

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Jianguo Chen phone number 302-831-2183

Department: Foreign Languages and Literatures email address chenjia@udel.edu

Action: Add Major
(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 10F
(use format 04F, 05W)

Current degree _____
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: BA
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: Concentration in Chinese Language, Literature, and Culture
Proposed new name for revised or new major / minor / concentration / academic unit
(if applicable)

Revising or Deleting:

Undergraduate major / Concentration: _____
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____
(Must attach your Graduate Program Policy Statement)

Graduate Program of Study: _____
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter “None”)

New courses:

CHIN 201 ‘Advanced Intermediate Chinese I’

CHIN 202 ‘Advanced Intermediate Chinese II’

CHIN 350 ‘Business Chinese’

CHIN 455 ‘Classical Chinese’

The two proposed 200-level courses will support the Chinese program objectives by providing more internal coherency with regard to curriculum content, focusing on sophisticated grammar structure, character recognition and writing (both simplified and traditional), and composition writing, currently split between three different courses (CHIN200, CHIN205, and CHIN206). The two courses, CHIN201 ‘Advanced Intermediate Chinese I’ and CHIN202 ‘Advanced Intermediate Chinese II’ will be a sequential offering to provide students with a more systematic linguistic training, thus enabling them to build their language skills in a coherent and practical manner. These two courses will provide cohesion with the existing 200-level courses. While CHIN205 and CHIN206 focus more on conversation, and CHIN209 focuses more specifically on situational (formal) spoken language, CHIN201 and 202 offer a systematic training in sophisticated grammar structure. They will provide a foundation for CHIN301, which focuses on advanced composition.

CHIN350 ‘Business Chinese’ aims at preparing students for effective communication in casual and formal business settings. The course will help students practice business language use in common business situations, discuss company case analysis and perform communicative tasks on news reports and other business-related multimedia materials. Students will actively participate in the learning process via communicative, task-orientated, and learner-centered activities such as role play, interview and presentation in the target language. The course will incorporate discussion of Chinese business culture and etiquette, in order to promote socially appropriate language use.

CHIN455 ‘Classical Chinese’ offers basic training in classical Chinese, which is the gem of the Chinese language. As a language of the literati over the past thousand years, rich in literary, aesthetic, philosophical and religious implications, classical Chinese was unfortunately disrupted at the turn of the 20th century for ideological reasons. This course introduces students to basic grammar structures of classical Chinese, its syntactic patterns and historical development, as well as comparison with modern vernacular Chinese. The course will give students a sense of how the Chinese language evolved from its classical form to the modern Mandarin/standard form through studying a wide range of readings in classical Chinese prose, literary and documentary writings. The course will provide cohesion with other 400-level courses: CHIN467 (I) ‘Advanced

Readings in Chinese: Issues in Contemporary Chinese Society,' which focuses on advanced instruction in Chinese grammar and reading, and CHIN467 (II) 'Chinese Literature,' which provides students with a general survey of modern Chinese literature. The course number of these two courses will be redesignated as CHIN401 and CHIN405 to form a coherent set of the 400-level courses with CHIN455.

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

- 1) Attain effective skills in oral and written communication, quantitative reasoning, and the use of information technology.

The proposed 200-level courses: CHIN201 and 202 will help students attain effective language skills in speaking and writing, in addition to listening and reading, through instruction in sophisticated grammar structure. These effective skills will be further enhanced by complementary courses that focus on conversation such as the existing courses CHIN205 and 206. CHIN350 'Business Chinese' focuses specifically on preparing students for effective communication in casual and formal business settings in Chinese society. Information technology will be used extensively in all these language courses such as the word-processing of Chinese language documents, internet and other electronic multimedia use. CHIN455 will make extensive use of the internet to illustrate the evolution of the Chinese language from its classical form to the modern Mandarin/Standard form.

- 2) Learn to think critically to solve problems.

To study a foreign language is to learn how to express one's views to others in a target language by solving linguistic problems. It is not a simple matter of linguistic communication but instead involves critical thinking as one explores issues in essay projects (e.g. In CHIN401 and 405). The 400-level courses (CHIN401 and 405, and the proposed CHIN455), in particular, help students think critically to solve problems. CHIN401 will enable students to think through important issues in contemporary China such as population growth, birth control, environmental concerns, family structure, marriage, modernization and its socio-cultural impact. CHIN405, while introducing students to literary movements, representative literary works and renowned writers and poets, also helps students learn to appreciate Chinese literature in its complexity and in relation to politics by thinking critically and creatively. CHIN455, on the other hand, gives students a critical sense of classical Chinese and helps them examine the particular political context in which the study of classical Chinese was disrupted because of ideological considerations.

- 3) Be able to work and learn both independently and collaboratively.

Language learning is both an individual endeavor and a collaborative activity. While one needs to make individual efforts to learn to express ideas in a target language, one also needs to work with others in the process of communication. CHIN201 and 202 include individual and group work on a regular basis, encouraging students to work in pairs and/or small groups for pattern drills, conversation and other learning activities. CHIN350, the business Chinese course, has a great deal of skit performance and other group work that necessitate collaborative activities. CHIN455 'Classical Chinese' features a good combination of individual endeavor and group collaboration as we work through often difficult and challenging texts of classical Chinese.

- 4) Engage questions of ethics and recognize responsibilities to self, community, and society at large.

While the lower-level CHIN courses are focused primarily on basic language acquisition, the upper-

level courses starting with CHIN301 enable students to discuss questions about contemporary Chinese society and self in a target language. While CHIN209 and 301 deal with situational use of language for social appropriateness that engages students with the concepts of formal and casual language with different registers, CHIN350 teaches students how to use Chinese appropriately for different business occasions and situations that emphasize business culture and etiquette. CHIN455 gives students a rich sense of how classical Chinese yields its implications on individual self in relation to community in the Chinese society in the old times, and what it means to learn classical Chinese in the 21st century. In the 300- and 400-level CHIN classes, whether language focused or literature orientated, students learn to think through issues in the Chinese community such as family, marriage, women's liberation, the one-child policy, the economic reform and so on.

- 5) Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences.

