **Textbook and Materials:**

1. *Chinese* by Jerry Norman. Published by Cambridge University Press.

2. *The Chinese Language, Fact and Fantasy* by John DeFrancis. Published by University of Hawaii Press.
3. Online presentations and learning materials.

### Course Schedule

Wk 1	Course introduction. Lecture presentation on Chinese language, Norman Chapter I
Wk 2	Lecture presentation and discussion on Norman Chapter 1. Discussion: the key items in homework assignments I.
Wk 3	Discussion on Norman Chpt. 1. Lecture presentation: introduction to Norman Chapter 3. Participate in the online discussion. Homework I due.
Wk 4	Discussion: Norman Chapter 3 and the key items in Homework Assignments II. Participate in the online discussion. Homework II due.
Wk 5	Wrap up Norman Chpt. 3 <b>Test I (Norman Chapters 1 and 3)</b>
Wk 6	Lecture presentation: introduction to DeFrancis Part I Discussion on DeFrancis Part I and key items in Home Assignments III.
Wk 7	Discussion on DeFrancis Part I. Lecture presentation: introduction to DeFrancis Part II Homework III due.
Wk 8	Discussion on DeFrancis Part II. Discussion on the key items of Homework Assignments IV. Participate in the online discussion.
Wk 9	Wrap up DeFrancis Part II. Homework IV due. <b>Test II (DeFrancis Parts I and II)</b>
Wk 10	Lecture presentation: introduction to DeFrancis Part IV Discussion on the key items of Homework Assignments VI.
Wk 11	Discussion DeFrancis Part IV. Participate in the online discussion. Homework VI due.
Wk 12	Wrap up DeFrancis Part IV <b>Test III (DeFrancis Part IV)</b>
Wk 13	Lecture presentation DeFrancis Part III. Prepare your group presentation on one chapter in DeFrancis Part III or one chapter in Norman that we did not read in class.

Wk 14      Hands-on experience: Chinese Calligraphy!  
Student group presentation

Wk 15      Student group presentation  
Paper Due.