

ELC106.xxxx Modern Chinese for Heritage Students 2 (Chinese Heritage 2)

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SEMESTER

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Instructor's Information

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Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description: This course is a continuation of ELC105, Chinese for Heritage Speakers 1. This course is designed to help heritage speakers of Chinese to enhance their reading and writing competence of the target language in the formal and high-level register. The course especially focuses on improving students' Chinese grammar, usage, and their critical reading and writing strategies in Chinese through project-based assignments. This course is taught in Chinese.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites: Exemption exam

Pre/Corequisites: CSE095 and ESL097

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways). Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern languages classes.

In this course you will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

More specifically, by the end of the semester, you will be able to

- demonstrate familiarity with the Chinese writing system;
- communicate with a native speaker of Chinese using idiomatic and cultural expressions;
- explain and analyze the meanings of abridged and original texts in Chinese;

- write short essays in Chinese demonstrating good control and understanding of Chinese syntax and grammar;
- carry on a conversation in Chinese in the formal and high-level register;
- make presentations about aspects of Chinese culture and tradition that students have researched.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Wu, S.-M. and Yu, Y. (2011). Chinese Link: Intermediate Chinese, Level 2/Part 1. Prentice Hall, xx, xx, 2nd edition. ISBN: 9780205782802; Course: ELC106; Price: \$60.00.

Grades: Your final grade will be determined based on the following evaluation points.

- Midterm 20%
- Final exam 20%
- Quizzes (4 quizzes x 5) 20%
- Homework (10 HW x 1) 10%
- Lab (10 labs x 1) 10%
- Presentation 10%

- **Grade distributions:** A: 95-100%, A-: 90-94%, B+: 86-89%, B: 83-85%, B-: 80-82%, C+: 76-79%, C: 73-75%, C-: 70-72%, D+: 66-69%, D: 63-65%, D-: 60-62%, F: -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

Weekly schedule (subject to change)

Lab: Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	<p>Week One</p> <ul style="list-style-type: none"> - 徐迟 <<枯叶蝴蝶>> <p>Dry-Leaf-Like Butterflies by Xu Chi</p> <ul style="list-style-type: none"> - 文言小段 <<守株待兔>> <p>A Fanner Who Stood by a Stump Waiting for a Hare to Come and Dash Itself against it (an ancient Chinese smart story in classical Chinese)</p> <p>作文 Composition #1 (4%)</p>
Week 2 [Insert DATE]	<p>Week Two</p> <ul style="list-style-type: none"> - 徐迟 <<枯叶蝴蝶>> <p>Dry-Leaf-Like Butterflies by Xu Chi</p> <ul style="list-style-type: none"> - <<木兰诗>> (文言文) <p>Mulan (Ancient Poem) (Classical Chinese)</p> <ul style="list-style-type: none"> - 文言小段 <<画蛇添足>> <p>A Story about a Man Who Drew a Snake and Added Feet to It (an ancient Chinese smart story in classical Chinese)</p> <p>Lab 1: 1%</p>
Week 3 [Insert DATE]	<p>Week Three</p> <p>Quiz 1 (5%)</p> <ul style="list-style-type: none"> - 何为 <<第二次考试>> <p>A Second Test by He Wei (continued)</p> <ul style="list-style-type: none"> - 文言小段 <<狐假虎威>> <p>A Story about How the Fox Borrowed the Tiger's Fierceness (an ancient Chinese smart story in classical Chinese)</p> <ul style="list-style-type: none"> - 李白诗二首 <<送孟浩然之广陵>>、<<下江陵>> <p>Classical Chinese Poems: Two Poems by Li Bai</p> <p>作文 Composition # 2 (4%)</p> <p>Lab 2: 1%</p>
Week 4 [Insert DATE]	<p>Week Four</p> <ul style="list-style-type: none"> - 鲁迅 <<风筝>> <p>Kite by Lu Xun</p>

	<p>- 文言小段: 矛与盾 Spear and Shield (an ancient Chinese smart story in classical Chinese) - 杜甫 <<春望>> Classical Chinese Poems: Spring View by Du Fu Lab 3:(1%)</p>
Week 5 [Insert DATE]	<p>Week Five Quiz 2: (5%) - 鲁迅 <<风筝>> Kite by Lu Xun - 文言小段 <<叶公好龙>> Lord Ye's Love of Dragons (an ancient Chinese smart story in classical Chinese) - 杜甫 <<旅夜书怀>> Classical Chinese Poems: Traveler's Night by Du Fu 作文 Composition #3 (4%) Lab 4: 1%</p>
Week 6 [Insert DATE]	<p>Week Six - 鲁迅 <<雪>> Snow by Lu Xun - 文言小段 <<狗恶酒酸>> A Story about How a Ferocious Dog Makes Wine Sour (an ancient Chinese smart story in classical Chinese) - 白居易 <<草>> Classical Chinese Poems: Grass by Bai Juyi Midterm: 20% Lab 5: 1%</p>
Week 7 [Insert DATE]	<p>Week Seven - 王宗仁 <<藏羚羊跪拜>> The Tibetan Antelope on Its Knees by Wang Zongren - 文言小段 <<塞翁失马>> An Old Frontiersman Lost His Horse (an ancient Chinese smart story in classical Chinese) - 李白 <<长干行>> Classical Chinese Poems: A Love Song of Changgan by Li Bai Lab 6: 1%</p>
Week 8 [Insert DATE]	<p>Week Eight Quiz 3: (5%) - 汪曾祺 <<吃食和文学>> Food and Literature by Wang Zengqi - 文言小段 <<曾子杀猪>> A Story about How Master Zeng Killed His Pig to Keep His Promise to His Baby (an ancient Chinese smart story in classical Chinese) - 杜甫 <<赠卫八处士>> Classical Chinese Poems: To Recluse Wei Baby Du Fu - 作文 Composition #4 (4%) Lab 7:1%</p>
Week 9 [Insert DATE]	<p>Week Nine - 巴金 <<小狗包弟>> Little Dog Baodi by Ba Jin - 文言小段 <<人有亡铁者>> A Story about How a Man Who Lost His Ax Suspected His Neighbor's Son (a short passage in classical Chinese) - 杜甫 <<登高>> Classical Chinese Poems: Ascending a Height by Du Fu Lab 8: 1%</p>
Week 10 [Insert DATE]	<p>Week Ten</p>

	- 巴金 <<小狗包弟>> Little Dog Baodi by Ba Jin (continued) - 文言小段 <<粤心致志>> Learn with Single-hearted Devotion (a short passage in classical Chinese) - 词二首:白居易 <<长相思>>、李煜 <<虞美人>> Classical Chinese Poems: Ci by Bai Juyi; Li Yu -作文 Composition #5 (4%) Lab 9:1%
Week 11 [Insert DATE]	Week Eleven Quiz 4: (5%) - 茅盾 <<白杨礼赞>> Ode to Poplar by Mao Dun - 文言小段 <<教攀相畏>> Teaching Benefits Teachers as Well as Students (a short passage in classical Chinese) - 辛弃疾 <<水龙吟>> Classica1 Chinese Poems: Ci by Xin Qiji Lab 10:1%
Week 12 [Insert DATE]	Week Twelve Presentation: 10%
Final [Insert DATE]	Finals Week Final Exam: 20%

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia’s Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College’s Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15\% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).