The proposed new curriculum promotes diverse ways of thinking between humanities, arts, sciences and social sciences. CHIN305 and 405 (both are literature courses) emphasize, through studying the literary and art work, a humanistic approach to knowledge and its expression by engaging students in questions about human activities. CHIN350 focuses more on a socio-linguistic approach, dealing with effective communication in a large social context that involves a profound knowledge of Chinese business culture and etiquette to promote socially appropriate language use. CHIN455 engages students in exploring the social, religious, and political implications of the texts of classical Chinese by providing a meaningful perspective on the relation between language, ideology, and society.

- 6) Develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning.

To study a foreign language is necessarily to foster a curiosity and a desire to learn new things about the culture behind that language. The new curriculum challenges and engages students to pursue an intellectual search for new knowledge about the culture of a target language and to learn to express themselves in that language with confidence, whether in class or in China. Organized learning activities such as regularly scheduled oral presentations, skit performances, speech contests, conversation partnership and so on, help develop students' confidence in language use for effective communication. Courses offered through the Study Abroad program such as CHIN206 and 208 will further enhance such confidence by engaging students with Chinese people on a daily basis. An intellectual curiosity for a foreign language often leads to a lifelong pursuit of learning that language.

- 7) Develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom.

Learning a foreign language is not limited to the classroom setting. Rather, it goes beyond its boundary to be an integral part of a student's daily life. In each of the CHIN courses, particularly at the 200 and 300 levels, students learn to apply their knowledge of grammar and vocabulary to real-life communicative situations they try to describe, especially during the Study Abroad program when they interact with Chinese people on a daily basis. Other courses such as CHIN350 'Business Chinese', CHIN405 'Chinese Literature', and CHIN455 'Classical Chinese' aim to furnish students with a special academic knowledge that they can use to better understand (1) Chinese business culture and etiquette so as to function effectively in the real-life situations, or (2) Chinese culture and society through a literary perspective, or (3) the evolution of the Chinese language from a historical perspective. Enhanced by other China-related courses such as FLLT331 'Introduction to Chinese Films' and FLLT330 'Modern Chinese Women Writers,' these CHIN courses will provide students

with a solid foundation to further their pursuit of Chinese studies upon graduation from UD, whether in formal studies or for individual interests.

- 8) Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression.

The upper-level CHIN courses are designed to introduce students to important aspects of Chinese culture so that they are able to appreciate its richness and subtlety in relation to its complexity and diversity. CHIN204 'The Art of Chinese Calligraphy' focuses on the evolution of Chinese characters, the aesthetics of Chinese brush work, its influence on the development of East Asian calligraphy using Chinese characters, ink and brush writing styles represented by noted calligraphers, the relation between Chinese calligraphy and philosophy and painting, as well as other forms of art including seal carving, ornate paperweights, and ink stones. CHIN305 and 405 introduce students to literary forms, genres, styles and literary movements characteristic of different historical periods. In these courses, students will learn to compare Chinese narrative modes and forms of expression with those in Western literary works. Other China-related courses, such as FLLT331 (Chinese Films), will introduce students to the aesthetics of Chinese cinema and its intellectual expression that are greatly influenced by the aesthetics of traditional Chinese painting and the logic of Chinese visual imagination. In CHIN355 'Chinese Civilization' students will be introduced to intellectual thought in ancient China through the pre-modern days in philosophical, religious, and literary discourses. The course focuses on the modes and contents of such intellectual discourses, their impact on the Chinese mind, and their social, cultural and historical implications with regard to aesthetics, ethics, mysticism, logic, and the philosophy of science.

- 9) Understand the foundations of United States society including the significance of its cultural diversity.

The upper-level courses, particularly CHIN405 and 455, enable students to compare Chinese and American social situations as reflected in literary works and in various kinds of business contexts. Although these courses do not directly address American history and society, the textbooks and teaching materials selected for the courses provide instructors with many opportunities to engage students in classroom discussion that address, from a comparative perspective, issues of social expectations, cultural difference, racial diversity, and local customs such as gift-giving, the concept of face-saving, business etiquette, family relations with regard to the concept of filial piety, social hierarchy, and so on. The comparative approaches adopted in these courses enable students to develop a deeper understanding of their own culture. Because the intermediate textbooks are intended specifically for American students, they focus on comparison and contrast by means of which students are made aware of the differences between Chinese and American society in terms of family, dating, school life, human relation, sports, etc. The culture courses FLLT 321, FLLT330, and FLLT331 introduce students to Chinese literature and film by engaging them in comparing and contrasting with Western literature and film, particularly American literature and film (Hollywood films) so that students will have a broad view of Chinese culture in relation to the West, especially to the US, and have a better understanding of their mutual influence on each other.

- 10) Develop an international perspective in order to live and work effectively in an increasingly global society.

To study a foreign language is to prepare one with the skills and perspective necessary to live and work effectively in an increasingly globalized world. The proposed program of study has this as its objective. We encourage and help our graduates to develop an international perspective and train them to be able to use appropriate language effectively in the workplace, whether they go to work in China or stay in the US. We want and expect them to become world citizens with a deep appreciation of Chinese culture, language, and society.

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter “None”)

It is important to know that while 3 credits in the Chinese Language, Literature, and Culture Major may come from China-related courses offered by the departments of Anthropology, Art History, History, Philosophy, and Political Science, such course selection is optional and the proposed program of study does not depend on these courses in any way. The proposed Major will therefore have no great effect on other departments.

Letters of support from the aforementioned units are appended to this document.

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

We are creating the Major in Chinese Language, Literature, and Culture in response to increasing student demand, as well as to accommodate a student audience that is growing rapidly. Since the Chinese program was initiated seven years ago, it has witnessed steady increases in student enrollment, from an initial class of only 21 students at the 100-level in 2002 to an enrollment of 225 in the academic year of 2006-2007. Many of these students are currently completing a Minor in Chinese and wish to continue their studies, leading to a Major in Chinese. Many of these students are actually taking more courses than are needed for a Chinese Minor. Taking a few additional CHIN courses (especially at the 400 level) and the capstone course will enable them to obtain a Chinese Major, which is what this proposed program hopes to achieve.

The proposed program will allow students to profit from the rich expertise of the Chinese faculty that covers pedagogy, Chinese linguistics (both applied and theoretical), teaching assessment, literature, film, cultural studies, as well as calligraphy and Chinese poetics. Well-trained, we are able to offer the wide range of courses required for a Chinese B.A. degree program, and we are able to offer the Major in Chinese without hiring additional faculty.

