

**August 12, 2009**

**University of Alabama at Birmingham**

**School of Arts and Humanities**

**Department of Foreign Languages and Literatures**

## **CHI 299 – 00 – DIRECTED READINGS IN CHINESE**

**Your Teacher:** Mrs. Lily Yang

**Teaching Assistant:** Ms. Yin Feng

**Year and term:** 2009 Fall

**Office:** HB 413 A

**Office hours:** Mon & Wed 2:00-3:45 pm

**Class:** HB 234

**Date Range:** Aug 18 – Dec. 8

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### **Textbook:**

*Chinese Link: Intermediate Chinese (level 2, Part 1)*, Sue-mei Wu, Yueming Yu, and Yanhui zhang. New Jersey: Pearson Prentice Hall, 2008.

Plus other relevant texts, articles, and essays selected by the instructor.

### **Course Description:**

This is an intermediate-upper level course of directed readings in Chinese. It aims at further developing student's reading and writing competence, while fostering better understanding of Chinese history, culture, and society. The priority of the course, therefore, is given to in-depth reading and discussion of texts in Chinese on a variety of topics. And as always, the strengthening of the conversational skills is emphasized, and the acquaintance with authentic Chinese culture is encouraged. 3 hours

### **Prerequisites:**

CHI 202 or equivalent or permission of the instructor

### **Objectives/Goals:**

The goals of this course are the following:

- To further improve conversational skills
- To develop reading and writing competence
- To improve the overall proficiency in Mandarin Chinese
- To acquaint with more Chinese cultural traditions and activities

## **Learning Outcomes:**

At the end of the semester, the students should be able to:

1. express their ideas appropriately in Chinese
2. read and comprehend Chinese articles with complex structures
3. write Chinese characters at ease and compose long essays
4. have a relatively comprehensive understanding of Chinese cultures and values
5. address on various topics in both formal and casual contexts

## **Grade Distribution:**

**90-100 = A 80-89 = B 70-79 = C 60-69 = D 59 and below = F**

Reading assignment and responses: 40%

Writing exercises: 30%

Research Project: 30%

### **Reading assignment and responses:**

Read the text of each lesson (in the textbook *Chinese Link: Intermediate Chinese (level 2, Part 1)*), including vocabulary, grammar, idiom story, and culture link) carefully, paying special attention to sentence pattern, complex structure, and some culture-specific expressions. Study Lesson 1 through Lesson 8 for the Fall 2009 semester. Reading assignments may also include other relevant texts, articles, and essays selected by the instructor. Two reading responses are required, about 60 Chinese characters for each.

Reading response #1: Express your own understanding or opinions after reading the idiom story “Dongshi xiao pin” (东施效颦) (on p. 46-47) or the other folk tales such as “Shou zhu dai tu”守株待兔, “An du chen cang”暗度陈仓. You can make some comments, or interpret this ancient story in association with modern world.

Reading response #2: Read Lesson 8 (on p. 248-249) about the discussion on two well-known Chinese movies: *Hero* (英雄) and *Crouching Tiger Hidden Dragon* (卧虎藏龙). You can also choose other famous Chinese movies such as *Gua sha* 刮痧. Write a paragraph expressing your impression of the movie(s), or any other Chinese movie you have seen.

### **Writing exercises:**

Writing exercises include completion the exercises in the textbook, and two compositions. No less than 60 Chinese characters for each.

Composition #1: Writing a letter to your friend, telling him/her something about your campus life, working experiences, or your Chinese course. (You may refer to the example on p.12-13)

Composition #2: Write a diary, about your routine life or unusual experiences. Try to incorporate the new words and structure you have learned in the texts. (You may refer to the example on p. 108-109)

### **Research project and Presentation:**

Choose one or more specific topics related to Chinese language and culture, such as Chinese philosophy, history, literature, movie, festival, or any other topic interests you (with the approval of the instructor). Conduct an in-depth research on the topic chosen, and write a 2-3 pages report with a clear thesis statement and appropriate expression. It should be typed, 12 size, 宋体, double-spaced, 1-inch margins around. Present your research or express your ideas orally in class.

### **Schedule:**

<b>Week</b>	<b>Lesson</b>	<b>Focus</b>
Week 1	Lesson 1	Grammar: the "ba" sentence structure(“把”字句) Letter writing (写信);
Week 2	Lesson 1	Folk Tales and the Poems of Tang Dynasty (唐诗)
Week 3	Lesson 2	Grammar: expressions of action: completed, continuous, or indicating the past experience (“着”, “了”, “过”)
Week 4	Lesson 2	Cultural Link and the Ci of Song Dynasty(宋词)
Week 5		<b>Reading response #1</b>
Week 6	Lesson 3	Grammar: W(H)questions; V+ “起来” structure
Week 7	Lesson 3	Chinese economy and transportation
Week 8	Lesson 4	Grammar: simple, comparative, superlative comparison and emphatic expressions

Week 9		<b>Composition #1</b>
Week 10	Lesson 4	Keeping diary; idiom story “dongshi xiao pin” (东施效颦)
Week 11	Lesson 5	Grammar: adverbs (一直、好、很、挺); asking for directions
Week 12		<b>Reading response #2</b>
Week 13	Lesson 6	Grammar: juxtaposed/endocentric/ phrases
Week 14		<b>Composition #2</b>
Week 15	Lesson 6	Expressing percentage and proportion
Week 16		<b>Research report</b>

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EAS is designed to help students be more successful academically at UAB. If you receive an email with EAS in the title, please open it, read it and take advantage of the support that UAB offers to all students. UAB is committed to ensuring that students receive academic support and are aware of the resources available that will help assist them in successfully completing their degree program.

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**Please use the following link to open and read the UAB Honor Code.**

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