Lastly, we aim to become more competitive in the field of providing Asia-related education in the region. Princeton, Villanova, Rutgers, UPenn, Penn State, and Swarthmore all offer Chinese or Chinese Studies majors. It is our firm belief that the University of Delaware, as it strives to achieve greater prominence and expand its global outreach, warrants a Chinese program with a Major in Chinese. The proposed program will satisfy the growing demand for a Major in Chinese and prepare our students to function more effectively in an increasingly globalized world.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

DEGREE: BACHELOR OF ARTS
 MAJOR: FOREIGN LANGUAGES AND LITERATURES
 CONCENTRATION: CHINESE LANGUAGE, LITERATURE, AND CULTURE

Specific requirements for this concentration are described below.

CURRICULUM CREDITS
 MAJOR REQUIREMENTS

Twelve courses (36 credits), as follows.

Eight courses in Chinese (24 credits):

Three of: CHIN 2xx..... 9
 Two of: CHIN 3xx.....6
 Two of: CHIN 4xx6
 One CHIN 3xx (culture/literature) or 4xx (literature)..... 3

Two non-language courses in CHIN or FLLT (6 credits), selected from the following:
 CHIN204 (calligraphy), CHIN 208 (culture, taught in China), FLLT 321 (Chinese literature),
 FLLT 330 (modern Chinese women writers), FLLT 331 (Chinese film).....6

One additional course in China-related work (3 credits), which may either be selected from the
 above list of non-language courses in CHIN or FLLT, or chosen from offerings in ANTH,
 ARTH, HIST, PHIL, POSC with prior approval of the advisor.....3

A three-credit capstone experience (CHIN 4xx capstone if available, FLLT 490,
 FLLT 495, or Thesis)..... 3

ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the
 minimum requirement for the degree.

CREDITS TO TOTAL A MINIMUM OF.....124

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson Richard A. Zippier Date 10/26/09

Dean of College _____ Date _____

Chairperson, College Curriculum
 Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Revised 10/23/2007 /khs



COLLEGE OF ARTS AND SCIENCE

DEPARTMENT OF
ANTHROPOLOGY

University of Delaware
Newark, Delaware 19716-2310
Ph: 302/831-2802
Fax: 302/831-4002

October 26, 2009

To: Richard A. Zipser, Chair
Department of Foreign Languages and Literatures

From: Karen R. Rosenberg, Chair
Department of Anthropology

Re: New Major in **Chinese Language, Literature, and Culture**

I am writing to express support for the new major in **Chinese Language, Literature and Culture** that the Department of Foreign Languages and Literatures proposes to create. We are happy to have Anthropology 210 (Peoples and Cultures of Southeast Asia) and 211 (Peoples and Cultures of East Asia) listed as one of the "China-related" courses that students may elect to take to meet some of the major requirements. Good luck with the program.

Zipser, Richard A.

From: Zipser, Richard A.
Sent: Thursday, October 22, 2009 2:49 PM
To: 'NINA KALLMYER'
Subject: RE: Support for new major in Chinese Language, Literature, and Culture

Thank you for your support, Nina. I have deleted ARTH 237 Art of Tibet from the list.

Best regards,
Richard

From: NINA KALLMYER [mailto:nadiaeleni@msn.com]
Sent: Thursday, October 22, 2009 2:07 PM
To: Zipser, Richard A.
Subject: RE: Support for new major in Chinese Language, Literature, and Culture

Dear Richard,

I wonder if you know that Art of Tibet , despite its ARTH code, does not benefit our department or the College of Arts and Science. It is affiliated with the College of Education and Public Policy as part of the CHAD program. I cannot speak for this course therefore. But with regard to the two others, yes, we will welcome the presence of your students in them and the use of our courses in your new Chinese concentration/major.

Please let me know if you have questions

All the best

Nina

From: zipser@art-sci.udel.edu
To: nina@UDeI.Edu
Date: Thu, 22 Oct 2009 11:12:55 -0400
Subject: Support for new major in Chinese Language, Literature, and Culture

To: Nina Kallmyer, Chair
Art History Department

From: Richard Zipser, Chair
Foreign Languages and Literatures Department

I am writing to request your department's support for a new 36-credit major we are creating in Chinese Language, Literature, and Culture (hereafter Chinese).

Students majoring in Chinese will be required to take eight courses in CHIN language, literature, and culture (24 credits) at the 200, 300, and 400 levels, two non-language courses in CHIN or FLLT (6 credits), and a CHIN or FLLT capstone course (3 credits). One additional course in China-related work (3 credits) may be selected from courses our department offers or from offerings in ANTH, ARTH, HIST, PHIL, POSC, with prior approval of the faculty advisor. The China-related ARTH courses that students might choose to take are listed below:

ARTH 233 Art and Architecture in China
ARTH 445 Seminar in East Asian Art and Architecture

It is important to know that while 3 credits toward the Chinese major may come from China-related courses offered by your department, such course selection is optional and the proposed program of a Chinese major does not depend on these courses in any way. Hence, the proposed major should not have a significant impact on your department.

I hope your department will support the new major in Chinese, as indicated above. If you would kindly send me a brief response before the end of this week, I would be most grateful. Thank you.

Zipser, Richard A.

From: John Hurt [hurt@UDel.Edu]
Sent: Thursday, October 22, 2009 11:08 AM
To: Zipser, Richard A.
Subject: Re: Support for new major in Chinese Language, Literature, and Culture

We do approve, Richard. Looks like a welcome addition to our curriculum.
Thanks, John Hurt.

Zipser, Richard A. wrote:

>
> To: John Hurt, Chair
>
> History Department
>
> From: Richard Zipser, Chair
>
> Foreign Languages and Literatures Department
>
> I am writing to request your department's support for a new 36-credit
> major we are creating in Chinese Language, Literature, and Culture
> (hereafter Chinese).
>
> Students majoring in Chinese will be required to take eight courses in
> CHIN language, literature, and culture (24 credits) at the 200, 300,
> and 400 levels, two non-language courses in CHIN or FLLT (6 credits),
> and a CHIN or FLLT capstone course (3 credits). One additional course
> in China-related work (3 credits) may be selected from courses our
> department offers or from offerings in ANTH, ARTH, HIST, PHIL, POSC,
> with prior approval of the faculty advisor. The China-related HIST
> courses that students might choose to take are listed below:
>
> HIST 137 East Asian Civilization: China
>
> HIST 365 Topics in East Asian History (when China-related)
>
> HIST 368 Modern China: 1600-1920s
>
> HIST 369 China Since 1900
>
> HIST 479 Seminar: Topics in East Asian History (when China-related)
>
> It is important to know that while 3 credits toward the Chinese major
> may come from China-related courses offered by your department, such
> course selection is optional and the proposed program of a Chinese
> major does not depend on these courses in any way. Hence, the proposed
> major should not have a significant impact on your department.
>
> I hope your department will support the new major in Chinese, as
> indicated above. If you would kindly send me a brief response before
> the end of this week, I would be most grateful. Thank you.
>

Zipser, Richard A.

From: schueler@UDel.Edu
Sent: Thursday, October 22, 2009 1:01 PM
To: Zipser, Richard A.
Subject: Re: Support for new major in Chinese Language, Literature, and Culture

Richard,

The Philosophy Department is happy to support this new major.

Best,

Fred Schueler

G. F. Schueler
Email: schueler@udel.edu
Web Site: <http://udel.edu/~schueler/>

----- Original message -----

>Date: Thu, 22 Oct 2009 11:03:01 -0400
>From: "Zipser, Richard A." <zipser@art-sci.udel.edu>
>Subject: Support for new major in Chinese Language, Literature, and Culture
>To: "schueler@UDel.Edu" <schueler@UDel.Edu>

>
> To: Frederick Schueler, Chair

>
> Philosophy Department

>
> From: Richard Zipser, Chair

>
> Foreign Languages and Literatures
> Department

>
> I am writing to request your department's support
> for a new 36-credit major we are creating in Chinese
> Language, Literature, and Culture (hereafter
> Chinese).

>
> Students majoring in Chinese will be required to
> take eight courses in CHIN language, literature, and
> culture (24 credits) at the 200, 300, and 400
> levels, two non-language courses in CHIN or FLLT (6
> credits), and a CHIN or FLLT capstone course (3
> credits). One additional course in China-related
> work (3 credits) may be selected from courses our

> department offers or from offerings in ANTH, ARTH,
> HIST, PHIL, POSC, with prior approval of the faculty
> advisor. The China-related PHIL course that students
> might choose to take is: PHIL 310 Chinese Religion
> and Philosophy.

>
>
>
> It is important to know that while 3 credits toward
> the Chinese major may come from China-related
> courses offered by your department, such course
> selection is optional and the proposed program of a
> Chinese major does not depend on these courses in
> any way. Hence, the proposed major should not have a
> significant impact on your department.

>
>
>
> I hope your department will support the new major in
> Chinese, as indicated above. If you would kindly
> send me a brief response before the end of this
> week, I would be most grateful. Thank you.

Zipser, Richard A.

From: Bauer, Gretchen M.
Sent: Friday, October 23, 2009 10:09 AM
To: Zipser, Richard A.
Cc: 'aliceba@UDel.Edu'; Waksmonski, Cindy A.
Subject: support for new major in Chinese Language, Literature, and Culture

To: Richard Zipser, Chair
Foreign Languages and Literatures

From: Gretchen Bauer, Chair
Political Science and International Relations

The Department of Political Science and International Relations supports a new 36 credit major in Chinese Language, Literature and Culture being created by the Department of Foreign Languages and Literatures. We understand that POSC 427 Politics in China and POSC 443 China and the World are being included as 'related work' course options. We regularly offer these classes.

Gretchen Bauer
Professor and Chair
Department of Political Science and IR
University of Delaware
302 831 2355
www.udel.edu/poscir

UNIVERSITY OF DELAWARE **Course Inventory** 

Propose a new course: Confirm before submitting

Effective Term: 10F

Course ID: CHIN202

Course Title: ADVANCED INT. CHINESE II

College: AS

Department: Foreign Languages & Literature

Can this be taken more than once per term: No

Credit Hours: Fixed: 3

Max. Repeatable Credits: 3

Grade Type: Standard

Multicultural: No

First Year Experience: No

Discovery Learning Experience: No

Instructional Format: Lecture: 3

Course Catalog Title: Advanced Intermediate Chinese II

Long Description: Second of the two-course series which form the core of 200-level Chinese, the other being CHIN201. The goal is to build upper intermediate-level grammar, vocabulary, and sophisticated character recognition and writing, with specific emphasis on fluency. All four areas of language (listening, reading, speaking, and writing) are emphasized.

Prerequisites: Prerequisites: CHIN107

Justifications: **Justify the need to initiate this course.**

Because of the relative difficulty of Chinese acquisition, it is advisable that our 200-level courses emphasize all areas of language, namely listening, reading, speaking and writing, in order to build a strong foundation. All 200-level courses currently in the catalog are for the development of specific skills such as writing or speaking. The need for four-skill courses has been felt by the faculty teaching the 200-level courses, yet there is no such course in the catalog currently. The proposed two-course series (CHIN201 and CHIN202) will form the core of the 200-level experience, which other courses focused on specific skills will then complement. The introduction of a firm sequence will also clarify student progression and expectations: at the moment, students are able to take any 200-level course in any order. By imposing an ordered sequence, students will know where to begin their studies and how to proceed. This will make advising and registration procedures clearer as well, for students and faculty. It will also create a final transcript that is easily understood by outside bodies. This good for students in terms of future employment or graduate school admission, but also good for us in terms of internal and external program

review. We are aiming for a program that is both cohesive and coherent, and an ordered sequence is a definite step in fulfilling this aim.

Note: CHIN201 and 202 would not be offered as a part of a study abroad program, but always offered at UD.

Identify and justify any effect on other courses in your department or in another department. Specifically list other departments chairpersons and/or faculty consulted and summarize results of discussion.

The impact of this course is almost exclusively within the Chinese program. CHIN202 is the second of the two-course sequence which forms the core of the 200-level experience. CHIN201 will be offered every semester, and the other courses focused on specific skills (CHIN200: writing; CHIN205: conversation; CHIN209 situational Chinese) and CHIN206, which is only offered on the study abroad program in China, would be offered to complement the core.

Chinese faculty as well as our Chair Richard Zipser were consulted in the creation this sequence, and all discussion was very positive. This sequence will make for a more coherent program as well as providing ease in advisement.

Identify the main emphasis of the course and indicate the nature of the change.

To develop a strong foundation in all areas of Chinese language, to achieve advanced intermediate proficiency and to prepare students to become resourceful, independent learners so that the learning process does not stop when classes end. Students go beyond the self and immediate topics of the beginning level to familiar and socially predictable topics of the intermediate level. Students learn to comprehend and express ranges of emotions, various degrees of possibilities of outcomes, and descriptions of states by expanding grammar and vocabulary. More grammar forms absent in the English language are taught than at the beginning level to effectively convey intended meaning in a culturally appropriate way. Grammatical elements such as relative clauses, potential forms, volitional forms, transitivity pairs, expressions of certainty and probability, hear-say, wishes (wants and needs), and time references (before, during, and after), give/receive are covered. Approximately 120 new characters and/or phrases are introduced.

Outline how this course addresses one or more of the 10 goals of undergraduate education.

1) Attain effective skills in oral and written communication, quantitative reasoning, and the use of information technology.

Development of effective oral and written communication in Chinese is the main focus of this course. Information technology is used in all language courses for the word-processing or Chinese documents including e-mail and essays. The class, including all communication from the instructor, is in the target language. Students learn to use on-line dictionaries and other reference materials.

2) Learn to think critically to solve problems.

All language courses challenge students to solve linguistic problems (e.g., How do I express this concept in Chinese? How do I get my point across using the target language?), as well as thinking through issues of

translation into English. Compared to CHIN201, the target language used in this course is at a higher level and more natural, so that students have to learn to use resources other than the textbook to fully comprehend it.

3) Be able to work and learn both independently and collaboratively. Language use is necessarily an individual endeavor, as one must use one's own words to express thoughts and ideas in the process of communication. However, this course includes group work on a regular basis, as students work in pairs or small groups for conversation and other work.

4) Engage questions of ethics and recognize responsibilities to self, community, and society at large.

The learners at this level need to make a shift from a reactive, survival use of the target language to self-initiating, relationship-building use. The topics covered in this class teach students to be aware of social norms so that their linguistic production results in the desired outcome. Learners need to be aware of self in relation to the community and society they represent as well as the communities with which they come in contact. In this class, the discussion of "appropriateness" is discussed more frequently than before, where the previous classes focused primarily on "correctness."

5) Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences.

Students are exposed to diverse ways of thinking through the use of authentic materials in this class such as commercial advertisements, folklore, and set phrases called Chengyu, which reveal underlying differences, as well as surprising similarities, between different cultures.

6) Develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning.

Being able to use a foreign language to develop relationships that last, not just to get through a situation, has its own rewards. It gives the learner a sense of accomplishment. It also helps learners take initiative in their own learning because they begin to be able to communicate sophisticated ideas and emotions. It is, however, easy for students to get discouraged at this proficiency level. The course designed to balance the small-step accomplishments through concrete tasks, such as having to pass a series of vocabulary and set phrase tests, and the larger goals of spontaneous production of truly intermediate-level written and spoken samples.

7) Develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom.

Learners of foreign languages have a clear goal of actual use of academic knowledge beyond the boundaries of the classroom. Frequent self-evaluation of real world skills through contact with other Chinese language users and exposure to authentic materials, both oral and written, are required.

8) Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual EXPRESSION. (see 6)

10) Develop an international perspective in order to live and work effectively in an increasingly global society.

One of the most obvious, yet seldom mentioned benefits of learning Chinese is that it helps learners to look at Asian, not collectively as an area of people who look like each other, but as a collection of separate nations and peoples. This facilitates sensitivity in dealing with different communities of the world. Also, in the pursuit of language learning opportunities, students discover communities of Chinese speakers within the United States, opening doors to societies which had previously been dinned from them. In order to take full advantage of such rich opportunities, language acquisition is critical. This course is designed to equip students with the skills and outlook to live and work effectively in an international environment.

Outline how this course relates to the overall program goals.

This course is required for students in both the Chinese Minor and Chinese Major programs of study. By completing a two-course sequence at this level, students will be given a firm foundation in grammar and the four essential language skills (reading, writing, speaking and listening), which they can then complement with one other 200-level course before proceeding to the higher levels. By requiring the completion of CHIN201 before entering CHIN202, we will ensure a standardized level of language acquisition in each course and allow students to proceed at the same pace as their peers in learning and practicing the four skills. Once our students have achieved this intermediate standard, they will be in good shape to proceed to single-skill courses like CHIN206 (conversation) before entering the required 300-level course, CHIN301. Finally, our new core grammar courses have a cohesion of numbering (201, 202, 301, 401) which is easy for students and faculty to follow.

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UNIVERSITY OF DELAWARE **Course Inventory** 

Propose a new course: Confirm before submitting

Effective Term: 10F

Course ID: CHIN201

Course Title: INTERMEDIATE CHINESE I

College: AS

Department: Foreign Languages & Literature

Can this be taken more than once per term: No

Credit Hours: Fixed: 3

Max. Repeatable Credits: 3

Grade Type: Standard

Multicultural: No

First Year Experience: No

Discovery Learning Experience: No

Instructional Format: Lecture: 3

Course Catalog Title: Advanced Intermediate Chinese I

Long Description: First of the two-course series which form the core of 200-level Chinese, the other being CHIN202. The goal is to build upper intermediate-level grammar, vocabulary, and sophisticated character recognition and writing. All four areas of language (listening, reading, speaking, and writing) are emphasized.

Prerequisites: CHIN107

Justifications: **Justify the need to initiate this course.**

Because of the relative difficulty of Chinese acquisition, it is important that our 200-level courses emphasize all areas of language, namely listening, reading, speaking and writing, in order to build a strong foundation. All 200-level courses currently in the catalog are for the development of specific skills such as writing or speaking. The need for four-skill courses has been felt by the faculty teaching the 200-level courses, yet there is no such course in the catalog currently. The proposed two-course series (CHIN201 and CHIN202) will form the core of the 200-level experience, which other courses focused on specific skills will then complement. The introduction of a firm sequence will also clarify student progression and expectations: at the moment, students are able to take any 200-level course in any order. By imposing an ordered sequence, students will know where to begin their studies and how to proceed. This will make advising and registration procedures clearer as well, for students and faculty. It will also create a final transcript that is easily understood by outside bodies. This is not only good for students in terms of future employment or graduate school admission, but also good for us in terms of internal and

external program review. We are aiming for a program that is both cohesive and coherent, and an ordered sequence is a major step in fulfilling this aim.

Note: CHIN201 and 202 would not be offered as a part of a study abroad program, but always offered at UD.

Identify and justify any effect on other courses in your department or in another department. Specifically list other departments chairpersons and/or faculty consulted and summarize results of discussion.

The impact of this course is almost exclusively within the Chinese program. CHIN201 is the first of the two-course sequence which forms the core of the 200-level experience. CHIN201 will be offered every semester, and the other courses focused on specific skills (CHIN200: writing; CHIN205: conversation; CHIN209 situational Chinese) and CHIN206, which is only offered on the study abroad program in China, would be offered to complement the core.

Identify the main emphasis of the course and indicate the nature of the change.

To develop a strong foundation all areas of Chinese language, to achieve advanced intermediate proficiency and to prepare students to become resourceful, independent learners so that the learning process does not stop when classes end. Students go beyond the self and immediate topics of the beginning level to familiar and socially predictable topics of the intermediate level. Students learn to comprehend and express ranges of emotions, various degrees of possibilities of outcomes, and descriptions of states by expanding grammar and vocabulary. More grammar forms absent in the English language are taught than at the beginning level to effectively convey intended meaning in a culturally appropriate way. Grammatical elements such as relative clauses, potential forms, volitional forms, transitivity pairs, expressions of certainty and probability, hear-say, wishes (wants and needs), and time references (before, during, and after), give/receive are covered. Approximately 150 new characters and/or phrases are introduced.

Outline how this course addresses one or more of the 10 goals of undergraduate education.

1) Attain effective skills in oral and written communication, quantitative reasoning, and the use of information technology.

Development of effective oral and written communication in Chinese is the main focus of this course. Information technology is used in all language courses for the word-processing or Chinese documents including e-mail and essays.

2) Learn to think critically to solve problems.

All language courses challenge students to solve linguistic problems (e.g., How do I express this concept in Chinese? How do I get my point across using the target language?), as well as thinking through issues of translation into English.

3) Be able to work and learn both independently and collaboratively.

Language use is necessarily an individual endeavor, as one must use one's own words to express thoughts and ideas in the process of communication.

However, this course includes group work on a regular basis, as students work in pairs or small groups for conversation and other work.

5) Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences.

Students are exposed to diverse ways of thinking through the use of authentic materials in this class such as commercial advertisements which reveal underlying differences, as well as surprising similarities, between different cultures

6) Develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning.

Students are constantly challenged to express their thoughts and ideas in a foreign language, which necessitates curiosity and the willingness to apply new knowledge in new situations. This course is designed to provide a learning environment wherein students will push themselves beyond the safe and familiar.

7) Develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom.

Learners of foreign languages have a clear goal of actual use of academic knowledge beyond the boundaries of the classroom. Frequent self-evaluation of real world skills through contact with other Chinese language users and exposure to authentic materials, both oral and written, are encouraged.

8) Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression. (see 6)

10) Develop an international perspective in order to live and work effectively in an increasingly global society.

One of the most obvious, yet seldom mentioned benefits of learning Chinese is that it helps learners to look at Asian, not collectively as an area of people who look like each other, but as a collection of separate nations and peoples. This facilitates sensitivity in dealing with different communities of the world. Also, in the pursuit of language learning opportunities, students discover communities of Chinese speakers within the United States, opening doors to societies which had previously been dinned from them. In order to take full advantage of such rich opportunities, language acquisition is critical. This course is designed to equip students with the skills and outlook to live and work effectively in an international environment.

Outline how this course relates to the overall program goals.

This course will be required for the Chinese Minor and also the Chinese Major. Students need three courses at the 200 level to fulfill requirements for both programs and to proceed to the 300 level. Student can therefore take the CHIN201-202 sequence plus one other course of their choosing, whether that be a single-skill course like CHIN200 (focusing on writing), or the study abroad course CHIN206, which focuses more on honorific grammar forms. The 201-202 sequence is thus designed to give all our students a solid foundation from which to proceed to the higher levels.

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Propose a new course: Confirm before submitting

Effective Term: 10F

Course ID: CHIN350

Course Title: BUSINESS CHINESE

College: AS

Department: Foreign Languages & Literature

Can this be taken more than once per term: No

Credit Hours: Fixed: 3

Max. Repeatable Credits: 3

Grade Type: Standard

Multicultural: No

First Year Experience: No

Discovery Learning Experience: No

Instructional Format: Lecture: 3

Course Catalog Title: Business Chinese

Long Description: CHIN350 aims at preparing students for effective communication in casual and formal business settings in Chinese society. The course will incorporate discussion of Chinese business culture and etiquette in order to promote socially appropriate language use.

Prerequisites: Two CHIN courses at the 200 level and one CHIN course at the 300 level, with the exception of CHIN206.

Justifications: **Justify the need to initiate this course.**

Chinese language courses currently taught at the 300 level are all focused on advanced grammar, composition, essay writing, and literary/non-literary readings. The proposed course is the only one designed to introduce students to business Chinese by practicing business language use in common business situations, discussing company case analysis and performing communicative tasks on news reports and other business-related multimedia materials. Through a variety of language activities, focused on communicative, task-orientated, and learner-centered approaches such as role play, interview and presentation in the target language, students will learn how to use socially appropriate language in a Chinese business setting. The course is important not only to students of Chinese who, upon graduation, may work for transnational corporations, government organizations or other agencies involving business activities in and/or with China, but to students who will combine their Chinese Major with a major International Business Studies. A basic knowledge of business Chinese will help our students function more effectively in today's world.

Identify and justify any effect on other courses in your department

or in another department. Specifically list other departments chairpersons and/or faculty consulted and summarize results of discussion.

The impact of this course is almost exclusively within the Chinese program. It will have no impact at all on other departments as there is no such course offered through any other departments. More importantly, the proposed course is offered exclusively in the target language.

Identify the main emphasis of the course and indicate the nature of the change.

The proposed course is focused on introducing socially appropriate language use in Chinese business settings. Through a variety of language activities such as role play, interview and skit performance, students will learn about Chinese business culture and etiquette and also learn how to function effectively in a business setting. Additionally, the course will provide students with important knowledge of the formality of the Chinese language appropriate for casual and formal business settings. As such, it will help students further enhance their language skills in speaking, reading, and writing. Exercises and materials will come primarily from real-world common business situations, company case analyses, business news reports and other business-related multimedia materials.

Outline how this course addresses one or more of the 10 goals of undergraduate education.

1) Attain effective skills in oral and written communication, quantitative reasoning, and the use of information technology.

CHIN350 introduces business Chinese that necessarily focuses on effective oral and written communication in the target language. In addition to written teaching materials, the course will make extensive use of information technology for word-processing or Chinese documents including e-mail, essays and other on-line materials such as news reports and business case studies. Learning activities in this course involve role play, interviews and skit performances that will require a lot of quantitative reasoning and qualitative analysis.

2) Learn to think critically to solve problems, and 4) Engage questions of ethics and recognize responsibilities to self, community, and society at large.

CHIN305 is important in that while it continues to provide advanced training to students in all four language skills (speaking, reading, writing, and listening), it also aims to prepare students to function effectively in Chinese business settings by engaging them in the study of Chinese business culture and discussions of Chinese business etiquette. It involves critical thinking as one explores issues in class projects and applies the knowledge acquired from the course to business case analysis and to business related contexts where effective oral and written communication is required. The course will enable students to think critically and creatively about important issues in Chinese business culture such as the Confucian concept of commercial activities in relation to ethics, the Chinese concept of face-saving and honor, and traditional values vis-à-vis modernization. Discussion of such issues will also help students reflect upon themselves with regard to their responsibilities to community and society when they engage in business activities in the future, whether in China or in the US. In this course, students will not only learn Chinese business language, but also learn how to express their views and how to solve problems in a real-life situation.

3) Be able to work and learn both independently and collaboratively.

Language learning is necessarily an individual endeavor, as one must use one's own words to express thoughts and ideas in the process of communication. On the other hand, language learning also involves collaborative efforts as it relies upon communication with others to achieve the desired communicative effect. This is particularly so with CHIN350 that deals with Chinese business language and etiquette. To prepare students to function effectively in the Chinese business world, the course emphasizes the importance of combining individual endeavor and group work on a regular basis. Students are required to work in pairs or small groups for projects and other work.

4) Engage questions of ethics and recognize responsibilities to self, community, and society at large. (See 2)

5) Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences.

The proposed course is focused on a socio-linguistic approach, dealing with effective communication in a large social context that involves a profound knowledge of Chinese business culture and etiquette in order to promote socially appropriate language use. In this course, students will not only learn Chinese business language and business practices that reflect Chinese ways of thinking, but also learn to compare Chinese business culture with that of the United States to gain a meaningful perspective on the relation between language, culture, and society. In CHIN350, students will be exposed to diverse ways of thinking through the use of authentic materials such as commercial advertisements reflecting casual and formal usages of business language that reveal underlying differences, as well as surprising similarities, between different cultures.

10) Develop an international perspective in order to live and work effectively in an increasingly global society.

Since CHIN350 deals primarily with Chinese business culture and etiquette, students will be provided the opportunity not only of learning the Chinese language but also of studying Chinese culture in general and Chinese business culture in particular. As China's economy has gained an increasingly important status in today's world, it is critical that students are equipped with the language and knowledge required to meet challenges and to take full advantage of such rich opportunities. This course is designed to provide students with the skills and outlook to live and work effectively in an international environment in general, and in Chinese business settings in particular.

Outline how this course relates to the overall program goals.

Students in the Chinese Minor and the Chinese Major must take at least two courses at the 300 level to fulfill requirements for both programs and to proceed to the 400 level. CHIN350 is among the four 300-level courses (the others being CHIN301; 305; and 355) to choose from. While students are not specifically required to take this course, we expect the course to be popular among them, as it will put them in a good position in the future job market. One of the greater missions of FLL is to prepare students for citizenship in the globalized community. The proposed course reflects the spirit of this mission by enabling students to better understand Chinese

business culture and etiquette and preparing them to function effectively in that professional setting. CHIN350 is an important addition to the overall Chinese curricula that aims to provide quality training in all four areas of language acquisition (speaking, listening, reading and writing). Furthermore, the language skills and knowledge of Chinese business culture acquired from this course will enable students to progress well into the 400 level. The proposed course will contribute to the programmatic goals of producing well-rounded students who can speak, read, write and understand Chinese and who can function effectively with cultural fluency both in China and in the US.

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UNIVERSITY OF DELAWARE **Course Inventory** 

Propose a new course: Confirm before submitting

Effective Term: 10F

Course ID: CHIN455

Course Title: CLASSICAL CHINESE

College: AS

Department: Foreign Languages & Literature

Can this be taken more than once per term: No

Credit Hours: Fixed: 3

Max. Repeatable Credits: 3

Grade Type: Standard

Multicultural: No

First Year Experience: No

Discovery Learning Experience: No

Instructional Format: Lecture: 3

Course Catalog Title: Classical Chinese

Long Description: CHIN455 offers basic training in classical Chinese, the gem of the Chinese language. It introduces students to basic grammatical structures of classical Chinese, its syntactic patterns and historical development, as well as providing comparison with modern vernacular Chinese.

Prerequisites: Two CHIN courses at the 300 level and one CHIN course at the 400 level.

Justifications: **Justify the need to initiate this course.**

CHIN455 is designed to provide students with basic training in classical Chinese, which is the gem of the Chinese language. As a language of the literati over the past thousand years, rich in literary, aesthetic, philosophical and religious implications, classical Chinese was unfortunately disrupted at the turn of the 20th century for ideological reasons. The course introduces students to basic grammatical structures of classical Chinese, its syntactic patterns and historical development, as well as providing a comparison with modern vernacular Chinese. It will give students a sense of how the Chinese language evolved from its classical form to the modern Mandarin/Standard form through studying a wide range of readings in classical Chinese prose, literary and documentary writings. Without such training, students' knowledge of Chinese as Chinese Majors will be incomplete, as the CHIN courses currently in the catalog are focused primarily on modern Chinese. The proposed course will provide cohesion with other 400-level courses: CHIN467 (I) Advanced Readings in Chinese: Issues in Contemporary Chinese Society, which focuses on advanced instruction in Chinese grammar and reading, and CHIN467 (II) Chinese Literature, which provides students with a general survey of modern

Chinese literature. The last two courses will be renumbered as CHIN401 and CHIN405 to form a coherent set of the 400-level courses with CHIN455.

Identify and justify any effect on other courses in your department or in another department. Specifically list other departments chairpersons and/or faculty consulted and summarize results of discussion.

The impact of this course is almost exclusively within the Chinese program. It will have no impact at all on other departments, as there is no such course offered through any other departments.

Identify the main emphasis of the course and indicate the nature of the change.

CHIN455 introduces students to classical Chinese, the language of the Chinese literati over the past thousand years. Classical Chinese is rich in literary, aesthetic, philosophical and religious implications. Unfortunately, however, it was disrupted at the turn of the 20th century for ideological reasons. Through studying a wide range of readings in classical Chinese prose, literary and documentary writings, as well as other texts, the course provides students with a basic knowledge of the grammar of classical Chinese, its syntactic patterns and structure and historical development, and also provides a comparison with modern vernacular Chinese. The course will also examine the close relation between language, society, and ideology.

Outline how this course addresses one or more of the 10 goals of undergraduate education.

1) Attain effective skills in oral and written communication, quantitative reasoning, and the use of information technology.

The proposed course is designed to provide students with basic training in classical Chinese. Through a structural study of Chinese in its classical form, the course will further improve students' advanced language skills in oral and written communication acquired through other 400-level courses such as CHIN467 (I) Advanced Readings in Chinese: Issues in Contemporary Chinese Society and CHIN467 (II) Chinese Literature. The course will provide a historical perspective on the relationship between language and ideology, engaging students in in-depth analysis of the transformation of the Chinese language. Information technology will be used extensively in this course, such as the word-processing of Chinese language documents and other electronic multimedia use. In particular, the course will make extensive use of the internet to illustrate the evolution of the Chinese language from its classical form to the modern Mandarin/Standard form.

2) Learn to think critically to solve problems.

To study a foreign language is to learn how to express one's views to others in a target language by solving linguistic problems. It is not a simple matter of linguistic communication but instead involves critical thinking as one explores issues in study projects. Like other 400-level courses (e.g. CHIN401 that enables students to think through important issues in contemporary China, such as population growth, environmental concerns, modernization and its socio-cultural impact; and CHIN405 that helps students appreciate Chinese literature in its complexity and in relation to politics), CHIN455 gives students a critical sense of classical Chinese in its relation to ideology and society and helps them examine the particular political context in which the study of classical Chinese was disrupted for

ideological reasons.

3) Be able to work and learn both independently and collaboratively.

Language learning is both an individual endeavor and a collaborative activity. While one needs to make an individual effort to learn to express ideas in a target language, one also needs to work with others in the process of communication. In the proposed course students will work in pairs or small groups on projects and carefully designed activities. The course features a good combination of individual endeavor and group collaboration on a regular basis as we work through often difficult and challenging texts of classical Chinese.

5) Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences.

Through studying a variety of classical Chinese prose writings, literary and historical documents, CHIN455 encourages students to explore the social, religious, and political implications of the texts of classical Chinese in relation to ideology and society. The proposed new curriculum emphasizes a humanistic approach to knowledge and its expression by engaging students in questions about human activities and diverse forms of aesthetic and intellectual expression as were manifested in classical Chinese writings that relate to aesthetics, ethics, mysticism, logic, and the philosophy of science. As such, it promotes diverse ways of thinking between humanities, arts, and social sciences.

7) Develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom.

Learning a foreign language is not limited to the classroom setting. Rather, it goes beyond its boundary and becomes an integral part of a student's daily life. CHIN455 aims to furnish students with a special academic knowledge that they can use to better understand the evolution of the Chinese language from a historical perspective. Such knowledge will give students a better sense of the sensitivity and sensibility of traditional Chinese literature and culture, thus providing a solid foundation for their future pursuit of Chinese studies upon graduation from UD, whether in formal studies or for individual interests.

8) Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression. (See 5)

Outline how this course relates to the overall program goals.

Students enrolled in the Chinese Minor and the Chinese Major must take at least two courses at the 400-level to fulfill requirements for both programs. CHIN455 is among the three 400 level courses (the others being CHIN401 and 405) to choose from. While students are not specifically required to take this course, we expect the course to be popular among them, as it is the only course that provides a historical perspective on the evolution of the Chinese language from its classical form to the modern Mandarin/Standard form through studying a wide range of readings in classical Chinese prose, literary and documentary writings. CHIN455 is an important addition to the overall Chinese curricula and will contribute to the programmatic goal of producing well-rounded students who can speak, read, write and understand Chinese and who are equipped with a better

knowledge of Chinese culture and can thus function effectively in today's world.

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Supporting Documentation for the Proposed Concentration in Japanese Studies

1. Provisional Approval of New Programs/Majors -- Resolution for the Faculty Senate Agenda

WHEREAS, the proposed major in Japanese studies fits the mission of the University of Delaware in its rigor and global outlook, and

WHEREAS, the need for the major may be seen from student demand, rising enrollments, the desire for faculty to make best use of their expertise, and the prominence of our Japanese National Honor Society students in the annual listings of the Association of Teachers of Japanese (where University of Delaware had the third highest number of such students in the nation this year), and

WHEREAS, the proposed major will compare favorably with similar programs in the region offered at Rutgers, Swarthmore, Ursinus College, the University of Pennsylvania and elsewhere, thus possibly capturing some of the student base currently enrolled at those institutions, and

WHEREAS, the proposed major can be taught and supported with existing faculty and library resources, be it therefore

RESOLVED, that the Faculty Senate approves provisionally, for four years, the establishment of a new major in Japanese Studies leading to the BA degree in Foreign Languages and Literatures, effective September 1, 2010.